

**MANITOBA ADULT ESL TEACHERS' PERCEPTIONS
OF THE RELATIONSHIP BETWEEN THEIR TESL EDUCATION
AND THEIR TEACHING ASSIGNMENTS**

BY

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in Partial Fulfilment of the Requirements
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Department of Curriculum, Humanities and Social Sciences
Faculty of Education
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ABSTRACT

This study reports the results of a survey of the perceptions of Adult ESL teachers in Manitoba regarding the relationship between their TESL education and their present teaching assignments. The study addressed these questions:

1. In which topics do teachers consider it important to have professional knowledge, principles and skill for their particular teaching assignment?
2. For the topics they consider to be most important, what were the major sources of their knowledge, principles and skill?
3. For the topics they consider to be most important, how knowledgeable and skillful do they consider themselves?
4. In which important topics will they pursue their learning and through which sources?

The seventy-one returned surveys accounted for 94 of 200 identified Adult ESL staff positions in Manitoba. In addition to overall findings, the analyzed data provided comparative results according to two demographic categories, a) Program Types (generic ESL, ESP and generic/ESP), and b) Teaching Experience (novice and experienced teachers).

The results provided a comprehensive overview of the diversity of professional expertise required by the Adult ESL teachers in Manitoba and indicated a valuable direction for pre- and in-service TESL education programs. In particular, the study showed that Manitoba Adult ESL teachers generally hold an Art/Craft conception of teaching. They share many commonalities in the professional knowledge and skill they consider to be important to their work;

however, their specific teaching contexts and circumstances have resulted in some distinct differences. The study also revealed that hands-on experience was overwhelmingly the major source of the teachers' current expertise. The Adult ESL teachers' interest in future professional development was shown to be strongly influenced by their perception of specific topics in their work. Topics for future PD are presented, based on the study's findings. There were also clear indications that Adult ESL teachers in Manitoba will seek out workshops delivered through their professional organizations for their future professional development. Based on the findings in the study, a number of recommendations are made regarding credentialling, TESL program review, and innovative, flexible approaches to in-service professional development that would provide differentiated PD activities in response to needs identified in this study.

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All the Adult ESL teachers in Manitoba who continue to inspire, teach and encourage me and especially to those who took the time in their very busy schedules to participate so graciously in this investigation.

DEDICATION

This thesis is lovingly dedicated to
the memory of my father, J. Fletcher Pettis (1920 - 1974), who would have been
proud;

and to my family;

my mother Phyllis Pettis, for being my first, most loving and most influential
teacher, my sister and friend, Barbara Stanley, and her family for their
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Chapter 1

INTRODUCTION TO THE STUDY

1.01 Introduction.

To many, the world today appears to be reeling chaotically from radically-changing political, societal and economic forces, the likes of which have not been seen since the Industrial Revolution. The demands of global competition have precipitated debate nation wide, as systems and institutions are challenged, scrutinized and reconfigured to respond to changing realities and agendas. In the global arena, Canada's linguistic and cultural diversity is a strength with tremendous potential, and the role of education in developing this potential is pivotal. The one certitude is that increasing global interdependence will necessitate a well-educated and skilled, communicatively and interculturally competent citizenry able to understand and communicate messages "across cultural and linguistic boundaries" (Tedick, Diane J. and Walker, Constance L., 1994, p. 301).

Education is being challenged to reconsider what and how it teaches students. The demands for restructuring that are being heard in education and teacher education programs are also being acknowledged and responded to in the second language education field. It is within this political and economic climate that the goals, content and practices of Adult ESL instruction are being

debated. It is also within this context that the preparation of Adult ESL teachers must be reconsidered. Adult ESL teachers grapple daily with issues of what and how to teach in order that their students develop communicative competence. They must have at their disposal the professional "tools" necessary to facilitate effective decision-making. Success in their endeavour will reflect, in no small way, the effectiveness of their own professional preparation for this undertaking.

Teacher educators have traditionally been viewed as the authorities who should determine the content and processes of TESL education programs. Principles of program development and educational planning suggest that the development of appropriate professional development programs and opportunities for pre- and in-service Adult ESL teachers be undertaken in response to careful assessment of needs perceived by key stakeholders. The dearth of available research on the needs of these pre- and in-service teachers limits the application of these principles. There is little research identifying either the general principles, knowledge and skills that Adult ESL teachers must acquire to ensure effective teaching or the processes by which teachers learn this content. Neither is there substantial research identifying specific TESL education needs of teachers in different contexts.

1.02 Delivery of Adult ESL Instruction in Manitoba: Programs and Contexts.

Over the last ten to fifteen years, the Manitoba government, through the Settlement and Adult Language Training (SALT) Branch of Manitoba Culture, Heritage and Citizenship, has endeavoured to develop a comprehensive and coordinated Adult ESL system within the province. Instruction is offered to students in both urban and rural settings; however, the concentration of immigrants in the city of Winnipeg has resulted in the majority of classes being located there.

According to statistics (1998) kept by SALT Branch, there are approximately 2,900 students registered in provincially and federally-funded Adult ESL classes throughout Manitoba.¹ The characteristics of the Adult ESL students in Manitoba are diverse, as are their needs and goals. The ages of Adult ESL students in Manitoba range from 18 to over 80, with the majority falling into the 20 - 49 year old range. These students come from 76 different countries and speak 50 different mother tongues. The levels of education they achieved in their former country or country of origin range from none at all to doctoral and post doctoral qualifications. A large portion of Adult ESL students want *generic* classes that focus on the development of ESL in a variety of topic contexts for

¹Provincial and federal statistics are only kept on the number of students enrolled in programs they fund. Statistics are not kept on Adult ESL students in university or private school programs. Nor are they kept on the number of students enrolled in Adult ESL classes who are in Canada on temporary visas, such as foreign students or visitors.

general communication in the community. However, another subset requires language skill development for a specific purpose (*ESP*), such as academic or professional study, pre-employment preparation, job maintenance or promotion. Consequently, a variety of Adult ESL program alternatives have been developed in response to these factors. There are three principal Adult ESL program delivery models in Manitoba (Manitoba Culture, Heritage and Citizenship, 1994a):

- School, college and university-based language training;
Generic and ESP courses
- Community-based language training;
ESP courses
- Workplace-based language training.
ESP courses

The curricula of these programs are diverse, reflecting both the mandates of the programs, the purpose of the courses and the characteristics of the learners. The approaches taken to curriculum development, therefore, are also varied. In programs offered in the workplace, by community organizations or by other deliverers that employ an *ESP* approach, the teachers are also the curriculum developers. Curricula are developed in response to the specific, identified needs of the students and other key stakeholders. In the case of workplace language training, these stakeholders might include work supervisors or the employers themselves.

Another specialized area of instruction is that of Adult ESL/Literacy. Several programs, notably school division, workplace and community programs, have a number of students identified as Adult ESL/ Literacy students (See the Canadian Language Benchmarks: English as a second language for adults/ English as a second language for literacy learners for characteristics of ESL/Literacy students). The teachers in these programs have developed specialized expertise to respond to the needs of these particular students.

1.03 TESL Training Opportunities in Manitoba.

Currently, individuals in Manitoba interested in acquiring or developing Adult ESL teaching expertise have access to a range of pre- and in-service professional development opportunities (Manitoba Culture, Heritage and Citizenship, 1994b).

1.03(a) University and College Training.

The Faculty of Education of the University of Manitoba offers courses at three levels of study. The Bachelor of Education (B.Ed.) program contains two elective courses in TESL education but no required courses in that field. A Diploma in TESL is being developed. This will be a Continuing Education program consisting of five Faculty of Education undergraduate courses. The Post Baccalaureate Certificate in Education (P.B.C.E.) allows for a concentration of TESL courses, while the Master of Education (M.Ed.) program provides for a specialization component in TESL.

The Universities of Manitoba, Alberta, Calgary, Saskatchewan and Victoria have formed a consortium and collaborated on the design and delivery of a Certificate in Adult and Continuing Education program, which offers campus-based and distance education courses. Included in the certificate program are a variety of elective TESL courses.

The University of Winnipeg offers TESL and related courses through its Bachelor of Education program and its Faculty of Arts and Science. It has also recently begun offering an intensive, four-week full-time course leading to an RSA/University of Cambridge Certificate in English Language Teaching to Adults (CELTA), which is a widely recognized initial qualification for individuals wishing to teach ESL around the world.

Providence College, located in Otterburne, Manitoba, offers a Certificate of Teaching English as a Second Language (CTESL). The program can be completed in one year of full-time study by those without Bible college training. Those who hold appropriate Bible college credits can complete the program during the month of June each year, or by attending classes at the College during the regular semester.

The University of Saskatchewan offers a distance education Certificate in Teaching English as a Second Language (CERTESL). This is a home study program designed to meet the instructional needs of current and prospective teachers of ESL.

1.03(b) Professional Organizations.

In addition to these formal TESL education programs, there are several professional organizations that provide vital non-formal opportunities for TESL professionals to meet colleagues, explore areas of interest and further develop their professional expertise.

TESL Canada is a national organization which, according to its mission statement, is “dedicated to advancing communication and to coordinating awareness of issues for those concerned with English as a Second Language and English skills development...” (*TESL Canada Journal*, 1997). Part of its service to teachers is the publication of a refereed journal, the *TESL Canada Journal*, which strives to be “the most important vehicle for ESL teachers, researchers, and curriculum developers across Canada to engage in professional dialogue at the highest level of our chosen field” (op. cit, p. i). TESL Canada also organizes a national conference every eighteen months in partnership with a different provincial affiliate on each occasion. These TESL Canada Conferences present a vital opportunity for ESL educators throughout Canada to get together with national and international colleagues to identify and share insights, information and skills on common issues. They have become an integral venue for the nurturing of the Canadian TESL community.

TESL Manitoba, an affiliate of TESL Canada, sponsors the TESL Manitoba Conference each year. This conference, organized with the involvement of TEAM (see next entry), also presents nationally and

internationally known ESL authorities as well as a variety of local experts. There are a number of workshops for teachers working at the pre-school, K - 12, and adult levels.

The organization, Teaching ESL to Adults in Manitoba (TEAM) provides a variety of professional development opportunities throughout the year, including an annual Teacher/Learner Conference. This conference is organized by Adult ESL teachers and students for the community of individuals concerned with issues related to Adult ESL instruction. This community includes funders, program administrators, TESL educators, settlement workers and students, in addition to Adult ESL teachers. As mentioned, TEAM members also participate in the planning and delivery of the TESL Manitoba Conference each year.

1.03(c) Provincial Government: Manitoba Culture, Heritage and Citizenship.

A final source of pre- and in-service professional development opportunities is the Settlement and Adult Language Training (SALT) Branch of Manitoba Culture, Heritage and Citizenship. SALT, which is responsible for the coordination of the delivery of Adult ESL instruction throughout Manitoba, organizes workshops for teachers employed in workplace and community Adult ESL programs. It also coordinates the planning and delivery of joint professional development sessions for Adult ESL teachers in Manitoba in partnership with a variety of deliverers and professional organizations. SALT has also worked collaboratively with the university and college TESL programs to provide guest

and sessional lecturers.

1.04 Implementation of the *Canadian Language Benchmarks in Manitoba.*

In May, 1996 the Canadian Language Benchmarks: English as a second language for adults/ English as a second language for literacy learners (CLB) was released by the Federal Department of Citizenship and Immigration, Canada. This long awaited document has the potential of being a significant contribution to the field of Adult ESL in Canada. It states, on pp. I - II of its preface, its intention to:

provide consistency of outcomes for learners across the country, a common basis for both learner and program assessment and a concrete statement of language competencies to all stakeholders including learners, educators, employers and community and settlement agencies. Benchmarks would also encourage innovation in curriculum and materials development.

In Manitoba, both the federal and provincial governments have responded to the potential of the document and have begun the process of developing a curriculum framework to implement the *CLB*. As part of that process, the goals and context of Adult ESL instruction in Manitoba were defined and articulated in A Curriculum Framework for Implementing The *Canadian Language*

Benchmarks in Manitoba. They state in part:

The goals of Adult ESL instruction in Manitoba are to assist students to:

- develop communicative competence in ESL; and
- acquire necessary, appropriate and timely settlement information to pursue their personal, academic, and employment goals and live lives of dignity and purpose in Canada...Language and culture are recognized

to be inextricably linked. The goals of Adult ESL instruction are furthered by providing opportunities for students to learn about Canadian culture. The development of communicative competence is also enhanced when students can examine and share observations about Canadian culture, their own cultures and the cultures of their classmates...It is also recognized that Adult ESL students are diverse in their characteristics. They come to the learning environment:

- with a personal sense of purpose and motivation;
 - with a variety of educational and language learning experiences;
 - in different stages of the settlement process; and
 - with a wealth of life experience
- which must be reflected in all aspects of the adult language learning experience. (1997)

Certain premises of the *CLB* document imply specific approaches to second language instruction, such as a concept of communicative competence based on the model proposed by Canale and Swain in 1980, and the fundamental assumption that a communicative teaching approach will be used for instruction. The document also proposes a task-based approach to evaluation. The approach to the development of the curriculum framework in Manitoba is a collegial one, in which teachers are participating. In order that all Adult ESL teachers share a similar understanding both of the document and the curriculum framework that is being developed, an extensive process of workshops and in-service sessions has been designed based on teacher input.

1.05 The Purpose of the Study.

The purpose of this study was to investigate perceptions of Adult ESL teachers in Manitoba regarding the relationship between their TESL education and their present teaching assignments. The study examined the areas of

professional knowledge and skill that teachers consider important for their actual teaching assignments, and attempted to determine their personal perceptions of their level of knowledge and skill in those areas. It also examined the sources of professional knowledge and skill of Adult ESL teachers in Manitoba (formal, non-formal and informal educational experiences, pre- and in-service education, relevant life experiences etc.), as well as their future professional development intentions. In particular, the study attempted to answer the following specific questions:

1. In which topics do teachers consider it important to have professional knowledge and skill for their particular teaching assignment?
2. For the topics they consider to be most important, what were the major sources of their knowledge and skill?
3. For the topics they consider to be most important, how knowledgeable and skillful do they consider themselves?
4. In which important topics will they pursue their learning and through which sources?

1.06 Implications of the Study.

The results of the study provide a comprehensive overview of the diversity of expertise required by the Adult ESL teaching professionals in Manitoba and indicate a valuable direction for pre- and in-service TESL education programs. The study indicates what is currently being done well in TESL education, but also

reveals the significant "gaps." It also suggests innovative formats or delivery models for teacher education. The results could assist in the development of TESL professional qualification guidelines. The results should also be very useful to TESL education programs, TESL professional organizations and Adult ESL employers in helping them meet the professional development needs of the Adult ESL teachers in Manitoba.

Chapter 2

REVIEW OF THE LITERATURE

2.01 Professionalism.

The criteria used to define *profession* have some subtle and not so subtle variations, which can significantly alter the way one measures the degree of professionalism in the field of ESL. Curry and Wergin (1993) have defined professions as “encompassing occupational groups that (1) share specialized skills requiring extensive systematic and scholarly training, (2) restrict access with rigorous entrance and exit requirements, and (3) because of their importance to society, claim high social prestige” (Preface, p. xiii). Harris (1993) refers to Schön who “has argued for a new epistemology of professional practice that characterizes it fundamentally as judgment and wise action in complex, unique, and uncertain situations with conflicting values and ethical stances” (p. 17). Harris adds that effective professional practice requires reflective and practical knowledge and competencies in addition to “theoretical and technical knowledge” (p.17). Mendelsohn (1994) refers to Mayhew’s 1971 description of a profession as consisting of “individuals with specialized knowledge obtained through intensive education which allows them to provide esoteric services in a near-monopoly fashion to a public which recognizes and accepts the utility of

monopoly” (p. 84).

Mendelsohn, in the same article (1994), says Mayhew suggests professionals must be altruistic. Mendelsohn also refers to Schein's observation that professionals are engaged in full time occupations that are the principal sources of their income.

Mendelsohn points out that many ESL teachers do not have specialized knowledge, and that their services are not regarded as esoteric because, “many still believe that anyone who speaks English can teach ESL, and the public certainly does not recognize the near monopoly of ESL teachers to teach ESL” (p. 84). Stern (1983) also notes the assumption that English can be taught by anyone who speaks it. He suggests that it has resulted in a body of teachers, with, at one end of the extreme, non-trained native speakers of English and at the other, non-native speakers of English who have an understanding of their educational context and a particular formal knowledge of the language, but are not proficient. Stern also notes that language teaching is “not a single and easily identifiable set of professional activities” (p. 345) and turning “such a diversely composed body of teachers into a ‘profession’ through various forms of training is no small task” (p. 345).

Furthermore, adds Mendelsohn (1994), Adult ESL teachers infrequently find themselves engaged in full-time work. Application of Mayhew's and Schein's criteria to ESL instruction may result in a conclusion that it is, indeed, not a profession. As Brod (1983, p. 319) says in his article on the state of the

profession, "In calling ourselves a profession, we - whoever we are - make use of a convention, a courtesy, and, some would say, wishful thinking".

Mendelsohn (1994) suggests that any perceived de-professionalization of the field is the result of systemic conditions and a view of ESL teaching as a service rather than a discipline. Sauvé (1996, p.20) adds to this perspective.

She eloquently iterates:

In the past five years we have seen a serious undermining of the profession of ESL teaching in this country [Canada], a condition that can be directly tied to the implementation of LINC (Language Instruction for Newcomers to Canada, a federal funding program). Before LINC, most ESL was done in institutions and most staff were required to have professional certification and were paid, in most cases, professional salaries commensurate with their experience and credentials. With LINC came a swing away from the institutions toward funding increasing numbers of low-cost alternatives offered by settlement agencies, private schools, and special interest groups. These organizations were not required to have the same credentials, and even when they do the staff cannot be paid benefits nor do they receive salaries or wages in keeping with their training and the work they are doing...The standards have fallen. Although many positive things are to be said about LINC policy, its treatment of the ESL professional is anything but positive, and unless the current settlement renewal process takes this problem into account, we will only see this situation deteriorate even further.

Other views of professionalism may yield additional conclusions about ESL teaching. Joan Morley, in a plenary address excerpted in the December 1993/January 1994 issue of *TESOL Matters*, outlines nine professional qualifications initially proposed by Harold Allen, TESOL's first president (1967-1968). These qualifications are: competent preparation leading to a degree in

ESL; a love of the English language; the faculty to use knowledge selectively and critically; the persistent urge to upgrade oneself; self-subordination to helping students reach personal goals; readiness to go the extra mile; cultural adaptability; "citizenship" in a professional organization; and a feeling of excitement about one's work. Morley goes on to say that professionalism is not an *either-or* situation, but a matter of degree.

Elson (1997) presents a conception of professional competence that is not so sentimental. He exhorts us to recognize that teaching ESL is a profession;

a sophisticated, complex, multifaceted undertaking that carries particular demands and responsibilities. And part of this professionalism is to be aware of the social, political, economic, and cultural context in which we teach (p.58).

Elson goes on to outline a list of six competencies, which he suggests provide a useful context for professional self-assessment. These are: conceptual competence (professional education), technical competence, contextual competence, interpersonal communication competence, integrative competence, and adaptive competence.

Richards (1987) states that, if the professionalism of a field can be measured by the degree to which a body of theoretical knowledge and research inform the methods and procedures utilized by its members, then the field of second language teaching may be considered to have developed a substantial degree of professionalism over the last couple of decades. Language teaching, he suggests (p.210), "has achieved a sense of autonomy, with its own

knowledge base, paradigms, and research agendas.” He and others (Bernhardt and Hammadou, 1987; Freeman, 1989; Pennington, 1990; Richards and Nunan, 1990) argue, however, that these developments have not adequately informed the preparation of language teachers.

2.02 Principles and Conceptions of Teaching.

Tedick and Walker (1994) add to the discussion with their view of second language instruction as an area of educational expertise distinct from other educational disciplines. They suggest that the specificity of ESL instruction requires a consideration of the social, historical, and political contexts within which teachers function and argue that this consideration is particularly important for teacher educators. Because of this specificity, a unique conception of teaching is required that incorporates the particular dimensions of second language instruction that are beyond the scope of general education issues. They assert that a conceptualization of second language instruction is needed that is based on an understanding and internalization of the complex socio-cultural relationships reflected in discourse patterns of the language. It is this intrinsic relationship, they argue, which defines the discipline.

Jack Richards (1987) and Alister Cumming (1989) call for a theory of effective language teaching that would be based on a statement of general principles arrived at by the study of the teaching process itself. Cumming reports that surprisingly little study has been devoted to understanding the processes by

which second language teachers develop their knowledge or even to defining that knowledge (1989). He notes that most models of teacher education, such as Stern's (1983), focus on an *input-output* paradigm. Student teachers study disciplines, such as linguistics, second language acquisition, pedagogical techniques, and relevant social conditions (*input*) and then are expected to apply that knowledge to their teaching (*output*). This paradigm does not define how the input is transformed into output as there is no learning theory on which the model can be based.

Richards (1987) also points out that the process-product research that has been carried out in content classes does not necessarily help us identify what it takes to be an effective second language teacher as the goals of instruction and, therefore, the strategies adopted by teachers are different in each case. Recently, researchers have called for a research agenda that provides insights into the cognitive dimensions of how second language teachers' thinking influences language instruction (Richards, 1987; Freeman, 1990; Richards and Nunan, 1990; Johnson, 1992).

A significant contribution to the discussion is provided by Freeman and Richards (1993). They build on Zahorik's proposal (1986) that general conceptions of teaching can be categorized under three headings: a science/research conception of teaching; a theory and values-based conception; and an art/craft conception. Implicit within each conception of teaching are assumptions about essential teaching skills.

The science conception of teaching premises its approach on research supported by empirical investigation and experimentation. It is a conception of teaching that prescribes “ready-made, **specific solutions**” (p.207). Three sub-categories of the science/research conception have been identified; those that operationalize learning principles, those that implement a tested model, and those that reflect research on what effective teachers do.

In the field of second language teaching, Freeman and Richards (1993) identify audio-lingualism, task-based language teaching, and learner training that reflects research on cognitive and learning styles as characteristic of the learning principle sub-category. The sub-category of implementing a tested model characterizes teaching that is viewed as an “aggregate of individual teaching skills” (p.197), such as questioning patterns and response wait times. According to Freeman and Richards, second language instruction has not been significantly influenced by research on effective teaching practices.

A theory and values-based conception of teaching provides “ready-made, **general solutions**” (p.207). Theory and values-based conceptions of teaching “share a fundamental assumption about the social nature of education” (p.207). Freeman and Richards suggest that Communicative Language Teaching and the Silent Way are two examples of how second language teaching has been affected by a theory. Controversy over the empirical bases of the Natural Approach and Suggestopedia may indicate their inclusion within this category also, rather than the science/research conception category. Values-based

conceptions of teaching derive from the values an individual has for teachers, learners, classrooms and the role of education in society. While a values-based conception of teaching will integrate a particular view of science, rationality and theoretical coherence, it does so from the perspective of restructuring social values and bringing about social change. In second language instruction humanistic and learner-centred approaches to language teaching fit within this category, as do reflective and team teaching.

Conceptualizations of teaching as an art or craft incorporate those practices that are dependent on an individual teacher's unique skills and personalities. Solutions are "custom and self-made" (p.207). Freeman and Richards suggest that second language teaching approaches described as "eclectic" fall within this category. In this conception of teaching, accountability rests with the teacher, who is responsible for assessing the classroom situation for its pedagogical needs, selecting appropriate responses from a range of particular options and evaluating consequences. Strasheim (1991) notes, however, that the "eclectism" embraced by second language teachers in the early 80's has led to some notable problems. Frequently an eclectic approach has been adopted in which methods, activities and materials are determined idiosyncratically by the teacher, but not necessarily based on pedagogical need or consequence (Strasheim, 1991). Strasheim is particularly concerned that eclectic teaching styles have come to mean mixing and matching strategies from "every conceivable methodological source" (p.105). She notes:

The problem has been that the eclectic teaching styles that have evolved have often been random and haphazard rather than the coherent and logical wholes in consonance with teacher personalities and student learning styles Finocchiaro called for when she asserted that 'our methods should be eclectic.' (p.105)

Although it has received some criticism as a premature categorization and one which may oversimplify the similarities and differences among teachers (Richards, 1994), Freeman and Richards' case for the connection between the various conceptions of teaching and the specific skills through which each is attained, has significant relevance for ESL teacher education and is reflected in the variety of Adult ESL teacher education models of staff development in existence (Terdy, 1993). Freeman and Richards (1993) and others (Lange, 1983; Mendelsohn, 1994; Parrott, 1993; Richards and Rodgers, 1986; Yalden, 1983) point out, however, that teacher educators should not conclude that one conception of teaching is superior to another. Freeman and Richards (1993), Larsen-Freeman (1983), and Prabhu (1990) argue that, in ESL, attempts to prove one methodology better than another have largely failed. They go on to suggest that classroom practices should be examined within the conceptual framework of the teaching involved.

Pennycook (1989) goes further by adjuring ESL professionals to develop a critical stance in order to "oppose those forms of knowledge that are being thrust upon them under the guise of scientific objectivity" (p.612). Pennycook's concern, which is echoed in a brief article by Lynne T. Díaz-Rico (1995), is

premised in the contention that knowledge is socially constructed and reflects particular ways of explaining the world as interpreted by various individuals or groups and inscribed in relationships of power. These observations are concomitant with the ideas of critical theorists, such as Freire (1970, 1978, 1985), Giroux (1981, 1983, 1988), and Apple (1975). Pennycook (1989) argues that the complexities of language teaching and its contexts must be explored and other local forms of knowledge about language and teaching validated.

It is necessary to separate individual teachers' conceptions of teaching from the conceptions held by the field (Freeman and Richards, 1993; Larsen-Freeman, 1983; Prabhu, 1990). Freeman and Richards (1993) refer to Lortie's 1975 work, which indicates that teacher-trainees come into teacher education programs already holding ideas about teaching established fundamentally through their experiences as students. Prabhu (1990) echoes this observation, saying "...there is a factor more basic than the choice between methods, namely, teachers' subjective understanding of the teaching they do" (p.172). Prabhu describes a teacher's *sense of plausibility* as the personal concept held by a teacher of how learning takes place and how this learning is caused or supported. Prabhu goes on to say that a teacher's *sense of plausibility* may develop in different ways, such as: a teacher's experience as a learner and as a novice teacher; exposure to methods while training; opinion developed as a parent or other care-giver. These experiences may influence different teachers in a variety of ways.

2.03 Training, Education or Development.

The terminology used to describe or advocate processes and content by which second language teachers can acquire or enhance their professional knowledge and skills frequently reflects the diverse teaching conceptions held by TESL educators or institutions. Attempts have been made in the literature to clarify the terminology and provide a framework for contextualizing TESL activities. In the early 80's, Henry Widdowson (1983) entered the debate with definitions of *training* and *education*. He drew a distinction between these words saying, "*training* tends to convergence and a reliance on established technique, whereas *education* tends towards divergence and a readiness to break the confinement of prescribed practices." Diane Larsen-Freeman (1983) also points out differences in perceptions associated with these terms, saying that *training* is situation-oriented with finite objectives; the content is matched to the finite objectives and is transmitted from trainer to trainee; emphasis is on conforming to a prescribed model; success is measured against specified criteria. *Educating* is individual-oriented with general objectives focused on developing skills to enable the teacher to adapt and function in any setting; students are educated to be independent learners; the emphasis is on process, not product; assessment is relative and based on progress.

Lange (1983, p.374) objects to the terms *preparation* and *training*, suggesting the former term "gives the connotation of supplying future teachers' needs before they start their career," while the second term "suggests a

misleading completeness in the readiness of teachers.” Lange goes on to say that the term *development* is perhaps most reflective of what TESL programs do. Freeman (1982, p.21) also discusses the differences in *teacher training* and *teacher development* saying that *training* assumes that teaching is a “finite skill” which can be “acquired and mastered,” while *development* is a “constantly evolving process of growth and change.” Combs (1989) and Strasheim (1991) also note these differences and call for a shift of emphasis from *learning how to teach* to one of *becoming a teacher*. Tessa Woodward (1991) refers to N.S. Prabhu’s distinction between two perspectives on language education and its application to ESL teacher education. Prabhu suggests that activities that prepare learners in specific ways, such as knowledge, skills or patterns of behaviours are *equipping* activities. Activities intended to give learners the opportunities and support to fulfill their own potential are *enabling* activities. Any instructional activities, including those intended to prepare teachers, are likely to be a combination of equipping and enabling activities; however, current systemic pressures are resulting in a primary focus on equipping procedures (Woodward, 1991).

Pennington (1990) calls for a professional development model for second language teacher preparation which recognizes the “centrality of career growth as an on-going goal” (p.132). She goes on to argue that if it is the intention of teacher preparation to contextualize teacher preparation as a profession, then the narrowest perception of training will be inadequate. Both training and

educational aspects of teacher preparation can be enhanced if they are integrated.

Freeman and Richards (1993), in addressing the question of what teaching skills should be taught, recommend a developmental model that views the three conceptions of teaching as on a continuum along which a certain emphasis is more or less appropriate depending on the stage of a teacher's professional evolution. Because science/research and theory/values conceptions of teaching are, in their consideration, prescriptive, they would suggest their appropriateness for novice teachers. The art/craft conception in combination with the theory/values conception may be more appropriate for teachers who are engaged in philosophical considerations of the reasoning underlying their teaching.

2.04 Novice, Practising and Expert Teacher Needs.

The literature that considers the needs of teachers at different stages in their professional lives provides some resolution of the *training vs. education vs. development* debate (Cumming, 1989; Freeman, 1982; Stern, 1983; Hynes, 1985; Nunan, 1991; Bailey, 1991; Harris 1993). Freeman (1982) notes an implicit hierarchy of needs of teachers at different stages in their professional development, suggesting that novice teachers are concerned with the question of *what to teach*. Cumming (1989, p.32) also suggests that student teachers "perceive they require a kind of procedural (and not so much declarative)

knowledge which will enable them to do the work of teaching effectively.”

Freeman (1982) goes on to suggest that more experienced teachers begin to ask *how to teach* and *why* questions related to content and process. Freeman then recommends an overlap between *training* and *education* in answering these questions.

Cumming (1989) suggests that academic course work is insufficient to develop full professional knowledge and calls for research into the ways this knowledge is developed by individuals. In the same paper, he recommends a developmental learning model for the professional development of in-service ESL teachers, rather than a training model. He says:

Teachers trained in one period, institution, or situation may find that instructional approaches differ significantly in situations where they later work. These may involve entirely different views of classroom relations, syllabus organization, and instructional content....A narrow range of instructional skills cannot provide the adaptability needed for the diverse situations and roles in which second language teachers work internationally. It would also appear to be less than language teachers tend to expect of themselves as educated professionals. (p.43)

Cumming adds that it would be useful to contrast data on how the thinking and practices of experienced second language teachers differ from those of student teachers (1989). He observes that there is an absence of research on how the practical knowledge of language teachers develops through practice and reflection.

Johnson (1992) refers to a number of studies which indicate that experienced teachers possess a well-organized knowledge base from which to

draw alternatives to consider during instruction; however, novice teachers lack this schema. These observations are supported by work done by Brinton and Holten (1989), Strasheim (1991) and Grosse (1991).

The Brinton and Holten study (1989) shows that novice teachers in a practicum placement are somewhat concerned with developing their identities as language teachers, and are focused on the business of identifying the areas in teaching which have to be mastered. Initial emphasis, they state, is of necessity on mechanical aspects of presentation and on orchestrating students' language learning and practice. Strasheim (1991) has noted that in-service teachers are very cognizant of their needs and interests and are able to provide valuable information on which to build professional development programs. Strasheim points out that the appropriate questions first must be asked and the answers then listened to, and add that the new programming options must reflect "the lives of busy professionals" (p.104). Grosse's study (1991) reveals that experienced teachers did not see themselves as needing the same tutoring/teaching experiences as novice teachers did. Grosse (p.40) goes on to call for "more research on teacher needs and classroom practices" in order that the "content of teacher preparation courses be more closely related to their development needs."

A recent article by Sanaoui (1997) adds to this discussion, reporting that practising teachers who participated in a province-wide survey in Ontario on professional characteristics and concerns reported that teacher training

programs that included practica were rated “much more favourably” (p.37) than programs without this component. The investigation also revealed that in-service professional development activities were valued, with 73% of the respondents indicating they participated in professional development activities independent of their employers. They also indicated a preference for workshops and conferences for professional development and included access to professional development activities in their main issues of concern.

2.05 Learner-centred Curriculum Development for TESL Programs.

Discussions about the nature of learner-centredness have begun to inform developments in approaches to second language teacher education (Nunan, 1987, 1988; Ramani, 1987) and may be seen to be building on work in the field of adult education. Learner-centredness is a fundamental principle in adult education (Brookfield, 1986, 1987; Cross, 1981; Darkenwald and Merriam, 1982; Galbraith, 1991; Knowles, 1984; Kowalski, 1988; Merriam and Caffarella, 1991; Robinson, 1980). Galbraith (1991) refers to Brookfield in stating that effective teaching of adults incorporates collaborative and participatory components in the educational activity. He notes, “All participants should be engaged in assessing needs, setting objectives, selecting appropriate methodologies and materials, and developing evaluation procedures as well as actively participating in the facilitation of the learning” (p.7).

Galbraith also points out, however, that the instructional planning process

should not be wholly non-directive on the part of the *facilitator*. He states that facilitators and learners have essential roles within the planning process; that facilitators must use their expertise in helping adults learn and not abdicate their responsibilities in favour of supporting every non-critical demand of learners. Brookfield (1986, p.146) suggests that facilitators must be as careful to avoid incorporating “every inclination, preference, or demand of learners” as they are of forcing students into a “lock-step sequence of previously prescribed educational activities.”

Harris (1993) calls for an increased involvement of all stakeholders in developing curriculum for professionals. Harris advocates that curriculum problems should be addressed by a method appropriate to the issues and should be determined by a process of the consensus-building among the stakeholders who bring to the table their shared perspectives on a particular situation. Harris draws on Schwab’s landmark contributions to curriculum theory and notes that curriculum problems are essentially “practical problems about choice, action, educational policy, and practice in unique, complex situations, in which belief systems play a central role” (Harris, 1993, p.42).

In TESL education, the call for learner-centredness in program development is becoming increasingly apparent in the literature (Cross, 1993; Hayes, 1995; Hynes, 1985; Lange, 1983; Nunan, 1989; Wright, 1993). Freeman and Richards (1993, p.204) describe a learner-centred curriculum as “one of a number of terms used to refer to forms of language teaching which are based on

a belief in learners as potentially self-directed and responsible decision makers.” They note that it is based in “values of learner decision making and autonomy” (p.205).

Keith Richards (1994) calls for a research agenda that takes a learner-centred look at how teachers change over time. Richards states that only by examining teachers’ life experiences can an adequate understanding of experience be developed. He refers to Floden and Huberman’s work which attempts a categorization of professional life into three “seasons”: *stabilization*, *stock-taking or self-interrogating*, and *disengagement*, suggesting it is “our life experiences which help make us what we are, both personally and professionally” (Richards, 1994, p.403). Richards also points out that much of research on second language teacher thinking has been based on groups attending professional development courses. He states that in order to understand how teachers *know*, “we need to be with them in their places of work” (p.403). This data could then be combined with data from other investigations into ESL teachers’ careers to “form the basis for developing an adequate epistemology of experience” (1994, p.403).

Golombek (1994) adds to this discussion by pointing out that any attempts to study teachers’ knowledge must attempt to do so from the teachers’ perspective and must recognize that teachers are “active agents in their classrooms.” She suggests that traditional approaches to conceptualizing and researching teachers’ knowledge have led to a de-contextualized body of

knowledge and warns this may “marginalize the status of teachers whose knowledge lies outside of the status knowledge domain” (1994, p.405).

Nunan (1989) has also been a vocal advocate of a client or learner-centred approach to teacher development, suggesting it as an alternative to top-down ‘package deal’ teaching methods. He refers to Chaudron and van Lier in saying that curriculum is being reconceptualized as a “documentation and systematization of classroom practice” (p.111) negotiated through a process of consultation with learners. Nunan suggests that, if this process is appropriate for the design of curriculum for learners, it should be appropriate for the design of curriculum for in-service teachers who become learners in professional development activities.

Stern (1983) calls for an analysis of the language teaching situation in which teachers will work and adds that the literature on LTE [Language Teacher Education] in this respect “tends to be rather ambiguous” (p.350). He says:

It seems to me to be very important to relate LTE very deliberately to the educational system and social setting for which it is to be provided. If we intend to develop, change or evaluate LTE in a given system of education, we must first find out for what kind of language teaching situation the LTE program is intended to prepare teachers. (p.349)

Bax (1995) echoes these concerns, saying that the top-down model of teacher education is fraught with problems. For instance, he points out (p.263), “the input may be irrelevant to the trainees’ home context” and the potential for long-term change minimal. He calls for a learner-centred teacher development

model in which activities are “content-negotiable and transferable” (p.269).

2.06 Content and Process of Teacher Education.

The literature reveals little which attempts to inform the development of TESL programs through an examination of the perceptions practising Adult ESL teachers have of the relationship between their professional preparation and their actual teaching assignments. Much of the available literature, such as the *ACTFL Provisional Program Guidelines for Foreign Language Teacher Education* (ACTFL,1988), reflects a top-down approach to TESL program content issues. Writers such as Cross (1993), Lange (1990), Stern (1983) and Yalden (1983) have provided explicit directions for the content of TESL programs. Cross (1993) asserts his belief that “teacher preparation programs should be based on a needs analysis, carried out in schools and with a strong bias towards the practical” (p.11). However, he then goes on to outline several areas that should be fundamental to any program: pedagogic technique, classroom activities, management skills, materials development, language improvement of NNS teachers, and applied theory. Stern (1983), in spite of his call for a consideration of the potential teaching situation in planning a TESL education program, outlines very specific objectives for such a program. He states that in order for ESL teachers to be both linguists and language educators, TESL programs must develop: proficiency of NNS in the target language, conceptual knowledge about the language, conceptual knowledge,

experience and skill in the target culture, orientation to the educational context and implicit philosophy, language teaching theory, general personal education, and practical language teaching experience.

Lange (1990) indicates that TESL programs at both the graduate and undergraduate level are “theoretically oriented towards linguistics and language acquisition with but a modicum of attention given to teaching and learning” (p.253). He refers to work by Mulkeen and Tetenbaum in his proposal for a model of second language teacher education which moves away from a focus on the knowable, observable and achievable and its “overemphasis in U.S. culture on a model of accountability that does not fit the development of higher-order thinking, emotional maturity, and a system of values for our students” (p.259). The model by Lange has entrance requirements and decision-making; specific educational foundation courses, clinical experiences, a research component and exit examinations.

Yalden (1983) outlines the features she considers integral to an effective TESL program which has as its focus the development of ESL teachers who can make independent, informed classroom decisions. She also articulates four proposals for TESL training across Canada. They are:

1. More finely differentiated training which takes into consideration the community in which the teacher will work;
2. Support and consultative services, such as resource centres and language course design advice;

3. Systematic, purposeful professional development opportunities for in-service teachers;
4. Initiatives to develop classroom teachers into researchers.

In addition, she calls for a TESL training model that would ensure sound linguistic training and the ability to apply various models of language description appropriately; an understanding of the social and cultural aspects of second language teaching; pedagogical competence; curriculum and course design; the ability to select/develop diagnostic and proficiency testing instruments; and curriculum evaluation.

Courchêne (1996) calls for the inclusion in TESL programs of courses to prepare teachers to be better “cultural interpreters” (p.10). He suggests that this would include an opportunity for teachers to (re)explore Canadian culture, multiculturalism and racism, and receive some direct cross-cultural experience. He notes that teachers must become aware of their own cultural values and beliefs before they are able to explain or share it with their students.

Sauvé (1996) adds to this discussion, noting that because the ESL theoretical body has grown out of applied linguistics, a “disproportionate emphasis” (p.19) has been placed on the structure of language and theories of second language acquisition. She suggests that TESL education programs might incorporate courses on history, political science, economics, critical pedagogy, anti-racist education, conflict resolution and practical strategies for working with multicultural groups. In addition, she recommends learning how to

develop “process curricula that can be readily adapted to various contexts” (p.19). Sauv  also suggests that traditional teacher education programs have focused on techniques rather than the development of the critical thinking skills necessary to evaluate the appropriateness of various techniques, or materials. Nor have they enabled teachers to examine those aspects of Canadian society which maintain the hegemony of particular groups. Sauv  indicates that professional development opportunities are needed on an on-going basis that enable teachers to learn about:

...the lives of new groups of incoming newcomers, about the languages they speak, and how those languages “see” the world, the cultures in which they have lived, the experiences they have endured, the health issues they have, and the work opportunities available to them here at this time. (p.19)

Nick Elson furthers the discussion of the content of TESL education courses by urging us to, “...demand effective and professional TESL development courses and to expect in those courses not just the obvious components of language, methodology, and cultural sensitization, but components that address the intent of these competencies...” (p. 61).

Martha Pennington (1992) notes that faculty development is the key asset of any educational endeavour; it has the most direct impact on the clientele, students and reputation of the program. Consequently she urges a model of human resources development which seeks to develop a core set of values and a particular set of characteristics fundamental to the cumulative process of establishing the prestige of the program. She notes that personal development

goals of faculty may diverge with the organizational goals of the program; however, in the ideal they will be parallel.

The literature which explores aspects of ESL teachers' pre-service preparation from the perspective of in-service teachers is limited. There are a number of studies that focus on process issues of ESL teacher education which may effectively inform TESL programming decisions. Much of this literature describes the efficacy of using various reflective techniques to develop personal teaching and learning concepts and skills (Bailey, 1990; Bartlett, 1990; Hundleby and Breet, 1988; Porter, Goldstein, Leatherman and Conrad, 1990; Thornbury, 1991; Lowe, 1987; Pennington, 1995).

Several studies (Day, 1984; Lange and Sims, 1990; Ochsner, 1980; Flaitz, 1995, 1996) have investigated TESL graduates' perceptions of job or career -related aspects of their professional training. Both Day's (1984) and Ochsner's (1980) studies determined that TESL graduates usually end up teaching and, although finding their preparation reasonably satisfactory, indicate that instruction in ESL administration would be an additional useful course. Ochsner's study (1980) also revealed that Ph.D. students, in contrast to other M.A. graduates, felt inadequately prepared for the demands of research and publication.

A study undertaken to examine "the extent to which graduates perceive their masters' programs to have been effective in preparing them for the real world of teaching" (p.10) shows that there appears to be "general, though not

overwhelming satisfaction...with regard to the effectiveness of their training programs” (Flaitz, 1995/1996, p.10). Although the majority of respondents indicated satisfaction with the amount of practice teaching and the applicability of course work to classroom teaching, almost a third indicated dissatisfaction. Two thirds of the respondents reported satisfaction with their access to adequate teaching materials and resources and felt their graduate faculty were “models of good teaching” (p.10). A comparison of results from graduates from different periods (pre-1975, 1976-1985, and post 1986) indicate greater satisfaction among the post 1986 respondents and the greatest dissatisfaction among the 1976-1985 group.

Lange and Sims' (1990) investigation into Minnesota foreign language teachers' perceptions of their pre-professional preparation examined respondent characteristics, such as subject major, current teaching situation, years of experience, number of language teachers in the area, highest degree attained, and location of that preparation. It also investigated general or liberal arts background, general pre-service professional preparation, preparation to teach a second language, and student teaching. Participants were asked to indicate, on the basis of their own perceptions, their gain in knowledge or understanding; the adequacy and usefulness of preparation; areas they would like to see changed or strengthened; where additions should be made; and what should be removed.

In the categories related to *Preparation to Teach a Second Language*, results reveal an unexpected gap between perceptions of preparation quality and

preparation usefulness. Lange and Sims recommend further investigation into the questions of definition of quality and reducing the gap between quality and usefulness. A similar gap between the conceptual and the real in the *General Pre-Service Professional Preparation* raises questions about the relevancy of course work to actual teaching situations. A further question raised by Lange and Sims related to the limited level of experience of the survey participants—two to four years. They wonder if data would be different if coming from more experienced respondents.

Several studies have been carried out to identify training needs of ESL teachers (Richards and Hino, 1983; Terroux, 1983; Yalden, 1983). Richards and Hino (1983) carried out an investigation of practising English language teachers in Japan. The purpose of the study was to assess the training needs of practising teachers; determine the sort of training TESL/TEFL graduates had received; and find out the teachers' perception of their training in light of their current professional responsibilities. Richards and Hino report that many ESL training practices have evolved from assumptions which emphasize the development of knowledge, principles and theoretical paradigms over training in skills and competencies. They recommend further study of teacher needs as a basis for teacher development and "validation of more relevant models of ESL/EFL teacher training" (p.322).

Terroux (1983) undertook a study to attempt to determine areas and topics of concern of ESL teachers in Quebec. The results of his investigation

showed that the topics of interest reflected the movement of the Quebec Ministry of Education (MEAQ) away from structurally-oriented ESL teaching to a more communicative approach.

The Terroux study appears to be the only Canadian study investigating ESL teacher needs; however, the investigation involved K-12 ESL teachers, not Adult ESL teachers. Given this factor, as well as the very specific context of the investigation, drawing implications from the Terroux study about the professional preparation of Adult ESL teachers throughout the country may be unwarranted.

2.07 Conclusion.

While the literature that specifically relates to the education or training of Adult ESL teachers, the target group addressed in this study, is sparse, there are clear threads throughout the material examined in this review to indicate directions for the current investigation.

ESL has been clearly recognized as a profession, a field of education requiring expertise based on a sound body of knowledge, principles and skills as influenced by research. Pre- and in-service TESL education is inherent in the development of that professional expertise. Recent literature has examined ways in which teachers develop their professional knowledge over time. There is also substantial literature that supports the observation that professional development is a process of evolution, involving a continuum of training, education and development, and that the needs of teachers are different at

different stages of their careers. There is also considerable literature suggesting that sound educational programming should be learner-centred and reflect the assessed needs of the participants. Given these directions in the literature, and the limited research on both the expertise that Adult ESL teachers themselves perceive to be important to their work and the processes that they consider to be most efficacious in developing that expertise, a study, such as the one undertaken here, seems well justified. Stern's (1983) *input-output* paradigm of TESL education provides a basis for the research instrument design; however, a study could also attempt to address issues of learner-centredness by considering the specific contexts of Adult ESL programming in Manitoba in its examination of the conception of teaching held, and the TESL content that Adult ESL teachers perceive to be essential to carrying out their professional responsibilities. While such a study might not address the cognitive dimensions of developing TESL expertise, it could attempt to identify the teachers' predominant and preferred routes to acquiring professional knowledge and skill.

Chapter 3

RESEARCH DESIGN AND PROCEDURES

3.01 Method.

A descriptive research approach was adopted to investigate perceptions of Adult ESL teachers in Manitoba regarding the relationship between their TESL education and their present teaching assignments. As mentioned at the end of Chapter 1, the study examined the areas of professional knowledge and skill that teachers consider important for their actual teaching assignments and also surveyed these teachers' perceptions of their level of knowledge and skill in those crucial areas. In addition, it examined the sources of professional knowledge and skill of Adult ESL teachers in Manitoba (formal, non-formal and informal educational experiences, pre- and in-service education, relevant life experiences, etc.), as well as their future professional development intentions. In particular, the study attempted to answer the following specific questions:

1. In which topics do teachers consider it important to have professional knowledge, principles and skill for their particular teaching assignment?
2. For the topics they consider to be most important, what were the major sources of their knowledge and skill?
3. For the topics they consider to be most important, how

knowledgeable and skillful do they consider themselves?

4. In which important topics will they pursue their learning and through which sources?

A population study of the perceptions of Adult ESL teachers in Manitoba about the relationship between their TESL education and their actual teaching assignments was carried out utilizing a two-part, mail-in survey.

3.02 Defining and Identifying the Population.

The subjects of this study were Adult ESL teachers currently employed in programs throughout Manitoba. The subjects were identified with the assistance of Manitoba Culture, Heritage and Citizenship, the provincial government department responsible for the coordination of Adult ESL in Manitoba through the Settlement and Adult Training (SALT) Branch.

Extensive efforts were made to contact all the Adult ESL teachers currently employed in Manitoba. However, there exists no registry of Adult ESL teachers, nor is there any kind of central certification process that would provide a list of all the Adult ESL teachers in the province. It was possible, nevertheless, to identify employed Adult ESL teachers through the various employers in Manitoba. SALT Branch provided a list of the programs that it was aware of, which employ Adult ESL teachers throughout Manitoba. These included school division programs, college and university programs, private schools, community and workplace-based programs, settlement and employment agency programs,

and rural literacy programs. Key individuals were identified within those programs who could be approached regarding their teaching staffs. These contacts, which included program and agency administrators, coordinators and several teachers working in isolated settings, were approached to assist the investigation by providing information about the size of their teaching staffs and by distributing surveys to those staff members. All contacts approached agreed to the request. The total of the staff positions provided by the contacts was 200, and this figure determined the population of the investigation.

3.03 Research Design and Procedure.

A two-part survey instrument was developed for the investigation that included a demographics section (see Appendix B) and a questionnaire section (see Appendix C). In addition, each survey package that was distributed included a cover letter (see Appendix A), information about the survey, and a stamped, addressed return envelope.

The survey that was constructed was somewhat lengthy and complex in order to address the principal questions of the investigation as comprehensively as possible with this type of instrument. This complexity had implications for the completion time required of respondents. The literature on research instruments suggests that surveys should take no more than 30 minutes to complete, and, if they are mail-in surveys, should take no longer than 15 minutes to encourage respondent cooperation, survey completion and return (Wolf, 1988).

Consequently, after the instrument was drafted, it was sent for validation and feedback on its form and content to two groups:

- i) Employers Representatives of the major Adult ESL program types/models in Manitoba were approached for feedback on the instrument. The following program types were represented in this validation stage: institutional programs, such as school divisions, colleges, private schools, and universities; workplace programs; and community programs. In addition, a representative of rural employers of Adult ESL teachers was asked to give feedback on the instrument. Each employer representative was sent a sample of the complete draft package, including the cover letter, instructions, demographics section and questionnaire.
- ii) "Experts" The second group of individuals approached for feedback included individuals throughout Canada and abroad with recognized expertise in TESL education. They were also sent a sample of the complete draft package, including cover letter, instructions, demographics section and questionnaire.

For most of the reviewers the feedback process included completing the survey as well as reviewing the content and format. Their feedback indicated that it took them about 20-30 minutes to complete the survey without additional comments. They also had suggestions for further topics and demographics questions to be included. This feedback was incorporated into a subsequent

draft, which was then finalized for distribution. A pilot study was not undertaken, as it was felt that the feedback process had addressed the major issues.

3.04 Instrumentation.

The survey was designed with some of the issues from the review of the literature in mind. The demographics portion of the survey was intended to capture significant information about the Adult ESL teachers in Manitoba, including the types and purposes of program(s) they teach in, characteristics of their students, their years of Adult ESL teaching experience and their credentials, and their conception of Adult ESL teaching.

The questionnaire portion of the survey consisted of four double-sided, folded, 11" X 17" pages stapled together in the top left hand corner. The questionnaire was organized so that there was a direct relationship between the question(s) asked and the four principal questions of the investigation. The questionnaire was arranged in five columns on the front of each page. A further sixth column appeared on the back of each page and could be aligned with Column one by folding the page over.

Column 1 contained a randomly ordered list of 50 topics (aspects or areas of principles, knowledge or skills pertaining to the field of TESL education);

Column 2 sought to determine the teachers' perceptions of the importance of each topic to someone with their particular teaching

responsibilities. It utilized a scale of 1 - 5, with 1 indicating *not important*, 2 indicating *slightly important*, 3 indicating *somewhat important*, 4 indicating *important*, and 5 indicating *very important*;

Column 3 aimed at capturing the main and secondary sources from which teachers had learned. It utilized the letters A - I to correspond to a list of nine possible sources of teachers' professional knowledge and skill. The letter - source correspondence was as follows: A - *Certificate/Diploma Work*; B - *Undergraduate Work towards a Bachelor's Degree*; C - *Graduate Work*; D - *Professional Organization Workshops*; E - *Employer Workshops*; F - *Learning from Peers or Colleagues*; G - *Hands-on Experience*; H - *Reading*; I - *Other Life Experience*;

Column 4 sought to determine the teachers' perceptions of their own personal level of knowledge and skill. It utilized a similar 1 - 5 scale as in column 2, this time with 1 indicating *not knowledgeable and skillful*; 2 indicating *slightly knowledgeable and skillful*, 3 indicating *somewhat knowledgeable and skillful*, 4 indicating *knowledgeable and skillful*, and 5 indicating *very knowledgeable and skillful*;

Column 5 was designed to identify specific topics in which Adult ESL teachers intend to pursue their learning, and the sources of learning they will employ in that pursuit. It utilized the same letter-source correspondence as in Column 3;

Column 6 on the back of the page, provided an opportunity for teachers

to elaborate, explain or comment on any of their responses.

3.05 Analytical Scheme.

In addition to the tabulation of overall results, the demographics profiles were used to establish categories for comparative data analysis. Data were coded according to the categories established and entered into computer files for statistical analyses. Quantitative analyses of the data, consisting mostly of calculations of percentages, were conducted in order to permit comparisons of the opinions and attitudes of members of diverse demographic groups. Qualitative analysis was conducted on responses to the open-ended question six in the demographics section. Any comments regarding topics on the questionnaire section were compiled into computer files as verbatim quotations, and were subsequently used to further inform conclusions.

3.06 Distribution and Collection.

Two hundred survey packages were prepared, this being the total number of staff positions identified in the province. These packages were bundled according to staff size and sent to the contact people for distribution to the Adult ESL teachers in their programs. Each package contained information about the survey. A stamped, addressed return envelope was provided to facilitate individual participant response. The package also contained a covering letter, which explained the intent of the study and ensured the subjects that response

was both voluntary and anonymous. In addition, an Ethics Review Application was sent to and received approval from Winnipeg School Division No. 1 (Appendix D) prior to distributing the surveys to the Adult ESL teachers in that division's program. The contacts, through whom the packages were distributed, were not asked to participate in the survey collection process.

3.07 Limitations of the Study.

Because most instruction is delivered in part-time programs, often through short-term contracts, it is common for teachers to have teaching assignments in more than one program. Therefore, while 200 staff positions were identified in the province, it cannot be concluded that two hundred individual Adult ESL teachers are working in Manitoba. Because some teachers may work in several programs, the actual number of Adult ESL teachers employed in Manitoba could be considerably less than 200. Unfortunately, the only way of determining the actual number would be to cross-reference the names of the instructors in all the programs to eliminate duplication. This procedure was considered to be beyond the scope of this project.

Follow-up interviews with selected respondents were not carried out because of the size of the population investigated and the geographic dispersion of the teachers. Survey responses were received from right across Manitoba and representative follow-up interviews would have had to include respondents from the complete survey region. Limitations in resources precluded this travel

being undertaken.

Another limitation was inherent in the instrument itself. The list of topics in column 1 of the questionnaire was extensive, 50 items, and no glossary of definitions of these topics was provided. It was left to the respondents to interpret the topics in their own way. This decision was based primarily on the additional reading and processing burden that an expanded questionnaire would have placed on the respondents. Hesitation to define topics also stemmed from a concern that such definitions might influence or constrain the teachers' responses.

Chapter 4

OVERALL FINDINGS: RESPONSES OF THE WHOLE POPULATION

4.01 Response Rate.

Of the 200 surveys that were distributed throughout the province, 71 were returned. This was a return rate of 35.5%. It quickly became apparent, however, that many of the individuals who responded worked in more than one program. In fact, 94 staff positions were accounted for in the responses, which reflected a 47% return rate of the positions surveyed.

4.02 Overall Findings.

The data gathered in this study was analyzed for the purpose of answering the four principal questions of the investigation. The questions, represented by key, identifying phrases, were as follows:

1. **Importance of Topic.** In which topics do teachers consider it important to have professional knowledge, principles and skill for their particular teaching assignment?
2. **Sources of Knowledge and Skill.** For the topics they consider to be most important, what were the major sources of their knowledge, principles and skill?
3. **Level of Knowledge and Skill.** For the topics they consider to be most

important, how knowledgeable and skillful do they consider themselves?

4. **Future Learning.** In which important topics will they pursue their learning and through what sources?

This chapter will describe the overall findings related to these four questions, without regard at this time to the demographic differences in the population studied. In addition to the written descriptions of the findings, each section includes tables, which were constructed to summarize the findings.

4.02 (a) Question 1 - *Importance of Topic.*

The first principal question of this study to be addressed was, "*In which topics do teachers consider it important to have professional knowledge, principles and skill for their particular teaching assignment?*" The answer to this question was provided by the responses to the query posed in Column two of the questionnaire in regard to the topics listed in Column one. Specifically, respondents were asked, "How important is knowledge and or/skill in each topic to any Adult ESL teacher with your teaching responsibilities?" Respondents were asked to circle their responses, using a 1 - 5 scale.

SCALE	
1 -	Not Important
2 -	Slightly Important
3 -	Somewhat Important
4 -	Important
5 -	Very Important

The scale is presented in the box in this section.

4.02(a)i *Overview of Responses.*

Of the fifty topics considered by the respondents, the weight of importance

ranged from the highest mean rating of 4.66 to the lowest mean rating of 2.28.

Twenty six items, however were rated as *important* or *very important*, each receiving a mean rating of ≥ 4.0 . Table 4.02A I summarizes the *Overall* topics of Importance i.e, topics receiving a mean rating of ≥ 4.0 presented in descending order of importance.

TABLE 4.02A I Results by Rank of Overall Important Topics

Rank	Topic	N	Mean
1.	Speaking Skill Development	68	4.66
2.	Lesson Planning	69	4.64
3.	Listening Skill Development	69	4.58
4.	Teaching Vocabulary	65	4.52
5.	Needs Assessment	69	4.52
6.	Cross-(Inter)cultural Awareness	64	4.48
7.	Material Development	62	4.48
8.	Resource/Material Selection	62	4.44
9.	Techniques & Activities	63	4.43
10.	Teaching Pronunciation	65	4.40
11.	Adult ESL Curriculum Development	70	4.40
12.	Adult ESL Methodology	65	4.35
13.	Writing Skill Development	68	4.35
14.	Language Learning Strategies	65	4.32
15.	Teaching Multilevel Classes	62	4.31
16.	Reading Skill Development	66	4.30
17.	Teaching Grammar	65	4.29
18.	Intercultural Competence	61	4.28
19.	Adult Learning Principles	63	4.27
20.	Second Language Acquisition	67	4.25
21.	Discourse Competence	62	4.23
22.	Linguistic Competence	68	4.21
23.	Discourse	62	4.18
24.	Second Language Assessment	69	4.17
25.	Program evaluation	70	4.13

Rank	Topic	N	Mean
26.	Learning Styles	65	4.06

These initial findings indicate that Manitoba Adult ESL teachers in general perceive it important to have knowledge and or skill in the above 26 topics in order to fulfill their teaching responsibilities. A more detailed examination of the data, through an analysis of the results of specific cross-tabulations between demographic groups, will be carried out in Chapter 5.

4.02(a)ii Discussion.

The primacy of Speaking Skill Development (4.66) and Listening Skill Development (4.58) is not surprising. When these ratings are compared with the slightly lower rating of Writing Skill Development (4.35) and Reading Skill Development (4.30), the suggestion emerges that teachers place somewhat greater emphasis on oral skills than on written skills. The high rating of Needs Assessment (4.52) is also noteworthy. It suggests that assessing learner needs is recognized as an essential aspect of effective programming, not only in ESP programs, which develop curriculum in response to identified needs, but also in generic programs, which are more likely to have established curricula. The current emphasis on learner-centredness in education may be one explanation of the high rating for this topic, although *learner-centredness* was not a topic included in this questionnaire.

The high rating of Lesson Planning (4.64) could also be considered in light of learner-centredness. The complex nature of second language teaching and

the practical considerations of lesson planning — a process involving balancing the attention given to all the aspects of the development of communicative competence in order to meet the identified needs of the various learners in the class — is a possible explanation for its high rating.

Interestingly, Linguistic Competence (4.21) was rated slightly lower in importance than a number of topics subsumed within it, such as Teaching Vocabulary (4.52), Teaching Pronunciation (4.4), and Teaching Grammar (4.29). This may, however, be a result of an assumption on the part of the teachers that the former topic pertains to knowledge about linguistics rather than to professional knowledge and skill in a major component of communicative competence. In comparison, Teaching Orthography (3.16), another topic subsumed within Linguistic Competence, was rated at a lower level than all four of the above topics. Teachers considered it to be only somewhat important. This rating is possibly a reflection of the lower priority attached to reading and writing, as Orthography is obviously related more to written skills than to oral skills.

Cross-(Inter)cultural Awareness (4.48) is one of the top ten topics, and may, therefore, be considered another topic of substantial importance to respondents. Somewhat surprisingly, however, The Settlement Process (3.82) and Socio-Political Issues in Adult ESL (3.30), which might be thought of as topics that would further inform teachers about critical factors affecting the language learning process of Adult students, were rated as only somewhat

important. Also surprising in this context is the mean rating of Racism (3.55) listed as 37th in order of importance. These latter three topics are not easy topics to explore. They are emotionally-laden and sensitive issues. Examining these issues can reveal aspects of ourselves individually and collectively, as well as realities of our policies and systems that we may find difficult to confront. The ratings these topics received might, therefore, be a reflection of teachers' discomfort or reluctance to engage in such a contemplation.

On another note, while Socio-Political Issues in Adult ESL (3.30) and Philosophy of Education (3.83) were both rated as somewhat important, they were distinctly different in order of importance. Philosophy of Education was 29th in order of importance and Socio-Political Issues in Adult ESL was 42nd in order of importance. Although educational philosophy certainly allows for an exploration of the role of education in the lives of newcomers, an understanding of the specific, complex socio-political issues impacting directly on Adult ESL might be considered to have more relevance to teaching and the lives of Adult ESL students. The respective ratings of these two topics, however, suggest that teachers have not considered these contextual issues, possibly because of the considerable practical demands of the classroom.

It is also interesting to note that respondents consider it slightly more important to possess Cross-(Inter)cultural Awareness themselves than to develop their students' intercultural competence [Developing Intercultural Competence (4.28)]. This contrast seems consistent with the current debate in

various forums about the role of culture in the language teaching-learning process, and whether or not or under what conditions “teaching culture” might be considered a form of cultural imperialism.

Given Manitoba’s emphasis since 1996 on the implementation of the Canadian Language Benchmarks (CLB), one might have expected a somewhat higher importance rating than the topic about the document received. It was 38th in order of importance, with a mean rating of 3.52. This may reflect the level of comfort teachers feel about utilizing the document, as Manitoba can be considered to be in a transitional stage vis-à-vis the document’s implementation. Teachers are still becoming familiar with the content and implications of the *CLB* for their teaching. In addition, some teachers may have not yet encountered the *CLB*, since it has primarily been provincially and federally funded programs that have participated in its implementation to date.

Two other topics should be noted for their exclusion from the list of Important topics, as they both generated more comments than any of the others in the questionnaire. These topics were Language Labs (2.59) and Internet-based Language Teaching (2.28). Nine respondents provided comments on one or both of these topics. One respondent (Survey 24) said of the Internet, “Internet is a fantastic resource.” Everyone else said of the two topics that they had no access to either facility. No doubt this was a principal factor affecting their level of importance to teachers.

To conclude this section it is particularly important to note that the

contexts in which these teachers work (Adult ESL instructional settings) have quite clearly influenced the selection of Important topics. For instance, Adult Learning Principles (4.27) was selected as an Important topic in their work. Teachers clearly recognize that teaching adults is quite different from instructing children. Respondents also selected Adult ESL Curriculum Development (4.40) as a topic of Importance, confirming once again the particular relevance of the adult context within which they work. At the same time, this high rating, in contrast to the 3.77 mean rating attributed to General Curriculum Development, reflects an awareness of the distinctness of developing curriculum for the ESL environment versus the regular education context.

4.02 (b) Question 2 - *Sources of Knowledge, Skill or Principles.*

The second principal question of the investigation was: *"For the topics they [Adult ESL teachers] consider to be most important, what were the major sources of their knowledge and skill?"*

To gather data bearing on this question, survey respondents were asked in Column 3 of the questionnaire, to identify how they acquired their present knowledge and skill. Responses were given

MAIN & SECONDARY SOURCES KEY:	
A -	Certificate/Diploma Course
B -	Undergraduate Work
C -	Graduate Work
D -	Workshop by Prof. Organization
E -	Workshop by Employer
F -	Learning from Peers or Colleagues
G -	Hands-on Experience
H -	Reading
I -	Other Life Experiences

according to the Key in the box shown in this section. Specifically, respondents were asked to record the letter that corresponded with the main and secondary

sources of their learning. If they had not had any exposure to the topic, they could so indicate in an assigned box.

4.02(b)i *Main Sources - Overview of Responses.*

By far, the most frequently identified main source of acquisition of knowledge, skill, or principles was Hands-on Experience, which was checked a total of 435 times overall as compared to the second most frequently marked option, Undergraduate Work, checked 195 times; and Graduate Work, checked 186 times.

For the Important topics, Graduate Work was checked most often for Linguistic Competence (17 checks), Second Language Acquisition (18), Adult ESL Methodology (20), Language Learning Strategies (13) and Adult Language Learning Principles (19), all topics that seem primarily, although not exclusively, concerned with establishing principles and foundation knowledge.

Hands-on Experience was checked most often for Adult ESL Curriculum Development (25 checks), Second Language Assessment (15), Needs Assessment (21), Lesson Planning (27), Listening Skill Development (24), Speaking Skill Development (21), Writing Skill Development (21), Teaching Vocabulary (23), Teaching Grammar (16), Techniques and Activities (16), Intercultural Competence (19), Teaching Pronunciation (19), Material Development (21), Resource/Material Selection (26), and Teaching Multilevel Classes (27). These topics generally seem to be process topics, which may have considerable practical classroom application.

Workshop by Professional Organization was the source most frequently checked for Discourse (15 checks), Discourse Competence (16), and Learning Styles (16). Workshop by Employer was the source most frequently checked for Program Evaluation (14).

Interestingly, the most frequently checked source of learning for Cross-(Inter)cultural Awareness was Other Life Experiences, which may reflect the profound impact foreign travel and experience living abroad can have on an individual's attitudes.

Undergraduate Work was the main source of learning about Reading Skill Development (checked 21 times). The *Overall* group's distribution of responses regarding the main sources of their acquisition of knowledge, skill and principles is presented in Table 4.02B I.

TABLE 4.02B I Distribution of Overall Responses for Main Sources of Learning for Important Topics
 Key (condensed): A - Cert. Work; B - Undergrad. Work; C-Grad. Work; D - Prof. Org.; E - Employer; F - Peers; G - Hands-On; H - Reading; I - Other Life Exp.

Rank	Topic	Total		A	B	C	D	E	F	G	H	I
1.	Speaking Skill Dev.	71	3	6	5	3	9	10	5	21	7	2
2.	Lesson Planning	71	3	7	24	3	2	3	2	27		
3.	Listening Skill Dev.	71	3	2	8	2	13	8	4	24	4	3
4.	Teaching Vocab.	71	7	7	8	6	9	3	4	23	4	
5.	Needs Assess.	71	3	3	3	4	10	13	10	21	4	
6.	X-Cultural Awareness	71	11	2	1	2	5	4	2	19	4	21
7.	Material Dev.	71	11	3	4	6	7	10	6	21	3	
8.	Resource/Material Select.	71	12	1	3	2	8	5	10	28	4	
9.	ESL Techniques & Activities	71	7	5	1	8	15	7	5	18	7	
10.	Teaching Pronunciation	71	9	4	8	5	13	7	1	19	4	1
11.	Adult ESL Curriculum Dev.	71	4	4	4	9	8	9	5	25	3	

Rank	Topic	Total		A	B	C	D	E	F	G	H	I
12.	Adult ESL Methodology	71	8	7	6	20	8	6	4	4	8	
13.	Writing Skill Dev.	71	4	2	10	3	17	5	5	21	4	
14.	Lang. Learning Strategies	71	8	5	8	13	12	7	5	7	5	1
15.	Teaching Multilevel Classes	71	13	5	3	1	6	7	2	27	7	
16.	Reading Skill Dev.	71	9	6	21	7	6	3	1	12	6	
17.	Teaching Grammar	71	7	6	8	12	5	2	8	16	7	
18.	Intercultural Competence	71	14	2	1	3	4	3	2	19	5	18
19.	Adult Learning Principles	71	12	9	6	19	7	6	1	4	7	
20.	L ₂ Acquisition	71	5	7	14	18	7		2	6	4	8
21.	Discourse Competence	71	16	2	6	12	16	3	1	11	3	1
22.	Linguistic Competence	71	10	4	16	17	3			8	10	3
23.	Discourse	71	18	2	6	10	15	3	3	9	4	1
24.	L ₂ Assessment	71	10	3	7	5	7	13	5	15	6	
25.	Program Evaluation	71	9	3	6	4	8	16	7	14	3	1
26.	Learning Styles	71	8	2	9	10	16	12	3	4	6	1

shaded boxes = preferred source

4.02(b)ii Secondary Sources - Overview of Responses.

The most frequently checked secondary sources of the respondents' knowledge, skill and principles overall were Hands-on Experience (checked 316 times), Peers & Colleagues (checked 267 times), and Reading (checked 235 times). For the Important topics (≥4.0), Hands-on Experience was the most frequently checked secondary source for Program Evaluation (16 checks), Second Language Assessment (17), Needs Assessment (19), Lesson Planning (18), Reading (14), Adult ESL Methodology (12), Teaching Grammar (19), Adult Learning Principles (13), Intercultural Competence (12), Cross-(Intercultural) Awareness (17), Discourse (8), and Teaching Pronunciation (15).

Peers & Colleagues was the option checked most often as a secondary

source for Adult ESL Curriculum Development (15), ESL Techniques & Activities (21), Material Development (15), Resource/ Material Selection (16) and Teaching Multilevel Classes (17).

Peers & Colleagues and Workshop by Professional Organization were tied as secondary sources for Learning Styles (11 each).

Hands-on Experience and Reading were tied as secondary sources for Teaching Vocabulary (14 each).

Reading was the secondary source most frequently checked for Linguistic Competence (14 checks), Second Language Acquisition (16), Writing Skill Development (17), Discourse Competence (8), and Language Learning Strategies (14). A summary of the secondary sources for the Important topics is presented in Table 4.02B II.

TABLE 4.02B II Summary of Overall Responses for Secondary Sources of Learning for Important Topics

Rank	Topic	N ^a	Secondary Source of Learning	F
1.	Speaking Skill Dev.	54	Peers & Colleagues	18
2.	Lesson Planning	58	Hands-On	18
3.	Listening Skill Dev.	54	Peers & Colleagues	18
4.	Teaching Vocab.	51	Hands-On/Reading	14 each
5.	Needs Assess.	52	Hands-On	19
6.	X-Cultural Awareness	48	Hands-On	17
7.	Material Dev.	48	Peers & Colleagues	15
8.	Resource/Material Select.	44	Peers & Colleagues	16
9.	ESL Techniques & Activities	53	Peers & Colleagues	21
10.	Teaching Pronunciation	51	Hands-On	15
11.	Adult ESL Curriculum Dev.	50	Peers & Colleagues	15
12.	Adult ESL Methodology	46	Hands-On	12

Rank	Topic	N ^a	Secondary Source of Learning	#
13.	Writing Skill Dev.	54	Reading	17
14.	Lang. Learning Strategies	48	Reading	14
15.	Teaching Multilevel Classes	46	Peers & Colleagues	17
16.	Reading Skill Dev.	47	Hands-On	14
17.	Teaching Grammar	52	Hands-On	19
18.	Intercultural Competence	46	Hands-On	12
19.	Adult Learning Principles	46	Hands-On	13
20.	L ₂ Acquisition	49	Reading	16
21.	Discourse Competence	35	Reading	8
22.	Linguistic Competence	40	Reading	14
23.	Discourse	33	Hands-On	8
24.	L ₂ Assessment	48	Hands-On	17
25.	Program Evaluation	44	Hands-On	16
26.	Learning Styles	46	Peers Prof.Org.	11 each

4.02(b)iii *No Exposure - Overview of Responses.*

Respondents claimed that they had no exposure to 17 of the 26 Important Topics. In most of those 17 topics, the number of individuals who had no educational exposure was low; however, in several of the topics the number was noticeable. Six claimed 'no exposure' in each of Linguistic Competence, Program Evaluation, Intercultural Competence and Second Language Assessment. Ten 'no exposure' respondents were noted in Discourse and eight in Discourse Competence. Table 4.02B III presents an overview of the results to the question posed in Column 2 of the questionnaire.

TABLE 4.02B III Summary of Overall Sources of Learning by Rank of Important Topics

Rank	Topic	Main Source	Secondary Source	No Exposure to Topic No
1.	Speaking Skill Development	Hands-On	Peers	0

Rank	Topic	Main Source	Secondary Source	No. Exposed to Topic
2.	Lesson Planning	Hands-On	Hands-On	0
3.	Listening Skill Development	Hands-On	Peers &	0
4.	Teaching Vocabulary	Hands-On	Hands-On	1
5.	Needs Assessment	Hands-On	Hands-On	0
6.	Cross-(Intercultural) Awareness	Other Life Experience	Hands-On	5
7.	Material Development	Hands-On	Hands-On	0
8.	Resource/Material Selection	Hands-On	Hands-On	1
9.	ESL Techniques & Activities	Hands-On	Peers	0
10.	Teaching Pronunciation	Hands-On	Hands-On	0
11.	Adult ESL Curriculum Dev.	Hands-On	Peers	2
12.	Adult ESL Methodology	Grad. Work	Hands-On	2
13.	Writing Skill Dev.	Hands-On Experience	Reading	0
14.	Language Learning Strategies	Grad. Work	Reading	2
15.	Teaching Multilevel Classes	Hands-On	Hands-On	0
16.	Reading Skill Development	Undergrad. Work	Hands-On	3
17.	Teaching Grammar	Hands-On	Hands-On	1
18.	Intercultural Competence	Hands-On	Hands-On	6
19.	Adult Learning Principles	Grad. Work	Reading	1
20.	Second Language Acquisition	Grad. Work	Reading	1
21.	Discourse Competence	Prof. Org.	Reading	8
22.	Linguistic Competence	Grad. Work	Reading	6
23.	Discourse	Prof. Org.	Hands-On	10
24.	Second Language Assessment	Hands-On	Hands-On	6
25.	Program Evaluation	Employer	Hands-On	8
26.	Learning Styles	Prof. Org.	Reading	2

For each of the important topics in the table, the sources that are listed within the Main Source and Secondary Source columns were those options selected most frequently. The highlighted Main Sources = the only important topics in which those Sources were selected.

Several trends seem to be emerging. The findings that have resulted from this initial analysis of the survey's *Overall* data tend to lead to the preliminary general conclusion that Adult ESL teachers in Manitoba have

primarily drawn on Hands-On Experience as their main source of learning.

Hands-On Experience and Peers and Colleagues appear to have been important secondary sources.

4.02(b)iv Discussion.

The preponderance of Hands-on Experience as the most frequently chosen of the sources of learning about Important topics is not unexpected when the importance of application of knowledge in the learning process is considered. Just as we recognize that knowing about a language is different from knowing how to use language to communicate effectively, we recognize that declarative knowledge about a topic of professional concern is a far cry from procedural knowledge, that is, being able to apply that declarative knowledge in a manner appropriate to the situation. Respondents to the survey seem to be recognizing the importance of that application in consolidating their professional knowledge.

Even given this awareness of the value of experiential learning, however, the limited reference to formal university study as a significant source of learning is still perturbing. The results may also be reflecting limitations in formal TESL programming and may be confirming concerns raised in the literature about relevancy of TESL programs to teachers' specific work contexts (Bax, 1995; Lange and Sims, 1990; Yalden, 1983).

The role of Manitoba's Professional Organizations and Employers in professional development is noteworthy. Professional organizations tend to develop their workshop series in response to identified needs of their

membership, just as Employers respond to immediate needs of their staffs in their training options. These organizations seem to be fulfilling an important role for teachers and, considering that a PD workshop delivered by Professional Organizations are events delivered to teachers by teachers, it is not surprising that they are playing such an important role. Of some concern, however, with both Professional Organization and Employer delivered workshops, is that they are by their very nature, more training events than what the literature calls development events. Because they are usually one or two hours in length and occasionally a full day, there is insufficient time to explore underlying issues and principles in depth. There tends to be limited time for reflection, and in fact, the focus is usually on developing procedural knowledge. Therefore, the limited reference to more formal TESL opportunities, such as those delivered at the graduate level raises concerns about the dimension of the respondents' knowledge.

One interesting anomaly in the sources of learning identified overall is that Undergraduate Work is cited as the principal source of learning about Reading Skill Development. This implies that Adult ESL teachers are drawing on the knowledge and skill they acquired when completing their original Educational certification programs, that is they are using K-12 expertise in teaching reading to NS *children* to teach *adults* to read in a *second* language. This suggests that either the teachers do not consider there to be a difference in the knowledge and skill needed to teach reading to adult immigrants, or more likely, that there have

been few or no other opportunities to develop appropriate professional knowledge in this area.

The identification of Employer Workshop as the main source of learning about Program Evaluation is also notable. This topic is, of course, of paramount concern to employers and funders, which no doubt explains its focus in employer-delivered training sessions. Citing Employer Workshop as the main source of learning about Program Evaluation also raises the possibility that teachers may be inadequately prepared by their TESL programs for undertaking Adult ESL program evaluation.

It is not surprising to see Other Life Experiences given as the main source of learning about Cross-(Inter)cultural Awareness. First hand knowledge of not being part of the dominant culture, gained by travelling or living in another country, is likely to be an intense conceptually informative experience.

These explanations of the implications of this preliminary analysis of the data are, of course, only suppositions. Further insights may be revealed in Chapter 5, which will explore the data in greater detail.

4.02(c) Question 3 - *Level of Knowledge and/or Skill.*

The third principal question of the study asked, "*For the topics [teachers] consider to be most important, how knowledgeable and skillful do they consider themselves?*" The data to answer this question was collected in response to the question posed in Column 4 of the questionnaire. Respondents were asked in

this column to self-assess their level of competence on a scale of 1 - 5, similar to the Key used in Column 2, as shown to the right in this section.

LEVEL OF KNOWLEDGE & SKILL KEY:	
1 -	<i>Not Knowledgeable and/or Skillful</i>
2 -	<i>Slightly Knowledgeable and/or Skillful</i>
3 -	<i>Somewhat Knowledgeable and/or Skillful</i>
4 -	<i>Knowledgeable and/or Skillful</i>
5 -	<i>Very Knowledgeable and/or Skillful</i>

4.02(c)i Overview of Responses.

Of the 50 topics considered by the respondents, the assessed levels of knowledge and skill ranged from a high mean rating of 4.13 in Lesson Planning, to a low of 1.58 in Internet-based Language Teaching. In only the one topic did teachers rate themselves as ≥ 4.0 , *knowledgeable and/or skillful*. In 36 of the 50 topics, respondents considered themselves as ≥ 3.0 , *somewhat knowledgeable and/or skillful*. In 20 of the topics, respondents attached a ≥ 3.5 mean rating, which was the benchmark level that had been designated as the level of significant expertise. In 12 topics respondents considered themselves ≥ 2.0 , *slightly knowledgeable and/or skillful*. Internet-based Language Teaching was the only topic in which respondents considered themselves *not knowledgeable and/or skillful*.

In the 26 topics identified in the questionnaire Column 2 responses as being ≥ 4.0 , Important, the level of knowledge and skill ranged from a mean rating of 4.13 in Lesson Planning to 3.19 in Discourse. Table 4.02C I presents the attributed levels of knowledge and skill for those 26 Important topics.

TABLE 4.02C I Results by Overall Important Topic Rank of Levels of Knowledge and/or Skill

Rank	Topic	Importance Mean	Level of Knowledge & Skill Mean
1.	Speaking Skill Development	4.66	3.88
2.	Lesson Planning	4.64	4.13
3.	Listening Skill Development	4.58	3.68
4.	Teaching Vocabulary	4.52	3.78
5.	Needs Assessment	4.52	3.75
6.	Cross-(Inter)cultural Awareness	4.48	3.74
7.	Material Development	4.48	3.78
8.	Resource/Material Selection	4.44	3.77
9.	ESL Techniques & Activities	4.43	3.94
10.	Teaching Pronunciation	4.40	3.75
11.	Adult ESL Curriculum Development	4.40	3.61
12.	Adult ESL Methodology	4.35	3.66
13.	Writing Skill Development	4.35	3.63
14.	Language Learning Strategies	4.32	3.62
15.	Teaching Multilevel Classes	4.31	3.30
16.	Reading Skill Development	4.30	3.51
17.	Teaching Grammar	4.29	3.88
18.	Intercultural Competence	4.28	3.67
19.	Adult Learning Principles	4.27	3.66
20.	Second Language Acquisition	4.25	3.49
21.	Discourse Competence	4.23	3.23
22.	Linguistic Competence	4.21	3.42
23.	Discourse	4.18	3.19
24.	Second Language Assessment	4.17	3.40
25.	Program Evaluation	4.13	3.28
26.	Learning Styles	4.06	3.39

On the basis of these initial findings, the preliminary conclusion can be drawn that Adult ESL teachers in Manitoba consider themselves to be *somewhat* knowledgeable and skillful in most of the topics of Importance to their teaching situations. It can also be concluded, at this preliminary stage, that in Lesson

Planning, Manitoba Adult ESL teachers consider themselves to be knowledgeable and/or skillful.

4.02(c) ii Discussion.

It is somewhat disturbing to note that although these are considered to be Important topics, the respondents only consider themselves to be somewhat knowledgeable and skillful in most of them. The data above could be interpreted as suggesting that Manitoba Adult ESL teachers are less than maximally knowledgeable and skillful in their chosen field. If this interpretation were correct, it would certainly be cause for alarm. Some caution is certainly in order here, however. It may well be that Adult ESL teachers in this province are, indeed, quite knowledgeable and skillful, but they recognize the tremendous complexity of Adult ESL instruction. Their conservative ratings, therefore, may reflect their awareness of that complexity and their overly modest perceptions of their personal competence within that context.

The analysis of the data in the previous section, 4.02(b), indicated an overwhelming reliance on Hands-on Experience and Workshops of different types. This may mean that teachers are acquiring a preponderance of practical procedural information over awareness-raising foundational content, and that this procedural knowledge is inadequate in helping them resolve deeper andragogical questions. Furthermore, frequently teachers do not appreciate the value of their experiential learning on the job. They may also disregard or at least not recognize the value of, the input from professional development

workshops. This observation is supported by one of the anecdotal comments a respondent provided: "The knowledge that teachers do possess is often tacit and the complex skills that are involved in the teaching - learning dynamic are often underestimated and/or undervalued" (Survey 66).

Several other anecdotal comments, "I cannot rank my knowledge in these areas. For me it would be too assuming to do so" (Survey 35), and "Knowledge is relative - to whom am I being compared?" (Survey 23), also show the difficulty teachers had in estimating their personal levels of expertise. This suggests the possibility that the respondents feel it inappropriate to self-assess their level of expertise, and that in fact their expertise can only be considered in relation to other professionals. The second comment, above, also supports the suggestion that teachers' estimation of their levels of knowledge may reflect their sense of their need as much as it does their actual capability. It may reflect a recognition that one's professional development cannot be measured in a series of discrete, finite steps, but is as the literature says, a process of evolution, growth and change (Freeman, 1982). Certainly, an anecdotal comment in Survey 35 supports this possibility. Regarding the difficulty of assessing his/her level of knowledge, the respondent said, "It's an awareness that continues to grow."

Nevertheless, the fact that the teachers who responded to this survey *feel* somewhat inadequately prepared for the work they do cannot be overlooked.

Another interesting observation is that Graduate Work was identified as the main source of learning in eight of the topics in which teachers rated

themselves as only somewhat knowledgeable and skillful: Adult ESL Methodology, Language Learning Strategies, Adult Learning Principles, Second Language Acquisition, Discourse Competence, Linguistic Competence, Discourse, and Learning Styles. In another topic, Reading Skill Development, Undergraduate Work was the main source of learning. Certainly these results raise some important questions about the content and process of formal TESL education programs, which appear not to assist teachers to become fully knowledgeable and skillful for the Adult ESL environment.

A further analysis of the data in Chapter 5 will provide more detailed information related to this third principal investigation question.

4.02(d) Question 4 - *Future Learning*.

Principal investigation question 4 of the study asked, "*In which important topics will they pursue their learning and through which sources?*" The answer to this two-part question was found in the responses in Column 5 of the questionnaire. For each topic, respondents were asked to indicate their main and secondary preferences for

Future Learning or to indicate that no further learning would be pursued. The same Sources Key was used as in Column 2. The Key is presented in the box in this section.

MAIN & SECONDARY SOURCES KEY:	
A -	Certificate/Diploma Course
B -	Undergraduate Work
C -	Graduate Work
D -	Workshop by Prof. Organization
E -	Workshop by Employer
F -	Learning from Peers or Colleagues
G -	Hands-on Experience
H -	Reading
I -	Other Life Experiences

4.02(d)i *Main Sources of Future Learning - Overview of Responses*

The overwhelming preference under main sources of future learning was Workshops by Professional Organizations. For the full list of 50 topics in the original list in Column 1 of the questionnaire, this category was checked as the preferred choice for future learning 766 times. In contrast, Reading was checked 441 times; Hands-On Experience was checked 338 times; Workshop by Employer was checked 303 times; Learning from Peers & Colleagues was checked 245 times; Graduate Work was checked 239 times; Certificate/Diploma course was checked 149 times; and Undergraduate Work was checked only 28 times.

The results for the Important topics also exhibited this trend in preferences. In the 26 identified Important topics, the only ones that were not to be pursued through Professional Organization Workshops were Lesson Planning (Respondents preferred Peers & Colleagues); Material Development and Resource/Material Selection (Respondents preferred Hands-On Experience); and Reading Skill Development and Second Language Acquisition (Respondents preferred Reading). For the topic, Teaching Grammar, Professional Organization Workshops and Reading were tied in results. In addition, respondents selected both Professional Organization and Employer Workshop as the preferred avenues in which to pursue Needs Assessment.

Table 4.02D I shows the preferred main sources of future learning in the Important topics, giving the distribution across the nine options. As can be seen,

in several of the topics there is only a slight difference in results between the preferred option and the next most frequently selected.

TABLE 4.02D I Distribution of Overall of Main Sources of Future Learning for Important Topics
 Key (condensed): A - Cert. Work; B - Undergrad. Work; C-Grad. Work; D - Prof. Org.; E - Employer; F - Peers; G - Hands-On; H - Reading; I - Other Life Exp.

Rank	Topic	Total	A	B	C	D	E	F	G	H	I
1.	Speaking Skill Dev.	62	3	1	6	23	6	5	5	12	1
2.	Lesson Planning	53	2	1	3	7	4	14	11	11	
3.	Listening Skill Dev.	62	3	1	6	20	6	5	6	14	1
4.	Teaching Vocab.	59	4	1	6	16	5	9	6	12	
5.	Needs Assess.	58	3		6	12	12	4	9	11	1
6.	X-Cultural Awareness	58	2		3	17	5	6	8	8	9
7.	Material Dev.	57	1		5	13	8	9	16	3	
8.	Resource/Material Select.	56			4	8	9	13	15	7	
9.	Techniques & Activities	60	3		4	20	5	14	7	7	
10.	Teaching Pronunciation	55	7	1	3	18	5	4	6	11	
11.	Adult ESL Curriculum Dev.	64	4		9	20	10	4	6	10	1
12.	Adult ESL Methodology	59	2		8	19	6	5	4	15	
13.	Writing Skill Dev.	60	3	1	5	21	7	1	5	16	1
14.	Lang. Learning Strategies	57	5	1	8	20	6	2	2	12	1
15.	Teaching Multilevel Classes	55	2		3	15	9	11	13	2	
16.	Reading Skill Dev.	58	2	2	6	15	5	4	6	17	1
17.	Teaching Grammar	60	6		6	14	4	9	7	14	
18.	Intercultural Competence	55	2		3	16	6	5	9	7	7
19.	Adult Learning Principles	50	3	1	7	15	2	2	7	13	
20.	L ₂ Acquisition	56	4	1	7	12	5	2	5	13	7
21.	Discourse Competence	52	5		6	18	7	2	4	10	
22.	Linguistic Competence	54	6	3	10	16	2	1	2	13	1
23.	Discourse	51	5		6	18	6	2	4	10	
24.	L ₂ Assessment	59	5		6	18	9	3	5	13	
25.	Program Evaluation	59	2		5	20	12	6	4	8	2
26.	Learning Styles	56	2		7	21	7	2	6	11	

Shaded box = highest frequency of response; Double-lined box = second most frequent selection

4.02(d)ii Secondary Sources of Future Learning - Overview.

Peers and Colleagues will be the major secondary source of future learning about topics of Importance to respondents overall. This learning source was indicated in the following Important topics: Adult ESL Curriculum Development, Second Language Assessment, Needs Assessment, Lesson Planning, Listening Skill Development, Speaking Skill Development, Writing Skill Development, Reading Skill Development, Adult ESL Methodology, Teaching Vocabulary, Teaching Grammar, ESL Techniques and Activities, Material Development and Resource/ Material Selection.

Peers and Colleagues tied with Employer Workshops as the secondary sources for future learning about Program Evaluation and tied with Reading in Learning Styles.

Reading was the preferred secondary source of future learning for Linguistic Competence, Second Language Acquisition, Cross-(Inter)cultural Awareness, Discourse, Discourse Competence, Language Learning Strategies, Teaching Pronunciation and Teaching Multilevel Classes.

Workshops by Professional Organizations was the preferred secondary source of future learning about Adult Learning Principles. Table 4.02D II summarizes the main and secondary sources of future learning for the topics of Importance to the respondents.

TABLE 4.02D II Summary by Rank of Important Topics of Overall Sources of Future Learning

Rank	Important Topic	Main Source	Secondary Source
1.	Speaking Skill Development	Prof. Org.	Peers
2.	Lesson Planning	Peers	Peers & Hands-On
3.	Listening Skill Development	Prof. Org.	Peers
4.	Teaching Vocabulary	Prof. Org.	Peers
5.	Needs Assessment	Prof. Org.	Peers
6.	Cross-(Intercultural) Awareness	Prof. Org.	Reading
7.	Material Development	Hands-On	Peers
8.	Resource/Material Selection	Hands-On	Peers
9.	Techniques & Activities	Prof. Org.	Peers
10.	Teaching Pronunciation	Prof. Org.	Reading
11.	Adult ESL Curriculum Dev.	Prof. Org.	Peers
12.	Adult ESL Methodology	Prof. Org.	Peers
13.	Writing Skill Dev.	Prof. Org.	Peers
14.	Language Learning Strategies	Prof. Org.	Reading
15.	Teaching Multilevel Classes	Prof. Org.	Reading
16.	Reading Skill Development	Reading	Peers
17.	Teaching Grammar	Prof. Org. & Reading	Peers
18.	Intercultural Competence	Prof. Org.	Hands-On
19.	Adult Learning Principles	Prof. Org.	Peers & Prof. Org.
20.	Second Language Acquisition	Reading	Reading
21.	Discourse Competence	Prof. Org.	Reading
22.	Linguistic Competence	Prof. Org.	Reading
23.	Discourse	Prof. Org.	Reading
24.	Second Language Assessment	Prof. Org.	Peers
25.	Program Evaluation	Prof. Org.	Peers & Employers
26.	Learning Styles	Prof. Org.	Peers & Reading

4.02(d)iii *No Future Learning Sought - Overview*

All of the Important topics had some respondents who checked that they would not be seeking any future educational exposure; however, the frequency in each topic was quite low. Lesson Planning, second highest in order of

importance and highest in the level of knowledge and skill, was the topic with the highest frequency in the 'no further learning' option; fourteen individuals checked that they would not be continuing their education. Second Language Acquisition and Linguistic Competence also had higher than average levels indicated in 'no further learning', 11 and 12 respectively. The rest of the counts ranged from two in Teaching Multilevel Classes to nine in Adult Learning Principles. See Table 4.02D III for an overview of the sources of future learning which also shows the 'no future learning sought' entries.

TABLE 4.02D III Summary of Sources of *Future Learning* about Important Topics with Attributed Importance Rating & Levels of Knowledge

Rank	Topic	Importance Mean	Level of Knowl. & Skill Mean	N ^a	Preferred Source of Future Learning	f	No Future Learning Sought N
1.	Speaking Skill Development	4.66	3.88	62	Prof. Org.	23	5
2.	Lesson Planning	4.64	4.13	53	Peers	14	14
3.	Listening Skill Development	4.58	3.68	62	Prof. Org.	20	5
4.	Teaching Vocabulary	4.52	3.78	59	Prof. Org.	16	5
5.	Needs Assessment	4.52	3.75	58	Prof. Org.	12	8
6.	Cross-(Inter)cultural Awareness	4.48	3.74	58	Prof. Org.	17	6
7.	Material Development	4.48	3.78	57	Hands-On	18	3
8.	Resource/Material Selection	4.44	3.77	56	Hands-On	15	4
9.	ESL Techniques & Activities	4.43	3.94	60	Prof. Org.	20	3
10.	Teaching Pronunciation	4.40	3.75	55	Prof. Org.	18	6
11.	Adult ESL Curriculum Development	4.40	3.61	64	Prof. Org.	20	3
12.	Adult ESL Methodology	4.35	3.66	59	Prof. Org.	15	5
13.	Writing Skill Development	4.35	3.63	60	Prof. Org.	21	7
14.	Language Learning Strategies	4.32	3.62	57	Prof. Org.	20	6
15.	Teaching Multilevel Classes	4.31	3.30	55	Prof. Org.	15	2
16.	Reading Skill Development	4.30	3.51	58	Reading	17	6

Rank	Topic	Importance Mean	Level of Interest & Skill Mean	N	Preferred Source of Future Learning	f	No Future Learning Sought N
17.	Teaching Grammar	4.29	3.88	60	Prof. Org. & Reading	14	4
18.	Intercultural Competence	4.28	3.67	65	Prof. Org.	16	7
19.	Adult Learning Principles	4.27	3.66	60	Prof. Org.	15	9
20.	Second Language Acquisition	4.25	3.49	68	Reading	13	11
21.	Discourse Competence	4.23	3.23	52	Prof. Org.	18	7
22.	Linguistic Competence	4.21	3.42	54	Prof. Org.	16	12
23.	Discourse	4.18	3.19	51	Prof. Org.	18	8
24.	Second Language Assessment	4.17	3.40	59	Prof. Org.	18	6
25.	Program Evaluation	4.13	3.28	58	Prof. Org.	20	6
26.	Learning Styles	4.06	3.39	56	Prof. Org.	21	8

Darkly shaded boxes highlight the results related to the Preferred Source of Future Learning. The double box shows the Important Topic with the highest number not seeking further learning.

Based on these findings, the preliminary conclusion can be drawn that most of the Adult ESL teachers in Manitoba intend to pursue their learning in topics they consider Important for their teaching situation, with some exceptions, as shown above. It can also be tentatively concluded at this stage that Professional Organization Workshops will be the main source of that learning and that interaction with their Peers and Colleagues will be the preferred secondary source that Adult ESL teachers will seek out. However, these preliminary conclusions will be explored in greater detail in Chapter 5.

4.02(d)iv *Discussion.*

The trend in the choices of main sources of future learning as shown in Table 4.02D III, seems to be towards a predominance of Professional

Organization Workshops and Reading. This is very suggestive of the purpose of the respondents' educational pursuits. The general expectation of workshops is that in the short duration of the event, a minimum of theory and a maximum of practical suggestions for the classroom will be provided. Reading, on the other hand, usually provides an overview of the approach or theory reflected in a book's activities. If the reading consists of professional texts or journal articles, then the depth of the topic examination is much more complex. In other words, it might be presupposed that those wanting to pursue their learning through Professional Organization Workshops may be primarily interested in procedural knowledge, while those accessing print for their acquisition of knowledge may want to develop more of a conceptual framework. The choice of Peers and Colleagues as the preferred secondary source of future learning suggests that these teachers intend to confer with their colleagues possibly to confirm, clarify or supplement their initial skills or concepts acquired through the main sources.

Noteworthy by their absence as sources of future learning are any type of university course. It is disturbing to note that in no topics of Importance do Adult ESL teachers in Manitoba intend to pursue their studies through university work. As in section 4.02B, Sources of Current Knowledge, these results call into question the relevance and structure, even the quality of the university programming currently provided. Furthermore, programs developed primarily to prepare teachers for ESL teaching positions in the K-12 system seem to be recognized as not appropriate for meeting the very different needs of the Adult

ESL teaching community.

In regard to the indications that some respondents do not intend to further explore certain topics of Importance, these findings can be examined from several perspectives. In the topic of Lesson Planning, the high level of individuals not intending to seek out further educational experiences is not surprising, given the level of knowledge and skill in that topic. In regard to other topics of Importance, the number of individuals who do not intend to pursue their education in those topics is generally and fortunately quite low, given the level of knowledge and skill attributed to them. However, in several situations in which the level of knowledge and skill was <3.5, the numbers indicating 'no further learning' are somewhat disturbing. In Linguistic Competence for instance, 12 of 54 respondents said they do not intend to pursue their learning. This is in spite of the relatively high level of importance (4.21) and the comparative lowness of their level of knowledge and skill (3.42). Second Language Acquisition, rated at 4.25 in importance and 3.49 in knowledge and skill level, had 11 out of 56 individuals who do not plan to investigate this topic further. Adult Learning Principles, rated at 4.27 in importance with a knowledge/skill level of 3.66 had 9 out of 50 respondents checking that they did not intend to seek out further learning.

This could mean that the individuals who indicated this preference are operating primarily at a procedural level in regard to the topics and may not have considered the fundamental importance of understanding the theoretical

foundation of Second Language Acquisition and Adult Learning Principles and their implications for classroom practice. Linguistic Competence would seem to entail both procedural and declarative knowledge; however, the perception among teachers may be that topic is declarative in nature, focused primarily on the teacher's understanding of language structure rather than on developing a crucial aspect of communicative competence. This supposition is supported by the relatively low numbers of respondents not intending to pursue studies in the teaching of vocabulary, grammar and pronunciation.

A final supposition may be that most of these responses indicate that the respondents are not saying they will never seek further education, but that they are seeking no further educational experiences at this time. This possibility is supported somewhat by the anecdotal evidence collected in Column six of the questionnaire. The respondent in Survey 61 said, for instance, "It's hard to say I won't pursue knowledge about any of these topics - some I will pursue more deliberately than others...Saying 'no further learning will be sought' sounds too negative. I'd rather say - 'I'm not pursuing further learning at this time.'"

A closing observation is that the level of Importance of a topic to the respondents seems to be a very influential factor in determining the degree to which further learning will be sought out, possibly more so than the respondents' self-assessed level of knowledge and/or skill. As the Survey 61 respondent said in another comment, "I will [pursue further learning] when it becomes more relevant to my needs."

4.03 Summary of Initial Findings.

As shown above, the data collected for this study reveals that there is an identifiable list of topics that Adult ESL teachers in Manitoba consider important to carrying out their professional responsibilities. Overall, the respondents have indicated a reliance on informal sources of learning for their professional expertise; however, in general they do not regard their levels of learning to be particularly high. They have also indicated a general tendency to seek out non-formal options for their future learning, expressing an intention to increase their professional knowledge and skill through reading and collegial interaction. Level of knowledge and skill in topics does not correlate strongly with the degree to which learning will be pursued. Perception of need seems to be a greater factor.

These issues and others will be examined in greater depth in the subsequent chapter, where the responses of specific demographic groups are compared.

Chapter 5

COMPARATIVE FINDINGS: RESPONSES OF DEMOGRAPHIC GROUPS

5.01 Demographic Profile of Respondents.

This section presents the demographic profile of the 71 survey respondents. The demographics portion of the survey consisted of 11 questions that elicited information to provide an overview of the teaching situations, experience, education (general and TESL), and conceptions of Adult ESL instruction of the respondents (See Appendix B for the Teacher Demographics Section of the survey). The information from the frequency tabulations of responses and the anecdotal compilation will be summarized to provide the profile of the respondents. The letter “Q” with a numeral, as in Q1 or Q2 denotes Question 1 or Question 2 of the demographics section of the survey and so on.

5.01(a) **Type of Program(s) in which Employed and Locale.**

Demographics Q1 asked about the type of program(s) and the locale—in Winnipeg or outside Winnipeg—in which the respondents were currently teaching. It was through the analysis of the responses to this question that it was determined that 94 of the identified 200 Adult ESL staff positions in Manitoba had responded to this survey.

In response, 50 of the 71 respondents indicated they worked solely for one program; 21 respondents indicated they worked for two or more programs.

For instance, 20 respondents indicated they worked in a School Division Program and ten of those only work in that type of program. The balance of those respondents work in other programs too. Six respondents work in *generic* College Programs; however, four of those individuals work only in *generic* College Programs and two respondents also work in different programs. Table 5.01A I presents the program distribution of survey respondents.

TABLE 5.01A I Program Distribution

Program Types	This Program Only No.	This Program & Others No.
School Division Adult ESL Program	10	20
College <i>Generic</i> * Adult ESL Program	4	6
College - <i>English for Specific Purposes</i> Program	4	5
Community-based Language Training Program	11	20
Workplace-based Language Training Program	8	19
University <i>Generic</i> Adult ESL Program	6	6
University <i>English for Specific Purposes</i> Program	3	4
Employment Agency	2	4
Literacy Program **	0	8
Private School	2	2
Other	0	0

* *Generic* Adult ESL focuses on the development of ESL in a variety of topic contexts for general communication in the community

** *Literacy Program* refers to programs whose primary focus is the development of literacy skills of native speakers of English

The responses to Q1 also showed that 58 of the teachers worked in Winnipeg, 11 surveys showed that the work was outside of Winnipeg, and two surveys did not indicate the respondents' locale. For a breakdown of the locales of each staff position identified, see Table 5.01A II.

TABLE 5.01A II **Locales of Staff Positions**

Type of Program	In Winnipeg No.	Outside Winnipeg No.	No locale indicated No.
School Division Adult ESL Program	20	0	0
College <i>Generic</i> * Adult ESL Program	5	0	1
College - <i>English for Specific Purposes</i> Program	5	0	0
Community-based Language Training Program	10	10	0
Workplace-based Language Training Program	13	3	3
University <i>Generic</i> Adult ESL Program	6	0	0
University <i>English for Specific Purposes</i> Program	4	0	0
Employment Agency	4	0	0
Literacy Program **	2	4	2
Private School	2	0	0
Other	0	0	0

5.01(b) **Characteristics of the Respondents' Learners.**

Q2 of the Teacher Demographic Section elicited information about certain characteristics of the respondents' learners. Specifically, it asked about immigration status and Adult ESL literacy, characteristics considered in Manitoba to have implication for Adult ESL program content, methodology, resources and materials. Respondents were to check (√) those characteristics that applied to the students they taught. The *immigrant/citizen* category was checked 59 times; the *ESL/Literacy* category was checked 24 times; and the *Foreign Students/Visitors* category was checked 30 times. In other words, in many cases teachers have a challenging mix of learner characteristics in their classes.

5.01(c) **Adult ESL Teaching Experience Outside Manitoba.**

Q3 of the demographics section of the survey elicited information about Adult ESL teaching experience outside Manitoba. In 47 of the 71 surveys,

respondents indicated that they had not taught outside Manitoba. Two respondents did not answer this question and 22 indicated they had worked outside this province. Of these 22 respondents, it was revealed that their experience outside Manitoba included Adult ESL experience in other Canadian provinces, and/or EFL experience in a variety of countries. The locations mentioned are presented in Table 5.01C.

TABLE 5.01C Adult ESL/EFL Teaching Experience outside Manitoba

EFL Locations		Canadian Locations	
Country/Continent	f	Province	f
Spain	2	Quebec	1
Japan	3	Ontario	1
Lithuania	1	Saskatchewan	2
Brazil	1	British Columbia	1
Gambia	1		
Zimbabwe	1		
Dominican Republic	1		
China	2		
Guatemala	1		
England	1		
Egypt	1		
Mexico	1		
Israel	1		
"Africa"	2		
"Overseas"	1		

5.01(d) Years of Experience.

Q4 of the demographics portion of the survey asked how long the respondents had taught Adult ESL part-time (less than 20 hours per week)

and/or full-time (20 or more hours per week). Fifty-two respondents had part-time Adult ESL teaching experience, and 40 respondents had full-time experience. Of the 71 surveys, 15 of the respondents (21.1%) indicated that they were novice teachers in the 'three years or less' category. Fifty-six respondents (78.9%) were experienced Adult ESL teachers.

5.01(e) Highest Completed Level of Education.

Q5 elicited information about the highest level of education the respondents had attained. The responses to Q5 indicated that three respondents (4.22%) from outside Winnipeg had only completed Grade 12; however, 36 or (50.70%)—the majority of respondents—had a Bachelor's Degree as their highest level of education. Ten of those Bachelor's degrees were in Arts, 11 were B.Ed's, 11 had both B.Ed's and another Bachelor's degree, and 3 of the Bachelor's degrees were in other studies—Political Studies, Vocational Studies, and International Studies. Thirteen respondents (18.30%) had completed a Pre-Master's level. Eight of those degrees were in ESL; two were in Reading; one was in both ESL and Special Education and two did not indicate their area of study. 4 (5.63%) had completed a Post Baccalaureate Certificate in Education (PBCE); and 15 (21.12%) individuals had a Master's degree. Eight of those Master's degrees were in TESL; one was in Educational Psychology; two were in Arts; one was in Adult Education; and three just indicated that they had a master's degree in Education. No respondents had Ph.D's although one respondent is working towards one. See Table 5.01E for a summary of the

respondents' highest levels of education.

TABLE 5.01E **Highest Level of Education**

Level of Education	f
Grade 12	3
Bachelor's Degree	36
Pre-Master's Level	13
Post Baccalaureate Certificate in Education	4
Master's Degree	15

5.01(f) Specific TESL Education Preparation.

Q6 asked about specific TESL preparation. The majority of respondents — 43 or 60.6% — indicate they had some formal TESL preparation. Twenty-seven respondents (38%) had not received any formal TESL preparation. One respondent did not answer this question.

While 43 respondents indicated they had some TESL training, only 22 respondents provided feedback on the strengths of their TESL programs, what was most lacking, what too much time was spent on, and what too little time was spent on in their TESL programs. Summaries of these findings are presented in Tables 5.01F I, 5.01F II, 5.01F III and 5.01F IV. As can be expected, the frequency of respondents in each suggestion is low. It would not be possible to generalize these results; however, the suggestions do provide some areas for TESL program review or evaluation.

TABLE 5.01F I **Strenths of TESL Program**

Strength	f
Theory	5
Practical	3

Strength	f
Balance of Theory & Practice	7
Methods & Approaches	3
Adult ESL Curriculum Development	1
ESL Techniques	1
Student Presentations & Discussions	2
Instruction in Grammar	1
Good Resource Centre	1
Good/Excellent Instructor	2
ESL Literacy	2

TABLE 5.01F II **Most Lacking in TESL Program**

Most Lacking	f
TESL Course Options	6
Adult ESL Focus	2
Diverse Perspectives	1
Practical Application	5
Professors with Recent & Manitoba Classroom Experience	3
TESL Resources	1
Antiracist/Crosscultural Education	2

TABLE 5.01F III **Too Much Time Spent in TESL Program**

Too Much Time Spent On	f
"Dubious" Techniques & Activities Exercises	3
Research	2
Grammar	1
Oral Skills	1
Theory	6

TABLE 5.01F IV **Too Little Time Spent in TESL Programs**

Too Little Time Spent on:	f
Assessment	1
Research Skills	1
ESL Writing	1

Too little time spent on:	f
Practical Ideas	3
Practice	3
Workplace	1
Sharing Ideas with Peers	2
Crosscultural Issues	1
Needs of Adult ESL students	1
Sociopolitical Issues in ESL	1

5.01(g) Other Adult Education Teaching Experience.

Q7 sought information about any other adult education teaching experience the respondents had. A slight majority of the respondents to Q7—37 (52.1%)—had no other adult education teaching experience. Thirty-one respondents (43.7%) had taught in other adult education programs. Three individuals (4.2%) did not answer this question.

5.01(h) Current Enrolment in a Degree/certificate Program.

Q8 asked if respondents were currently enrolled in a degree or certificate program. A substantial 58 respondents (81.7%) were not currently enrolled in any formal up-grading program. Twelve individuals (17%) were in a course of study. One respondent (1.4%) did not answer this question.

5.01(i) Manitoba Teaching Certificate.

In answer to Q9, which asked if the respondents had a valid Manitoba Teaching Certificate, the majority of respondents, 50 or 70.4%, indicated they held valid certificates. Twenty-one respondents (29.6%) did not have this credential.

5.01(j) Kindergarten - Grade 12 Teaching Experience.

Q10 elicited the number of respondents with Kindergarten - Grade 12 (K-12) teaching experience. Fifty-five respondents (77.5%) indicated they had taught in the K - 12 system, while 16 respondents (23%) had not done so.

5.01(k) Conceptions of Adult ESL Teaching.

Q11 sought to identify the respondents' principal conception of Adult ESL teaching, which might influence the teaching approach, the concepts and skills that teachers consider to be requisite. Respondents were asked to prioritize three statements that summarized the conceptions of teaching, as presented in the literature by Freeman and Richards, Science/Research, Theory/Values-based, and Art/Craft (1993). Fifty-five respondents selected the following statement, characteristic of an Art/Craft conception of teaching, to be most important, *"Good Adult ESL teachers utilize their unique skills and professional knowledge to assess the needs in the classroom, select appropriate responses from a range of options and evaluate consequences."* Thirty-four respondents selected the following statement, characteristic of a Science/Research conception, to be of secondary importance, *"Good Adult ESL teachers apply principles, and utilize tested models and practices that reflect research on second language learning and teaching."* Thirty-nine respondents selected the following statement, characteristic of a Theory/Values-based conception of teaching, to be of tertiary importance, *"Good Adult ESL teachers reflect the values they hold about teachers and learners and the role of Adult ESL*

instruction in society.”

5.02 Distinguishing Major Groupings (Clusters) within Demographic Categories.

The purpose of this study was to investigate perceptions of Adult ESL teachers in Manitoba regarding the relationship between their TESL education and their present teaching assignments. In particular, it sought to answer the following specific questions:

1. In which topics do teachers consider it important to have professional knowledge and skill for their particular teaching assignment?
2. For the topics they consider to be most important, what were the major sources of their knowledge and skill?
3. For the topics they consider to be most important, how knowledgeable and skillful do they consider themselves?
4. In which important topics will they pursue their learning and through which sources?

To carry out a meaningful analysis of the survey responses in order to answer the principal investigation questions, it was decided to select the two categories from the Demographics Section that promised to yield the most valuable information. These were *Program Types* (Demographics Q1) and *Adult ESL Teaching Experience* (Demographics Q4).

Level of Education was considered as a category for comparative analysis, but was not selected for several reasons. The distributions of respondents across the various levels of education was very uneven and, as was shown in 5.01(e), the areas of specialization at the graduate level were diverse.

It seemed that the type of Adult ESL program an individual taught in and the experience they had in teaching Adult ESL would yield richer information in addressing the questions of the study.

Even within the two selected categories, *Program Types* and *Adult ESL Teaching Experience*, it was essential to establish major groupings. Without such clusters, comparisons would involve a large number of subsets, many with only one or two respondents in them. The meaningfulness of their responses would be minimized because of the insufficient numbers, and it would be difficult to perceive major trends. Consequently, the respondents were clustered into three major program groups and into two major teaching experience categories.

5.02(a) Program Clusters.

There was one discernible characteristic that differentiated the types of programs in which the respondents taught, and this facilitated program clustering. The Adult ESL programs in Manitoba seemed to have either an *ESP* or *Generic*² delivery focus. Consequently, the following program clusters were established for cross-tabulation purposes:

- *Generic* - This cluster included respondents who taught in one or more *generic* program, such as a generic school division **and/or** college program. There were 23 respondents in this category;
- *ESP* - This cluster included respondents who taught in one or more *ESP* programs, such as workplace **and/or** community-based. This was the

²*Generic Programs* were defined in the Demographics portion of the survey as Adult ESL programs which focus on the development of ESL in a variety of topic contexts, for general communication in the community.

largest category with 38 respondents ;

- *Generic/ESP* - This cluster included respondents who taught in one or more *generic* programs **and** one or more *ESP* programs. Ten respondents indicated they work in both *generic* and *ESP* programs.

In regard to level of education it is interesting to note that, of the 15 Master's degrees held by respondents, three of those were held by teachers in the *Generic* programs, 11 were held by teachers in the *ESP* cluster, and one was held by an individual in the *Generic/ESP* cluster.

5.02(b) Experience Level Clusters.

The second category for comparison, *level of Adult ESL teaching experience*, included two primary subsets:

- *Novice teachers* - This cluster included part-time and full-time teachers with ≤ 3.0 years of teaching experience. Fifteen respondents were in this cluster;
- *Experienced teachers* - This cluster included those part-time and full-time teachers with > 3.0 years of experience. Fifty-six respondents were in this cluster.

As a final note in regard to level of education, of the respondents holding Master's degrees, three were held by *Novice* Adult ESL teachers, and 12 were held by *Experienced* teachers.

It is important to note that any other teaching experience, such as in the K-12 system, was not an aspect of this categorization. Only the experience within the Adult ESL system as identified by the respondents' answers to Demographics Q4 of the survey was considered.

5.03 Question 1 - Importance of Topics: Comparative Responses.

A more comprehensive response to the first principal question of the investigation was sought by

comparing the opinions of the teachers in the different clusters regarding the importance of the topics listed in Column 1 of the questionnaire. The opinion of the

SCALE	
1 -	Not Important
2 -	Slightly Important
3 -	Somewhat Important
4 -	Important
5 -	Very Important

importance of each topic on a 1 - 5 scale as shown in the box in this section, was elicited in response to the question posed in Column 2 of the questionnaire.

5.03(a) Comparison of Question 1 Responses by Program Clusters.

The results of the program cluster cross-tabulations regarding topics of Importance to Adult ESL teachers in different teaching situations in Manitoba are presented in this section.

A general overview of the responses of the three clusters is provided in this section, followed by a discussion of the commonalities and differences of the results. Some initial observations and speculation as to the significance of the responses are also offered.

5.03(a)i Generic Program Responses.

Twenty-three respondents were in this sub-group. The spread of mean ratings for the original 50 topics ranged from a high of 4.76 for Cross-(Inter)cultural Awareness to a low of 2.45 for Workplace-based Education.

Twenty-eight topics were considered as ≥ 4.0 , *important* or better. These 28 topics were, therefore, concluded to be the Important topics to teachers in *Generic* ESL programs in their specific teaching situations. They are presented below in Table 5.03A I in order of descending importance.

TABLE 5.03A I Results by Rank of Generic Responses about Important Topics

Rank	Topic	No.	Mean
1.	Cross-(Intercultural) Awareness	21	4.76
2.	Second Language Acquisition	22	4.73
3.	Speaking Skill Development	23	4.70
4.	Listening Skill Development	23	4.61
5.	Linguistic Competence	23	4.61
6.	ESL Techniques & Activities	20	4.60
7.	Lesson Planning	23	4.57
8.	Language Learning Strategies	21	4.52
9.	Intercultural Competence	21	4.50
10.	Writing Skill Development	23	4.48
11.	Resource/Material Selection	21	4.48
12.	Teaching Vocabulary	21	4.48
13.	Reading Skill Development	22	4.45
14.	Teaching Pronunciation	21	4.43
15.	Teaching Grammar	21	4.43
16.	Second Language Assessment	23	4.39
17.	Adult ESL Curriculum Development	23	4.39
18.	Needs Assessment	22	4.36
19.	Material Development	21	4.29
20.	Adult ESL Methodology	21	4.24
21.	Learning Styles	21	4.24
22.	Discourse	20	4.20
23.	Discourse Competence	20	4.20
24.	Adult Learning Principles	21	4.14
25.	Settlement Process	21	4.10
26.	Classroom Management	23	4.09
27.	Linguistics	23	4.04

Rank	Topic	N	Mean
28.	Philosophy of Education	23	4.00

It is interesting to note the high importance attributed by the *Generic* group to Cross-(Intercultural) Awareness (Number 1 in the above table), Second Language Acquisition (2) and Linguistic Competence (5) as compared to the *Overall* results, where they rated as numbers 6, 20, and 22 respectively in rank order of importance. Three topics of Importance to the *Generic* population that did not achieve the status of Important in the *Overall* results are: Classroom Management (Number 26 in the above Table), Settlement Process (25), and Philosophy of Education (28). On the other hand, Program Evaluation and Teaching Multilevel Classes, both Important items in the *Overall* results (25 and 15 respectively), were not rated as Important to the *Generic* group.

5.03(a)ii *ESP Program Responses.*

Thirty-eight respondents were in this cluster. The spread of mean ratings of the original 50 items ranged from a high of 4.61 for Lesson Planning to a low of 2.34 for Internet-based Language Teaching. Twenty-four topics were considered as ≥ 4.0 , *important* or better. In answering principal investigation question one, it can be concluded from these findings that these 24 topics are the Important topics to *ESP* teachers in their teaching situations. The topics are presented below in Table 5.03A II in descending order of importance.

TABLE 5.03A II Results by Rank of ESP Important Topics

Rank	Topic	N	Mean
1.	Lesson Planning	38	4.61
2.	Speaking Skill Development	38	4.58
3.	Material Development	33	4.55
4.	Needs Assessment	37	4.54
5.	Teaching Vocabulary	35	4.51
6.	Listening Skill Development	36	4.47
7.	Teaching Multilevel Classes	33	4.39
8.	Resource/Material Selection	33	4.36
9.	Adult ESL Curriculum Development	37	4.35
10.	Teaching Pronunciation	35	4.31
11.	Adult ESL Methodology	35	4.29
12.	ESL Techniques & Activities	34	4.26
13.	Adult Learning Principles	34	4.24
14.	Cross-(Intercultural) Awareness	34	4.24
15.	Discourse Competence	34	4.18
16.	Reading Skill Development	35	4.17
17.	Writing Skill Development	36	4.17
18.	Program Evaluation	37	4.16
19.	Intercultural Competence	34	4.15
20.	Teaching Grammar	35	4.14
21.	Discourse	34	4.12
22.	Language Learning Strategies	35	4.11
23.	English for Specific Purposes	35	4.06
24.	Second Language Assessment	37	4.00

One notable difference between the *ESP* group's list of topics of Importance and the lists generated by the *Generic* cluster and the *Overall* results, was the inclusion in the *ESP* list of English for Specific Purposes (23 in the above Table, mean rating 4.06).

5.03(a)iii *Generic/ESP Program Responses.*

Ten respondents fell into this cluster. The spread of mean ratings ranged from a high of 4.90 for Lesson Planning to a low of 1.67 for Internet-based Language Teaching. A high number of 36 items were considered as ≥ 4.0 *important* or better. For the purposes of answering principal question one of the study, it was concluded from these findings that these 36 topics were the Important topics to *Generic/ESP* teachers in their dual teaching situations. Table 5.03A III presents an overview of the *Generic/ESP* responses. This is the only cluster in which Canadian Language Benchmarks and Community-Based Education were included as Important topics. English for Specific Purposes was also identified by this group.

TABLE 5.03A III Results by Rank of Generic/ESP Topics of Importance

Rank	Topic	N=	Mean
1.	Lesson Planning	10	4.90
2.	Listening Skill Development	10	4.90
3.	Speaking Skill Development	9	4.89
4.	ESL Methodology	9	4.89
5.	Teaching Multilevel Classes	8	4.88
6.	Needs Assessment	10	4.80
7.	Writing Skill Development	9	4.78
8.	Cross-(Inter)cultural Awareness	9	4.78
9.	Material Development	8	4.75
10.	Adult Learning Principles	8	4.75
11.	Linguistic Competence	10	4.70
12.	Language Learning Strategies	9	4.67
13.	Teaching Vocabulary	9	4.67
14.	ESL Techniques & Activities	9	4.67
15.	Learning Styles	9	4.67
16.	Teaching Pronunciation	9	4.67
17.	Resource/Material Selection	8	4.63

Rank	Topic	N _i	Mean
18.	Adult ESL Curriculum Dev.	10	4.60
19.	Teaching Grammar	9	4.58
20.	Discourse Competence	8	4.50
21.	Reading Skill Development	9	4.44
22.	Settlement Process	9	4.44
23.	Immigrant Experience	9	4.44
24.	Program Evaluation	10	4.40
25.	<i>Canadian Language Benchmarks</i>	8	4.38
26.	Discourse	8	4.38
27.	English for Specific Purposes	9	4.33
28.	Second Language Acquisition	9	4.33
29.	Second Language Assessment	9	4.33
30.	Intercultural Competence	7	4.29
31.	General Curriculum Development	9	4.22
32.	Classroom Management	10	4.20
33.	Philosophy of Education	10	4.20
34.	Community-Based Education	9	4.11
35.	Linguistics	10	4.00
36.	Issues in Racism	9	4.00

5.03(b) Discussion.

Many commonalities among the different Program clusters can be seen in the topics they considered to be important to their work. In fact, there were more commonalities than differences, although the relative importance ascribed to each topic may vary from cluster to cluster. The commonalities seem to reflect the predominant conception of Adult ESL teaching that is held, which was shown through the responses to Demographics Q11. This Art/Craft conception of teaching held that good Adult ESL teachers “utilize their unique skills and professional knowledge to assess the needs in the classroom, select appropriate

responses from a range of options and evaluate consequences.” It is not surprising, within that context, to see the inclusion of topics, like Needs Assessment, Second Language Assessment, Resource/Material Selection, Learning Styles and so on. It is apparent, however, that there are some very specific differences which must be considered in light of the diverse teaching contexts — types of learners and focus of delivery in particular.

One difference noted in the *Generic/ESP* cluster is the additional importance teachers placed on topics like Issues in Racism, Settlement Process, Immigrant Experience and Community-Based Education. The inclusion of these topics in the list of Important topics suggests a Values-based conception of teaching, in which good teachers “reflect the values they hold about teachers and learners and the role of Adult ESL instruction in society.” This is in contrast to the predominant Art/Craft conception of teaching held by the respondents.

The apparent difference in teaching conception raises the proverbial Chicken or Egg question. Which came first? Were the teachers in this cluster attracted to this type of teaching because of their conception of teaching as bringing about social change, or has working in dual programs influenced their conception of teaching?

On another note, it is interesting to consider the *Generic* teachers’ high rating of Cross-(Inter)cultural Awareness (number 1 in order of importance, mean rating 4.76) in comparison to the item’s *Overall* (6, 4.48), *ESP* (14, 4.24), and *Generic/ESP* (8, 4.78) ratings. While Cross-(Inter)cultural Awareness is an

Important topic to all clusters, as indicated by the high mean rating, the emphasis placed on this topic and on ninth-placed Intercultural Competence (4.50) by *Generic* program teachers is intriguing. The emphasis may reflect considerations arising from a notable cultural diversity in their students' backgrounds. Specialized *ESP* programs for instance, and *Community-based* programs in particular, are often quite homogeneous in their cultural and linguistic make-up. In *Generic* classes, however, there is usually a broad linguistic and cultural spectrum reflected in any one class. Teachers may find Cross-(Inter cultural Awareness and Intercultural Competence particularly important aspects in developing class cohesiveness.

In addition to its impact on class cohesion, culture is also a critical factor in communication and as a result is a significant component in developing communicative competence. Lesson planning or curriculum development for the culturally diverse *Generic* classroom is, in this respect, particularly complex, which may be a further factor affecting its relative importance to the teachers in this cluster.

Another explanation may be that *Generic* programs could have had a recent influx of new students from a part of the world that has not been significantly represented in their program before. This hypothesis can be supported by 1998 Statistical Information on the Province of Manitoba that shows, for instance, that a substantial number of Manitoba's intake of refugees in 1995, 60% in fact, came from Bosnia-Herzegovina. This area was a source of

very little immigration to Manitoba prior to that time. The number of refugees to Manitoba from Iraq also increased, from 52 in 1995 to 104 in 1997, a 200% increase. In 1995, Manitoba had no refugees from the Sudan, but in 1997, 43 Sudanese refugees arrived in the province. If many of the new arrivals have entered *Generic* Adult ESL programs, teachers may be particularly concerned with learning about the cultural, historic and geographic backgrounds of their new students so they can meet their needs in effective ways. An urgent exhortation by one of the *Generic* teachers seems to confirm that students from these new source countries are indeed entering their classes. The teacher wrote, "Teachers need more info. on how to cope with tortured/refugee camp victims in the classroom...It's needed ASAP, not when it's convenient for admin" (Survey 64).

The high importance rating of Second Language Acquisition to the *Generic* group (number 2 in order of importance, mean rating 4.73), contrasted with the *Overall* results (20, 4.25) and those of the *ESP* group (25, 3.94) and *Generic/ESP* (28, 4.33).

The *Generic* cluster's rank of Linguistic Competence (5, 4.61) also contrasted sharply with the *Overall* results (22, 4.21) and the *ESP* results (28, 3.80). It came close in ranking to the *Generic/ESP* results (ranked at number 11). The *Generic/ESP* group's mean rating (4.70), however, gave the item a higher value than did the 4.61 mean rating of the *Generic* group.

Multilevel Teaching was considered an important topic to the *ESP* cluster

(7, 4.39) and to the *Generic/ESP* sub-group of teachers (5, at a high 4.88) clusters; however, Multilevel Teaching was rated somewhat lower in the *Overall* results (15, 4.31) and much lower by the *Generic* group (30, 3.95). An obvious explanation for this difference is that by their very nature, *ESP* classes tend to be quite multilevel because they are often organized for a linguistic group of learners or around a particular set of content needs. *Generic* programs, on the other hand, are more likely to be organized around language proficiency levels. Two of the three handwritten comments in the questionnaire on this topic support this conclusion as both are from teachers in *ESP* programs who call the topic “challenging” (Surveys 19 and 25). One of those *ESP* teachers, in fact, described the topic as “a big challenge in small cities and towns” (Survey 19).

Needs Assessment was (4, 4.54) to *ESP* program teachers and (6, 4.80) to teachers in the *Generic/ESP* cluster, while the *Overall* results showed Needs Assessment to be (5, 4.52). This was a notable contrast to the (18, 4.36) importance to *Generic* teachers. Needs Assessment is a fundamental aspect of *ESP* programs in which the teachers are the curriculum developers. Teachers in *Generic* programs, however, work with established program curricula in which Needs Assessment may be less emphasized. Therefore, the various program clusters ratings no doubt reflect the role of needs assessment in the programs.

Another difference in results, which showed English for Specific Purposes to be rated as Important by the *ESP* (23, 4.06) and *Generic/ESP* (27, 4.33) groups can be easily explained. Obviously, understanding the nature,

development process and delivery of ESP courses and programs is of particular relevance to those teachers engaged in that type of work. Conversely, it may be of seemingly little relevance to teachers in *Generic* programs, which are developed and delivered differently.

These findings lead to the conclusion that the different teaching situations in which teachers work have an impact on the kind of expertise that is required. Adult ESL teachers in Manitoba work in very different contexts and, consequently, have differentiated professional knowledge and skill requirements. Whether this is also the case for teachers with different levels of teaching experience will be examined in the next section.

5.03(c) Comparison of Question 1 Responses by Teaching Experience Clusters.

The cross-tabulations of the teaching experience clusters' responses to the Question 1 issue, topic Importance, are presented in this section. A general overview of each cluster's data is provided, followed by a discussion of notable commonalities and differences in the results. Some initial speculation as to the implications of the responses is also offered.

5.03(c)i *Novice Teacher Responses.*

Fifteen respondents fell into this cluster. The spread of their Importance rating means over the total 50 topics, ranged from a high of 4.71 for Lesson Planning to a low of 1.92 for Internet-based Teaching. Twenty-two items were rated as ≥ 4.0 and can be considered to be the Important topics to *Novice*

teachers in their specific teaching situations and are presented in Table 5.03C I.

TABLE 5.03C I Results by Rank of Novice Teachers' Important Topics

Rank	Topic	N	Mean
1.	Lesson Planning	14	4.71
2.	Teaching Multilevel Classes	2	4.58
3.	Teaching Vocabulary	12	4.57
4.	Teaching Pronunciation	12	4.50
5.	Resource/ Material Selection	13	4.50
6.	Needs Assessment	14	4.46
7.	Speaking Skill Development	14	4.43
8.	Listening Skill Development	14	4.36
9.	Cross-(Inter)cultural Awareness	14	4.36
10.	Material Development	12	4.33
11.	Adult Learning Principles	13	4.23
12.	Adult ESL Curriculum Development	14	4.21
13.	Second Language Acquisition	13	4.15
14.	Language Learning Strategies	14	4.14
15.	ESL Techniques & Activities	14	4.14
16.	Intercultural Competence	13	4.08
17.	Program Evaluation	14	4.07
18.	Reading Skill Development	14	4.07
19.	Writing Skill Development	14	4.07
20.	Adult ESL Methodology	14	4.00
21.	Teaching Grammar	14	4.00
22.	Discourse Competence	13	4.00

5.03(b)ii *Experienced Teacher Responses.*

Fifty-six respondents fell into the *Experienced* teacher cluster. The spread of mean ratings for the original 50 topics in Column 1 ranged from a high of 4.72 for Speaking Skill Development to a low of 2.37 for Internet-based Teaching.

Twenty-seven items were rated as ≥ 4.0 . These 27 topics, listed in Table 5.03C

II can be rated as Important to *Experienced* teachers in their particular teaching situations.

TABLE 5.03C II Results by Rank of Experienced Teachers' Important Topics

Rank	Topic	N ^a	Mean
1.	Speaking Skill Development	54	4.72
2.	Listening Skill Development	55	4.64
3.	Lesson Planning	55	4.62
4.	Needs Assessment	56	4.54
5.	Cross-(Inter)cultural Awareness	50	4.52
6.	Material Development	50	4.52
7.	ESL Techniques & Activities	49	4.51
8.	Teaching Vocabulary	51	4.51
9.	Adult ESL Methodology	51	4.45
10.	Adult ESL Curriculum Development	56	4.45
11.	Writing Skill Development	54	4.43
12.	Resource Selection	50	4.42
13.	Teaching Pronunciation	53	4.38
14.	Language Learning Strategies	51	4.37
15.	Teaching Grammar	51	4.37
16.	Reading Skill Development	52	4.37
17.	Linguistic Competence	55	4.35
18.	Intercultural Competence	48	4.33
19.	Discourse Competence	49	4.29
20.	Adult Learning Principles	50	4.28
21.	Second Language Acquisition	54	4.28
22.	Second Language Assessment	55	4.27
23.	Discourse	49	4.27
24.	Teaching Multilevel Classes	50	4.24
25.	Learning Styles	51	4.22
26.	Program Evaluation	56	4.14
27.	Immigrant Experience	51	4.10

5.03(d) Discussion.

Once again, there were substantial commonalities in the topics identified

as Important by the two clusters in this category. A significant difference was in the order of importance that was determined and the mean ratings. *Novice* teachers seemed to emphasize those topics that might be seen as substantially procedural in nature. *Experienced* teachers seemed to emphasize topics that may be considered to focus on principles or theory or at least a balance between theory and practice.

An example of this can be seen in one of the significant areas of difference, Teaching Multilevel Classes. *Novice* teachers ranked the topic as number 2, with a mean rating of 4.58. *Experienced* teachers rated it (24, 4.24). Teaching a class that is multilevel is extremely challenging and complex. It demands tremendous creativity, organizational skill and knowledge from the teacher. *Experienced* teachers have a much broader repertoire of such skills to draw on than do *Novice* teachers. No doubt the inherent challenges of multilevel teaching seem particularly burdensome to *Novice* teachers.

Several other topics, notably Discourse, Second Language Assessment, Linguistic Competence, Immigrant Experience and Learning Styles, identified by *Experienced* teachers as Important (≥ 4.0) were not given that value by the *Novice* group but were considered more than *Somewhat Important*, all rated ≥ 3.5 . Discourse, Immigrant Experience and Learning Styles are topics that might be considered to provide teachers with a conceptual framework that informs their classroom practice, rather than a set of skills or a range of activities. Second Language Assessment and Linguistic Competence might be seen as

somewhat different again. Second Language Assessment provides teachers with valuable information about the stage of a student's acquisition of communicative competence. Linguistic Competence is concerned with the integrative nature of grammar, vocabulary and pronunciation or orthography in the development of communicative competence. *Experienced* teachers may be able to focus on the needs of individual students to a greater degree than *Novice* teachers can; therefore language assessment would take on a critical role. To *Novice* teachers who may be primarily concerned with what *they themselves* are doing vis-à-vis their class as a whole, language assessment may be something outside their range of concern. In the area of Linguistic Competence, *Experienced* teachers may see the integrative potential of grammar, vocabulary and pronunciation or orthography in contributing to the development of their students' communicative competence and may be more able at this stage of their career to integrate them in developing linguistic competence. *Novice* teachers may focus on the practical aspects of teaching vocabulary, teaching grammar and so on, without an intentional effort to secure their integration. Understandably then, their topic emphasis would reflect that focus.

In closing this discussion, it seems evident that teachers with different levels of teaching experience share many ideas about topics of Importance to their work. On the other hand, the emphasis given to those topics seems to vary with experience level. The degree of Importance attributed to different topics may depend on the extent to which they may be helping *Novice* teachers master

the mechanics of language teaching or helping *Experienced* teachers augment and modify their conceptual base. (Cumming, 1989, Brinton and Holten, 1989).

The results of this analysis prompt the conclusion, consistent with the literature, that teachers at different stages of their career and with different levels of experience perceive their needs to be different, and that these needs, also consistent with the literature, tend to reflect the differences in the perception of the topics' application to their work. These findings further answer the first principal investigation question asked at the outset of the study.

5.04 Question 2 - Sources of Present Knowledge, Skill & Principles:

Comparative Responses.

The second principal question of the study sought to determine the sources through which teachers acquired the knowledge, principles and skill they currently have in the topics they consider to be important in their work. The query asked in Column 3 of the questionnaire elicited the data to respond to that

principal question. The Key used

by the respondents is provided in

the shaded box in this section.

The comparative responses to the

question are presented in this

section in two parts: *Responses by*

Program Cluster and Responses by Experience Level.

MAIN & SECONDARY SOURCES KEY:

A-	Certificate/Diploma Course
B-	Undergraduate Work
C-	Graduate Work
D-	Workshop by Prof. Organization
E-	Workshop by Employer
F-	Learning from Peers or Colleagues
G-	Hands-on Experience
H-	Reading
I-	Other Life Experiences

5.04(a) Comparison of Question 2 Responses by Program Clusters.

The main and secondary source of learning results are presented for each of the program clusters: *Generic*, *ESP* and *Generic/ESP*. Many respondents indicated their main source of learning but did not indicate their secondary sources. Therefore the results outlined in the following sections will often show different numbers (N=) related to the various question sub-sections. In addition to the main and secondary responses, the number of individuals who claim to have had no exposure to each of the Important topics will also be reported. These findings will be followed by a discussion of and initial speculation on the significant commonalities and differences among the program clusters.

5.04(a)i *Generic Program Responses.*

For the 23 respondents in the *Generic* cluster, the predominant main source of their present knowledge and skill for all of the 50 topics was Hands-on Experience, which was checked 304 times. For the 28 topics considered by this cluster to be Important, Hands-on Experience was also the clear leader as the main source of learning, with 146 checks. This source was followed distantly by Undergraduate Work and Graduate Work at 29 and 27 checks respectively. Reading tied with Hands-on Experience and Employer Workshop as the main sources of learning for Second Language Assessment at a low 4 checks apiece. Table 5.04A I(a) shows an overview of the main source results for the topics regarded as Important (≥ 4.0) by the *Generic* population.

TABLE 5.04A I(a) Results by Topic Rank of Generic Teachers' Main Source of Learning

Rank	Topic	N	Main Source	F
1.	Cross-(Intercultural) Awareness	20	Hands-On Experience	11
2.	Second Language Acquisition	22	Graduate Work	10
3.	Speaking Skill Development	23	Hands-On Experience	11
4.	Listening Skill Development	23	Hands-On Experience	11
5.	Linguistic Competence	23	Graduate Work	6
6.	ESL Techniques & Activities	19	Hands-On Experience	7
7.	Lesson Planning	23	Undergraduate Work	11
8.	Language Learning Strategies	20	Graduate Work	5
9.	Intercultural Competence	20	Hands-On Experience	12
10.	Writing Skill Development	22	Hands-On Experience	13
11.	Resource/Material Selection	20	Hands-On Experience	10
12.	Teaching Vocabulary	20	Hands-On Experience	10
13.	Reading Skill Development	19	Hands-On Experience	7
14.	Teaching Pronunciation	19	Hands-On Experience	6
15.	Teaching Grammar	19	Hands-On Experience	6
16.	Second Language Assessment	19	Hands-On Experience Employer Workshop Reading	4 4 4
17.	Adult ESL Curriculum Dev.	23	Employer Workshop	6
18.	Needs Assessment	22	Hands-On Experience	9
19.	Material Development	20	Hands-On Experience	10
20.	Adult ESL Methodology	19	Graduate Work	6
21.	Learning Styles	20	Employer Workshop	5
22.	Discourse	15	Prof. Org. Workshop	6
23.	Discourse Competence	16	Prof. Org. Workshop	7
24.	Adult Learning Principles	20	Graduate Work	6
25.	Settlement Process	17	Hands-On Experience	7
26.	Classroom Management	23	Hands-On Experience	12
27.	Linguistics	23	Undergraduate Work	7
28.	Philosophy of Education	23	Undergraduate Work	11

For this cluster, the most common secondary source of learning about the important topics was also Hands-on Experience with 64 checks; however, Peers & Colleagues was a close second with 60 checks. Reading was much more

popular as a secondary source of learning, with 27 checks, than it was as a main source. Table 5.04A I (b) lists the secondary sources of learning for the Important topics; however, the frequency distribution is not provided in this overview. It is also important to note that fewer individuals completed the secondary sources column than completed the main source column. For this reason the number, (N=), for each source frequently differs.

Table 5.04A I (a) shows some low frequencies for the main sources of learning of some of the topics. For these topics, this reflects a pattern of a fairly even spread of scores across the choices and, in some cases, as shown in Table 5.04A I (b), indicates an absence of exposure to that topic. In fact, for seven of the 24 topics of Importance to the *Generic* cluster, some teachers claimed they have had no exposure. For example, four respondents, indicated that they have had no exposure to the professional knowledge and skill required to teach Reading. Three respondents indicated they have had no educational exposure to the Settlement Process.

TABLE 5.04A I(b) Summary of Generic Teachers' Sources of Learning

Rank	Topic	Main Source	N=	Secondary Source	f	No Exposure to Topic N=
1.	Cross-(Intercultural) Awareness	Hands-On	16	Hands-On	3	0
2.	Second Language Acquisition	Grad. Work	17	Hands-On	5	0
3.	Speaking Skill Development	Hands-On	16	Peers	5	0
4.	Listening Skill Development	Hands-On	16	Peers	5	0
5.	Linguistic Competence	Grad. Work	14	Hands-On	4	0
6.	ESL Techniques & Activities	Hands-On	16	Peers	6	0
7.	Lesson Planning	Undergrad. Work	20	Hands-On	7	0

Rank	Topic	Main Source	No.	Secondary Source	F	No Exposure to Topic
8.	Language Learning Strategies	Grad. Work	16	Prof. Org.	5	0
9.	Intercultural Competence	Hands-On	18	Hands-On	4	0
10.	Writing Skill Development	Hands-On	15	Peers	6	0
11.	Resource/Material Selection	Hands-On	15	Peers	6	0
12.	Teaching Vocabulary	Hands-On	14	Peers Reading	5 5	0
13.	Reading Skill Development	Hands-On	15	Peers Reading	4 4	1
14.	Teaching Pronunciation	Hands-On	16	Hands-On Reading	4 4	0
15.	Teaching Grammar	Hands-On	17	Hands-On	6	1
16.	Second Language Assessment	Hands-On Employer	14	Hands-On	8	4
17.	Adult ESL Curriculum Dev.	Employer	18	Peers	8	0
18.	Needs Assessment	Hands-On	18	Hands-On	6	0
19.	Material Development	Hands-On	14	Hands-On	4	0
20.	Adult ESL Methodology	Grad. Work	15	Reading	6	1
21.	Learning Styles	Employer	16	Grad. Work Prof. Org. Reading	3 3 3	0
22.	Discourse	Prof. Org.	11	Peers	3	2
23.	Discourse Competence	Prof. Org.	12	Peers	3	1
24.	Adult Learning Principles	Grad. Work	14	Hands-On	5	0
25.	Settlement Process	Hands-On	14	Peers Hands-On	4 4	3
26.	Classroom Management	Hands-On	17	Peers	5	0
27.	Linguistics	Undergrad. Work	16	Reading	5	0
28.	Philosophy of Education	Undergrad. Work	16	Hands-On	6	0

Shaded area shows Secondary Source of Learning Results

5.04(a)ii *ESP Responses.*

While Hands-on Experience was also to be the most common source of learning about the topics of Importance to *ESP* teachers, with a substantial 169 checks, Professional Organization Workshop followed with a surprising 120 checks. Closely grouped together, Undergraduate Work (92), Graduate Work (88), Certificate/Diploma

work (87), and Employer Workshops (84) were also popular sources. Peers and Colleagues, however, had a noticeably low check count of 39. Refer to Table 5.04A II (a) for an overview of the *ESP* main sources of learning.

TABLE 5.04A II(a) Results by Topic Rank of ESP Main Sources of Learning

Rank	Topic	N ^a	Main Source	f
1.	Lesson Planning	35	Hands-On	14
2.	Speaking Skill Development	35	Prof. Org.	8
3.	Material Development	32	Hands-On	11
4.	Needs Assessment	36	Employer	11
5.	Teaching Vocabulary	35	Hands-On	12
6.	Listening Skill Development	35	Hands-On Prof. Org.	8 8
7.	Teaching Multilevel Classes	31	Hands-On	12
8.	Resource/Material Selection	31	Hands-On	12
9.	Adult ESL Curriculum Development	34	Hands-On	16
10.	Teaching Pronunciation	35	Hands-On	11
11.	Adult ESL Methodology	35	Prof. Org.	10
12.	ESL Techniques & Activities	36	Prof. Org.	11
13.	Adult Learning Principles	31	Grad. Work	10
14.	Cross- (Intercultural) Awareness	31	Other Life Experience	13
15.	Discourse Competence	32	Hands-On	9
16.	Reading Skill Development	34	Undergrad. Work	12
17.	Writing Skill Development	36	Prof. Org.	10
18.	Program Evaluation	36	Employer	9
19.	Intercultural Competence	31	Other Life Experience	12
20.	Teaching Grammar	36	Hands-On	10
21.	Discourse	31	Hands-On	7
22.	Language Learning Strategies	34	Prof. Org. Grad. Work	7 7
23.	English for Specific Purposes	31	Hands-On	11
24.	Second Language Assessment	34	Employer	8

Hands-on Experience and Peers & Colleagues continued their importance as the most significant secondary sources for learning. Interestingly, Reading

was a secondary source of learning commonly sought out by *ESP* teachers. Somewhat curiously, neither formal education sources or employers were often noted as sources of learning about *ESP* itself. See Table 5.04A II (b) for details.

The fact that there were some respondents indicating they have had no exposure to English for Specific Purposes and Adult ESL Curriculum Development, two topics of Importance to teachers in this cluster, is surprising enough in itself. However, given that these two topics are not just aspects of everyday *ESP* instruction (teaching vocabulary, for example), but instead represent fundamental or defining characteristics of the work that *ESP* teachers do, the number of respondents with no educational exposure to either topic is certainly quite amazing.

This was also the cluster that had the highest number of topics of Importance in which respondents claimed 'no exposure.' Disturbingly, there were 13 of the 24 topics of Importance in which 'no exposure' was checked at least once.

Several of the topics noted in the 'no exposure' category had somewhat high numbers. Five teachers, (not necessarily the same ones, of course) indicated they have had no educational exposure to either Cross-(Intercultural) Awareness or Intercultural Competence. Discourse Competence and Discourse were also topics in which a notable number of respondents (five and six respectively) have had no exposure.

Table 5.04A II(b) summarizes the *ESP* responses to the questions posed

in Column 3 regarding the sources of the teachers' current expertise.

TABLE 5.04A II(b) Summary of ESP Teachers' Sources of Learning by Topic Rank

Rank	Topic	Main Source	N ₁	Secondary Source	N ₂	No Exposure to Topic N ₃
1.	Lesson Planning	Hands-On	29	Hands-On	9	0
2.	Speaking Skill Development	Prof. Org.	29	Hands-On	6	0
3.	Material Development	Hands-On	26	Hands-On Peers	7 7	0
4.	Needs Assessment	Employer	25	Hands-On	11	0
5.	Teaching Vocabulary	Hands-On	28	Hands-On	8	1
6.	Listening Skill Development	Hands-On Prof. Org.	29	Peers	10	0
7.	Teaching Multilevel Classes	Hands-On	25	Hands-On	8	0
8.	Resource/Material Selection	Hands-On	22	Hands-On	7	1
9.	Adult ESL Curriculum Development	Hands-On	24	Hands-On Peers Reading	5 5 5	2
10.	Teaching Pronunciation	Hands-On	29	Reading	8	0
11.	Adult ESL Methodology	Prof. Org.	23	Hands-On	7	1
12.	ESL Techniques & Activities	Prof. Org.	26	Peers	10	0
13.	Adult Learning Principles	Grad. Work	24	Hands-On	7	1
14.	Cross- (Intercultural) Awareness	Other Life Experience	21	Hands-On	8	5
15.	Discourse Competence	Hands-On	18	Hands-On	5	5
16.	Reading Skill Development	Undergrad. Work	23	Hands-On Reading	7 7	2
17.	Writing Skill Development	Prof. Org.	30	Reading	11	0
18.	Program Evaluation	Employer	27	Hands-On	10	0
19.	Intercultural Competence	Other Life Experience	22	Hands-On	6	5
20.	Teaching Grammar	Hands-On	26	Hands-On	8	0
21.	Discourse	Hands-On	16	Hands-On	5	6
22.	Language Learning Strategies	Prof. Org. Grad. Work	23	Reading	8	2
23.	English for Specific Purposes	Hands-On	23	Reading	7	4
24.	Second Language Assessment	Employer	27	Hands-On	6	2

Shaded boxes = Secondary Source information

5.04(a)iii *Generic/ESP Responses.*

In this particular program cluster, more so than in the other two, there were few topics in which a main source of learning stood out significantly. Although the difference in source preference seemed slim, the responses did reveal that Hands-on Experience was the slightly more common main source, identified 62 times over the second most frequent source, Professional Organization Workshops with 27. Table 5.04A III(a) presents a summary of the main sources of learning for the *Generic/ESP* cluster.

TABLE 5.04A III(a) Results by Topic Rank of Generic/ESP Teachers' Main Sources of Learning

Rank	Topic	N=	Main Source	f
1.	Lesson Planning	10	Hands-On	4
2.	Listening Skill Development	10	Hands-On	5
3.	Speaking Skill Development	9	Hands-On Employer	3 3
4.	ESL Methodology	9	Grad. Work	4
5.	Teaching Multilevel Classes	8	Hands-On	4
6.	Needs Assessment	10	Prof. Org.	4
7.	Writing Skill Development	9	Prof. Org.	4
8.	Cross-(Inter)cultural Awareness	9	Other Life Exp.	3
9.	Material Development	8	Hands-On	3
10.	Adult Learning Principles	8	Grad. Work	3
11.	Linguistic Competence	10	Undergrad. Work	5
12.	Language Learning Strategies	9	Prof. Org.	3
13.	Teaching Vocabulary	9	Employer	3
14.	Adult ESL Techniques & Activities	9	Hands-On	3
15.	Learning Styles	9	Prof. Org.	3
16.	Teaching Pronunciation	9	Hands-On Prof. Org.	2 2
17.	Resource/Material Selection	8	Hands-On	4
18.	Adult ESL Curriculum Dev.	10	Hands-On	6

Rank	Topic	N _n	Main Source	F
19.	Teaching Grammar	9	Undergrad. Work Grad. Work Prof. Org.	2 2 2
20.	Discourse Competence	8	Undergrad. Work Grad. Work	3 3
21.	Reading Skill Development	9	Undergrad. Work	4
22.	Settlement Process	9	Hands-On Other Life Exp.	3 3
23.	Immigrant Experience	9	Hands-On	5
24.	Program Evaluation	10	Hands-On	3
25.	<i>Canadian Language Benchmarks</i>	8	Employer	4
26.	Discourse	8	Prof. Org.	3
27.	English for Specific Purposes	9	Employer	4
28.	Second Language Acquisition	9	Cert./Dip. Work Grad. Work Prof. Org.	2 2 2
29.	Second Language Assessment	9	Hands-On	4
30.	Intercultural Competence	7	Employer	2
31.	General Curriculum Dev.	9	Prof. Org. Employer	2 2
32.	Classroom Management	10	Hands-On	7
33.	Philosophy of Education	10	Grad. Work	3
34.	Community-Based Education	9	Hands-On	4
35.	Linguistics	10	Undergrad. Work	5
36.	Issues in Racism	9	Prof. Org. Hands-On Other Life Exp.	2 2 2

The same scattering of responses over several options was apparent in the responses within the secondary sources. In some situations there was a very slight preference displayed in one source option; however, for the most part responses were fairly evenly divided. Peers at 41 checks and Hands-on Experience at 38 checks were, however, the somewhat more common secondary sources of the teachers' learning.

Compared to the other two program clusters, the *Generic/ESP* group had the lowest portion of their topics (five of the 36 topics of Importance), in which respondents indicated they had 'no exposure.' The 'no exposure' option contained one respondent in each of General Curriculum Development, Intercultural Competence and Program Evaluation. 'No exposure' had two respondents each in Discourse and Discourse Competence. See Table 5.04A III(b) for a summary of the source results for topics of Importance to *Generic/ESP* teachers. Note that the frequency of responses given for the secondary sources in this table shows the generality of the responses over several source options.

TABLE 5.04A III (b) Summary of Generic/ESP Teachers' Sources of Learning

Rank	Topic	Main Source	N=	Secondary Source	f	No Exposure to Topic N=
1.	Lesson Planning	Hands-On	9	Prof. Org. Peers Hands-On	2 2 2	0
2.	Listening Skill Development	Hands-On	9	Peers	3	0
3.	Speaking Skill Development	Hands-On Employer	9	Peers	5	0
4.	ESL Methodology	Grad. Work	8	Hands-On	4	0
5.	Teaching Multilevel Classes	Hands-On	8	Peers	5	0
6.	Needs Assessment	Prof. Org.	9	Peers Hands-On	3 3	0
7.	Writing Skill Development	Prof. Org.	9	Peers Reading	3 3	0
8.	Cross-(Inter)cultural Awareness	Other Life Exp.	9	Hands-On	4	0
9.	Material Development	Hands-On	8	Peers	5	0
10.	Adult Learning Principles	Grad. Work	8	Peers Reading	2 2	0
11.	Linguistic Competence	Undergrad. Work	8	Reading	3	0
12.	Language Learning Strategies	Prof. Org.	9	Reading	3	0

Rank	Topic	Main Source	N ^o	Secondary Source	F	No Exposure to Topic N ^o
13.	Teaching Vocabulary	Employer	8	Hands-On	3	0
14.	ESL Techniques & Activities	Hands-On	8	Peers	5	0
15.	Learning Styles	Prof. Org.	8	Prof. Org. Reading	3 3	0
16.	Teaching Pronunciation	Hands-On Prof. Org.	6	Hands-On	2	0
17.	Resource/Material Selection	Hands-On	7	Peers	4	0
18.	Adult ESL Curriculum Dev.	Hands-On	8	Grad. Work Prof. Org. Employer Peers	2 2 2 2	0
19.	Teaching Grammar	Undergrad. Work Grad. Work Prof. Org.	9	Hands-On	4	0
20.	Discourse Competence	Undergrad. Work Grad. Work	7	Prof. Org. Employer Reading	2 2 2	2
21.	Reading Skill Development	Undergrad. Work	8	Hands-On	4	0
22.	Settlement Process	Hands-On Other Life Exp.	8	Hands-On	3	0
23.	Immigrant Experience	Hands-On	8	Reading	3	0
24.	Program Evaluation	Hands-On	7	Peers	2	1
25.	Canadian Language Benchmarks	Employer	5	Prof. Org. Peers	2 2	0
26.	Discourse	Prof. Org.	6	Employer	2	2
27.	English for Specific Purposes	Employer	8	Prof. Org.	4	0
28.	Second Language Acquisition	Cert./Dip. Work Grad. Work Prof. Org.	8	Reading	3	0
29.	Second Language Assessment	Hands-On	7	Grad. Work Employer	2 2	0
30.	Intercultural Competence	Employer	8	Hands-On Reading	2 2	1
31.	General Curriculum Dev.	Prof. Org. Employer	7	Peers Hands-On	2 2	1
32.	Classroom Management	Hands-On	9	Peers	3	0
33.	Philosophy of Education	Grad. Work	9	Hands-On	3	0
34.	Community-Based Education	Hands-On	5	Employer	2	0
35.	Linguistics	Undergrad. Work	8	Reading	3	0

Rank	Topic	Main Source	N ^a	Secondary Source	f	No. Exposure to Topic, N ^b
38.	Issues in Racism	Prof. Org. Hands-On Other Life Exp.	5	Employer Hands-On Reading	2 2 2	0

Shaded boxes = Secondary Source Information

5.04(b) Discussion.

A strong commonality among the three program clusters is the responding teachers' reliance on Hands-on Experience and Workshops of different types for their professional development. While this attests to an effectiveness on the part of those sources in delivering relevant training, it also raises some serious concerns about the nature of their learning. Hands-on Experience and Workshops are not generally ways of developing a depth of knowledge and skill in an area. Workshops tend to provide individuals with practical knowledge or "recipes" for classroom use, while paying relatively little attention to theoretical foundations. A recent description of workshops and demonstrations on page 11 of the December 1997/January 1998 *TESOL Matters* describes demonstrations thus: "...most of the time is used for showing, rather than telling, a technique for teaching or testing. Normally, the presenter's statement of the theory underlying the technique takes no more than 5 minutes." In the same publication is this description of a workshop:

A workshop has very little lecturing by the leader; the emphasis is on the participants' activity, which is carefully structured by the leader. The leader works with a group, helping participants...develop a specific teaching...technique. (op. cit., p.11)

The reliance of *ESP* teachers on Employer and Professional Organization

Workshops for their learning also suggests that more formal educational experiences may not be addressing their professional development needs. This possibility is of particular note because, of the fifteen respondents holding Master's degrees, 11 of them fell into the *ESP* cluster. This cluster, in fact, was the most highly educated program cluster of teachers.

Also, the very specific nature of *ESP* instruction demands particular kinds of procedural knowledge. The generality of focus of Manitoba TESL education programs may not, therefore, provide *ESP* teachers with the specific expertise they need to fulfill their professional responsibilities. This suspicion, in fact, is substantiated by several of the anecdotal comments provided by some of the respondents. One *ESP* respondent said succinctly, "The emphasis I put on employer workshops is partly laziness, partly a real desire not to waste more time on courses not directly related to what I'm doing" (Survey 24).

It is interesting to see that *ESP* teachers also rely on Reading to complement their Hands-on Experience in learning about English for Specific Purposes. It indicates an attempt to develop a knowledge of the underlying principles of *ESP* delivery as well as procedures. The fact that 4 individuals claim no educational exposure to English for Specific Purposes is somewhat disturbing given the nature of their work; however, it does provide an explanation for the degree of Importance attributed to the topic by the *ESP* cluster in section 5.03ii. An examination of the distribution of results across the five ratings provided in the Key showed that two *ESP* teachers rated English for Specific

Purposes as *not important* and one person rated it as only *slightly important*.

Could it be that these individuals do not realize that they are engaged in *ESP* programming; that in fact they consider the approach they employ to programming as just a common sense, learner-centred approach to curriculum development?

While the preference of the *ESP* and *Generic/ESP* clusters for non-formal educational opportunities focusing on their issues of concern can be explained along the lines suggested above, the reliance of *Generic* respondents on those sources of learning could be looked at in a different light. Many Adult ESL teachers in this province got into the profession in the 80's at the height of the "Boat People" influx. At that time the demand for teachers was great and the number of "trained" professionals was small. Teachers were hired who had never had any exposure to teaching ESL, nor to teaching Adults, and they learned on the job with occasional participation in workshops to provide them with new ideas.

5.04(c) Comparison of Question 2 Responses by Teaching Experience Clusters.

The main and secondary sources of learning are presented for each of the two experience level clusters: *Novice* teachers, and *Experienced* teachers. This will be followed by a discussion of the significant commonalities and differences between the two clusters, and initial speculation about their implications.

5.04(c)i *Novice Teacher Responses.*

Once again, the most common main and secondary sources of learning about the 22 Important topics identified by the 15 respondents in this category, is Hands-on Experience. This option was checked 82 times as the most common main source over the second most frequently chosen option of Reading with 45 checks. Of the 22 topics, there were seven in which one or more respondents indicated they had no exposure. Cross-(Inter)cultural Awareness, Adult ESL Curriculum Development, Reading Skill Development, Adult ESL Methodology and Discourse Competence each had two individuals indicating that they had had no exposure to the topic. Resources/Material Selection and Teaching Grammar each had one respondent who checked 'no exposure'. Table 5.04C I presents an overview of the *Novice* teachers' responses regarding their sources of learning.

TABLE 5.04C I Summary by Topic Rank of Novice Teachers' Source of Learning

Rank	Topic	N=	Main Source	f	Secondary Source	No Exposure to Topic N=
1.	Lesson Planning	12	Hands-On Other Life Exp.	3 3	Hands-On	0
2.	Teaching Multilevel Classes	13	Hands-On	7	Hands-On	0
3.	Teaching Vocabulary	13	Hands-On	7	Hands-On	0
4.	Teaching Pronunciation	13	Hands-On	6	Prof. Org. Hands-On	0
15.	Resource/ Material Selection	12	Hands-On	7	Hands-On Peers	1
6.	Needs Assessment	12	Reading	4	Hands-On	0
7.	Speaking Skill Development	12	Hands-On	5	Hands-On	0
8.	Listening Skill Development	12	Hands-On	6	Peers	0

Rank	Topic	No.	Main Source	#	Secondary Source	No. Exposed to Topic (N)
9.	Cross-(Inter)cultural Awareness	13	Other Life Exp.	7	Hands-On Reading Other Life Exp.	2
10.	Material Development	13	Prof. Org. Hands-On	3 3	Hands-On	0
11.	Adult Learning Principles	13	Reading	4	Hands-On Reading	0
12.	Adult ESL Curriculum Development	11	Hands-On	4	Prof. Org. Hands-On Reading	2
13.	Second Language Acquisition	13	Reading Other Life Exp.	3 3	Hands-On Other Life Exp.	0
14.	Language Learning Strategies	13	Cert./Dip. Work Prof. Org.	3 3	Hands-On	0
15.	ESL Techniques & Activities	13	Reading	5	Peers	0
16.	Intercultural Competence	13	Other Life Exp.	7	Hands-On	0
17.	Program Evaluation	13	Peers Hands-On	3 3	Prof. Org.	0
18.	Reading Skill Development	11	Undergrad. Work	4	Prof. Org. Hands-On	2
19.	Writing Skill Development	13	Hands-On	4	Peers Reading	0
20.	Adult ESL Methodology	11	Reading	6	Prof. Org. Hands-On	2
21.	Teaching Grammar	12	Hands-On	5	Hands-On Reading	1
22.	Discourse Competence	12	Hands-On	4	Cert./Dip Work Prof. Org. Peers Reading	2

Shaded boxes = Main Source information

5.04(c)ii *Experienced Teacher Responses.*

Hands-on Experience persisted as the most common main and secondary source of learning for the *Experienced* teachers who responded to this survey. The second most common main source of learning, however, was Graduate Work, an option not prominent in the *Novice* group. An examination of the level of education of this cluster showed that 12 of the 15 Master's degrees were held

by respondents in this cluster.

As in the three *Program* cluster results, the most common main source of learning about Reading by *Experienced* teachers was Undergraduate Work.

Surprisingly, given that this cluster consisted of teachers with at least three years teaching experience, this group claimed no educational exposure to 15 of their 27 Important topics. Table 5.04C II presents an overview of the responses to this query.

TABLE 5.04C II Summary by Topic Rank of Experienced Teachers' Sources of Learning

Rank	Topic	N=	Main Source	#	Secondary Source	No Exposure to Topic N=
1.	Speaking Skill Development	56	Hands-On	16	Peers	0
2.	Listening Skill Development	56	Hands-On	18	Peers	0
3.	Lesson Planning	56	Hands-On	22	Hands-On	0
4.	Needs Assessment	56	Hands-On	16	Hands-On	0
5.	Cross-(Inter)cultural Awareness	47	Hands-On	17	Hands-On	5
6.	Material Development	47	Hands-On	15	Peers	0
7.	ESL Techniques & Activities	51	Hands-On	18	Hands-On	6
8.	Teaching Vocabulary	51	Hands-On	16	Hands-On	1
9.	Adult ESL Methodology	52	Grad. Work	19	Hands-On Reading	0
10.	Adult ESL Curriculum Development	56	Hands-On	21	Peers	0
11.	Writing Skill Development	54	Hands-On	17	Reading	0
12.	Resource/Material Selection	47	Hands-On	19	Peers	0
13.	Teaching Pronunciation	49	Hands-On	13	Hands-On	0
14.	Language Learning Strategies	50	Grad. Work	12	Reading	2
15.	Teaching Grammar	52	Grad. Work	11	Hands-On	0
16.	Reading Skill Development	51	Undergrad. work	17	Hands-On	1
17.	Linguistic Competence	50	Grad. Work	16	Reading	4
18.	Intercultural Competence	44	Hands-On	15	Hands-On	6

Rank	Topic	N	Main Source	n	Secondary Source	No Exposure to Topic (n)
19.	Discourse Competence	43	Prof. Org.	15	Hands-On Reading	6
20.	Adult Learning Principles	48	Grad. Work	17	Hands-On	1
21.	Second Language Acquisition	54	Grad. Work	17	Reading	1
22.	Second Language Assessment	48	Hands-On	13	Hands-On	6
23.	Discourse	41	Prof. Org.	14	Hands-On	8
24.	Teaching Multilevel Classes	45	Hands-On	20	Peers	0
25.	Learning Styles	50	Employer	11	Prof. Org.	2
26.	Program Evaluation	49	Employer	14	Hands-On	6
27.	Immigrant Experience	47	Hands-On	25	Hands-On Reading	5

Shaded boxes = Main source information

5.04(d) Discussion.

The most notable difference in the sources of learning between the *Novice* and *Experienced* clusters was the degree to which the *Experienced* teachers cited Graduate work. This seems to suggest that the *Experienced* Adult ESL teachers may have been seeking out a source of learning that would have provided them with a deeper analysis of subjects than have *Novice* teachers. Graduate courses in Manitoba TESL programs focus primarily on the underlying principles and theory of topics. They do not ordinarily have practicum components. In contrast to the *Experienced* teachers, the *Novice* teachers' emphasis on Hands-on Experience, Professional Organization Workshops and Reading as main sources of learning suggests that their focus may have been primarily on the acquisition of procedural knowledge, which may be more readily learned from on-the-job experience or through training events.

The significantly high number of topics in which *Experienced* teachers claim no educational exposure is truly intriguing, especially as 12, or 21.42%, have Master's degrees. One speculation is that within this group is a substantial number of teachers who entered Manitoba Adult ESL instruction in the "early days" prior to an expectation that teachers seeking work in this field would, as a matter of course, have training in the area. Many teachers who entered Adult ESL in Manitoba in the early 1980's came to the profession from other pedagogical endeavours and even from different fields entirely. Many began their Adult ESL teaching careers as volunteers. For many, their professional TESL knowledge and practices grew out of the trial and error efforts in their classrooms, rather than formal educational exposure.

5.05 Question 3 - Level of Knowledge & Skill: Comparative Responses.

This section will revisit the third principal question of this investigation, "for the topics they [Adult ESL teachers in Manitoba] consider most important, how knowledgeable and skillful do they consider themselves?" The answers will be concluded from an analysis of the

responses to the question posed in the fourth column of the questionnaire, "How knowledgeable and skillful in each topic do you feel?"

The Key for the 1 - 5 scale used to

LEVELS OF KNOWLEDGE AND SKILL KEY:	
1	Not Knowledgeable & Skillful
2	Slightly Knowledgeable & Skillful
3	Somewhat Knowledgeable & Skillful
4	Knowledgeable & Skillful
5	Very Knowledgeable & Skillful

answer this question is presented in the shaded box in this section. Specifically, the analysis will focus on the findings provided through a cross-tabulation of the data in the two main comparative categories, *Program Clusters* and *Teaching Experience Clusters*. It will be remembered that in Chapter 4, section 4.02(c) i, the decision was introduced to use a mean rating of ≥ 3.50 , midway in the 'somewhat knowledgeable and skillful' range, as the breakpoint at which respondents would be considered to have significant expertise.

Each of these two sub-sections will also contain a discussion of the findings and speculations as to their implications.

5.05(a) Comparison of Question 3 Responses by Program Clusters.

This section will present and discuss the *Generic*, *ESP* and *Generic/ESP* clusters' responses regarding the level of knowledge and skill respondents attribute to themselves for the topics they consider to be Important to their specific teaching situations.

5.05(a)i Generic Program Responses.

The cluster's 23 respondents perceived levels of knowledge and skill over the 50 original topics ranged from a high mean score of 4.05 for Lesson Planning, to the lowest rating of 1.58 for Internet-based Language Teaching. Two topics had ratings indicated at ≥ 4.00 , 'knowledgeable and skillful'; 36 topics had ratings between 3.00 and 3.99, 'somewhat knowledgeable & skillful'. Eleven topics had ratings between ≥ 2.00 and 2.99, 'slightly knowledgeable and skillful', and one topic had a rating of < 2.00 , 'not knowledgeable and skillful'. Table

5.05A I(a) presents the topics from the original 50 with a knowledge level mean of ≥ 3.50 in descending order of level of knowledge and skill. It is important to note that, although two of the topics, Immigrant Experience and Using Audiovisual Equipment, were topics in which *Generic* respondents felt more than somewhat knowledgeable and skillful, they were, in fact, not topics of considerable importance to *Generic* teachers.

TABLE 5.05A I(a) Results of Generic Teachers' Overall Topics by Rank of Most Knowledgeable (≥ 3.5 Attributed Level)

Rank	Topic	N=	Mean
1.	Lesson Planning	22	4.05
2.	Intercultural Competence	22	4.00
3.	Classroom Management	23	3.96
4.	Adult ESL Techniques & Activities	22	3.95
5.	Cross-(Inter)cultural Awareness	23	3.91
6.	Teaching Grammar	23	3.91
7.	Speaking Skill Development	23	3.83
8.	Listening Skill Development	23	3.74
9.	Material Development	20	3.70
10.	Second Language Acquisition	23	3.70
11.	Teaching Pronunciation	19	3.68
12.	Writing Skill Development	22	3.68
13.	Linguistic Competence	23	3.65
14.	Needs Assessment	23	3.65
15.	Immigrant Experience	22	3.64
16.	Adult ESL Methodology	23	3.61
17.	Resource/Material Selection	20	3.60
18.	Teaching Vocabulary	23	3.57
19.	Language Learning Strategies	23	3.52
20.	Reading Skill Development	23	3.52
21.	Using AV Resources	20	3.50

For the Important topics identified in section 5.03(a)i, the perceived levels

of knowledge and skill are shown in Table 5.05A I(b). While in two of their Important topics the teachers in this cluster rated themselves as ≥ 4.0 , 'knowledgeable and skillful', in the rest of their Important topics, they considered themselves to be ≥ 3.0 , 'somewhat knowledgeable and skillful'.

TABLE 5.05A I(b) Results by Rank of Important Topics of Generic Teachers' Responses for Levels of Knowledge & Skill

Rank	Topic	Importance	Level of Knowledge & Skill Mean
1.	Cross-(Inter)cultural Awareness	4.76	3.91
2.	Second Language Acquisition	4.73	3.70
3.	Speaking Skill Development	4.70	3.83
4.	Listening Skill Development	4.61	3.74
5.	Linguistic Competence	4.61	3.65
6.	Techniques & Activities	4.60	3.95
7.	Lesson Planning	4.57	4.05
8.	Language Learning Strategies	4.52	3.52
9.	Intercultural Competence	4.50	4.00
10.	Writing Skill Development	4.48	3.68
11.	Resource/Material Selection	4.48	3.60
12.	Teaching Vocabulary	4.45	3.57
13.	Reading Skill Development	4.43	3.52
14.	Teaching Pronunciation	4.43	3.68
15.	Teaching Grammar	4.39	3.91
16.	Second Language Assessment	4.39	3.43
17.	Adult ESL Curriculum Development	4.36	3.43
18.	Needs Assessment	4.29	3.65
20.	Material Development	4.24	3.70
21.	Adult ESL Methodology	4.24	3.61
22.	Learning Styles	4.20	3.30
23.	Discourse	4.20	3.09
24.	Discourse Competence	4.14	3.18
25.	Adult Learning Principles	4.14	3.40
26.	Settlement Process	4.10	3.20
27.	Classroom Management	4.09	3.96

Rank	Topic	Importance	Level of Knowledge & Skill Mean
28.	Linguistics	4.04	3.26
29.	Philosophy of Education	4.00	3.30

Shaded boxes = ≥ 4.0 level of knowledge and skill

5.05(a)ii ESP Program Responses.

This cluster was the largest, with 38 respondents. In only one topic, Lesson Planning, did *ESP* respondents indicate that their level of knowledge and skill was >4.00 . This was the same topic that was attributed the highest level of knowledge and skill by the *Overall* and *Generic* respondents. Classroom Management, a topic not included in the *ESP* list of Important topics, was also given a fairly high rating of 3.89. Using A/V Resources, Immigrant Experiences and General Curriculum Development were also fairly highly rated but were not included in the *ESP* list of Important Topics. See Table 5.05A II(a) for the topics from the original list of 50 in which teachers considered themselves to be ≥ 3.5 in their level of knowledge and skill, arranged in descending order.

TABLE 5.05A II(a) Result by Rank Overall of ESP Teachers' Most Knowledgeable Topics at ≥ 3.5 Attributed Level

Rank	N=	Topic	Level of Knowl. & Skill Mean
1.	36	Lesson Planning	4.22
2.	36	Speaking	3.94
3.	36	ESL Techniques & Activities	3.92
4.	37	Classroom Management	3.89
5.	36	Teaching Grammar	3.89
6.	32	Material Development	3.88
7.	32	Resource/Material Selection	3.84
8.	36	Teaching Vocabulary	3.83
9.	34	Teaching Pronunciation	3.79

Rank	N ^a	Topic	Level of Knowl. & Skill Mean
10.	33	Adult Learning Principles	3.76
11.	36	Needs Assessment	3.75
12.	35	Writing Skill Development	3.69
13.	35	Language Learning Strategies	3.66
14.	37	Adult ESL Curriculum Development	3.65
15.	36	Listening Skill Development	3.61
16.	36	ESL Methodology	3.61
17.	32	Using Audiovisual Resources	3.59
18.	34	Cross-(Inter)cultural Awareness	3.59
19.	36	English for Specific Purposes (ESP)	3.56
20.	36	Immigrant Experiences	3.53
21.	36	General Curriculum Development	3.50

Shaded boxes = Not Included in List of Important Topics

In only one Important topic, Lesson Planning, did *ESP* teachers consider themselves to be ≥ 4.0 . In their 23 other topics of Importance, the teachers rated themselves between 3.00 and 3.99, 'somewhat knowledgeable and skillful'. Furthermore, in this group of 23 topics, there were seven topics of Importance to *ESP* teachers in which they assessed themselves to be at a < 3.5 level of knowledge and skill: Intercultural Competence (3.49), Reading Skill Development (3.44), Second Language Assessment (3.41), Teaching Multilevel Classes (3.39), Program Evaluation (3.38), Discourse Competence (3.29) and Discourse (3.24). Table 5.05A II(b) presents the *ESP* teachers' levels of knowledge and skill in Important topics.

TABLE 5.05A II(b) Results by Rank of Topic Importance of ESP Teachers' Levels of Knowledge & Skill

Rank	Topic	Importance Mean	No.	Level of Knowl. & Skill Mean
1.	Lesson Planning	4.61	36	4.22
2.	Speaking Skill Development	4.58	36	3.94
3.	Material Development	4.55	33	3.88
4.	Needs Assessment	4.54	37	3.75
5.	Teaching Vocabulary	4.51	35	3.83
6.	Listening Skill Development	4.47	36	3.61
7.	Teaching Multilevel Classes	4.39	33	3.39
8.	Resource/Material Selection	4.36	33	3.84
9.	Adult ESL Curriculum Development	4.35	37	3.65
10.	Teaching Pronunciation	4.31	35	3.79
11.	Adult ESL Methodology	4.29	35	3.61
12.	ESL Techniques & Activities	4.26	34	3.92
13.	Adult Learning Principles	4.24	34	3.76
14.	Cross- (Inter)cultural Awareness	4.24	34	3.59
15.	Discourse Competence	4.18	34	3.29
16.	Reading Skill Development	4.17	35	3.44
17.	Writing Skill Development	4.17	36	3.69
18.	Program Evaluation	4.16	37	3.38
19.	Intercultural Competence	4.15	34	3.49
20.	Teaching Grammar	4.14	35	3.89
21.	Discourse	4.12	34	3.24
22.	Language Learning Strategies	4.11	35	3.66
23.	English for Specific Purposes	4.06	35	3.56
24.	Second Language Assessment	4.00	37	3.41

These findings lead to the conclusion that *ESP* teachers generally consider themselves 'somewhat knowledgeable and skillful' in the topics they consider important to their teaching situations. The positive exception is Lesson

Planning, for which it can be concluded that *ESP* teachers consider themselves 'knowledgeable and skillful'.

A consideration of the sources of learning that have been accessed by this group may provide some of the explanation of their conservative estimate of their expertise. The main sources of learning about Second Language Assessment and Program Evaluation were Employer Workshops. Reading Skill Development was primarily learned through Undergraduate Work. Hands-on Experience has been the main source for learning about Teaching Multilevel Classes, Discourse Competence and Discourse, while Other Life Experience was the main educational source for Intercultural Competence. It seems apparent that these sources of learning have been inadequate in providing *ESP* teachers with the educational expertise they feel they require for their teaching context. This observation will be elaborated in the Discussion portion of this section.

5.05(a)iii *Generic/ESP Program Responses.*

The ten respondents contained in the *Generic/ESP* cluster claimed a ≥ 3.5 level of knowledge and skill in twenty-six topics. Only one topic that was not an identified topic of Importance was included at this level. This was Adult ESL Literacy, in which teachers considered themselves to have a knowledge and skill level of 3.50. See Table 5.05A III(a) for the overall topics in which the level of learning was ≥ 3.5 . These topics are arranged in descending order.

TABLE 5.05A III(a) Results by Rank Overall of Generic/ESP Teachers' Most Knowledgeable Topics at a ≥ 3.5 Attributed Level

Rank	Nr	Topics	Level of Knowledge & Skill Mean
1.	8	Teaching Vocabulary	4.13
2.	8	ESL Methodology	4.00
3.	10	Needs Assessment	4.00
4.	10	Lesson Planning	4.00
5.	8	ESL Techniques & Activities	4.00
6.	10	Classroom Management	3.90
7.	9	Adult ESL Curriculum Development	3.89
8.	8	Resource/Material Selection	3.88
9.	8	Adult Learning Principles	3.88
10.	8	Community-Based Education	3.88
11.	8	Cross-(Inter)cultural Awareness	3.88
12.	10	Linguistic Competence	3.80
13.	10	Listening Skill Development	3.80
14.	10	Speaking Skill Development	3.80
15.	8	Settlement Process	3.75
16.	8	Teaching Grammar	3.75
17.	8	Immigrant Experiences	3.75
18.	8	Reading Skill Development	3.75
19.	8	Language Learning Strategies	3.75
20.	8	Teaching Pronunciation	3.75
21.	8	Learning Styles	3.63
22.	8	English for Specific Purposes	3.63
23.	8	Material Development	3.63
24.	10	General Curriculum Development	3.60
25.	7	Intercultural Competence	3.57
26.	8	Adult ESL Literacy	3.50

Shaded box = Not in Cluster's List of Important Topics

For 11 topics of Importance, the respondents in the *Generic/ESP* cluster indicated that their level of knowledge and skill was lower than 3.5. These topics included Philosophy of Education (3.44), Second Language Acquisition (3.40),

Teaching Multilevel Classes (3.38), Linguistics (3.33), Writing Skill Development (3.30), Discourse (3.29), Discourse Competence (3.29), Second Language Assessment (3.25), Program Evaluation (3.22), and the two Important topics with the lowest levels of knowledge and skill, Issues in Racism (3.00) and Canadian Language Benchmarks (2.75).

It can be concluded from these findings that in all but Canadian Language Benchmarks, *Generic/ESP* respondents consider themselves to be 'somewhat knowledgeable and skillful'. In Canadian Language Benchmarks *Generic/ESP* respondents consider themselves to be 'slightly knowledgeable and skillful'.

Table 5.05A III(b) presents the Important topics with their importance rating and the attributed levels of knowledge and skill.

Table 5.05A III(b) Results by Rank of Important Topics of Generic/ESP Teachers' Levels of Knowledge and Skill

Rank	Topic	Importance Mean	Level of Knowl. & Skill Mean
1.	Lesson Planning	4.90	4.00
2.	Listening Skill Development	4.90	3.80
3.	Speaking Skill Development	4.89	3.80
4.	ESL Methodology	4.89	4.00
5.	Teaching Multilevel Classes	4.88	3.38
6.	Needs Assessment	4.80	4.00
7.	Writing Skill Development	4.78	3.30
8.	Cross-(Inter)cultural Awareness	4.78	3.88
9.	Material Development	4.75	3.63
10.	Adult Learning Principles	4.75	3.88
11.	Linguistic Competence	4.70	3.80
12.	Language Learning Strategies	4.67	3.75
13.	Teaching Vocabulary	4.67	4.13
14.	ESL Techniques & Activities	4.67	4.00

Rank	Topic	Importance Mean	Level of Knowl. & Skill Mean
15.	Learning Styles	4.67	3.63
16.	Teaching Pronunciation	4.67	3.75
17.	Resource/Material Selection	4.83	3.88
18.	Adult ESL Curriculum Dev.	4.80	3.89
19.	Teaching Grammar	4.56	3.75
20.	Discourse Competence	4.50	3.29
21.	Reading Skill Development	4.44	3.75
22.	Settlement Process	4.44	3.75
23.	Immigrant Experience	4.44	3.75
24.	Program Evaluation	4.40	3.22
25.	Canadian Language Benchmarks	4.38	2.75
26.	Discourse	4.38	3.29
27.	English for Specific Purposes	4.33	3.63
28.	Second Language Acquisition	4.33	3.40
29.	Second Language Assessment	4.33	3.25
30.	Intercultural Competence	4.29	3.57
31.	General Curriculum Development	4.22	3.60
32.	Classroom Management	4.20	3.90
33.	Philosophy of Education	4.20	3.44
34.	Community-Based Education	4.11	3.88
35.	Linguistics	4.00	3.33
36.	Issues in Racism	4.00	3.00

Shaded boxes = the highest and lowest levels of knowledge and skill

5.05(b) Discussion.

Certainly more commonalities than differences were apparent in the comparative results within the Program category. An averaging of the knowledge and skill level mean scores revealed only a slight difference among the three clusters—the *Generic* average mean score was 3.47, the *ESP* average mean score was 3.66 and the *Generic/ESP* average mean score was 3.64. These are hardly significant differences. Obviously, the teaching contexts,

diverse though they may be, do not impact on the level of knowledge and skill that the teachers in the respective programs perceive themselves to have.

The similarity in scores may indicate other similarities among the teachers in the three clusters. Reviewing the sources of their knowledge and skill, one is reminded that all three clusters indicated that their main source of knowledge and skill was Hands-on Experience. For two of the clusters, *Generic* and *ESP*, the next most highly rated main sources of their expertise was Undergraduate and Graduate Work, and it should be noted that the *ESP* cluster had, in fact, the largest portion of their teachers with Master's degrees — 11 of 38 respondents or 28.94%. For these two clusters, however, the secondary sources had also been Hands-on Experience. In the third group, the *Generic/ESP* cluster, while Hands-on Experience was the main source of learning, it had been followed in frequency of selection by Professional Organization Workshop and Peers and Colleagues. The *Generic/ESP* clusters' secondary source was also Peers and Colleagues. Interestingly, it is the teachers in this group that consider themselves 'slightly more knowledgeable and skillful' than the teachers in the former two clusters. Certainly, these observations do not lead to any conclusions which might have led to the slight difference in ratings among the three clusters; however, they do indicate several avenues that could be investigated in the future.

As a final point, while it can be concluded that the Adult ESL teachers in Manitoba within these Program clusters generally perceive themselves to be

'somewhat knowledgeable and skillful' in the specific topics that they consider Important to their teaching situations, the caution offered in Chapter 4, that this perception does not mean that Adult ESL teachers in Manitoba have in actual fact less than maximal expertise, must be reiterated. However, the inter-relationship of the teachers' perception of the level of their expertise and implications for further learning will be examined in section 5.06. Prior to that, will come an examination of the findings about levels of knowledge and skill within the second major demographic category, *Teaching Experience*.

5.05(c) Comparison of Question 3 Responses by Experience Clusters.

This section will examine the responses of *Novice* and *Experienced* teachers to the Column 4 question about their level of knowledge and skill in regard to the topics of Importance identified in section 5.03(c).

5.05(c)i *Novice Teacher Responses.*

Fifteen respondents fell into this cluster. The mean levels of knowledge and skill in this group of respondents ranged from a high of 4.00 to a low of 1.45. This latter score, incidently, was the lowest level of expertise in a topic by any cluster— *Program* or *Teaching Experience*. It occurred for the topic, Internet-Based Language Teaching.

Not unexpectedly, the *Novice* respondents to this survey had the smallest number of topics overall in which their ascribed level of knowledge and skill was ≥ 3.5 . In only 13 of the 50 original topics did this group consider themselves to be at that significant benchmark. Several of those 13 topics had tied scores.

Three of the topics in which the teachers rated themselves ≥ 3.5 , Classroom Management, Using A/V Resources, and Philosophy of Education, were not in the list of Important topics to *Novice* Teachers. See Table 5.05C II for a presentation of the topics with the respondents' highest attributed levels of learning overall.

TABLE 5.05C II Results of Rank Overall of Novice Teachers' Most Knowledgeable Topics at ≥ 3.5 Attributed Learning

Rank	Topic	No.	Level of Knowl. & Skill Mean
1.	Lesson Planning	14	4.00
2.	Classroom Management	14	3.86
3.	Using A/V Resource	11	3.82
4.	Teaching Pronunciation	12	3.75
5.	Philosophy of Education	14	3.71
6.	ESL Techniques & Activities	14	3.71
7.	Teaching Vocabulary	14	3.71
8.	Resource/Material Selection	12	3.58
9.	Speaking Skill Development	14	3.57
10.	Cross-(Inter)cultural Awareness	14	3.57
11.	Teaching Grammar	14	3.57
12.	Material Development	12	3.50
13.	Needs Assessment	14	3.50

The *Novice* teachers generally considered themselves to be 'somewhat knowledgeable and skillful' in their topics of Importance, except for the two extreme ends of their Important topics list. In Lesson Planning they were most confident of their expertise (4.00). In Discourse Competence they were least confident (2.92, 'slightly knowledgeable'). Although they considered themselves to be 'somewhat knowledgeable' in the rest of their topics, the *Novice* teachers

were quite conservative in their estimation of their expertise in 12 of their 22 topics of Importance. In these 12 topics they rated themselves at <3.5. The topics were: Teaching Multilevel Classes (3.33), Listening Skill Development (3.43), Adult Learning Principles (3.38), Adult ESL Curriculum Development (3.00), Second Language Acquisition (3.36), Language Learning Strategies (3.36), Intercultural Competence (3.29), Program Evaluation (3.36), Reading Skill Development (3.21), Writing Skill Development (3.38), ESL Methodology (3.14) and Discourse Competence (2.92). Table 5.05C I(a) presents the levels of knowledge and skill *Novice* teachers attributed to themselves in their topics of Importance.

TABLE 5.05C I(a) Results by Rank of Important Topics of Novice Teachers' Levels of Knowledge and Skill

Rank	Topic of Importance	Importance Mean	Level of Knowl. & Skill Mean
1.	Lesson Planning	4.71	4.00
2.	Teaching Multilevel Classes	4.58	3.33
3.	Teaching Vocabulary	4.57	3.71
4.	Teaching Pronunciation	4.50	3.75
5.	Resource/ Material Selection	4.50	3.58
6.	Needs Assessment	4.46	3.50
7.	Speaking Skill Development	4.43	3.57
8.	Listening Skill Development	4.36	3.43
9.	Cross-(Inter)cultural Awareness	4.36	3.57
10.	Material Development	4.33	3.50
11.	Adult Learning Principles	4.23	3.38
12.	Adult ESL Curriculum Development	4.21	3.00
13.	Second Language Acquisition	4.15	3.36
14.	Language Learning Strategies	4.14	3.36
15.	Adult ESL Techniques & Activities	4.14	3.71
16.	Intercultural Competence	4.08	3.29

Rank	Topic of Importance	Importance Mean	Level of Knowl. & Skill Mean
17.	Program Evaluation	4.07	3.36
18.	Reading Skill Development	4.07	3.21
19.	Writing Skill Development	4.07	3.38
20.	Adult ESL Methodology	4.00	3.14
21.	Teaching Grammar	4.00	3.57
22.	Discourse Competence	4.00	2.92

Shaded box = <3.0 mean rating

It can be concluded from the findings that *Novice* teachers conservatively consider themselves to be 'somewhat knowledgeable and skillful' in their Important topics, except for their higher rating in Lesson Planning and lower assessment in Discourse Competence.

5.05ii *Experienced Teacher Responses.*

Fifty-six respondents belonged to this large cluster. The self-assessed levels of learning of this cluster of respondents ranged from a high mean level of 4.17 to a low of 1.60 over all the 50 topics. In only two topics did respondents consider themselves at ≥ 4.0 , 'knowledgeable and skillful'. These topics were Lesson Planning (4.17) and ESL Techniques and Activities (4.00). In an additional 21 of the original 50 topics, they assessed their level of knowledge and skill to be ≥ 3.5 .

Although several general education topics were in the list of topics with ≥ 3.5 levels of learning, the most highly rated topics tended to be Adult ESL-specific. This contrasted to the *Novice* teachers' results, in which several general education topics, such as Classroom Management, Using AV

Resources and Philosophy of Education were in their top five topics for level of knowledge and skill. Table 5.05C II(a) presents an overview of the topics most highly rated overall by *Experienced* teachers, arranged in descending order of mean score.

Table 5.05C II(a) Results by Rank Overall of Experienced Teachers' Most Knowledgeable Topics at ≥ 3.5 Levels of Knowledge and Skill

Rank	N=	Topic	Level of Knowl. & Skill Mean
1.	54	Lesson Planning	4.17
2.	52	ESL Techniques & Activities	4.00
3.	55	Speaking Skill Development	3.96
4.	53	Teaching Grammar	3.96
5.	56	Classroom Management	3.93
6.	48	Material Development	3.85
7.	55	Needs Assessment	3.82
8.	48	Resource/Material Selection	3.81
9.	53	Teaching Vocabulary	3.79
10.	53	ESL Methodology	3.79
11.	51	Cross-(Inter)cultural Awareness	3.78
12.	50	Intercultural Competence	3.78
13.	55	Adult ESL Curriculum Development	3.76
14.	49	Teaching Pronunciation	3.76
15.	55	Listening Skill Development	3.75
16.	52	Immigrant Experiences	3.73
17.	48	Adult Learning Principles	3.73
18.	52	Language Learning Strategies	3.69
19.	54	Writing Skill Development	3.69
20.	53	Reading Skill Development	3.58
21.	55	Linguistic Competence	3.58
22.	56	Second Language Acquisition	3.52
23.	55	General Curriculum Development	3.51

Shaded boxes = topics not included in cluster's list of important topics

The two most highly rated topics by the *Experienced* teachers, Lesson Planning (4.17) and ESL Techniques and Activities (4.00) were also topics of Importance to them. In the rest of their Important topics, they considered themselves to be 'somewhat knowledgeable and skillful' with a range of mean scores from 3.96 to 3.25. The *Experienced* teachers' lowest mean scores were in Program Evaluation (3.25), Discourse (3.26) and, somewhat surprisingly, Teaching Multilevel Classes (3.29). The levels of learning in the topics of Importance to *Experienced* teachers are presented in Table 5.05C II(b).

Table 5.05C II(b) Results by Rank of Important Topics of Experienced Teachers' Levels of Knowledge and Skill

Rank	Important Topics	Importance Mean	Level of Knowl. & Skill Mean
1.	Speaking Skill Development	4.72	3.96
2.	Listening Skill Development	4.64	3.75
3.	Lesson Planning	4.62	4.17
4.	Needs Assessment	4.54	3.82
5.	Cross-(Inter)cultural Awareness	4.52	3.78
6.	Material Development	4.52	3.85
7.	ESL Techniques & Activities	4.51	4.00
8.	Teaching Vocabulary	4.51	3.79
9.	ESL Methodology	4.45	3.79
10.	Adult ESL Curriculum Development	4.45	3.76
11.	Writing Skill Development	4.43	3.69
12.	Resource/Material Selection	4.42	3.81
13.	Teaching Pronunciation	4.38	3.76
14.	Language Learning Strategies	4.37	3.69
15.	Teaching Grammar	4.37	3.96
16.	Reading Skill Development	4.37	3.58
17.	Linguistic Competence	4.35	3.58
18.	Intercultural Competence	4.33	3.78
19.	Discourse Competence	4.29	3.34

Rank	Important Topics	Importance Mean	Level of Knowledge/Skill Mean
20.	Adult Learning Principles	4.28	3.73
21.	Second Language Acquisition	4.28	3.52
22.	Second Language Assessment	4.27	3.48
23.	Discourse	4.27	3.28
24.	Teaching Multilevel Classes	4.24	3.28
25.	Learning Styles	4.22	3.40
26.	Program Evaluation	4.14	3.25
27.	Immigrant Experiences	4.10	3.73

Shaded boxes = Important topics with lowest mean scores

In summation, the findings regarding the level of knowledge and skill that *Experienced* teachers perceive themselves to have, lead to the conclusion that *Experienced* teachers generally consider themselves to be 'somewhat knowledgeable and skillful' in 25 of the topics that are Important to their specific teaching situations, and knowledgeable and skillful in their two remaining Important topics.

5.05(d) Discussion.

The results of the comparison of the *Novice* teachers' and *Experienced* teachers' perceptions of their level of knowledge and skill in topics of Importance to their teaching situations were not surprising. Predictably, *Experienced* teachers considered themselves to have a broader base of expertise than did the *Novice* teachers, as was illustrated by the *Experienced* teachers' larger number of topics overall in which their competence was rated at ≥ 3.5 .

For their respective topics of Importance, however, the difference in their perceived levels of knowledge and skill was not, in fact, as distinct. On average,

the *Experienced* teachers rated their expertise at an average mean score of 3.69. *Novice* teachers rated their competence at an average mean score of 3.44. This difference was not significant, but implies that *Experienced* Manitoba Adult ESL teachers perceive themselves to have only slightly more knowledge and skill related to their topics of Importance than do *Novice* teachers.

One would expect a greater discrepancy, a discrepancy that would reflect a logical assumption that *Experienced* teachers have considerably greater expertise than do *Novice* teachers, especially, as 12 of the 15 Master's degrees were held by *Experienced* teachers as was pointed out earlier in this chapter. These results do not inform us as to what each cluster perceives expertise in a topic to entail. This limitation of the survey was articulated in Chapter 3. In other words, when teachers assessed their expertise in an area, they did so with a particular idea of the requisite knowledge, skill and principles. The literature (Johnson, 1992; Brinton and Holten, 1989) suggests that *Experienced* teachers would consider having expertise in a topic to entail a broader spectrum of knowledge and skill than *Novice* teachers would. Therefore, it is quite probable that *Experienced* teachers, who rated themselves as 'somewhat knowledgeable and skillful' had, in fact, more expertise than did the *Novice* teachers who rated themselves at the same level. The *Novice* teachers may have rated themselves within a more simplistic conception of the required expertise.

On another note, a tentative trend that can be identified in the findings, one that is consistent with the literature, is that most of the topics of competence

identified by the *Novice* teachers could be considered to be substantially procedural in nature and focused on specific teaching activity. The *Experienced* teachers, on the other hand, also considered themselves knowledgeable in a variety of topics that could be recognized for their implication for the teachers' development of principles and attitude. Cumming (1989) suggests that novice teachers are primarily concerned with procedural knowledge, that is, with issues of *how to teach*. As Brinton and Holten point out, the emphasis of novice teachers is on lesson planning mechanics and on managing students' language learning and practice (1989).

It is impossible in this investigation to state categorically that teachers possess a particular degree of procedural or declarative knowledge in a topic. Nevertheless, there do seem to be some trends in the findings consistent with the literature's suggestions that the needs of teachers at different stages of their careers are different. The next section will examine this issue further, as it reports on the questionnaire's data regarding future learning intentions.

5.06 Question 4 - Sources of Future Learning: Comparative Responses.

This section will address the fourth principal question of the investigation, "In which important topics will they [Adult ESL teachers in Manitoba] pursue their learning and through which sources?" It will address the question in more detail than in Chapter 4 by analyzing the cross-tabulated data collected in response to the Questions posed in Column five of the questionnaire, "which topics will you

learn more about? Through which sources will you pursue that learning?" Some of the anecdotal comments provided in Column six will be used in the discussion to illustrate or support some of the

MAIN & SECONDARY SOURCES OF FUTURE LEARNING KEY:	
A-	Certificate/Diploma Course
B-	Undergraduate Work
C-	Graduate Work
D-	Workshop by Prof. Organization
E-	Workshop by Employer
F-	Learning from Peers or Colleagues
G-	Hands-on Experience
H-	Reading
I-	Other Life Experiences

speculation. The Key used by the

respondents to answer the questions is presented in the shaded box in this section. The future learning preferences of the respondents will once again be presented in the two major demographic categories, *Program Type* and *Teaching Experience*.

5.06(a) Comparison of Question 4 Responses by Program Clusters.

This sub-section will provide the findings of the comparative analysis of the responses regarding future learning intentions for the three program clusters within this category, *Generic*, *ESP*, and *Generic/ESP*. The presentation of findings will be followed by a discussion of the comparative Program results.

5.06(a)i Generic Program Responses.

An overwhelming majority of the 23 individuals who were originally identified as falling into this cluster indicated that they will continue to seek out educational opportunities in the topics that are important in their teaching contexts. The respondents also indicated quite positively that they will pursue their learning primarily through reading about their topics of interest. For their

Important topics, the *Generic* respondents selected Reading to further their learning 116 times. A distant second choice was Professional Organization Workshop, indicated 45 times. Table 5.06A I(a) presents the distribution of the main future learning sources results for Important topics for *Generic* respondents.

TABLE 5.06A I **Distribution of Generic Responses for Main Sources of Future Learning in Important Topics.**
 Key (condensed): A - Cert. Work; B - Undergrad. Work; C-Grad. Work; D - Prof. Org.; E - Employer; F - Peers; G - Hands-On; H - Reading; I - Other Life Exp.

Rank	Topic	N=	A	B	C	D	E	F	G	H	I
1.	Cross-(Inter)cultural Awareness	21			2	4	2	1	5	5	2
2.	Second Language Acquisition	18		1	3	3	2		3	6	
3.	Speaking Skill Development	21	1		2	4	1	3	1	8	1
4.	Listening Skill Development	21	1		2	4	1	3	1	8	1
5.	Linguistic Competence	21	1	2	4	5	2		1	6	
6.	ESL Techniques & Activities	20			2	3	1	5	5	4	
7.	Lesson Planning	17		1	1	1	2	4	3	5	
8.	Language Learning Strategies	20			4	6	3		1	6	
9.	Intercultural Competence	20			2	2	2	1	6	4	3
10.	Writing Skill Development	21	1		1	5	1		1	11	1
11.	Resource/Material Selection	19			3	1	1	4	7	3	
12.	Teaching Vocabulary	21			3	4	2	2	4	6	
13.	Reading Skill Development	20			2	3	3	2	3	7	
14.	Teaching Pronunciation	18	1		2	4	2	1	3	5	
15.	Teaching Grammar	20			3	4	1	3	3	6	
16.	Second Language Assessment	21			3	4	5		2	7	
17.	Adult ESL Curriculum Development	21	1		2	6	4	1	2	4	1
18.	Needs Assessment	20			2		5	3	3	6	1
19.	Material Development	19	1		1	4	1	4	5	2	
20.	Adult ESL Methodology	20			2	5	4	1	1	7	
21.	Learning Styles	21			4	5	5		1	6	
22.	Discourse	18			3	7	2		2	4	
23.	Discourse Competence	19			3	7	2		2	5	

Rank	Topic	Nr	A	B	C	D	E	F	G	H	I
24.	Adult Learning Principles	17	1		2	6			2	6	
25.	Settlement Process	18			1	7	4		4	2	
26.	Classroom Management	19		1	1	2		2	10	3	
27.	Linguistics	19	1	2	3	6	2			5	
28.	Philosophy of Education	16	1		3	2	2		3	5	

Shaded boxes = preferred sources

An analysis of the *Generic* respondents' secondary sources of future learning shows a preference for interaction with Peers and Colleagues (selected 69 times) and Hands-on Experience (selected 33 times) to supplement their main methods of learning in the future.

For the Important topics, there were general indications that most respondents intended to learn more about them, as only one or two respondents indicated the opposite intention. There were only four topics that were exceptions to this tendency. These topics, with the number of teachers not planning to seek out intentional educational opportunities in parentheses, are as follows: Second Language Acquisition (5), Lesson Planning (6), Linguistics (4) and Philosophy of Education (6). Table 5.06A I(b) presents a comprehensive summary of the future learning intentions of the *Generic* cluster, showing both the mean value of the Important topics and the mean levels of knowledge and skill.

TABLE 5.06A I(b) Results by Rank of Important Topics of Generic Responses about Further Learning, Topic Importance and Level of Learning of Important Topics

Topic	Importance Mean	Level of K & S Mean	Seeking Further Ed. Nr	Main Source of Further Ed.	Secondary Source of Further Ed.	No Further Ed. Nr
Cross-(Inter)cult. Aware.	4.76	3.91	21	Hands-On Reading	Other Life Exp.	1

Topic	Importance Mean	Level of F.O.S. Master	Seeking Further Ed. N=	Main Source of Further Ed.	Secondary Source of Further Ed.	No Further Ed. N=
L ₂ Language Acquisition	4.73	3.70	18	Reading	Employer Peers Other Life Exp.	5
Speaking Skill Dev.	4.70	3.83	21	Reading	Hands-On	2
Listening Skill Dev.	4.61	3.74	21	Reading	Employer Hands-On	2
Linguistic Competence	4.61	3.65	21	Reading	Peers Reading	2
ESL Tech. & Activities	4.60	3.95	20	Peers Hands-On	Peers	1
Lesson Planning	4.57	4.05	17	Reading	Hands-On	6
Lang. Learning Strat.	4.52	3.52	20	Prof. Org. Reading	Reading	2
Intercultural Competence	4.50	4.00	20	Hands-On	Hands-On	2
Writing Skill Dev.	4.48	3.68	21	Reading	Hands-On	2
Resource/Mat. Selection	4.48	3.60	19	Hands-On	Hands-On	2
Teaching Vocabulary	4.48	3.57	21	Reading	Peers	1
Reading Skill Dev.	4.45	3.52	20	Reading	Peers Hands-On Reading	2
Teaching Pronunciation	4.43	3.68	18	Reading	Reading	1
Teaching Grammar	4.43	3.91	20	Reading	Peers	2
L ₂ Assessment	4.39	3.43	21	Reading	Peers	2
Adult ESL Curric. Dev.	4.39	3.43	21	Prof. Org.	Peers	2
Needs Assess.	4.36	3.65	20	Reading	Peers	3
Material Dev.	4.29	3.70	19	Hands-On	Employers	2
Adult ESL Methodology	4.24	3.61	20	Reading	Peers	2
Learning Styles	4.24	3.30	21	Reading	Reading	2
Discourse	4.20	3.09	18	Prof. Org.	Reading	2
Discourse Competence	4.20	3.18	18	Prof. Org.	Reading	1
Adult Learning Principles	4.14	3.40	17	Prof. Org.	Employers	3
Settlement Process	4.10	3.20	18	Prof. Org.	Hands-On	3

Topic	Importance Mean	Level of K & S Mean	Seeking Further Ed. (N)	Main Source of Further Ed.	Secondary Source of Further Ed.	No Further Ed. (N)
Classroom Management	4.09	3.96	19	Hands-On	Peers	3
Linguistics	4.04	3.26	19	Prof. Org.	Peers	4
Philosophy of Education	4.00	3.30	18	Reading	Peers Reading	6

Shaded area shows the number intending to pursue further learning and their preferred main sources of further learning

An examination of the above table shows that an intention to pursue learning seemed to be not entirely dependent on the level of learning indicated for a topic. This became apparent when, for instance, Cross-(Inter)cultural Awareness, Speaking Skill Development or Listening Skill Development (three of the top four topics of importance to this group) were reviewed. In these topics, as in several others, the number of teachers intending to pursue them was high even though their levels of learning were also quite high. Several exceptions to this tendency, however, could be observed. Second Language Acquisition, was also an Important topic, but for this topic there were a lower number of respondents (18) planning to continue to learn about it. Lesson Planning, too, was a topic of fairly high importance in which fewer respondents planned to pursue their learning. It should be noted, however, that Lesson Planning was also the only topic in which the level of learning was >4.00. The general tendency noted above and the apparent exceptions will be explored in the discussion following the presentation of the comparative program findings.

5.06(a)ii ESP Program Responses.

The teachers in the largest program cluster, with 38 respondents originally identified in it, overwhelmingly preferred to attend the workshops provided by Professional Organizations for their future learning in their 24 topics of Importance. The only exceptions to this intention were Lesson Planning, in which the preference was to seek out Peers and Colleagues for educational insights and assistance, and Resource/Material Selection, in which Professional Organization Workshop, Employer Workshop and Peers and Colleagues were tied as the preferred sources. Table 5.06A II(a) presents the distribution of the main sources of further learning for the ESP program cluster.

TABLE 5.06A II(a) Distribution of ESP Results for Main Sources of Future Learning in Important Topics.
 Key (condensed): A - Cert. Work; B - Undergrad. Work; C-Grad. Work; D - Prof. Org.; E - Employer; F - Peers; G - Hands-On; H - Reading; I - Other Life Exp.

Order	Topics	N=	A	B	C	D	E	F	G	H	I
1.	Lesson Planning	27	2		2	4		6	6	5	
2.	Speaking Skill Development	31	1	1	4	13	3	2	3	4	
3.	Material Development	30			4	8	5	5	7	1	
4.	Needs Assessment	29	2		4	7	6	1	4	5	
5.	Teaching Vocabulary	29	3		2	10	3	5	2	4	
6.	Listening Skill Development	31	1	1	4	11	3	2	3	6	
7.	Teaching Multilevel Classes	30	1		2	13	4	5	4	1	
8.	Resource/Material Selection	29			1	7	7	7	5	2	
9.	Adult ESL Curriculum Development	33	3		7	10	4	2	2	5	
10.	Teaching Pronunciation	29	5	1		11	2	2	3	5	
11.	Adult ESL Methodology	30	1		5	12	2	1	2	7	
12.	ESL Techniques & Activities	31	2		2	13	3	7	1	3	
13.	Adult Learning Principles	25	1		5	7	1	2	5	4	
14.	Cross- (Inter)cultural Awareness	28	2		1	9	2	4	3	3	4
15.	Discourse Competence	26	5		2	8	4	1	2	4	

Order	Topic	N ^o	A	B	C	D	E	F	G	H	I
16.	Reading Skill Development	29	1	1	3	10	1	2	2	8	1
17.	Writing Skill Development	29	1	1	4	10	4	1	3	5	
18.	Program Evaluation	30	2		2	8	6	4	3	4	1
19.	Intercultural Competence	28	2		1	10	3	4	3	2	3
20.	Teaching Grammar	31	5		2	8	3	4	3	6	
21.	Discourse	26	5		2	8	4		2	5	
22.	Language Learning Strategies	28	4		2	12	2	2	1	5	
23.	English for Specific Purposes	29	1			12	4	2	5	5	
24.	Second Language Assessment	30	5		3	9	3	2	2	6	

Shaded box = preferred source

When it came to secondary sources of future learning, the *ESP* respondents indicated their preference for the educational support of their Peers and Colleagues. This choice was indicated 74 times. Reading, which was the next preference, was selected 38 times. See Table 5.06A II(b) for detailed information.

One curious result in the secondary source preferences was in regard to Language Learning Strategies, in which Certificate or Diploma Work was the selection. In all of the other topics, the secondary source was at the same level of formality as the main source or somewhat lower. For instance, a main source like Professional Organization Workshop, has generally been followed by a secondary source such as Peers and Colleagues or Reading, which could be considered informal learning sources. It is quite an exception to see a non-formal main source, such as Professional Organization Workshop, to be followed up by a more formalized or institutional secondary source, such as work towards a credential.

Because Employer Workshop was shown in section 5.04 to be somewhat popular as a source of *present* knowledge and skill, one might have expected that in this program cluster more than any other, Employer Workshop would be a preferred source of future learning. However, this option was not frequently selected, either as a main or secondary source of learning.

Each of the topics of Importance showed indications that some individuals would not continue to seek out additional educational opportunities. The topics that had the highest levels indicating this were: Lesson Planning (identified by seven respondents), Adult Learning Principles (six), Discourse Competence (six), and Discourse (also six). It is interesting to note that these last two topics had quite low levels of attributed knowledge and skill, 3.29 and 3.24 respectively. The following Table 5.06A II(b), presents a comprehensive summary of the *ESP* program cluster's responses regarding preferences for future learning.

TABLE 5.06A II(b) Results by Rank of Important Topics of ESP Future Learning, Topic Importance and Level of Learning

Topic	Importance Mean	Level of K.E.S. Mean	Seeking Further Ed. N=	Main Source of Further Learning	Sec. Source of Further Learning	No Further Ed. Sought N=
Lesson Planning	4.61	4.22	27	Peers	Peers Hands-On	7
Speaking Skill Dev.	4.58	3.94	21	Prof. Org.	Peers	3
Material Dev.	4.55	3.88	30	Prof. Org.	Peers	1
Needs Assess.	4.54	3.75	29	Prof. Org.	Prof. Org.	5
Teaching Vocab.	4.51	3.83	29	Prof. Org.	Peers	4
Listening Skill Dev.	4.47	3.61	31	Prof. Org.	Peers	3
Teaching Multilevel Cl.	4.39	3.39	30	Prof. Org.	Peers	1

Topic	Importance Mean	Level of K&S Mean	Seeking Further Ed. No.	Main Source of Further Learning	Sec. Source of Further Learning	No. Further Ed. Sought No.
Resource/Mat. Selection	4.36	3.84	29	Prof. Org.	Peers	2
Adult ESL Curric. Dev.	4.35	3.65	33	Prof. Org.	Hands-On	1
Teaching Pronunciation	4.31	3.79	29	Prof. Org.	Reading	5
Adult ESL Methodology	4.29	3.61	30	Prof. Org.	Peers	3
ESL Techniques & Activities	4.26	3.92	31	Prof. Org.	Peers Hands-On	2
Adult Learning Principles	4.24	3.76	25	Prof. Org.	Peers	6
Cross- (Intercult.) Awareness	4.24	3.59	28	Prof. Org.	Prof. Org. Hands-On	5
Discourse Competence	4.18	3.29	26	Prof. Org.	Reading	6
Reading Skill Dev.	4.17	3.44	29	Prof. Org.	Peers	4
Writing Skill Dev.	4.17	3.69	29	Prof. Org.	Peers	5
Program Evaluation	4.16	3.38	30	Prof. Org.	Prof. Org.	3
Intercultural Competence	4.15	3.49	28	Prof. Org.	Hands-On Reading	4
Teaching Grammar	4.14	3.89	31	Prof. Org.	Reading	2
Discourse	4.12	3.24	26	Prof. Org.	Prof. Org.	6
Lang. Learning Strategies	4.11	3.66	26	Prof. Org.	Cert/Dip. Work	4
ESP	4.06	3.56	29	Prof. Org.	Reading	3
L ₂ Assessment	4.00	3.41	30	Prof. Org.	Prof. Org.	4

The shaded area shows the number intending to pursue further learning and their preferred main sources of further learning.

5.06(a)iii *Generic/ESP Responses.*

Ten individuals were originally identified as being in this program cluster. Professional Organization Workshop emerged as the preferred source for learning more about 23 of their 36 Important topics. In the following Important

topics, Professional Organization Workshop was tied with other sources: Lesson Planning (tied with Employer Workshop, Peers and Colleagues, and Hands-on Experience), Language Learning Strategies (tied with Graduate Work), Teaching Grammar (tied with Peers and Colleagues, and Reading) and Reading Skill Development (tied with Reading).

Peers and Colleagues, chosen 14 times, and Hands-on Experience, chosen 13 times, were the next most preferred main sources of further learning.

Table 5.06A III (a) presents the distribution of the main further learning source preferences for the *Generic/ESP* cluster.

TABLE 5.06A III (a) Distribution of Results of Generic/ESP Sources of Future Learning in Topics of Importance
 Key (condensed): A - Cert. Work; B - Undergrad. Work; C-Grad. Work; D - Prof. Org.; E - Employer; F - Peers; G - Hands-On; H - Reading; I - Other Life Exp.

Rank	Topic	No.	A	B	C	D	E	F	G	H	I
1.	Lesson Planning	9				2	2	2	2	1	
2.	Listening Skill Development	10	1			5	2		2		
3.	Speaking Skill Development	10	1			6	2		1		
4.	ESL Methodology	9	1		1	2		3	1	1	
5.	Teaching Multilevel Classes	8				1	2	5			
6.	Needs Assessment	9	1			5	1		2		
7.	Writing Skill Development	10	1			6	2		1		
8.	Cross-(Inter)cultural Awareness	9				4	1	1			3
9.	Material Development	8				1	2		5		
10.	Adult Learning Principles	8	1	1		2	1			3	
11.	Linguistic Competence	9	1		1	5				1	1
12.	Language Learning Strategies	9	1	1	2	2	1			1	1
13.	Teaching Vocabulary	9	1	1	1	2		2		2	
14.	ESL Tech. & Activities	9	1			4	1	2	1		
15.	Learning Styles	9	1		1	5	2				
16.	Teaching Pronunciation	8	1		1	3	1	1		1	
17.	Resource/Material Selection	8					1	2	3	2	

Rank	Topic	No.	A	B	C	D	E	F	G	H	I
18.	Adult ESL Curriculum Dev.	10				4	2	1	2	1	
19.	Teaching Grammar	9	1		1	2		2	1	2	
20.	Discourse Competence	7			1	3	1	1		1	
21.	Reading Skill Development	9	1	1	1	2	1		1	2	
22.	Settlement Process	9				1	2		3	1	2
23.	Immigrant Experience	8				1	1		2	1	3
24.	Program Evaluation	9			1	4	2	2			
25.	Canadian Language Benchmarks	8				5	3				
26.	Discourse	7			1	3		2		1	
27.	English for Specific Purposes	8				4	1	1	1	1	
28.	Second Language Acquisition	10			1	2	2	1		1	3
29.	Second Language Assessment	8				5	1	1	1		
30.	Intercultural Competence	7				4	1			1	1
31.	General Curric. Development	8				3	1	2	1	1	
32.	Classroom Management	9	1			3	1	2	2		
33.	Philosophy of Education	7	1			2				4	
34.	Community-Based Education	8				1	5	1	1		
35.	Linguistics	9	1		1	4	1			2	
36.	Issues in Racism	6				3		1	1	1	

Shaded box = preferred source

The preferred secondary source of learning for the *Generic/ESP* respondents was Peers and Colleagues, selected 99 times. Professional Organization Workshop, selected 64 times, and Employer Workshop, chosen nine times, followed in preference.

Given that this was the group with the most extensive list of Important topics, with a total of 36 of the original 50 items included, it was very surprising to observe that this was also the group that had the fewest number of topics in which 'no further learning' was checked. In the eight topics where it was indicated, the largest number checking that option was two, and that was in

Philosophy of Education. In each of the following topics, only one individual had so checked: Lesson Planning, Immigrant Experience, English for Specific Purposes, Intercultural Competence, General Curriculum Development, Classroom Management, and Issues in Racism. Table 5.06A III (b) presents a summary of the *Generic/ESP* program cluster's responses regarding their preferences for future learning.

TABLE 5.06A III(b) Results by Rank of Important Topics of Generic/ESP Future Learning, Topic Importance and Level of Learning

Topic	Importance Rating Mean	Level of Knowl. & Skill	Seeking Further Ed. No.	Main Source of Further Learning	Sec. Source of Further Learning	No. Further Ed. Sought No.
Lesson Planning	4.90	4.00	9	Prof. Org. Employer Peers Hands-On	Prof. Org. Peers	1
Listening Skill Dev.	4.90	3.80	10	Prof. Org.	Peers	0
Speaking Skill Dev.	4.89	3.80	10	Prof. Org.	Peers	0
ESL Methodology	4.89	4.00	9	Peers	Employers Peers Hands-On	0
Teaching Multilevel Cl.	4.88	3.38	8	Peers	Prof. Org.	0
Needs Assessment	4.80	4.00	9	Prof. Org.	Peers	0
Writing Skill Dev.	4.78	3.30	10	Prof. Org.	Peers	0
Cross-(Inter)cult. Awareness	4.78	3.88	9	Prof. Org.	Reading	0
Material Development	4.75	3.63	8	Prof. Org.	Peers	0
Adult Learning Principles	4.75	3.88	8	Prof. Org.	Prof. Org.	0
Linguistic Competence	4.70	3.80	9	Prof. Org.	Reading	0
Language Learning Strategies	4.67	3.75	9	Prof. Org.	Prof. Org. Reading	0
Teaching Vocabulary	4.67	4.13	9	Prof. Org.	Prof. Org.	0
Adult ESL Techniques & Activities	4.67	4.00	9	Prof. Org.	Peers	0

Topic	Importance Rating Mean	Level of Knowl. & Skill	Seeking Further Ed. N	Main Source of Further Learning	Sec. Source of Further Learning	No Further Ed. Sought N
Learning Styles	4.67	3.63	9	Prof. Org.	Employers Peers Reading	0
Teaching Pronunciation	4.67	3.75	8	Prof. Org.	Peers	0
Resource/Material Selection	4.63	3.88	8	Hands-On	Prof. Org. Peers Hands-On	0
Adult ESL Curriculum Development	4.60	3.89	10	Prof. Org.	Employers	0
Teaching Grammar	4.56	3.75	9	Prof. Org. Peers Reading	Prof. Org. Peers	0
Discourse Competence	4.50	3.29	7	Prof. Org.	Peers	0
Reading Skill Development	4.44	3.75	9	Prof. Org. Reading	Peers	0
Settlement Process	4.44	3.75	9	Hands-On	Prof. Org.	0
Immigrant Experience	4.44	3.75	8	Other Life Exp.	Prof. Org. Peers Hands-On	1
Program Evaluation	4.40	3.22	9	Prof. Org.	Employers	0
<i>Canadian Language Benchmarks</i>	4.38	2.75	8	Prof. Org.	Peers	0
Discourse	4.38	3.29	7	Prof. Org.	Prof. Org.	0
ESP	4.33	3.63	8	Prof. Org.	Prof. Org. Employers	1
L ₂ Acquisition	4.33	3.40	10	Other Life Exp.	Prof. Org.	0
L ₂ Assessment	4.33	3.25	8	Prof. Org.	Employers Peers	0
Intercultural Competence	4.29	3.57	7	Prof. Org.	Peers	1
Gen. Curric. Development	4.22	3.60	8	Prof. Org.	Employers	1
Classroom Management	4.20	3.90	9	Prof. Org.	Peers	1
Philosophy of Education	4.20	3.44	7	Reading	Peers	2
Community-Based Ed.	4.11	3.88	8	Employers	Peers	0

Topic	Importance Rating Mean	Level of Knowledge Skill	Seeking Further Learning No.	Main Source of Further Learning	Sec. Source of Further Learning	No Further Learning Sought No.
Linguistics	4.00	3.33	8	Prof. Org.	Prof. Org.	0
Issues in Racism	4.00	3.00	8	Prof. Org.	Prof. Org.	1

Shaded area shows the number intending to pursue further learning and their preferred main sources of further learning

5.06(b) Discussion.

The findings within the Program category in regard to the fourth principal question of the investigation, addressed through Column five of the survey questionnaire, were both informative and provocative. The topics in which the respondents indicated they would pursue more learning tended to be topics in which they had attached the greatest importance and which seemed to have the greatest direct application to the classroom. Level of learning seemed a factor also, but the evidence suggests that it was secondary to the perceived importance of the topic for immediate and direct classroom use. For instance, other than Lesson Planning, in which all groups had a relatively high level of expertise, the Important topics with the highest level of respondents intending to pursue more learning were topics like Speaking Skill Development, Teaching Vocabulary or Needs Assessment, and so on. These are all topics which have direct, practical classroom application. Topics that showed high numbers of individuals who would not be furthering their learning were topics that might be considered contextualizing, that is, theory and principles. Examples of these topics were the *Generic* and the *Generic/ESP* groups' Philosophy of Education,

the *Generic* group's Second Language Acquisition, and *ESP's* Adult Learning Principles and Discourse.

The preferred sources of future learning were also very intriguing. The *Generic* group's preference for Reading as the main source of learning about Important topics was different from the other two clusters' preference for Professional Organizations to provide knowledge and skill in their issues of concern. It suggests that the *Generic* group may be interested in acquiring more conceptual awareness about their topics rather than being given suggestions about what to "do" in the classroom. *Generic* teachers may be looking for deeper insights into particular issues that can be integrated into their existing conceptual frameworks. If teachers in this cluster are in fact, seeking to explore issues in greater depth, variables in addition to program type, such as years of teaching experience, may be contributing to their decisions about how they will undertake that learning. The comparative findings of the *Teaching Experience* category, which will be presented in the next section, will no doubt provide further insight into this speculation.

However, it may be in the nature of the teaching situations themselves that an explanation may be found. *Generic* teachers work in institutional settings, usually with a number of other teaching colleagues. They are usually hired for an academic year and usually have the expectation that they will be working there the following year. They generally work on a daily basis, often four or five hours a day. Their classes are generally composed of students with

varied linguistic and cultural backgrounds. Many *ESP* teachers, on the other hand, especially those in Workplace or Community Adult ESL programs, work on short-term, four to six month contracts, often consisting of two hour classes, two or three times a week. Their classes are likely to display more cultural and linguistic homogeneity than is found in the generic programs. To make a living, however, *ESP* teachers usually need to be on more than one contract at a time. As one contract ends, they must immediately start scrambling for the next. One *ESP* respondent said as an anecdotal comment in Column six of the questionnaire, "Interested [in further training] I am, but earning a living takes all of the energy I have" (Survey 24). Another respondent said, "Right now my time is consumed with my family (young kids), my present contract and looking for future contracts" (Survey 5). In addition to the energy level required to find employment and make a living, the precarious nature of the work is probably a discouragement from investing a great deal of time and money in long-term educational endeavours. Anything more involved than 'one-off' workshops may just not be feasible to this group of teachers considering their employment conditions. *Generic* teachers, on the other hand, with somewhat more stable employment conditions, may be able to give time to learning endeavours, such as seeking out and reading professional books and journal articles, which demand more prolonged periods of concentration, analysis and reflection.

Another important difference in the various programs, which may impact on teachers' preferences for further learning, relates to the degree of isolation

characteristic of each program model. *ESP* programs tend to be delivered as one class in a particular location. This isolation precludes the degree of collegial interaction that can occur in *Generic* programs, which tend to have a larger teaching staff in each setting. *ESP* teachers seem to want short-term professional development events, during which they can get together with their colleagues and share ideas. *Generic/ESP* teachers, straddling both employment worlds and dealing with the dual demands of the different program models, may find their time exceedingly limited for professional development activities.

It should also be remembered that of the 38 respondents in the *ESP* cluster, 11 individuals had Master's degrees, primarily, but not exclusively in TESL. Therefore there is a slight possibility that these results have also been influenced by level of education.

To sum up this discussion, the comparative findings in this section support the conclusion that Adult ESL teachers in Manitoba will continue to learn about the topics they have identified as important to their specific teaching contexts. The findings also support the conclusion that teachers in different teaching contexts will seek out different types of opportunities to pursue their professional development needs and will consolidate their learning in ways consistent with the focus of their particular interests and the respective stages of their careers. The findings also lead to the conclusion that employment conditions are also significant factors in determining the level and types of further learning that will be sought out. In particular, the findings suggest that the multiple, short-term

contract work of *ESP* teachers and *Generic/ESP* teachers, who also tend to work in isolation from other colleagues, predisposes them to seeking out short, focused professional development opportunities in which they have an opportunity to interact with their peers.

5.06(c) Comparison of Question 4 Responses by Experience Clusters.

This sub-section will present the findings related to the fourth principal question of the investigation for the two clusters of the Teaching Experience demographic category, *Novice* and *Experienced* teachers. A discussion of the implications of the commonalities and differences in the findings will complete this section.

5.06(c)i *Novice Teacher Responses.*

The *Novice* group included fifteen teachers within its cluster. The analysis of the data related to this group's topics of Importance revealed that most of the teachers in this group intended to continue their pursuit of professional expertise. The analysis revealed that Discourse was the topic in which the smallest number of respondents, ten in fact, intended to seek out further educational opportunities. Eleven respondents indicated their intention to pursue Lesson Planning, Adult Learning Principles and Program Evaluation; 12 will pursue Teaching Pronunciation, Needs Assessment, ESL Techniques and Activities and Adult ESL Methodology; and 13 will pursue learning about the remaining Important topics.

The data also showed a pronounced preference for Professional Organization Workshop as their main source of further learning. It was selected for 19 of the 22 topics. The exceptions were Lesson Planning (in which Hands-on Experience and Reading tied with three choices each), Resource/Material Selection (in which Hands-on Experience was preferred), and Reading Skill Development (in which respondents preferred to Read about the topic). Table 5.06C I shows the distribution of main source results across the nine educational options.

TABLE 5.06C I (a) Distribution by Rank of Important Topics of Results of Novice Teachers' Main Sources of *Future Learning*
 Key (condensed): A - Cert. Work; B - Undergrad. Work; C- Grad. Work; D - Prof. Org.; E - Employer; F - Peers; G - Hands-On; H - Reading; I - Other Life Exp.

Rank	Topic	N	A	B	C	D	E	F	G	H	I
1.	Lesson Planning	11	1			2		2	3	3	
2.	Teaching Multilevel Classes	13	2		1	5	1		3	1	
3.	Teaching Vocabulary	13	1		1	5	2	1	1	2	
4.	Teaching Pronunciation	12	3			5			1	3	
5.	Resource/ Material Selection	13				5	1	1	6		
6.	Needs Assessment	12			1	3	3		2	3	
7.	Speaking Skill Development	13	1	1	1	5	1		1	3	
8.	Listening Skill Development	13	1	1	1	5	1		1	3	
9.	Cross-(Inter)cultural Awareness	13				7		1	3	2	
10.	Material Development	13	1			4	2	1	4	1	
11.	Adult Learning Principles	11	2		1	4	1		1	2	
12.	Adult ESL Curriculum Development	14	2		2	5	2		1	2	
13.	Second Language Acquisition	13	1	1	1	4	1		2	2	1
14.	Language Learning Strategies	13	1		1	6	2			3	
15.	ESL Techniques & Activities	12	1		1	5	1		1	2	
16.	Intercultural Competence	13				7		1	3	2	
17.	Program Evaluation	11				5	2	1		2	1
18.	Reading Skill Development	13	1	1	1	3	1	2		4	

Rank	Topic	M	A	B	C	D	E	F	G	H	I	J
19.	Writing Skill Development	13	1	1	1	5	1		1	3		
20.	Adult ESL Methodology	12	1		2	5	1			3		
21.	Teaching Grammar	12	1		1	5	1	1	1	2		
22.	Discourse Competence	10	2			3	1		2	2		

Shaded box = preferred source

A further analysis of the data showed that the two preferred secondary sources of learning by the *Novice* cluster were Reading (chosen 32 times) and Peers and Colleagues (chosen 31 times). It is possible that *Novice* teachers will utilize these two secondary sources to consolidate the learning acquired through their main modes.

Analysis of the data also revealed that in eight topics there were no indications of 'no further learning sought'. They were: Teaching Multilevel Classes, Teaching Vocabulary, Resource/Material Selection, Cross-(Inter)cultural Awareness, Material Development, Adult ESL Curriculum Development, Intercultural Competence and Reading Skill Development.

In Teaching Multilevel Classes, the perceived level of knowledge and skill was 3.33, in Adult ESL Curriculum Development, it was 3.00, in Cross-(Inter)cultural Awareness, the perceived level was 3.57, in Intercultural Competence, the level was 3.29 and in Reading Skill Development, it was 3.21. These figures point to the conclusion that the perceived level of learning is the primary factor *Novice* teachers considered in deciding to continue to seek out educational opportunities. In Teaching Vocabulary, Resource/Material Selection and Material Development, this correlation is not as obvious because the

respondents' perceived levels of knowledge and skill were somewhat higher, 3.71, 3.58 and 3.50 respectively. These levels are still within the 'somewhat knowledgeable' range. Cumming (1989) suggests that *Novice* teachers are concerned primarily with what enables them to teach effectively. Given the very practical application of these three topics to classroom practice, it can be concluded that, in spite of the relatively high level of attributed expertise, the relevant and practical nature of the topics has induced the *Novice* teachers to pursue further learning. Table 5.06C I(b) presents a summary of the *Novice* teachers' responses regarding their preferences for future learning.

TABLE 5.06C I(b) Results by Rank of Important Topic of Novice Teachers' Future Learning, Topic Importance and Level of Learning

Topic	Importance Mean	Level of R & S Mean	Seeking Further Ed. N=	Main Source of Further Ed.	Sec. Sources of Ed.	No Further Ed. Sought N=
Lesson Planning	4.71	4.00	11	Hands-On Reading	Hands-On	3
Teaching Multilevel Cl.	4.58	3.33	13	Prof. Org.	Reading	0
Teaching Voc.	4.57	3.71	13	Prof. Org.	Reading	0
Teaching Pronunciation	4.50	3.75	12	Prof. Org.	Peers Reading	1
Resource/ Mat. Selection	4.50	3.58	13	Hands-On	Cert. Work Peers Reading	0
Needs Assessment	4.46	3.50	12	Prof. Org. Employers Reading	Prof. Org. Employer Peers	2
Speaking Skill Development	4.43	3.57	13	Prof. Org.	Peers Hands-On Reading	1
Listening Skill Development	4.36	3.43	13	Prof. Org.	Peers Hands-On Reading	1
Cross-(Inter)cult. Aware.	4.36	3.57	13	Prof. Org.	Other Life Exp.	0
Material Development	4.33	3.50	13	Prof. Org. Hands-On	Reading	0

Topic	Importance Mean	Level of R & S Mean	Seeking Further Ed. No.	Main Source of Further Ed.	Sec. Sources of Ed.	No Further Ed. Sought No.
Adult Learning Principles	4.23	3.38	11	Prof. Org.	Cert. Work	2
Adult ESL Curric. Dev.	4.21	3.00	14	Prof. Org.	Peers	0
L ₂ Acquisition	4.15	3.36	13	Prof. Org.	Cert. Work Hands-On	1
Lang. Learning Strategies	4.14	3.36	13	Prof. Org.	Reading	1
ESL Techniques & Activities	4.14	3.71	12	Prof. Org.	Peers	1
Intercultural Competence	4.08	3.29	13	Prof. Org.	Reading	0
Program Evaluation	4.07	3.36	11	Prof. Org.	Peers	3
Reading Skill Development	4.07	3.21	13	Reading	Prof. Org. Peers Reading	0
Writing Skill Development	4.07	3.38	13	Prof. Org.	Peers Hands-On Reading	1
Adult ESL Methodology	4.00	3.14	12	Prof. Org.	Peers	1
Teaching Grammar	4.00	3.57	12	Prof. Org.	Reading	1
Discourse Competence	4.00	2.92	10	Prof. Org.	Peers	2

Shaded area shows the number intending to pursue further learning and their preferred main sources of further learning.

5.06(c)ii *Experienced Teacher Responses.*

An analysis of the data showed a strong intention to continue educational activities by the 56 teachers in this cluster. The important topic with the lowest number of respondents intending further study was Adult Learning Principles (39). The highest number was in Adult ESL Curriculum Development (50). The data also revealed that the preferred main source of their further learning was overwhelmingly Professional Organization Workshop, selected 267 times over the second most frequently chosen option, Reading (selected 49 times). Table

5.06C II(a) shows the distribution of results across the nine educational options.

TABLE 5.06C II (a) Distribution of Experienced Teachers' Main Sources of Future Learning in Topics of Importance.
 Key (condensed): A - Cert. Work; B - Undergrad. Work; C-Grad. Work; D - Prof. Org.; E - Employer; F - Peers; G - Hands-On; H - Reading; I - Other Life Exp.

Order	Topic	N	A	B	C	D	E	F	G	H	I
1.	Speaking Skill Development	49	2		5	15	5	5	4	9	1
2.	Listening Skill Development	49	2		5	15	5	5	5	11	1
3.	Lesson Planning	42	1	1	3	5	4	12	8	8	
4.	Needs Assessment	46	3		5	9	9	4	7	8	1
5.	Cross-(Inter)cultural Awareness	45	2		3	10	5	5	5	6	9
6.	Material Development	39	1	1	6	11	1	2	6	11	
7.	Adult ESL Techniques & Activities	48	2		3	14	4	14	6	5	
8.	Teaching Vocabulary	46	3	1	5	11	3	8	5	10	
9.	Adult ESL Methodology	47	1		6	14	5	5	4	12	
10.	Adult ESL Curriculum Development	50	2		7	15	8	4	5	8	1
11.	Writing Skill Development	47	2		4	16	6	1	4	13	1
12.	Resource Selection	43			4	3	8	12	9	7	
13.	Teaching Pronunciation	43	4	1	3	13	5	4	5	8	
14.	Language Learning Strategies	44	4	1	7	14	4	2	2	9	1
15.	Teaching Grammar	48	5		5	9	3	8	6	12	
16.	Reading Skill Development	45	1	1	5	12	4	2	6	13	1
17.	Linguistic Competence	41	3	1	8	13	1	1	2	12	
18.	Intercultural Competence	42	2		3	9	6	4	6	5	7
19.	Discourse Competence	42	3		6	15	6	2	2	8	
20.	Adult Learning Principles	39	1	1	6	11	1	2	6	11	
21.	Second Language Acquisition	43	3		6	8	4	2	3	11	6
22.	Second Language Assessment	47	4		5	13	8	3	3	11	
23.	Discourse	41	3		6	15	5	2	3	7	
24.	Teaching Multilevel Classes	42			2	10	8	11	10	1	
25.	Learning Styles	44	2		7	16	6	2	5	6	
26.	Program Evaluation	48	2		5	15	10	5	4	6	1
27.	Immigrant Experience	42	1		2	7	5	2	14	5	6

Shaded box = preferred source

The preferred secondary source of *Experienced* teachers in their pursuit

of further learning was interaction with their Peers and Colleagues, selected 182 times. Reading, selected 70 times and Hands-on Experience, selected 37 times, were distant alternatives.

In every one of the topics indicated by *Experienced* teachers to be Important, some respondents had checked that they did not intend to undertake any further educational activities. The topics with the highest levels of respondents not planning any further learning were: Lesson Planning and Linguistic Competence, with 11 respondents each; Second Language Acquisition, with 10 indicated; Immigrant Experiences, with eight; Intercultural Competence and Adult Learning Principles, with seven each; and Needs Assessment, Cross-(Inter)cultural Awareness, Writing Skill Development, Reading Skill Development, and Discourse, each with six respondents not intending to seek out further educational opportunities.

The high rate of respondents not planning to pursue further learning about Lesson Planning can be explained by the high level of knowledge and skill that respondents have assessed themselves to have in this topic. Because the focus of learning in this topic might be regarded as one primarily concerned with basic organizational procedures and skills, the decision of so many *Experienced* teachers not to seek out further instruction is not surprising and is consistent with the literature on issues of concern to experienced teachers (Brinton and Holten, 1989; Strasheim, 1991; and Grosse, 1991)

In contrast to the high indications for Lesson Planning, ESL Techniques

and Teaching Multilevel Classes had only two individuals each not intending further learning. Material Development, Adult ESL Curriculum Development, Teaching Grammar and Program Evaluation rated three each, Speaking and Listening Skill Development each had four respondents not choosing to look for further learning, as did ESL Methodology, Resource/Material Selection and Second Language Assessment. Teaching Vocabulary, Teaching Pronunciation, Language Learning Strategies and Discourse Competence each had five respondents not seeking further learning.

Table 5.06C II(b) presents an overview of the *Experienced* teachers' responses regarding their preferences for future learning.

TABLE 5.06C II(b) Results by Rank of Important Topics of Experienced Teachers' Future Learning, Topic Importance and Level of Learning

Topic	Importance Mean	Level of K & S Mean	Seeking Further Ed. No.	Main Source of Further Learning	Sec. Source of Further Learning	No Further Learning Sought No.
Speaking Skill Dev.	4.72	3.96	49	Prof. Org.	Peers	4
Listening Skill Dev.	4.64	3.75	49	Prof. Org.	Peers	4
Lesson Planning	4.62	4.17	42	Peers	Peers	11
Needs Assess.	4.54	3.82	46	Prof. Org. Employers	Peers	6
Cross-(Inter)cult. Awareness	4.52	3.78	45	Prof. Org.	Hands-On	6
Material Dev.	4.52	3.85	38	Prof. Org.	Peers	3
ESL Tech. & Activities	4.51	4.00	43	Prof. Org.	Peers	2
Teaching Vocab.	4.51	3.79	46	Prof. Org.	Peers	5
ESL Methodology	4.45	3.79	47	Prof. Org.	Peers	4
Adult ESL Curric. Dev.	4.45	3.76	50	Prof. Org.	Hands-On	3
Writing Skill Dev.	4.43	3.69	47	Prof. Org.	Peers	6
Resource Selection	4.42	3.81	43	Peers	Peers	4

Topic	Importance Mean	Level of K & S Mean	Seeking Further Learning (%)	Main Source of Further Learning	Sec. Source of Further Learning	No Further Learning Sample N=
Teaching Pronunciation	4.38	3.76	43	Prof. Org.	Reading	5
Lang. Learning Strat.	4.37	3.69	44	Prof. Org.	Reading	5
Teaching Grammar	4.37	3.96	48	Reading	Peers	3
Reading Skill Dev.	4.37	3.58	45	Reading	Peers	6
Linguistic Competence	4.35	3.58	41	Prof. Org.	Reading	11
Intercultural Comp.	4.33	3.78	42	Prof. Org.	Hands-On	7
Discourse Comp.	4.29	3.34	42	Prof. Org.	Reading	5
Adult Learning Princ.	4.28	3.73	39	Prof. Org.	Peers	7
L ₂ Acquisition	4.28	3.52	43	Reading	Reading	10
L ₂ Assessment	4.27	3.46	47	Reading	Prof. Org.	4
Discourse	4.27	3.26	41	Prof. Org.	Reading	6
Teaching Multilevel Cl.	4.24	3.29	42	Peers	Peers	2
Learning Styles	4.22	3.40	44	Prof. Org.	Employers Peers Reading	6
Program Evaluation	4.14	3.25	45	Prof. Org.	Employers	3
Immigrant Experience	4.10	3.73	42	Hands-On	Hands-On	8

Shaded area shows the number intending to pursue further learning and their preferred main sources of further learning

5.06(d) Discussion.

The analysis of the data compiled to answer the fourth principal question of the investigation, “In which important topics will they [Adult ESL teachers] pursue their learning and through which sources?” was revealing as it related to teachers of different levels of experience.

The first note of difference was in the average percentage of respondents in each cluster who will pursue learning in their respective topics of Importance.

Novice teachers had an average of about 83% intending to do further educational activities in each topic area, while *Experienced* teachers had a slightly lower average percentage of 80%. While slight, and possibly not statistically significant, this finding tends to be consistent with suggestions in the literature that *Experienced* teachers do not see themselves as requiring the same professional development experience as *Novice* teachers (Golombek, 1994) and that teachers' needs change over time (Richards, 1994). Richards in particular talks about stages in a professional's life, drawing on Floden and Huberman's definitions: stabilization, stock-taking or self-interrogating and disengagement. The supposition that some of the *Experienced* teachers may be at a stage of their careers in which spending a great deal of time and energy in further professional development does not seem to be a wise investment is also supported by an anecdotal comment provided by an *Experienced* teacher in Column six of the questionnaire who wrote emphatically, "I'm too damn old to be interested in further education" (Survey 24).

Despite these differences in numbers intending to pursue further professional development, the two groups also displayed a distinct similarity in their preference for Professional Development Workshops as the main source of their future learning. It should be noted, however, that while *Experienced* teachers will seek out Professional Organization Workshops almost exclusively for their professional development, *Novice* teachers will also access other sources of learning, although less frequently.

The particular main-secondary source combinations chosen by the two clusters were also very interesting. The combinations selected by *Novice* teachers suggested that they are grappling with understanding the aspects of the issues that impact directly on their classroom practice and need to draw on a variety of sources to do so. Their choices seem to indicate they are unsure about the best way to get ideas about what to do in the classroom and are trying a little bit of everything. *Experienced* teachers, in contrast, seem to exude through their responses, a confidence that their specific professional development interests can be delivered most effectively or at least expeditiously through the focused sessions of Professional Organization Workshops, and that interaction with their Peers and Colleagues will provide the additional insights they require. The responses of *Novice* teachers also seem to suggest that they are seeking concrete, finite 'recipes' and need a greater variety of secondary sources to consolidate, clarify and supplement their learning. This possibly reflects less confidence in their ability to evaluate the potential effectiveness of new ideas. *Experienced* teachers, on the other hand, have selected main-secondary source combinations that suggest a more reflective approach, based substantially on interaction with Peers and Colleagues, to integrate new insights into their existing conceptual frameworks.

As a final point in this discussion, the findings support the conclusion that *Novice* and *Experienced* Adult ESL teachers in Manitoba will continue to learn about the topics they have identified as important to their specific teaching

situations. The findings also support the conclusion that teachers will primarily seek out Professional Organizations to provide workshops addressed to their needs; however, they will consolidate this learning in different ways consistent with the focus of their particular interests and the respective stages of their careers.

Chapter 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.01 Summary of the Research Project.

The investigation was undertaken to identify the perceptions of Adult ESL teachers in Manitoba about the relationship between their TESL education and their actual teaching assignments. In particular, the investigation sought to answer the following four principal questions:

1. In which topics do teachers consider it important to have professional knowledge principles and skill for their particular teaching assignment?
2. For the topics they consider to be most important, what were the major sources of their knowledge and skill?
3. For the topics they consider to be most important, how knowledgeable and skillful do they consider themselves?
4. In which important topics will they pursue their learning and through which sources?

A two-part mail-in survey, including a demographics section and a questionnaire, was designed, validated through feedback from Employers and TESL 'Experts,' revised, and distributed to Adult ESL teachers in Manitoba through program contacts identified with the assistance of Manitoba Culture, Heritage and Citizenship.

Seventy-one surveys were returned, which accounted for 94 of the 200 staff positions to which it was distributed. The data was tabulated, analyzed and presented in two sections, overall findings and comparative findings. The

comparative findings provided detailed information related to the four principal questions as elicited by the responses to the questions posed in Columns two, three, four and five of the questionnaire. The anecdotal comments from Column six were occasionally used to clarify, explain or expand on the findings. The findings were presented for two major demographic categories: (i) Program types (divided into Generic, ESP and Generic/ESP clusters), and (ii) Teaching Experience (divided into Novice and Experienced teacher clusters).

6.02 Summary of Findings.

The investigation found that the general population of Adult ESL teachers in Manitoba conceive Adult ESL instruction primarily to be an Art/Craft and believe that good Adult ESL teachers utilize their unique skills and professional knowledge to assess the students' needs in the classroom, select appropriate responses from a range of options, and evaluate consequences. Within that general context, they considered 26 topics to be important to carrying out their teaching responsibilities.

A subsequent comparative analysis of the responses of the three Program clusters and two Teaching Experience clusters showed that, although the teachers shared many commonalities, their specific teaching contexts and experience levels influenced the topics that they considered important to carrying out their professional responsibilities.

The findings also revealed that the main source of knowledge, principles

and skill for the general population of Adult ESL teachers surveyed was hands-on experience, distantly followed by undergraduate work. Hands-on experience was also the most common secondary source. The general findings also showed that low numbers of respondents claimed no exposure to any of the important topics except for Discourse Competence, in which ten teachers were noted.

The comparative findings confirmed the general findings regarding the main and secondary sources of learning for the teachers in all but one of the comparative groupings. The exception was in the Generic/ESP cluster, in which interaction with peers and colleagues was shown to be their preferred secondary source of learning. The findings also revealed that the Generic cluster had some respondents who had no educational exposure to seven of their important topics; the ESP group had respondents with no exposure to thirteen of their topics; the Generic/ESP group had five topics so identified; the Novice teachers had seven topics and the Experienced teachers had 15, in which their teachers claimed they had no educational exposure.

In self assessing their level of knowledge and/or skill in their important topics, Adult ESL teachers in Manitoba considered themselves to be somewhat knowledgeable and skillful, except in Lesson Planning, in which they considered themselves knowledgeable and skillful. The comparative findings confirmed this general tendency with the following variations. In addition to Lesson Planning, Generic respondents considered themselves knowledgeable and skillful in

Intercultural Competence. Generic/ESP teachers had a larger list of topics in which they felt knowledgeable and skillful. It included Teaching Vocabulary, ESL Techniques, Needs Assessment and ESL Methodology in addition to Lesson Planning. They also considered themselves only slightly knowledgeable and skillful in their important topic, Canadian Language Benchmarks. Novice teachers felt themselves to be only slightly knowledgeable and skillful in their important topic, Discourse Competence. Experienced teachers felt knowledgeable and skillful in Techniques and Activities, in addition to Lesson Planning.

In regard to intentions to seek out further learning, the general findings confirmed that the majority of respondents intended further learning about the topics that are important in their teaching situations, although in each topic area some individuals did not plan to seek out educational opportunities at this time. The topic with the highest number not intending further study was in Lesson Planning. The findings also indicated that the preferred source of their future learning would be professional organization workshops, supported by interactions with peers and colleagues as the preferred secondary source.

The comparative findings supported the general findings with the following exceptions. The Generic cluster intended to read about topics of importance to them and would supplement this learning through interactions with their peers and colleagues. Novice teachers would use reading as their secondary source of future learning. It was also revealed that a higher portion of the Novice

teachers intended to seek out further educational opportunities than did the Experienced teachers.

6.03 Conclusions.

On the basis of the findings, it was possible to draw a number of conclusions about the perceptions of Adult ESL teachers in Manitoba regarding the interrelationship of their TESL preparation and their actual teaching assignments. It can be concluded that:

1. Adult ESL teachers in Manitoba conceive their teaching to be an Art/Craft, in which they utilize their unique skills and professional knowledge to assess the needs of students, select appropriate responses from a range of options and evaluate consequences.
2. There are identifiable topics of professional importance to Adult ESL teachers in Manitoba.
3. Those topics are not only specific to the complex process of teaching English as a Second Language but are also specific to professional demands related to teaching adults.
4. Topics that Adult ESL teachers consider important also reflect the specific demands of their teaching environments; therefore, the topics considered important to teachers in Generic Programs are different from the topics important to ESP and Generic/ESP teachers. A summary of the topics of importance to teachers in different programs is presented below in Table

6.03A.

TABLE 6.03A Program Clusters - Topics

General Topic	Generic Topic	ESL Topic	General/ESL Topic
Speaking Skill Development	Cross-(Intercultural) Awareness	Lesson Planning	Lesson Planning
Lesson Planning	Second Language Acquisition	Speaking Skill Development	Listening Skill Development
Listening Skill Development	Speaking Skill Development	Material Development	Speaking Skill Development
Teaching Vocabulary	Listening Skill Development	Needs Assessment	ESL Methodology
Needs Assessment	Linguistic Competence	Teaching Vocabulary	Teaching Multilevel Classes
Cross-(Inter)cultural Awareness	ESL Techniques & Activities	Listening Skill Development	Needs Assessment
Material Development	Lesson Planning	Teaching Multilevel Classes	Writing Skill Development
Resource/Material Selection	Language Learning strategies	Resource/Material Selection	Cross-(Inter)cultural Awareness
ESL Techniques & Activities	Intercultural Competence	Adult ESL Curriculum Development	Material Development
Teaching Pronunciation	Writing Skill Development	Teaching Pronunciation	Adult Learning Principles
Adult ESL Curriculum Development	Resource/Material Selection	Adult ESL Methodology	Linguistic Competence
Adult ESL Methodology	Teaching Vocabulary	ESL Techniques & Activities	Language Learning Strategies
Writing Skill Development	Reading Skill Development	Adult Learning Principles	Teaching Vocabulary
Language Learning Strategies	Teaching Pronunciation	Cross-(Intercultural) Awareness	ESL Techniques & Activities
Teaching Multilevel Classes	Teaching Grammar	Discourse Competence	Learning Styles
Reading Skill Development	Second Language Assessment	Reading Skill Development	Teaching Pronunciation
Teaching Grammar	Adult ESL Curriculum Development	Writing Skill Development	Resource/Material Selection
Intercultural Competence	Needs Assessment	Program Evaluation	Adult ESL Curriculum Dev.
Adult Learning Principles	Material Development	Intercultural Competence	Teaching Grammar
Second Language Acquisition	Adult ESL Methodology	Teaching Grammar	Discourse Competence
Discourse Competence	Learning Styles	Discourse	Reading Skill Development
Linguistic Competence	Discourse	Language Learning Strategies	Settlement Process
Discourse	Discourse Competence	English for Specific Purposes	Immigrant Experience
Second Language Assessment	Adult Learning Principles	Second Language Assessment	Program Evaluation
Program Evaluation	Settlement Process		<i>Canadian Language Benchmarks</i>
Learning Styles	Classroom Management		Discourse
	Classroom Management		English for Specific Purposes
	Linguistics		Second Language Acquisition

Overall Topic	Generic Topic	ESP Topic	Generic/ESP Topic
	Philosophy of Education		Second Language Assessment
			Intercultural Competence
			General Curriculum Development
			Classroom Management
			Philosophy of Education
			Community-Based Education
			Linguistics
			Issues in Racism

5. Topics considered important will also differ, depending on the teachers' levels of teaching experience. See Table 6.03B for a summary of the topics of importance to teachers with different levels of teaching experience.

TABLE 6.03B Experience Clusters - Topics

Overall Topics	Novice Topics	Experienced Topics
Speaking Skill Development	Lesson Planning	Speaking Skill Development
Lesson Planning	Teaching Multilevel Classes	Listening Skill Development
Listening Skill Development	Teaching Vocabulary	Lesson Planning
Teaching Vocabulary	Teaching Pronunciation	Needs Assessment
Needs Assessment	Resource/ Material Selection	Cross-(Inter)cultural Awareness
Cross-(Inter)cultural Awareness	Needs Assessment	Material Development
Material Development	Speaking Skill Development	ESL Techniques & Activities
Resource/Material Selection	Listening Skill Development	Teaching Vocabulary
ESL Techniques & Activities	Cross-(Inter)cultural Awareness	Adult ESL Methodology
Teaching Pronunciation	Material Development	Adult ESL Curriculum Development
Adult ESL Curriculum Development	Adult Learning Principles	Writing Skill Development
Adult ESL Methodology	Adult ESL Curriculum Development	Resource Selection
Writing Skill Development	Second Language Acquisition	Teaching Pronunciation
Language Learning Strategies	Language Learning Strategies	Language Learning Strategies
Teaching Multilevel Classes	ESL Techniques & Activities	Teaching Grammar
Reading Skill Development	Intercultural Competence	Reading Skill Development

Overall Topics	Novice Topics	Experienced Topics
Teaching Grammar	Program Evaluation	Linguistic Competence
Intercultural Competence	Reading Skill Development	Intercultural Competence
Adult Learning Principles	Writing Skill Development	Discourse Competence
Second Language Acquisition	Adult ESL Methodology	Adult Learning Principles
Discourse Competence	Teaching Grammar	Second Language Acquisition
Linguistic Competence	Discourse Competence	Second Language Assessment
Discourse		Discourse
Second Language Assessment		Teaching Multilevel Classes
Program Evaluation		Learning Styles
Learning Styles		Program Evaluation
		Immigrant Experience

6. Adult ESL teachers in Manitoba conservatively consider themselves to be somewhat knowledgeable and skillful in most of their topics of importance.
7. Perceived levels of knowledge and skill are not the only predictors of intentions for further learning.
8. The importance of a topic to the teaching situation is an influential factor in whether or not further learning will be sought out about a topic.
9. Adult ESL teachers in Manitoba will primarily, but not exclusively, look to their professional organizations to provide them with additional knowledge, principles and skill in the topics that are important to their teaching, and will continue to seek out their fellow colleagues and peers to confirm, clarify, and consolidate their knowledge and skill. Based on the findings in this study, an impressionistic identification of the topics in which teachers intend to seek out professional development sessions

from their professional organizations was made. The PD topics are those summarized in Table 6.03C I (Program Clusters) and 6.03D (Experience Clusters).

TABLE 6.03C I Professional Development Interests of Program Clusters for Delivery by Professional Organizations

Generic PD Interests	ESP PD Interests	Generic/ESP PD Interests
Language Learning Strategies	Speaking Skill Development	Listening Skill Development
Adult ESL Curriculum Development	Material Development	Speaking Skill Development
Discourse*	Listening Skill Development	Writing Skill Development
Discourse Competence*	Teaching Multilevel Classes	Cross-(Inter)cultural Awareness
Adult Learning Principles*	Adult ESL Curriculum Development	Linguistic Competence
Settlement Process*	Adult ESL Methodology	Language Learning Strategies
Linguistics*	ESL Techniques & Activities	Learning Styles
	Program Evaluation	Adult ESL Curriculum Development
	Teaching Grammar	Teaching Grammar
	L ₂ Assessment	Reading Skill Development
		Program Evaluation
		Classroom Management
		Linguistics

*The Generic Cluster will primarily seek out Reading to further their professional development. The * topics were topics of Importance in which this cluster indicated they will seek out Professional Organization Workshops; however the level of interest as indicated by the number of individuals seeking PD in these topics was low.

10. The exception to the trend to seek out professional organization workshops for professional development was the Generic program teachers. This group of teachers plan to acquire deeper understanding by reading a range of professional publications. The topics with the highest number of Generic program teachers planning to learn more through reading are summarized in the following Table 6.03C II.

TABLE 6.03C II Generic Teachers' Reading Topics

Topics to be Pursued through Reading
Cross-(Inter)cultural Awareness
Speaking Skill Development
Listening Skill Development
Linguistic Competence
Writing Skill Development
Teaching Vocabulary
L ₂ Assessment
Adult ESL Curriculum Development
Learning Styles

TABLE 6.03D Professional Development Interests of Experience Level Clusters for Delivery by Professional Organizations

Novice Teachers' PD Interests	Experienced Teachers' PD Interests
Teaching Multilevel Classes	Speaking Skill Development
Teaching Vocabulary	Listening Skill Development
Speaking Skill Development	Needs Assessment
Listening Skill Development	ESL Techniques & Activities
Cross-(Inter) cultural Awareness	Teaching Vocabulary
Material Development	Adult ESL Methodology
L ₂ Acquisition	Adult ESL Curriculum Development
Language Learning Strategies	Writing Skill Development
Intercultural Competence	Program Evaluation
Writing Skill Development	

6.04 Recommendations.

As a result of the findings of this investigation, the following recommendations are made.

6.04(a) Manitoba Culture, Heritage and Citizenship.

1. In view of the study's findings regarding strengths, weaknesses and preferences of teachers in pre- and in-service TESL education options, it

is recommended that Manitoba Culture, Heritage and Citizenship, the department responsible for the coordination of Adult ESL delivery in Manitoba, work in cooperation with the TESL programs, professional organizations and employers to develop a coordinated approach to pre- and in-service Adult ESL professional development, and that this approach recognize through its content, processes and delivery mechanisms, both the general and specific interests and levels of teaching experience of teachers in different teaching contexts throughout Manitoba.

2. In consideration of the study's findings that Adult ESL instructional environments in Manitoba require considerable and specific professional expertise, and in recognition that many Manitoba Adult ESL teachers have expertise developed through non-formal and informal mechanisms in addition to formal TESL education, it is recommended that Manitoba Culture, Heritage and Citizenship develop a protocol for certifying Adult ESL teachers in cooperation with the TESL programs, professional organizations, employers and teachers themselves, and that a Prior Learning Assessment (PLA) be an inherent component.

6.04(b) TESL Education Programs.

1. Given the significant number of teachers in Manitoba exclusively engaged in the provision of second language instruction to adults, it is recommended that the TESL education programs in Manitoba review the

types and focus of their programming and course content to address the needs of pre- and in-service Adult ESL teachers more comprehensively and effectively, as revealed in the findings of this study.

2. In view of the study's findings that practical, hands-on experience is invaluable in the development of professional expertise, it is recommended that both undergraduate and graduate TESL education programs include Adult ESL practica.
3. In consideration of the study's findings that employment conditions may preclude Adult ESL teachers from engaging in formal TESL education, it is recommended that TESL education programs work in partnership with Manitoba Culture, Heritage and Citizenship to develop an innovative and flexible approach to in-service TESL education that would facilitate practising teachers' receiving credentialed recognition for professional development acquired through non-formal means. This might mean that a series of workshops be designed and delivered so that Adult ESL teachers wanting to do so, could include the series in their academic programs and receive a credit on successful completion of the series and specified assignments. The specified assignments should include opportunities for teachers to engage in action research projects in their own classrooms to facilitate teachers' gaining and hands-on experience in a manner that encourages reflection on underlying principles and implications of their observation for classroom practice.

4. In view of the study's findings regarding the importance to teachers of relevance of TESL course content to Adult ESL instructional environments, it is recommended that TESL education programs in Manitoba encourage the involvement of guest lecturers who are practising Adult ESL teachers from various kinds of programs, to provide TESL students with information, resources and insights based on the "real world" experiences.

6.04(c) Employers.

1. In consideration of the investigation's findings about the value that Adult ESL teachers place on collegial interaction in their pursuit of professional expertise, it is recommended that Adult ESL employers develop strategies to: i) assist their novice teachers in benefiting from the expertise of the more experienced colleagues within their programs, possibly through a mentoring relationship, and ii) facilitate collegial interaction of their teachers in isolated teaching environments, possibly through a process similar to the one currently used by Community-based programs in Winnipeg, in which all teachers are provided with phone lists, teaching locations and schedules of their fellow teachers, and are encouraged to make arrangements to observe each other's classes.

6.04(d) Professional Organizations.

1. In light of the study's findings about topics of importance to specific groups of Adult ESL teachers for further professional development, it is

recommended that professional organizations in Manitoba, such as TESL Manitoba and TEAM implement differentiated professional development plans. These plans should not only reflect the specific, identified topic interests of their members, but also their members' different teaching experience levels. It is further recommended that the professional development interests of teachers, as summarized in section 6.03, be a basis for such a plan.

2. In further consideration of the study's findings regarding the importance to teachers of collegial interaction, it is recommended that the professional organizations in Manitoba work collaboratively to explore the possibility of establishing locally either a jointly administered Manitoba Adult ESL Teacher Internet Web Page or a Resource Centre. A Web Page devoted to the needs of Adult ESL teachers in Manitoba could provide information about Adult ESL teaching activities, resources (both material and collegial) and policies/issues affecting the local scene, as well as a question and answer feature. A Resource Centre might house teaching resources, professional texts and journals and could provide facilities for basic classroom-focused material production, and facilitate peer and collegial interaction.
3. Given the number of topics in which substantial numbers of teachers expressed the intention to seek out various types of publications to read, it is recommended that professional organizations that produce newsletters

and journals develop articles which reflect the interests as summarized in section 6.03 of this study.

6.05 Recommendations for Further Investigation.

While the choice to use a survey for this investigation facilitated the collection of data that was quite broad in scope, its very nature precluded clarification, confirmation or exploration of responses in detail. Therefore it is recommended that further investigation, possibly involving an interview format, be carried out to confirm either the general or specific findings of this study and to investigate the considerations which influenced the responses. It would be informative to determine, for instance, in what way Adult ESL teachers' conceptions of teaching correlate with the topics in which they perceive it important to have expertise.

In a related vein, the topics that were not included in the lists of important topics are as intriguing as the topics that were included. Why were these topics excluded? In some circumstances, such as Internet-based Language Learning or Language Labs, access was probably the deciding factor, as was suggested in the anecdotal comments. However, the survey did not have a mechanism for determining what factors influenced inclusion or exclusion from their selection of important topics and research into these factors would be very informative.

Another recommended area for investigation is a comparison of the topics that employers of Adult ESL teachers and/or TESL experts consider to be

important and topics selected by teachers. Given that these two groups clearly have ideas about the expertise required by Adult ESL teachers, an examination of their perceptions and a comparison to the perceptions of Adult ESL would be informative for the field.

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APPENDIX A: COVER LETTER TO TEACHERS

c/o 500-213 Notre Dame Avenue
Winnipeg MB R3B 1N3
January 23, 1998

Dear Adult ESL Teacher,

This is to request you to participate in a research investigation by completing the enclosed **Manitoba Adult ESL Teachers' Education Survey**.

I am an M.Ed. student in the Faculty of Education at the University of Manitoba. Currently, I am engaged in this study as partial fulfilment of the requirements for my M.Ed. The investigation is also supported by Manitoba Culture, Heritage and Citizenship, through its Settlement and Adult Language Training Branch.

The purpose of this study is to investigate the educational experiences of Manitoba Adult ESL teachers that have led to the teachers' acquisition of professional knowledge, principles and skills. It will examine the relationship that practising teachers perceive between their TESL education and their actual teaching assignments and also include an assessment by the teachers of their professional development needs.

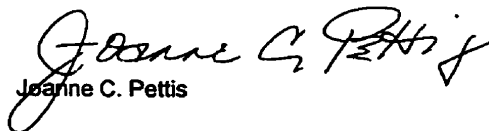
As an Adult ESL teacher, you have no doubt given thought to the development of your TESL knowledge, principles and skills. I would value your opinion about the content and processes which you think are essential and effective aspects of TESL education. Although you are under no obligation to participate in the study, I hope that you might find time in what I am sure is a hectic schedule to complete the enclosed survey. To ensure anonymity, you are asked not to write your name on any of the pages. I anticipate that the time required to complete the survey will be about 20 - 45 minutes, depending on the complexity of your response.

I would like to have the completed survey returned to me by **Monday, February 9, 1998**. I have enclosed a stamped, addressed envelope in this package for your convenience in returning it. If you have any questions or concerns about the study that you would like to discuss, please feel free to contact me at (204) 945-0351. Dr. Richard Kidd, the faculty supervisor of this project, may also be reached at the Faculty of Education, University of Manitoba, phone 474 - 9045.

If you are interested in the major findings of this study, on its completion a summary can be made available to you on request.

Thank you for your attention to this request. I look forward to your response.

Sincerely


Joanne C. Pettis

encl

APPENDIX B: TEACHER DEMOGRAPHIC SECTION

TEACHER DEMOGRAPHIC SECTION

THANK YOU FOR PROVIDING THIS INFORMATION

1.	<p>With which type of program(s) are you currently teaching?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;"><input type="checkbox"/> School Division Adult ESL Program</td> <td style="width: 20%;"><input type="checkbox"/> in Wpg.</td> <td style="width: 20%;"><input type="checkbox"/> outside Wpg</td> </tr> <tr> <td><input type="checkbox"/> College - Generic* Adult ESL Program</td> <td><input type="checkbox"/> in Wpg.</td> <td><input type="checkbox"/> outside Wpg</td> </tr> <tr> <td><input type="checkbox"/> College - English for Specific Purposes Program</td> <td><input type="checkbox"/> in Wpg.</td> <td><input type="checkbox"/> outside Wpg</td> </tr> <tr> <td><input type="checkbox"/> Community-based Language Training Program</td> <td><input type="checkbox"/> in Wpg.</td> <td><input type="checkbox"/> outside Wpg.</td> </tr> <tr> <td><input type="checkbox"/> Workplace Language Training Program</td> <td><input type="checkbox"/> in Wpg.</td> <td><input type="checkbox"/> outside Wpg.</td> </tr> <tr> <td><input type="checkbox"/> University - Generic Adult ESL Program</td> <td><input type="checkbox"/> in Wpg.</td> <td><input type="checkbox"/> outside Wpg.</td> </tr> <tr> <td><input type="checkbox"/> University - English for Academic Purposes Program</td> <td><input type="checkbox"/> in Wpg.</td> <td><input type="checkbox"/> outside Wpg</td> </tr> <tr> <td><input type="checkbox"/> Employment Agency</td> <td><input type="checkbox"/> in Wpg.</td> <td><input type="checkbox"/> outside Wpg</td> </tr> <tr> <td><input type="checkbox"/> Literacy** Program</td> <td><input type="checkbox"/> in Wpg.</td> <td><input type="checkbox"/> outside Wpg</td> </tr> <tr> <td><input type="checkbox"/> Private School</td> <td><input type="checkbox"/> in Wpg.</td> <td><input type="checkbox"/> outside Wpg</td> </tr> <tr> <td><input type="checkbox"/> Other? _____</td> <td></td> <td></td> </tr> </table> <p>* Generic Adult ESL focuses on the development of ESL in a variety of topic contexts, for general communication in the community</p> <p>** Literacy Program refers to programs whose primary focus is the development of the literacy skills of native speakers of English</p>	<input type="checkbox"/> School Division Adult ESL Program	<input type="checkbox"/> in Wpg.	<input type="checkbox"/> outside Wpg	<input type="checkbox"/> College - Generic* Adult ESL Program	<input type="checkbox"/> in Wpg.	<input type="checkbox"/> outside Wpg	<input type="checkbox"/> College - English for Specific Purposes Program	<input type="checkbox"/> in Wpg.	<input type="checkbox"/> outside Wpg	<input type="checkbox"/> Community-based Language Training Program	<input type="checkbox"/> in Wpg.	<input type="checkbox"/> outside Wpg.	<input type="checkbox"/> Workplace Language Training Program	<input type="checkbox"/> in Wpg.	<input type="checkbox"/> outside Wpg.	<input type="checkbox"/> University - Generic Adult ESL Program	<input type="checkbox"/> in Wpg.	<input type="checkbox"/> outside Wpg.	<input type="checkbox"/> University - English for Academic Purposes Program	<input type="checkbox"/> in Wpg.	<input type="checkbox"/> outside Wpg	<input type="checkbox"/> Employment Agency	<input type="checkbox"/> in Wpg.	<input type="checkbox"/> outside Wpg	<input type="checkbox"/> Literacy** Program	<input type="checkbox"/> in Wpg.	<input type="checkbox"/> outside Wpg	<input type="checkbox"/> Private School	<input type="checkbox"/> in Wpg.	<input type="checkbox"/> outside Wpg	<input type="checkbox"/> Other? _____		
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2.	<p>Characteristics of your learners (✓ all that apply)</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Immigrants/Citizens</td> <td><input type="checkbox"/> Foreign Students/Visitors</td> </tr> <tr> <td><input type="checkbox"/> ESL Literacy</td> <td></td> </tr> </table>	<input type="checkbox"/> Immigrants/Citizens	<input type="checkbox"/> Foreign Students/Visitors	<input type="checkbox"/> ESL Literacy																														
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3.	<p>In what other types of Adult ESL programs have you worked in Manitoba?</p> <hr/> <p>Do you have Adult ESL teaching experience outside Manitoba?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes (please describe) _____</p>																																	
4.	<p>How long have you taught Adult ESL?</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>Part-time (Less than 20 hours per week)</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>Full-time (20 hours or more per week)</u></th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> 1 - 11 months</td> <td><input type="checkbox"/> 1 - 11 months</td> </tr> <tr> <td><input type="checkbox"/> 1 - 3 years</td> <td><input type="checkbox"/> 1 - 3 years</td> </tr> <tr> <td><input type="checkbox"/> 4 - 6 years</td> <td><input type="checkbox"/> 4 - 6 years</td> </tr> <tr> <td><input type="checkbox"/> 7 - 9 years</td> <td><input type="checkbox"/> 7 - 9 years</td> </tr> <tr> <td><input type="checkbox"/> 10 - 12 years</td> <td><input type="checkbox"/> 10 - 12 years</td> </tr> <tr> <td><input type="checkbox"/> 13 - 15 years</td> <td><input type="checkbox"/> 13 - 15 years</td> </tr> <tr> <td><input type="checkbox"/> more than 15 years</td> <td><input type="checkbox"/> more than 15 years</td> </tr> </tbody> </table>	<u>Part-time (Less than 20 hours per week)</u>	<u>Full-time (20 hours or more per week)</u>	<input type="checkbox"/> 1 - 11 months	<input type="checkbox"/> 1 - 11 months	<input type="checkbox"/> 1 - 3 years	<input type="checkbox"/> 1 - 3 years	<input type="checkbox"/> 4 - 6 years	<input type="checkbox"/> 4 - 6 years	<input type="checkbox"/> 7 - 9 years	<input type="checkbox"/> 7 - 9 years	<input type="checkbox"/> 10 - 12 years	<input type="checkbox"/> 10 - 12 years	<input type="checkbox"/> 13 - 15 years	<input type="checkbox"/> 13 - 15 years	<input type="checkbox"/> more than 15 years	<input type="checkbox"/> more than 15 years																	
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Turn page over...

5. What is your highest completed level of education?

Grade 12 Year attained: _____

Bachelors Degree in _____ Year attained: _____

Pre-Masters in _____ Year attained: _____

PBCE Year attained: _____

Masters Degree in _____ Year attained: _____

PhD in _____ Year attained: _____

Other? _____

6. Do you have specific TESL Education preparation (credit or non-credit courses)?

No Yes (please specify) _____

What was the strength of your TESL program? _____

What was most lacking in your TESL program? _____

On what was too much time spent? _____

On what was too little time spent? _____

7. Do you have any other adult education teaching experience?

No Yes (please specify) _____

8. Are you currently enrolled in degree/certificate program?

No Yes (please describe) _____

9. Do you have a Manitoba Teaching Certificate?

No Yes (please specify type) _____

10. Do you have K - 12 teaching experience?

No Yes Subject(s) _____

Grade(s) _____

Number of years _____

11. Use 1, 2, 3 to indicate the order of importance in your approach to teaching. Good adult ESL teachers...

apply principles, and utilize tested models & practices that reflect research on second language learning & teaching.

reflect the values they hold about teachers & learners and the role of Adult ESL instruction in society.

utilize their unique skills and professional knowledge to assess the needs in the classroom, select appropriate responses from a range of options and evaluate consequences.

MANITOBA ADULT ESL TEACHERS' TESL EDUCATION SURVEY		How important is knowledge and/or skill in each TOPIC to any Adult ESL teacher with your teaching responsibilities? Circle your response. Use the following scale of 1 - 5:					How did you acquire your present knowledge, principles or teaching skill? For each topic, fill in the main source(s) of your knowledge, principles and skill. Write the letter (A - I) which corresponds to your source(s).		
		1 - not important 2 - slightly important 3 - somewhat important 4 - important 5 - very important					A - Certificate/Diploma work B - Undergraduate work (for B.A., B.Ed. etc.) C - Graduate work (for P.B.C.E., M.Ed. etc.) D - Workshop by Prof. Organization E - Workshop by employer F - Learning from peers or colleagues G - Hands-on experience H - Reading (books, journals etc.) I - Other life experiences (travel, living in another country, etc.)		
TOPICS							MAIN (One Source only)	SECONDARY (One Source only)	NO EXPOSURE (put a / in this column)
1.	Philosophy of (General) Education	1	2	3	4	5			
2.	Classroom Management	1	2	3	4	5			
3.	Linguistics	1	2	3	4	5			
4.	Linguistic Competence	1	2	3	4	5			
5.	Second Language Acquisition	1	2	3	4	5			
6.	General Curriculum Development	1	2	3	4	5			
7.	Adult ESL Curriculum Dev.	1	2	3	4	5			
8.	Program Evaluation	1	2	3	4	5			
9.	Second Language Assessment	1	2	3	4	5			
10.	Test Development	1	2	3	4	5			
11.	Needs Assessment	1	2	3	4	5			
12.	Lesson Planning	1	2	3	4	5			
13.	Listening Skill Development	1	2	3	4	5			
14.	Speaking Skill Development	1	2	3	4	5			
15.	Writing Skill Development	1	2	3	4	5			

How knowledgeable and skillful in each topic do you feel? Circle your response. Use the following scale of 1 - 5:					Which topics will you learn more about? Through which source(s) will you pursue that learning? Write the letter (A - I) that corresponds to your sources. If you will not pursue learning in a topic, put a / under NO FURTHER LEARNING TO BE SOUGHT.		
1 - not knowledgeable & skillful 2 - slightly knowledgeable & skillful 3 - somewhat knowledgeable & skillful 4 - knowledgeable & skillful 5 - very knowledgeable & skillful					A - Certificate/Diploma course B - Undergraduate work (for B.A., B.Ed. etc.) C - Graduate work (for P.B.C.E., M.Ed. etc.) D - Workshop by Prof. Organization E - Workshop by employer F - Learning from peers or colleagues G - Hands-on experience H - Reading (books, journals etc.) I - Other life experiences (travel, living in another country, etc.)		
					PREFERRED SOURCE	SECOND CHOICE	NO FURTHER LEARNING TO BE SOUGHT (Put / in this column)
1	2	3	4	5			
1	2	3	4	5			
1	2	3	4	5			
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1	2	3	4	5			

APPENDIX C: SURVEY QUESTIONNAIRE

(This is a sample of the reverse side of page one of the questionnaire, which shows Column six, Comments and/or Explanations. When folded, the numbered rows aligned with the numbered topics on the front of the page. Pages two, three and four had similar sections on their reverse.)

COMMENTS AND/OR EXPLANATIONS	
	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
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	10.
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	14.
	15.

TOPICS	How important is knowledge and/or skill in each TOPIC to any Adult ESL teacher with your teaching responsibilities? Circle your response. Use the following scale of 1 - 5:					How knowledgeable and skillful in each topic do you feel? Circle your response. Use the following scale of 1 - 5:					Which topics will you learn more about? Through which source(s) will you pursue that learning? Write the letter (A - I) that corresponds to your sources. If you will not pursue learning in a topic, put a / under NO FURTHER LEARNING TO BE SOUGHT.		
	1	2	3	4	5	1	2	3	4	5	PREFERRED SOURCE	SECOND CHOICE	NO FURTHER LEARNING TO BE SOUGHT (Put / in this column)
16. Reading Skill Development	1	2	3	4	5	1	2	3	4	5			
17. Adult ESL Methodology	1	2	3	4	5	1	2	3	4	5			
18. Teaching Vocabulary	1	2	3	4	5	1	2	3	4	5			
19. Teaching Grammar	1	2	3	4	5	1	2	3	4	5			
20. ESL Techniques & Activities	1	2	3	4	5	1	2	3	4	5			
21. Intercultural Competence	1	2	3	4	5	1	2	3	4	5			
22. Cross-frier Cultural Awareness	1	2	3	4	5	1	2	3	4	5			
23. Discourse	1	2	3	4	5	1	2	3	4	5			
24. Discourse Competence	1	2	3	4	5	1	2	3	4	5			
25. Learning Styles	1	2	3	4	5	1	2	3	4	5			
26. Language Learning Strategies	1	2	3	4	5	1	2	3	4	5			
27. English for Specific Purposes	1	2	3	4	5	1	2	3	4	5			
28. English for Academic Purposes	1	2	3	4	5	1	2	3	4	5			
29. Immigrant Experiences	1	2	3	4	5	1	2	3	4	5			
30. The Settlement Process	1	2	3	4	5	1	2	3	4	5			

TOPICS	How important is knowledge and/or skill in each TOPIC to any Adult ESL teacher with your teaching responsibilities? Circle your response. Use the following scale of 1 - 5:					How knowledgeable and skillful in each topic do you feel? Circle your response. Use the following scale of 1 - 5:			Which topics will you learn more about? Through which source(s) will you pursue that learning? Write the letter (A - I) that corresponds to your sources. If you will not pursue learning in a topic, put a / under NO FURTHER LEARNING TO BE SOUGHT.				
	1	2	3	4	5	1	2	3	4	5	PREFERRED SOURCE	SECOND CHOICE	NO FURTHER LEARNING TO BE SOUGHT (put a / in this column)
16. Reading Skill Development	1	2	3	4	5	1	2	3	4	5			
17. Adult ESL Methodology	1	2	3	4	5	1	2	3	4	5			
18. Teaching Vocabulary	1	2	3	4	5	1	2	3	4	5			
19. Teaching Grammar	1	2	3	4	5	1	2	3	4	5			
20. ESL Techniques & Activities	1	2	3	4	5	1	2	3	4	5			
21. Intercultural Competence	1	2	3	4	5	1	2	3	4	5			
22. Cross-frier Cultural Awareness	1	2	3	4	5	1	2	3	4	5			
23. Discourse	1	2	3	4	5	1	2	3	4	5			
24. Discourse Competence	1	2	3	4	5	1	2	3	4	5			
25. Learning Styles	1	2	3	4	5	1	2	3	4	5			
26. Language Learning Strategies	1	2	3	4	5	1	2	3	4	5			
27. English for Specific Purposes	1	2	3	4	5	1	2	3	4	5			
28. English for Academic Purposes	1	2	3	4	5	1	2	3	4	5			
29. Immigrant Experiences	1	2	3	4	5	1	2	3	4	5			
30. The Settlement Process	1	2	3	4	5	1	2	3	4	5			

TOPICS	How important is knowledge and/or skill in each TOPIC to any Adult ESL teacher with your teaching responsibilities? Circle your response. Use the following scale of 1 - 5:					How did you acquire your present knowledge, principles or teaching ability for each topic, fill in the main source(s) of your knowledge, principles and skill. Write the letter (A - J) which corresponds to your source(s).					Which topics will you learn more about? Through which source(s) will you pursue that learning? Write the letter (A - J) that corresponds to your sources. If you will not pursue learning in a topic, put a / under NO FURTHER LEARNING TO BE SOUGHT.						
	1	2	3	4	5	A.	B.	C.	D.	E.	F.	G.	H.	I.	PREFERRED SOURCE	SECOND CHOICE	NO FURTHER LEARNING TO BE SOUGHT (Put / in this column)
31. Mediating Cultural Conflict	1	2	3	4	5												
32. Issues in Racism	1	2	3	4	5												
33. Community-Based Education	1	2	3	4	5												
34. Workplace-Based Education	1	2	3	4	5												
35. Computer-Assisted Language Learning	1	2	3	4	5												
36. Adult Literacy (First Language)	1	2	3	4	5												
37. Adult ESL Literacy	1	2	3	4	5												
38. Teaching Orthography	1	2	3	4	5												
39. Teaching Pronunciation	1	2	3	4	5												
40. Error Analysis	1	2	3	4	5												
41. Contrastive Analysis	1	2	3	4	5												
42. Socio-Political Issues in Adult ESL	1	2	3	4	5												
43. Using Audio-Visual Resources	1	2	3	4	5												
44. Internet-Based Language Teaching	1	2	3	4	5												
45. Using Language Labs	1	2	3	4	5												

TOPICS	How important is knowledge and/or skill in each TOPIC to any Adult ESL teacher with your teaching responsibilities? Circle your response. Use the following scale of 1 - 5:					How did you acquire your present knowledge, principles or teaching ability for each topic, fill in the main source(s) of your knowledge, principles and skill. Write the letter (A - J) which corresponds to your source(s).					Which topics will you learn more about? Through which source(s) will you pursue that learning? Write the letter (A - J) that corresponds to your sources. If you will not pursue learning in a topic, put a / under NO FURTHER LEARNING TO BE SOUGHT.						
	1	2	3	4	5	A.	B.	C.	D.	E.	F.	G.	H.	I.	MAIN (One Source only)	SECONDARY (One Source only)	NO EXPOSURE (put a / in this column)
31. Mediating Cultural Conflict	1	2	3	4	5												
32. Issues in Racism	1	2	3	4	5												
33. Community-Based Education	1	2	3	4	5												
34. Workplace-Based Education	1	2	3	4	5												
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36. Adult Literacy (First Language)	1	2	3	4	5												
37. Adult ESL Literacy	1	2	3	4	5												
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39. Teaching Pronunciation	1	2	3	4	5												
40. Error Analysis	1	2	3	4	5												
41. Contrastive Analysis	1	2	3	4	5												
42. Socio-Political Issues in Adult ESL	1	2	3	4	5												
43. Using Audio-Visual Resources	1	2	3	4	5												
44. Internet-Based Language Teaching	1	2	3	4	5												
45. Using Language Labs	1	2	3	4	5												

THANK YOU FOR COMPLETING THIS SURVEY!

Remember! You can comment on any of the TOPICS or any of your responses on the back of each survey page. Fold the page forward and align the rows of the COMMENTS section with the topics.

How knowledgeable and skillful in each topic do you feel? Circle your response. Use the following scale of 1 - 5:	PREFERRED SOURCE					SECOND CHOICE					NO LEARNING TO BE SOUGHT (put a ✓ here)																																											
	1 - not knowledgeable & skillful	2 - slightly knowledgeable & skillful	3 - somewhat knowledgeable & skillful	4 - knowledgeable & skillful	5 - very knowledgeable & skillful	1 - not knowledgeable & skillful	2 - slightly knowledgeable & skillful	3 - somewhat knowledgeable & skillful	4 - knowledgeable & skillful	5 - very knowledgeable & skillful	1 - not knowledgeable & skillful	2 - slightly knowledgeable & skillful	3 - somewhat knowledgeable & skillful	4 - knowledgeable & skillful	5 - very knowledgeable & skillful																																							
Which topics will you learn more about? By what source(s) will you pursue that learning? Write the letter (A - J) that corresponds to your source. If you will not pursue learning in a topic, put a ✓ under NO FURTHER LEARNING TO BE SOUGHT.	A - Certificate/Diploma course	1	2	3	4	5	B - Undergraduate work (for B.A., B.Ed. etc.)	1	2	3	4	5	C - Graduate work (for P.B.C.E., M.Ed etc.)	1	2	3	4	5	D - Workshop by Prof. Organization	1	2	3	4	5	E - Workshop by employer	1	2	3	4	5	F - Learning from peers or colleagues	1	2	3	4	5	G - Hands-on experience	1	2	3	4	5	H - Reading (books, journals etc.)	1	2	3	4	5	I - Other life experiences (travel, living in another country, etc.)	1	2	3	4	5
	46. Adult Learning Principles	1	2	3	4	5	46. Canadian Language Benchmarks	1	2	3	4	5	47. Material Development	1	2	3	4	5	48. Selection	1	2	3	4	5	49. Teaching Multilevel Classes	1	2	3	4	5	Other?	1	2	3	4	5	Other?	1	2	3	4	5	Other?	1	2	3	4	5						
	46. Adult Learning Principles	1	2	3	4	5	46. Canadian Language Benchmarks	1	2	3	4	5	47. Material Development	1	2	3	4	5	48. Selection	1	2	3	4	5	49. Teaching Multilevel Classes	1	2	3	4	5	Other?	1	2	3	4	5	Other?	1	2	3	4	5	Other?	1	2	3	4	5						

How important is knowledge and/or skill in each TOPIC to any Adult ESL teacher with your teaching responsibilities? Circle your response. Use the following scale of 1 - 5:	MAIN (One source only)					SECONDARY (One source only)					NO EXPOSURE (put a ✓ in this column)																																											
	1 - not important	2 - slightly important	3 - somewhat important	4 - important	5 - very important	1 - not important	2 - slightly important	3 - somewhat important	4 - important	5 - very important	1 - not important	2 - slightly important	3 - somewhat important	4 - important	5 - very important																																							
How did you acquire your present knowledge, principles or teaching skill? For each topic, fill in the main source(s) of your knowledge, principles and skill. Write the letter (A - J) which corresponds to your source(s).	A - Certificate/Diploma work	1	2	3	4	5	B - Undergraduate work (for B.A., B.Ed. etc.)	1	2	3	4	5	C - Graduate work (for P.B.C.E., M.Ed etc.)	1	2	3	4	5	D - Workshop by Prof. Organization	1	2	3	4	5	E - Workshop by employer	1	2	3	4	5	F - Learning from peers or colleagues	1	2	3	4	5	G - Hands-on experience	1	2	3	4	5	H - Reading (books, journals etc.)	1	2	3	4	5	I - Other life experiences (travel, living in another country, etc.)	1	2	3	4	5
	46. Adult Learning Principles	1	2	3	4	5	46. Canadian Language Benchmarks	1	2	3	4	5	47. Material Development	1	2	3	4	5	48. Selection	1	2	3	4	5	49. Teaching Multilevel Classes	1	2	3	4	5	Other?	1	2	3	4	5	Other?	1	2	3	4	5	Other?	1	2	3	4	5						
	46. Adult Learning Principles	1	2	3	4	5	46. Canadian Language Benchmarks	1	2	3	4	5	47. Material Development	1	2	3	4	5	48. Selection	1	2	3	4	5	49. Teaching Multilevel Classes	1	2	3	4	5	Other?	1	2	3	4	5	Other?	1	2	3	4	5	Other?	1	2	3	4	5						

**APPENDIX D: WINNIPEG SCHOOL DIVISION NO. 1 LETTER OF APPROVAL
TO CONDUCT RESEARCH**



**THE WINNIPEG SCHOOL DIVISION NO. 1
RESEARCH, PLANNING AND TECHNOLOGY**

1180 NOTRE DAME AVENUE, WINNIPEG, MANITOBA R3E 0P2

TELEPHONE (204) 775 - 0231

FAX (204) 775 - 1569

DOUGLAS R. EDMOND
DIRECTOR OF RESEARCH, PLANNING AND TECHNOLOGY

January 16, 1998

Dear Ms. Pettis:

**Re: Research Request: Manitoba Adult ESL Teachers' Perceptions of the Relationship
Between their TESL Education and their Teaching Assignments**

This letter is to inform you that the appropriate officials of the Winnipeg School Division No. 1 have approved your request to contact Adult ESL teachers to conduct the above-mentioned research project.

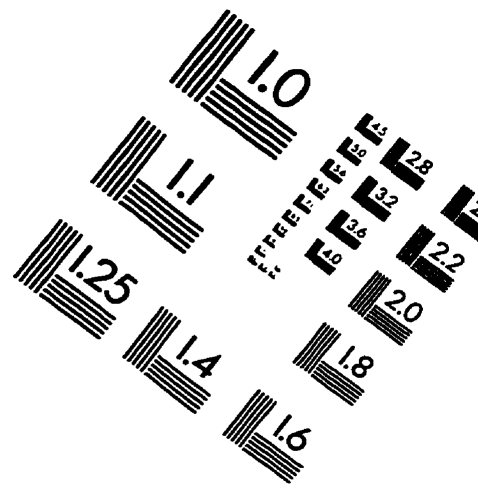
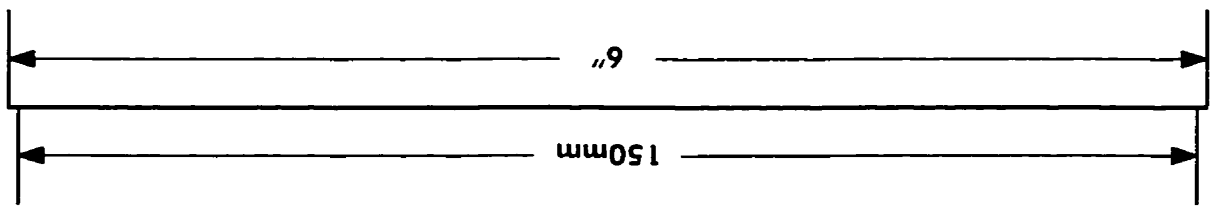
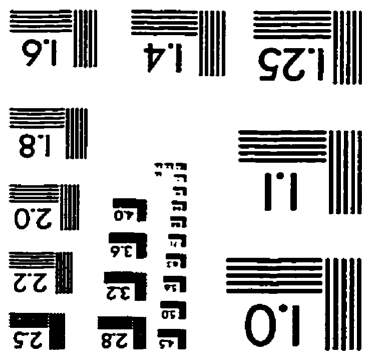
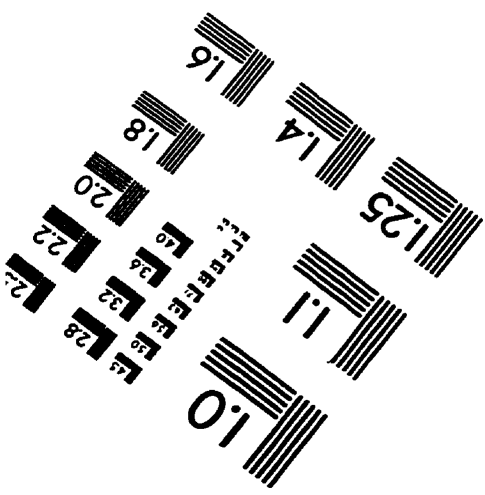
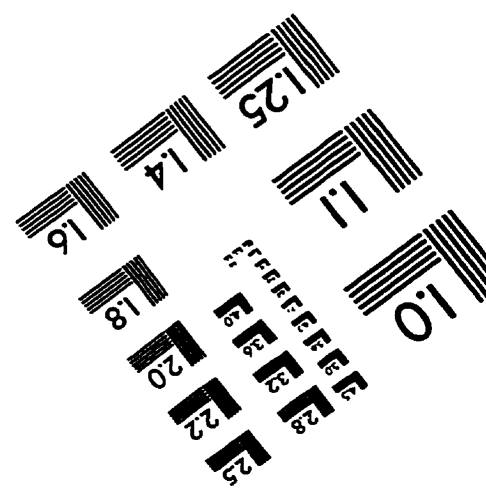
Please ensure that all staff contacted are aware of this approval. Participation in your research project is voluntary and participants may withdraw at any time during your data collection procedures.

As a result of the Division's participation in the study a copy of the research results should be submitted to this office at its completion. Please contact me if I can be of any further assistance regarding this research project.

Regards,

Douglas R. Edmond
Chair, Research Advisory Committee

IMAGE EVALUATION
TEST TARGET (QA-3)



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1653 East Main Street
Rochester, NY 14609 USA
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