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Individualizing certification requirements and professional development for adult ESOL teachers: Differences between full-time, part-time, and volunteer teachers

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Individualizing Certification Requirements and Professional Development for Adult

ESOL Teachers: Differences Between Full-time, Part-time, and Volunteer Teachers

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A thesis submitted to the Graduate Faculty of

JAMES MADISON UNIVERSITY

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Dedication

I wish to dedicate this paper to my mother Donna Gillison, my sisters Cheryl Gillison,

Michelle Robinson, Melody Gillison, my brothers Ze'twon Horne and Ronald Gillison,

my aunt, Janet Brown, and the rest of my amazing family. You have all inspired me to

further my education and to continue pursuing my goals, no matter how difficult. I also

dedicate this thesis to my loving friends who have been an incredible source of

encouragement and support along the way! Lastly, I would like to dedicate this project to

all of the many ESL teachers and organizations that participated in my study. Thank you

all for your time and willingness to participate. You are all amazing.

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Abstract

Certification and professional development are widely discussed topics in the field of adult education. What is less discussed is the role and impact of those topics for adult ESOL (English for Speakers of Other Languages) instructors specifically. This research examined the certification requirements for ESOL instructors to determine how those requirements could be individualized for full-time, part-time, and volunteer ESL instructors and tutors. The impact of teacher preparation on the in-service professional development preferences of adult ESOL instructors was also studied. The research design involved a mixed methods approach, employing the use of a survey and semi-structured individual interviews. This study used purposive and convenience sampling to recruit full-time, part-time, and volunteer adult ESOL instructors and tutors. Results suggested an individualized approach to the implementation of certification and professional development requirements for adult ESOL instructors with varying roles as full-time, part-time, and volunteer instructors. Findings from this research will be used to inform policy makers, program administrators, instructors, and all other adult education practitioners about the needs, preferences, and perspectives of adult ESOL instructors, and their individual preferences as related to their work status.

Keywords: teacher preparation, professional development, Adult ESL Instructors, certification

CHAPTER I

Introduction

Certification requirements and professional development opportunities are sparse for adult English for Speakers of Other Languages (ESOL) instructors and volunteer tutors. Policy makers, legislators, practitioners, and program administers disagree on how to determine when a teacher is competent enough to teach and the most effective ways to develop these competencies after they begin teaching (Perin, 1999). Many questions still remain for practitioners and legislators despite growing efforts to improve these challenges. These questions include: "Should certification be mandatory or voluntary? Should adult educators be k-12 certified? How will certification requirements fare with a predominately part-time workforce? How will the prior skills and experiences of ESOL teachers be recognized in the certification requirements? How much professional development should be offered to ESOL teachers and tutors? How will professional development be implemented with such limited time and resources? How can the adult education field increase professionalism with minimal professional development?" To address these questions sufficiently, we must explore why they are legitimate. One effective way to do so is by examining the current state of adult ESOL.

According to Tucker (2007), ESOL instruction is currently the fastest growing area of adult education. In 2006, English language learners (ELL) constituted 47% of the adult education population in state funded adult education programs (U.S. Department of Education, 2011). In 2007, researchers estimated that 5.8 million legal immigrants and 6.4 million unauthorized immigrants required some form of ESOL instruction (McHugh, 2007). These English language learners are often motivated by their desire to pass the

naturalization exam, obtain a job, assimilate into American culture, and provide support

for academic support for their children (Chisman & Crandall, 2007). For this population,

learning English is not just a hobby, but a means to a better way of life (Chisman &

Crandall, 2007). Despite this growing need for ESOL services, many of the classes are

overbooked, overcrowded, and lack adequate resources to cater to the mounting needs of

English language learners (Tucker, 2007). These challenges, compounded with the

commonly exhaustive waiting lists make quality instruction imperative.

To ensure that learners are provided adequate opportunities to learn through

quality instruction, ESOL programs have recognized the need to maintain and develop a

high quality teacher workforce (Crandall, Ingersoll, & Lopez, 2008; Chisman & Crandall,

2007). Over the last decade, efforts to professionalize the field have become increasingly

popular and many ESOL programs have begun exploring new venues of professional

development (Crandall et al., 2008; Smith and Gillespie, 2007). Many of these efforts are

influenced by the abundance of k-12 research studies highlighting the role of teachers in

student achievement (Smith and Gillespie, 2007; Smith & Gomez, 2011). In her review

of the literature, Smith and Gillespie (2007) found that while there was variance in the

extent to which teacher methodologies, background, and qualifications impact student

success, all such variables were dependent on teacher preparation and training. The Adult

Education and Literacy Act (1998), has also helped spur this push towards developing

quality instructional staff by providing resources to make these efforts possible (Crandall

et al., 2008; Sabatini, Ginsburg, & Russel, 2002). The act required that professional

development activities be completed, but left the choice of which activities to employ for

each individual state to decide. This alone has led to a diversity of professional

development opportunities for ESOL instructors, and a broad definition of what constitutes professional development.

In some states, professional development takes the form of certification and credentialing (Crandall et al., 2008; Sabatini et al., 2002). In the state of Alabama, a bachelor's degree and k-12 certification are required. In other states, professional development is defined differently. In Arizona and Rhode Island, a bachelor's degree and certification are not required; only experience with teaching adults is required. In Alaska there is no requirement for adult instructors, however individual programs may have certain requirements (Smith & Gomez, 2011). For most paid ESOL instructors, professional development opportunities are only provided after they began teaching (Smith & Gomez, 2011; Smith & Gillespie, 2007). This is problematic in that most instructors do not enter the field with a background in adult education. Many instructors are k-12 certified, but some question whether this experience is sufficient to teach adults. For volunteer ESOL instructors and tutors, professional development most often takes the form of pre service training consisting of 12-15 hours (Belzer, 2006; Ariza & Hancock, 2003). There is currently no standard training program for volunteer instructors and tutors, but programs may develop their own training, or opt to utilize national programs like the TESOL training. These differences in requirements are not just reflective of the broad definitions of professional development, but also the beliefs about the professional development needs of adult education teachers, including ESOL instructors.

While the range of professional development activities required is indicative of the teacher training philosophies of individual programs, it is also somewhat reflective of the beliefs of the individuals who must complete the training, ESOL instructors. With the

growing amount of attention on certification and its role in teacher preparation, researchers have become increasingly interested in the perceptions of adult education teacher regarding certification. Smith and Gomez (2011) sought to assess some of the barriers, challenges, values, and purposes of a comprehensive certification system and discovered a wide range of beliefs about certification, how it should be enforced, and who needs to become certified. While this survey is representative of the adult education field at large, there is little research exploring the perceptions of adult ESOL instructors in regards to certification. In keeping with this idea, there is also very little known about the varying perspectives of full time, part-time, and volunteer ESOL tutors in regards to certification, and how their prior experience and education shapes their views.

Problem Statement

This research has identified three primary issues pertaining to professional development and certification for adult ESOL instructors and volunteer tutors. These issues consist of the nature of current certification requirements, the lack of individualization in certification requirements, and the lack of research examining the impact of teacher preparation on the professional development preferences of adult ESOL instructors and volunteer tutors. Each of these issues will be explored further and a detailed analysis of these issues will be provided below.

First, there is a lack of consensus among adult education practitioners, policy-makers, and legislators concerning the need for state certification requirements and the types of certification that are most appropriate for adult educators, including ESOL instructors (Sabatani et al., 2002). For example, some states advocate the use of k-12 certification to determine when a person is competent to teach ABE or ESOL. Still other

states purport that a bachelor's degree is sufficient. This lack of consistency and agreement among states can be best seen by examining ESOL state certification requirements. Thirty-eight states currently lack adult ESOL certification requirements (Smith & Gomez, 2011). The requirements for the remaining states consist of attending orientations, obtaining a bachelor's degree in any field, acquiring k-12 certification or k-12 ESL certification, and obtaining a master's degree in TESOL (college-based ESOL programs). The variation in these certification requirements demonstrates that certification methods have yet to be defined and there still exists a degree of uncertainty regarding the way in which teachers should be certified. This is significant for a number of reasons, but one reason is particularly important. Within the last decade, the federal government has increased the call for accountability and professionalism in the field of adult education (Sabatani et al., 2002; Smith and Gomez; 2011; Smith et al, 2003; Belzer, Drennon, and Smith, 2001). Programs are held responsible for the learning outcomes of their students and funding for such programs is becoming increasingly dependent on how well students perform. Student performance is often correlated with the quality of the teaching workforce. Having a clear definition of what ESOL teachers should know and be able to do before they teach will enhance the reputation of adult education centers, potentially increase funding for adult education programs, and help ensure the quality learning for adult English Language Learning. This need to identify clear certification requirements should not only derive from policy makers and legislators but more importantly, adult ESOL instructors and volunteers. There is a need for research gathering the views of adult ESOL instructors specifically.

Secondly, while some states have identified certification requirements of adult ESOL instructors, very few states indicate if those requirements are applicable to full-time, part-time, and/or volunteer teachers/tutors (Crandall et al., 2008). In a workforce where the majority of the teachers are part-time workers with little benefits, few incentives, and high turnover among staff, this question is crucial (Smith, Hofer, Gillespie, Solomon, & Row, 2003). In the k-12 educational system for instance, teachers are expected to meet a minimal set of requirements by which they demonstrate their competence to teach and are provided incentives to further that education throughout their career (Sabatani et al., 2002). Their participation in pre-service teacher preparation programs is required although they vary in length and scope. For adult education programs including ESOL instruction, certification is voluntary (Smith & Gomez, 2011). This voluntary certification system prevents many of the barriers that could deter quality teachers from joining the workforce; however, one would also wonder how many people would willingly volunteer their time and resources into pursuing a certification with little to no monetary benefits. This is especially true for part-time workers. While the overarching assumption in k-12 education is that certification leads to successful learner outcomes, there has been little research linking certification to student performance, thus the question of who should be certified and in what ways is still being asked. Despite this lack of research, there is still a general agreement that some form of certification can be beneficial. The field also recognizes that accountability is important. Teacher preparation is imperative, but the need to explore if there should be differences in requirements for full-time, part-time, and volunteer teachers/tutors has yet to be explored in depth. It is often assumed that volunteer teachers and tutors should not be held to the same standards

as full-time and part-time instructors, but a clear identification of what they should know and be able to do before or after beginning to teach is also important to define. Having a certification system that recognizes the individual needs and limitations of these groups could in turn lead to an increase in the pursuit of certification by these groups, better accountability, quality indicators, and more program funding from the government.

Finally, while there is a sizable amount of research examining the most effective forms of professional development for ESOL instructors, there is little research examining whether or not the teacher preparation of ESOL instructors relate to their professional development needs in some way or another. Despite the increased accountability propagated by the state, professional development is scarce in the ESOL field, and yet instructors are asked to reach certain content standards. Time and resources limit the amount of professional development offered, and the most effective forms of professional development for adult ESOL instructors' need to be identified for ESOL providers to ensure that resources are allocated wisely. It would be important to know which types of professional development are most beneficial to persons with specific types of teaching experiences. While research may suggest no correlation between the two variables, it is worth exploring.

Purpose of the Study

The purpose of this research study is to examine the views of adult ESOL instructors and tutors in regard to their professional development and certification mandates/opportunities. More specifically, this research study will examine the teaching experience and formal education of adult ESOL instructors and tutors to determine its effect on their professional development preferences. Additionally, this research will

identify current ESOL state certification requirements, assess whether those requirements are appropriate to the adult ESOL field, and if so, determine if they should be individualized for full-time adult ESOL instructors, part-time adult ESOL instructors, and adult ESOL volunteer teachers/tutors.

The Nature of the Study

This research study will investigate the certification and professional development views of adult ESOL instructors and tutors by posing two major research questions. The following research questions will be used to guide the organization, methodology, and informational content of this research.

Research Questions

1) What is the impact of teacher preparation on the in-service professional development preferences of adult ESL instructors and tutors?

2) How do the different roles of adult ESL instructors (full-time, part-time, and volunteer tutors) impact their views of certification requirements for teaching adult English Language Learners?

Research Hypothesis

H1) Professional development activities that are practical and can be applied immediately will be valued the most by adult ESL instructors/tutors regardless of their degrees of teacher preparation.

H2) There will be little to no agreement with implementing certification requirements for ESOL volunteer tutors.

Terms and Definitions

Table 1.1 Definition of Terms

Terms	Definitions
Accreditation	Accreditation is defined as "a voluntary process by which an independent agency, such as a professional association, grants recognition to an education program. (Ponzetti, Jr., 1995)"
Adult Basic Education	Adult basic education (ABE) is an instructional service provided for adults age 16 over with academic skills below the high school completion level. ABE programs provide instruction in math, science, reading, writing, basic computer skills, and GED preparation (Washington State Board for Community and Technical Colleges, 2012).
Adult English Language Learner	"Adult English Language Learner srefer to students whose first language is not English, and encompasses both students who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") and those who have already developed considerable proficiency. (Center for Equity and Excellence in Education, 2005)"
Certification	Certification is "a process by which professional associations, states, or others identify a set of knowledge, skills, and dispositions that a teacher must demonstrate, usually through participation in university coursework and teaching practice. (Crandall, 1993; Crandall et al., 2008; Sabatini et al., 2002)"
Credentialing	"Credentialing recognizes and validates the experiences and expertise of teachers, focusing on what teachers have learned and are able to do because of their experience rather than on specific courses they have taken and degrees they have earned. (Crandall et al., 2008)" A credential can be awarded to adult educators through a number of practices before or after they began teaching. Such practices include a portfolio demonstrating one's knowledge and skills, passing a knowledge test, and teacher documentation of their experience in teaching adults (Smith & Gomez, 2011).
ESOL	"ESOL is an acronym for English for Speakers of Other Languages. (Using English, 2012)"
Licensure	"Licensure is usually a mandatory process by which the government or other licensing body permits individuals to practice designated professions. It yields a legal or quasi-legal status to an individual in terms of professional distinction or by restricting entrance into a profession to individuals who meet certain requirements.(Ponzetti, Jr., 1995 p.42)" It is the legal right for adult educators to begin teaching. In some states such as

	Massachusetts, it has come to mean the "in-service and pre-service validation of adult education teacher competence. (Smith and Gomez, 2011 p.6)"
Professional Development	Professional development is the process in which adult educators enhance and/or change their professional knowledge, skills, and attitudes so that they can improve the quality of teaching for learners and enhance learner outcomes (Kutner, Sherman, Tibbetts, & Condelli, 1997). Professional development may activities undertaken by adult educators before they began teaching and after.
Teacher Preparation	Teacher preparation consists of the formal educational and teacher background of adult educators and their professional development experiences both pre-service and in-service (Smith et al., 2003; Smith and Gomez, 2011). Formal educational and teacher background is defined as the levels of educational attainment for adult educators such as high school, post-secondary education, graduate studies, and the like. It also consists of the number of years adult educators have taught in k-12 education and/or adult education and ESL. Professional development may consists of certification, licensure, and credentialing programs completed, teacher pre-service training, conferences and workshops completed that are geared towards adult education or ESL and other activities designed to increase the knowledge and skills of adult educators.
TESOL	Teachers of English to Speakers of Other Languages (TESOL) is an organization committed to "advancing professional expertise in English language teaching and learning for speakers of other languages world-wide. (Teachers of English to Speakers of Other Languages, Inc., 2007)" They provide resources for ESOL teachers in primary education, secondary education, higher education, and adult education. One such resource is a TESOL certification.
Volunteer ESL Tutors	"The majority of volunteer tutors are used in individual tutoring, with small-group tutoring and classroom teaching in lesser capacities. (Wu & Carter, 2000, p.18)" These individuals are not compensated for their services. Volunteer ESL tutors often consist of females. Their ages range from 19 to 70 years old with the average tutor at age 40.

Assumptions, Limitations, Scope and Delimitations

This research study assumed that each of the adult ESOL instructor and tutor participants had some prior knowledge of ESOL certification requirements and at least a minimal experience with professional development in the organization of which they were a part. Furthermore, it assumed that all of the participants were current instructors and volunteers for Adult English Language Learners and could be classified distinctly as a full-time instructors, part-time instructors, or volunteer teacher/tutor. The limitations of this study lie in the sample size of the study's participants. The study employed purposive sampling to recruit all participants, thereby minimizing the generalizations that can be made to other organizations. The researcher also obtained an unequal response size for full-time, part-time, and volunteer tutors. This may have impacted the validity of the study at large. This study was conducted and completed in the spring of 2012. Quantitative and qualitative methods were employed to gather all necessary data. Study participants were solicited from state funded adult education centers in Virginia and community-based organizations. As a result, this research focused on describing the data collected and inferences from the collected responses are minimal.

The Significance of the Study

This research study will enumerate numerous benefits for adult education programs, ESOL programs, and community-based organizations. It will provide these organizations with an overview of the experiences, needs, and preferences of their constituents, while simultaneously providing the constituents an opportunity to express their opinions and desires on matters that pertain to their careers and knowledge base of ESOL constructs. The most obvious benefit of this study is simply the value of obtaining

the ESL instructor and volunteer perspective. The certification requirements and expectations of ESL instructors will be evaluated from the individuals who are responsible for satisfying such demands and laboring in the classrooms with English Language Learners.

Overview of the Study

In summation, this study will investigate the certification requirements of ESL instructors and determine whether these requirements should apply to full-time instructors, part-time instructors, and volunteer tutors. It will also examine the impact of teacher preparation on the target population's professional development preferences. In order to accomplish this, this paper will be sectioned into five chapters. Chapter 1 consists of the introduction of research, the purpose of the research, proposed research questions, and the significance of the study. The remaining chapters consist of the literature review, methodology section, results of the study, and a discussion of the research findings. In the next chapter of this paper, the literature review, the theoretical and conceptual framework of the study will be defined and discussed in depth.

CHAPTER II

Literature Review

The literature review will begin by outlining and discussing the theoretical framework on which the study is based, followed by a conceptual framework outlining the perceived relationship between the variables being studied. The core of the review will be focused on topics pertaining to certification and professional development. More specifically, this literature review will provide an overview of teacher preparation in the adult ESOL field, including research that highlights the benefits and barriers to professional development and certification. It will also describe the teachers and volunteers currently working in the adult ESOL field and their individual perceptions regarding the issues mentioned above. Various strategies were used to gather the information in this section, including a detailed search of academic journal search databases, on-line periodicals, and the use of academic books. Such search engines included Google Scholar, Academic Search Complete (EBSCO), and Omni Full-text Mega (EBSCO).

Figure 2.1 Conceptual Framework
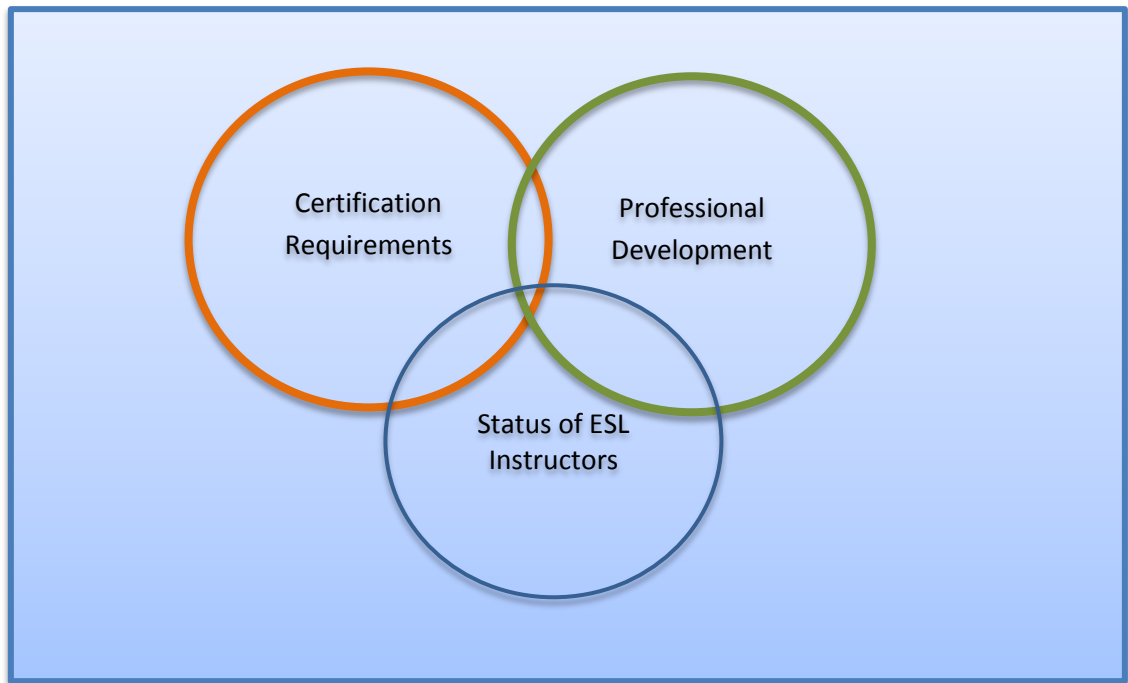
The conceptual framework, presented in Figure 2.1, suggests an interconnected relationship between adult ESOL certification requirements, professional development, and the status of ESOL instructors. While each of these constructs is an independent and separate entity, there are some commonalities present among them all. These commonalities consist of the content that needs to be included in certification requirements and professional development, as well as the target population (ESOL instructors) for these individual entities.

In addition to the overlapping constructs displayed in Figure 2.1, there is also a larger learner context that influences the development, facilitation, and organization of these entities. Included in this learning context are the theories of situated cognition, andragogy, and language acquisition. These are theories that ground the study and

comprise the theoretical framework. Figure 2.2 displays the relationship between the constructs depicted in the conceptual framework and the theories discussed in the theoretical framework.

Figure 2.2 Theoretical Framework
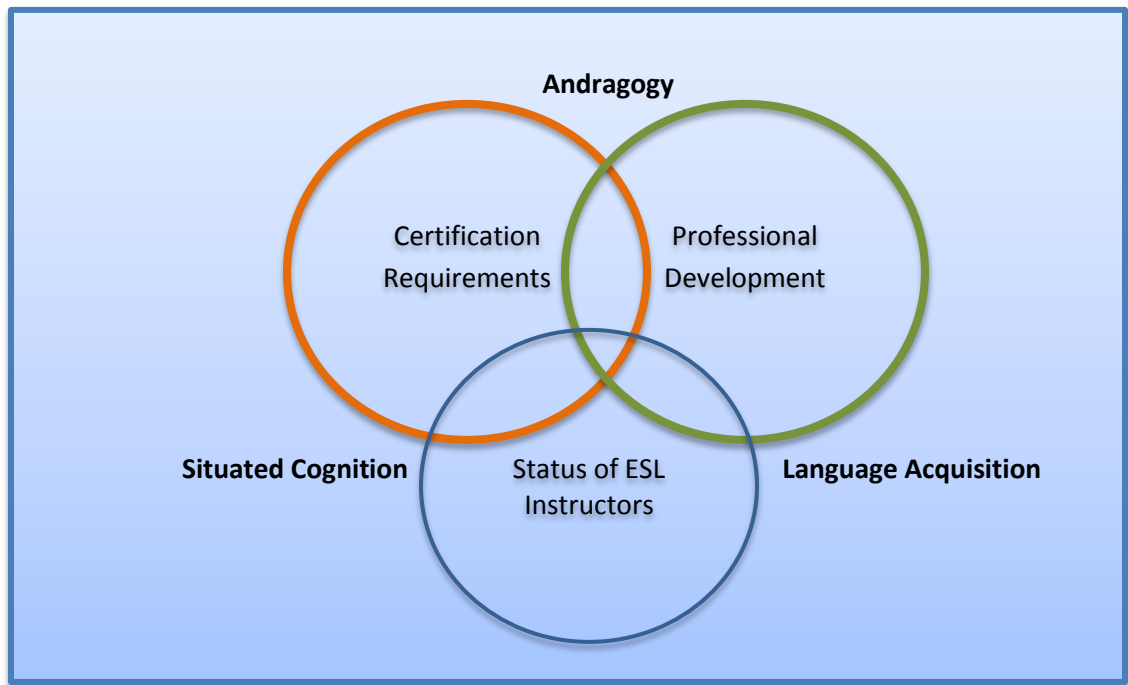
The remainder of the theoretical framework discussion will be focused on the learning theories within this learning context. In order to allot each theory adequate attention, situated cognition, andragogy, and language acquisition theory will be explored separately.

Situated Cognition Theory

Situated learning is a social learning theory developed by Jean Lave and Etienne Wegner. The proponents of this theory argue that learning is situated or embedded in activities, contexts, and communities of practice. This learning is not merely knowledge that is waiting to be discovered in social activities; it is a construct that occurs as people

become more involved in social practices. More specifically, Lave and Wegner define learning as a change in knowledge and action. Due to the nature of how learning is defined in situated learning theory, the person performing the action (in their learning) cannot be separated from the context or the social world in which it is learned (Lave, 2009). From this perspective, learning is not a one-time event, but it is ongoing (Wenger, 2000). It is pervasive and ubiquitous (Lave and Wenger, 1991). To further explain the process of learning, Lave and Wegner use a term called legitimate peripheral participation. This concept, along with communities of practice, and legitimate peripheral participation in communities of practice will be explored further in this section of the theoretical framework.

What is Legitimate Peripheral Participation?

Legitimate peripheral participation embodies the notion that "learners inevitably participate in communities of practitioners and that the mastery of knowledge and skills requires newcomers to move toward full participation in the sociocultural practices of a community. (Lave & Wenger, 1991)" Essentially, learning is not only situated in social practice; it is an integral part of practice in the lived world (Lave & Wenger, 1991). It is not a separate and distinct entity but rather it is always occurring whether intentionally, or not (Wenger, 2009). It may be more visible at times, such as when a person is enrolled in a class or participating in training, or it may occur in the mundane where it is less apparent. Learning is the active engagement in social practices. Peripheral participation suggests that there are a number of ways that individuals can become involved in communities of practice. All people began as newcomers into a community of practice at some point in their lives. With time, they gradually increase their participation or

involvement in the community. As a group, they do things together and share knowledge and information. Legitimate peripheral participation provides a framework to explain this phenomenon. However, in order to gain an even better perspective, it may also be useful to describe peripheral participation in terms of what it does not accomplish. Peripheral participation does not argue that one must adopt a specific role or responsibility in a community of practice to be actively in engaged in a social practice. It also does not imply that there is a certain degree of engagement in a social practice that must be satisfied for one to learn. It is simply "a way of gaining access to sources for understanding through growing involvement (Lave and Wenger, 1991)." In essence, legitimate peripheral participation is not the end in and of itself, but rather one of the means whereby learning transpires.

What is a Community of Practice?

Wenger and Snyder (2000) define communities of practice as "groups of people informally bound by shared expertise and passion for a joint enterprise." These communities are everywhere and often go unnoticed or undefined. They are integral to everyday life (Wenger, 2009). The nature of these groups fosters a membership protocol of self-selection. Thus an individual's involvement in the group is voluntary (Wenger and Snyder, 2000). The purpose of these groups is to share knowledge and information. It is also a way for members of the community to develop each other's abilities and skills. Every person belongs to one of these communities in some way. A community of practice can consist of a family, a group of friends, a professional organization, or a group of co-workers. What makes a community of practice thrive is the commitment,

passion, and expertise of the individuals that make up the group. Wenger and Snyder (2000) argue that the strength of the group is in its ability to refurbish itself and endure.

Unlike communities of interest, communities of practice are defined by what they do together (Wenger, 2000). This doing could be as simple as eating lunch together, shopping together or it could be act of solving problems together. Communities of practice are diverse entities that manifest in various disciplines, interests, households, and organizations. They vary in size, scope, and level of development. They are constructed by the group and for the group. They share practices, artifacts, symbols, routines, and stories (Wenger, 2009). As people become involved in these groups, transformative learning takes place.

This learning transpires through the sharing, rehearsing, and cultivating of knowledge. Wenger (2000) asserts that knowledge is one of the most crucial aspects of communities of practice. It is passed on within these communities and valued among community members. The members of these communities not only decide what this knowledge is, but also how much of it is shared. When examining communities of practice from an organizational perspective, this characteristic found in communities of practice can be incredibly beneficial to the organization and group members alike. It can help move information through hierarchical channels of communication in an organization. It can help initiate newcomers into a practice (Wenger, 2000). The knowledge shared in communities of practice can help steward competencies and assist people in establishing their identities.

Cultivating a Community of Practice

Organizations can cultivate communities of practice in a number of different ways. To begin, organizations can allot time for members to meet and exchange information. Moreover, organizations can provide communities of practice with additional resources. These resources may consist of experts, technology, travel, and meeting locations (Wenger, 2000). Organizations can further support these communities of practice by recognizing their accomplishments by rewards, modifications in work process and company policies. Along with this, it is important for organizations to communicate their support of the community without impeding upon its independence.

Legitimate Peripheral Participation in Communities of Practice

Lave and Wenger (1991) argue for the resurgence of apprenticeship in communities of practice. They view apprenticeship as a way of helping newcomers become practitioners. It involves newcomers or apprentices engaging in activities and processes within the community of practice. As this occurs, their skills and knowledge develops. Participation is a critical component of this conceptualization of apprenticeship. Apprenticeship is not simply observing or being taught by a master; it is becoming involved and active in the practice. Legitimate peripherality allows apprentices to adopt the language, practices, and beliefs of the community of practice as their own. They not only hear the language being used, but they begin to use it themselves. This process occurs overtime and learning ensues, as apprentices adopt different roles in their community, interact with individuals holding various positions in the group, and congregate with other apprentices in the community.

Implications for this Research

Situated cognition has many implications for certification requirements and professional development. It provides a general overview for how professional development activities should be structured and the teaching approaches most beneficial for adult educators in their respective training. According to situated cognition, adult educators should be taught in real-world contexts and provided the opportunity to make meaning for themselves. These contexts might consist of actual classrooms with learners or in contexts that bare strong resemblance to the environment they will teach in most often. This might take the form of apprenticeship, whereby a new adult educator would help a more experienced adult educator in the classroom. They would be given opportunities to perform the tasks related to their job and be given access to the experienced teacher as resource. This type of professional development would help the adult educator learn by doing. Similar options include shadowing and mentoring.

In addition to apprenticeship, professional development and the activities reflected in certification requirements can be strengthened by cultivating and supporting a community of practice for adult educators. Encouraging the use of forums, blogs, and activities where adult educators are able to share their ideas is a feasible way to implement situated cognition. What is most important for professional development and certification requirements, as it relates to situated cognition, is to ensure that instruction is delivered in realistic contexts and that learners are provided opportunities to learn through their experiences by actively engaging in the training content.

Andragogy

Andragogy is an adult learning theory supported by Malcom Knowles (Knowles, 1970; Knowles, 1984). Andragogy is based on several assumptions that characterize the process of how adults learn (Knowles, 1984). It provides an "alternative set of assumptions" that can be true for individuals of all ages, but especially adults. These assumptions include the learner's need to know, self-concept, the role of the learner's experience, the learner's readiness to learn, and the learner's orientation to learn (Knowles, 1970; Knowles, 1984).

Need to Know

The first assumption, the learner's need to know, asserts that adult learners need to know why they are learning a particular subject, knowledge, or skill (Knowles, 1970; Knowles, 1984). Unlike the traditional education setting where learners aim to know what the teacher thinks is important, adult learners need to know how their learning can and will be applied. The Androgogical Model stresses the importance of emphasizing the relevance of the learning to the everyday lives and ambitions of the learners (Knowles, 1984). This includes the benefits of undertaking the learning of a particular phenomenon and the consequences for not doing so. Knowles argues that emphasizing the relevance of the learning enhances the learner's motivation to learn. Additionally, he asserts that helping learners recognize what they need to know is accomplished by providing learners with real situations or simulations where they see their current disposition and where they desire to be (Knowles, 1970; Knowles, 1984). This helps learners understand why they need to know something, and how far they are from reaching that learning goal.

Self- Concept

  The second assumption is self-concept or the process of how a person enters the world as a dependent being and matures into a self-directed adult (Knowles, 1970). Knowles argues that children are born with dependent personalities. From birth, they must rely on others to feed them, clothe them, nurse them, etc. As children, their primary role in life is to be a learner (Knowles, 1970). This is true inside and outside of the classroom. The adults in their lives tell them where to go, what to learn, and when to perform certain actions. In this way, the adults are in control. They are the teachers, and the children are the learners. As the children grow and mature, they become less dependent on the authoritarian figures in their lives, and develop into adults (Knowles, 1970). They begin transitioning from an individual whose primary role is to learn, to an active doer in society. They become adults or individuals who make their own decisions, contribute to society through their work and their accomplishments, and in essence control their lives. This transformation is from that of the dependent personality to the self-directed individual.

  As these individuals become more self- directed, Knowles argues that the role of the adult as the learner must also change (Knowles, 1970). According to Knowles, self-directed individuals will resist a teaching approach that is geared for persons largely dependent on others to direct their lives. Likewise, adult learners will feel disrespected when treated like children and their autonomous nature will lead them to discontinue their involvement in learning environments that do not satisfy their needs (Knowles, 1970; Knowles, 1984). In essence, their self-concepts inform how they perceive their role in their learning and the responsibility they ascribe to themselves. While the

transformation of a dependent personality to a self-directed individual takes place as an individual matures, it also takes time and persistence for these same individuals to take control of their learning in the classroom. Knowles avers that adults will initially expect and prefer to adopt the traditional role as a student when entering learning situations (Knowles, 1970; Knowles, 1984). Because their expectations identify teachers as the sole distributers of knowledge and learners as the recipients, adult learners will demonstrate resistance when they are treated as dependent learners. He notes that an adult learner's first encounter in a learning situation where they are given control over their learning will initially provide discomfort for the learner. The class may appear disorganized and confused about their role as the learner (Knowles, 1984). However, this anxiety will subside as they are exposed to more of these learning environments.

From a practical standpoint, one of the primary roles of self-concept in the Andragogical Model is to inform the design of the learning climate (Knowles, 1970). The learning climate includes the psychological and physical climate. The psychological climate of the learning situation should be one of mutual respect between the teacher and the learner where a strong value of learner experiences is cultivated and a culture of acceptance and support is projected. Furthermore, the physical climate includes the setting where the learning is taking place. The decoration and arrangement of the classroom furniture are examples of this phenomenon. According to Knowles, one way to help influence the learner's self-concept is by considering the learning climate.

Experience

The third assumption of the Androgogical Model is the learner's experience (Knowles, 1970; Knowles, 1984). According to Knowles, adults enter the educational

setting with experiences that are diverse in quantity and quality. They differ from children not only in the amount of experiences they have, but the type of experiences they have accumulated (Knowles, 1984; Knowles, 1970). For adults, these experiences become the core of their identities. Their experiences are no longer simply external realities that happen to them, but are indicative of what they do and who they have become. The value of these experiences for adult learners is often equivalent to the value adult learners attribute to their self-worth (Knowles, 1984). For this reason, recognizing, respecting, and utilizing the experiences of the adult learner becomes critical. They bring a rich repository of resources to the classroom and their experiences are vast. These experiences create more opportunities for the learners to relate new information to prior learning, and shed light on the biases and perceptions held by the learners. Adult educators need to acknowledge the importance of the learners experiences because failing to acknowledge or rejecting the experience of adult learners can be perceived as a personal rejection of the adult learners themselves.

To avoid this rejection from occurring, Knowles believes that educators should use experientially-based techniques and practical applications to capitalize on the experiences of adult learners (Knowles, 1970). Experientially-based techniques include case study activities, small group discussions, simulation exercises, role playing, demonstrations and the like. In order to make the information being taught practical to the learners, Knowles advocates the use of learner experiences to teach new concepts. Adult educators should incorporate opportunities in the curriculum design for learners to reflect and visualize how they can apply their new knowledge or skills.

Readiness to Learn

Readiness to learn refers to an individual's willingness and eagerness to learn

something new (Knowles, 1970; Knowles; 1984). The timing of the learning and the need

for the learning become of special importance. For adult learners, a readiness to learn

coincides with their developmental stages and the tasks associated with them. According

to Knowles, "Adults become ready to learn those things they need to know and be able to

do in order to cope effectively with their real-life situations. (Knowles, 1984)" From this

stand-point, a readiness to learn is closely associated with the adult learner's need and

ability to apply the desired knowledge. The learning must be relevant and applicable to

their lives at that moment. Furthermore, they must not only be able to apply the new

knowledge to their lives but they must be aware of those potential applications.

Based on this assumption, the learning goals and tasks should be connected with

the developmental tasks of adult learners (Knowles, 1984). In other words, the content

they are presented should be aligned with the timing in which they will use it. Failing to

consider this principle could have negative consequences. Three potential consequences

include low-enrollment, absenteeism, and withdrawal from the course.

Orientation to Learning

An adult learner's orientation to learning involves the reasons why adult learners

are motivated to learn (Knowles, 1970; Knowles, 1984). Adult learners tend to approach

learning with a problem-centered perspective (Knowles, 1970). Much of their learning is

inspired by their need to improve their external circumstances and conditions. They may

feel pressure from society to be more and/or do more. This is unique to adults because

their motivation for learning is less often inspired by their need to make passing grades,

or attain a college degree but more so their desire to bring about some type of change in their present situations (Knowles, 1984). They may instead be learning to keep their jobs or improve their current working conditions. Knowles argues that this unique orientation to learning should inform how adult educators interact with their students, develop their curriculum, and design their courses. For instance, Knowles asserts that learning for adults should be focused on problem areas not subjects (Knowles, 1984). Decisions regarding what to include in course material should reflect the practical concerns of the learners. Adult education courses should begin with a diagnoses and acknowledgement of the problems adult learners may encounter as related to the course topics. As a result, learner expectations for the course are clearly defined and the educator has a foundation for the lessons influenced by the learners.

Connection to Research

While Andragogy's primary role in learning theory is to provide a general framework of how adults learn, it's implication for the design of this research study is two-fold. First, Andragogy emphasizes the need for the study of how adults learn. It is important that teachers or tutors of adult English Language Learners enter the ESOL field with some knowledge of adult learning and their unique needs. Certification requirements should include instruction on adult learning and in-service professional development opportunities discussing this topic should be provided for individuals once they become involved in the field. The researcher does not argue for any specific strategy to teach about adult learning but the need for this knowledge is undeniable. This research seeks to acknowledge this idea by incorporating it as an essential component of professional development and certification requirements for adult ESOL instructors. The researcher

also believes that certification requirements and professional development opportunities should recognize the adult ESOL instructor as the adult learner. Their needs, motivations, self-concepts, and experiences must also be considered in their teacher preparation endeavors.

Language Acquisition Theory

Learning a second language is a challenging endeavor. Many factors influence the extent to which one is able to speak another language (Moss, and Ross-Feldman, 2003). Second language acquisition is the study of how individuals learn second languages and the process it entails (Moss, and Ross-Feldman, 2003). The chart below provides a list of popular second language acquisition theories. These theories provide a broad view of the second language acquisition theories that are most prominent. This research does not advocate the use of any one theory but argues for the use of second language acquisition theories, such as these, in preparing adult ESOL teachers to teach adult English language learners.

Table 2.1 Second Language Acquisition Theories

Theory	Theorist
Universal Grammar Theory	Noam Chomsky
Cognitive Code	Noam Chomsky and Ausubel
Grammar Translation Method	Karl Polz
The Dartmouth Intensive Language Model	John Rassias
Five Hypotheses on SLA	Stephen Krashen
Community Language Learning	Charles Curran
The Natural Approach	Tracy Terrell and Stephen Krashen
Total Physical Response	James Asher
Vygotskian Sociocultural Theory Zone of Proximal Development	Lev Vygotsky

Research Questions and Hypotheses

As mentioned before, this research examines two facets of certification and professional development for adult ESOL instructors. The first portion of this research is devoted to exploring the impact of teacher preparation on the in-service professional development preferences of adult ESOL instructors and tutors. The second component of this research examines the impact of adult ESOL instructor roles (full-time, part-time, and volunteer) on the instructors' views of certification requirements for adult ESOL instructors.

In lieu of the research agenda mentioned above, this study proposes two related hypotheses. The first hypothesis infers that professional development activities that are practical and can be applied immediately will be valued the most by adult ESL

instructors/tutors regardless of their degrees of teacher preparation. The second

hypothesis projects that there will be little to no agreement with implementing

certification requirements for ESOL volunteer tutors. The research questions and

hypotheses for this study act as a guide for the next section of this study, the review of

the literature.

Review of Literature Overview

The next portion of this literature review will define the variables used in this

study including teacher preparation, professional development, certification requirements,

and the various types of adult ESOL instructors. The researcher will also attempt to

describe the relationships between these variables and their relevance to the research

questions above. Much of this review will describe ESOL instructors in terms of adult

educators. While there is an adequate amount of research describing the professional

development and certification issues for adult educators, less is known about ESOL

instructors specifically. This section will begin with an overview of teacher preparation.

Teacher Preparation

There is a longstanding debate when it comes to teacher preparation and what

makes a teacher effective in the classroom (Wilson, Floden & Ferrini-Mundy, 2001;

Sandoval-Lucero, Shanklin, Sobel, Townsend, Davis, & Kalisher, 2011; Darling-

Hammond, Chung, & Frelow, 2002; Berry, 2010: Darling-Hammond, 2006). Some

researchers argue that subject knowledge, pedagogical coursework, and field experience

plays a major role on student outcomes (Boyd, Grossman, Lankford, Loeb, & Wyckoff,

2008). Others have experimented with alternative programs to determine its role in

teacher effectiveness (Sandoval-Lucero et. al, 2011; Darling-Hammond et. al, 2002;

Berry, 2010). For adult educators, there has yet to be a strong empirical study demonstrating the impact of teacher preparation on student outcomes (Smith & Gomez, 2011). Nevertheless, this topic is important to adult educators for a number of reasons. Before these reasons are discussed, teacher preparation needs to be defined more concretely.

Defining Teacher Preparation

In this study, teacher preparation is defined as "the ways that adult educators are educated, certified, trained, and inducted into teaching (Sabatani, Daniels, Ginsburg, Limeul, Russell, & Stites, 2000)." More specifically, it consists of the formal educational and teacher background of adult educators, their professional development experiences both pre-service and in-service, and their certifications completed (Smith et al., 2003; Smith & Gomez, 2011). Formal educational and teacher background is defined as the levels of educational attainment for adult educators such as high school, post-secondary education, graduate studies, and the like. It also consists of the number of years adult educators have taught in k-12 education and/or adult education and ESOL. Professional development and certification will be defined in the latter sections of this paper. The remainder of this literature review will provide an argument for why teacher preparation should be considered, a broad look at the adult educator perspective and the various components of teacher preparation: the formal educational background of adult educators, their professional development experiences, and certification.

Why Teacher Preparation Matters for Adult Educators

Smith and Gomez (2011) identify four primary reasons why teacher preparation is significant to adult education, three of which will be discussed here. First, there is a

commonly held belief that adult educators are not as qualified as teachers in the k-12 school system. This belief is attributed to the educational backgrounds and pre-service requirements of adult educators. Most adult educators are part-time instructors with little to no experience in adult education (Crandall, 2008; Smith & Gillespie, 2007; Sabatini et al., 2002; Smith et al., 2003). They often have experience in k-12 education but lack experience in teaching adults, which makes them appear less credible. Moreover, pre-service requirements are not mandated for most paid adult educators, with the exception of volunteers. Even still, these training programs typically consist of only 12 to 15 hours (Belzer, 2006). In comparison to the requirements of k-12 teachers, the qualifications of adult education teachers seem minimal and less suitable to the field of adult education.

Secondly, adult education teachers are not held to the same standards as teachers in the k-12 education system. For k-12 educators, the certification requirements are extensive. Teachers must graduate from an accredited university, complete a clinical experience in the k-12 classroom, graduate with a certain grade point average, and pass state licensing exams (Sabatani et al., 2002). Transcripts are reviewed, specific coursework may be required, and depending on the state of the teacher applicant, other requirements might be necessary. For adult education centers, two thirds of the adult education programs require instructors to have a bachelor's degree or k-12 certification. None of the programs require pre-service training for programs with paid instructional staff and less than ten of the states with adult education programs provide formal certification that is either voluntary or mandatory (Smith & Gomez, 2011). For these reasons, the degree to which adult educators are held accountable is questioned.

Finally, the current push towards greater accountability in the k-12 education system has led to an increase of attention and expectations for the field of adult education. With the enforcement of the No Child Left Behind Act, teachers were held more accountable for their student outcomes. Inevitably, intentional efforts to increase the quality of the k-12 workforce sky rocketed. The Workforce Development Act (2003) has produced a similar effect on the adult education workforce. The assessment of learner outcomes among adult education programs has become imperative and efforts to help enhance professional development for teachers are now a priority for some adult education programs. As researchers, policy-makers, and practitioners began to devote more attention to teacher preparation, one must remember to recognize and acknowledge the unique characteristics of the adult educator workforce.

The Adult Educator Profile

Adult educators are characterized by a wide range of professional and educational experiences. Many adult educators are part-time instructional staff, with minimal pay and no benefits. In Smith's et al. (2003) assessment of 106 New England adult educators, 88% worked part-time. The remaining 22% worked 35 hours or more. The majority of these educators are former k-12 teachers with certification in primary and secondary education. Sabatani et al., (2002) suggest that many adult educators enter the field for three primary reasons: because a position is vacant, instructors are retired k-12 teachers and want to continue teaching, and they were volunteers before they became instructors.

Role of Volunteers

The impact of volunteers in the adult education community is substantial. They are present in state-funded adult education centers and provide critical support to

community based organizations and adult literacy programs (Belzer, 2006). These volunteers provide the necessary services that many adult education programs would be unable to deliver due to limited funding. They provide both one-to-one tutoring, small group tutoring, and/or teach in small class sizes (Belzer, 2006: Chisman & Crandall, 2007). The individual characteristics of ESOL volunteers vary considerably. This is seen most vividly in the ages of volunteer tutors. According to Wu and Carter (2000), the ages of adult education volunteers ranges from 19 to 70 years old with the average tutor at age at 40 years old. Many of these tutors are retired k-12 professionals, but there are also a number of college students and young full time workers serving as volunteers. In addition to their ages, these volunteers have a number of different motivations for serving as volunteer tutors. These include meeting new immigrants, sharing languages, increase teaching experience, engaging in inter-cultural dialogue, and enhancing cultural understanding (Wu and Carter, 2000). Volunteers are attractive to adult education programs because of their ability to devote individual attention to English Language Learners coupled with their flexible schedules. While minimally trained, volunteer instructors/ tutors may encounter a number of challenges in the profession including, teaching English Language Learners who are illiterate in their native language, ELLs with learning disabilities, and planning instruction for class sizes with ELLS on many different language proficiency levels (Tucker, 2007).

Teacher Formal Educational Background

Adult educators possess a wide range of educational experiences. They enter the field with bachelor's degrees, master's degrees, and even doctoral level coursework. Sabatani et al (2000) found that 94% of the adult educators in her research held a

bachelor's level degree or higher, 41% reported having attained a master's degree, 48%

participated in some master's level coursework, and 9% completed doctoral level studies.

Much like the formal education backgrounds of these educators, their years of teaching

experience are also widespread. Smith and Gomez (2011) surveyed 435 adult educators

and 3% of their sample had less than 1 year of experience, 24% had 1 to 5 years of

experience, 24% had between 5 to 10 years of experience, 29% had 11 to 20 years of

experience, and 21% had over 20 years of experience. These demographics provide an

indication of what adult educators are able to accomplish, the education they already

possess, and the need for individualized professional development that is suitable to a

diverse population.

Professional Development

What is professional development? Professional development is the process in

which adult educators enhance and/or change their professional knowledge, skills, and

attitudes so that they can improve the quality of teaching for learners and enhance learner

outcomes (Kutner, Sherman, Tibbetts, & Condelli, 1997). Adult educators complete

professional development before and after they began teaching. Professional development

that is completed before one begins teaching is called pre-service professional

development. In-service professional development is used to denote those activities that

are completed after one begins teaching.

Pre- Service Professional Development

Unfortunately, most paid adult educators do not receive professional development before they begin teaching (Sabatani et al., 2000). Subsequently, volunteer training constitutes the majority of pre-service professional development. Organizations such as ProLiteracy America, Literacy Volunteers of America, and Lauback Literacy of America supply training to many community-based organizations. These national organizations are partnered with hundreds of program affiliates that require their constituents to complete the training before they began tutoring. The content and design of the training varies with each program according to the organization's beliefs, values, and training philosophies (Belzer, 2006).

While these pre-service training workshops are a requirement for volunteers in most ESOL programs, the quality and transferability of the training induces doubt among some researchers (Harper & Jong, 2004; Belzer, 2006). For instance, research has found that volunteer students may not utilize the instructional methods taught in their training (Tucker, 2007). While this may not be indicative of volunteer tutors only, it is a point of concern for some researchers in the adult education community. With that in mind, in-service professional development should also play a role in equipping adult educators with the knowledge and skills to be successful.

In-Service Professional Development

Programs that require in-service training provide opportunities for educators to acquire a certificate, license, or endorsement after they began teaching (Smith & Gomez, 2011; Smith and Gillespie, 2007). In-service professional development is the primary method of professional development for paid ESOL instructors (Smith and Gillespie,

2007; Schaetzel, 2007). They are typically required to obtain ten to fifteen hours of

professional development annually.

According to Smith and Gomez (2011), 14 states and the District of Columbia

offer opportunities for adult educators to obtain certification after they began teaching.

These opportunities are voluntary for eight of those states. For the remaining six, the

adult educators must complete the certification in a specific time period. These

certifications serve as professional development for some adult educators. For many

educators, this is the only preparation they receive directly related to teaching adults.

Because most states do not require formal training or certification in teaching adults

before they began teaching, they are left to acquire most of their education of adult

learning theories, methodologies, and strategies after they began working with their adult

learners (Smith and Gillespie, 2007).

In-service Professional Development Activities

Some of the most common professional development activities include single

workshops, summer institutes, peer coaching, action research, and self-directed learning.

Single workshops are typically one day events focusing on a specific topic related to

adult education or ESOL instruction. Summer institutes consist of a few days of training

over the summer followed by minimal training during the year. Peer coaching requires

teachers to build mentoring relationships with other peers. In action research teachers are

given the opportunity to pose a research question based on their own interest and conduct

the research in their adult education classrooms. Finally, self-directed learning allows

teachers to determine their training needs and how they will be obtained. Teachers using

self-directed learning techniques may participate in independent research and teacher

sharing groups. The use of these activities in fulfilling in-service professional development requirements varies from program to program but at least one of these methods is typically used.

In-Service Professional Development Challenges

While in-service professional development is advantageous and necessary, solely relying on this type of training presents three common problems in the adult education field. First, there is a lack of a consistent funding to support in-service professional development requirements for some ESOL programs. For instance, in a study assessing the effectiveness of professional development (Smith et al., 2003), 73% of the educators sampled received three days or less in paid professional development leave time, and 23% of the instructors received no release time for paid professional development. This limits the number of professional development opportunities educators are able to attend (Schaetzel, 2007), and forfeits opportunities to increase the quality of the ESOL workforce.

Secondly, most of the in-service training opportunities are only short-term training programs and workshops (Smith and Gillespie, 2007). In a research study examining the relationship between features of professional development and teacher knowledge and application, time and the number of hours spent in training activities were critical factors in assessing the effectiveness of professional development activities. The study identified the most effective professional development activities as ongoing opportunities that extended over a long span of time (Garret, Porter, Desimone, Birman, and Yoon, 2001). Longer professional development activities yielded more time for reflection, observation, active learning opportunities, and planning times for

implementation of training material. To this point, the lack of time and hours offered in-service training for ESOL educators is worth more attention.

Thirdly, there are a number of constraints that inhibit the ability of ESOL educators to participate in professional development opportunities. These limitations include financial constraints, lack of time, lack of local development opportunities, and lack of knowledge about development opportunities (Smith and Gillespie, 2007). As for the financial constraints, educators are rarely paid for attending professional development activities. Time poses an issue for part-time educators who must attend professional development opportunities that occur regularly or for an extended period of time. In the same way, distance constraints prevent some educators from participating in professional development, especially those that are state organized. Additionally, some educators may not hear about professional development opportunities due to the lack of contact with other practitioners.

This provides important insights into professional development and teacher preparation at large. Professional development needs to be intentional, applicable, and tailored to the audience. Creative ways of training adult educators need to be employed to combat that high cost of developing employee skills. Moreover, the field needs to examine the requirements that are necessary for educators to possess before they start teaching. A clear distinction of what full-time, part-time, and volunteer tutors need to know is necessary. This idea will be explored further through examining certification, and its role in adult education.

Defining Certification

Certification has been become somewhat of a nebulous and elusive concept (Galbraith & Gilley, 1985). Its synonymous usage with terms such as accreditation, licensure, and credentialing has contributed to a growing misunderstanding of the term and its overall purpose. For instance, Galbraith & Gilley (1985) define certification as, "a voluntary process by which professional associations or organizations measure the competencies of individual practitioners." Harrold (1995) sometimes uses the word synonymously with accreditation and defines it as, "a formal statement of minimum essential standards based on education, experience, and professionalism which has the support of the Teachers of English as a Second Language (TESL) community." From these definitions, one might be led to think that certification and accreditation are essentially the same. However, Bratton & Hildebrand (1980) define accreditation as, "the process whereby an agency or association grants public recognition to a school, college, university, or specialized study program that meets certain predetermined qualifications or standards." For reasons such as these, providing a standard definition of the term certification is essential. For the purposes of this study, certification will be defined as, " a process by which professional associations, states, or others identify a set of knowledge, skills, and dispositions that a teacher must demonstrate. (Crandall, 1994; Crandall et al., 2008; Sabatini et al., 2002)"

Certification Requirements

While ESOL certification requirements have increased over the years, efforts to document those requirements for each state have been minimal (Crandall et al., 2008). The lack of personnel to update this information coupled with the ever-increasing

demand for ESOL services has contributed to this lack of systematic documentation. To address this need, Crandall et al. (2008) sought to uncover the state certification and professionalism requirements for ESOL instructors and collected information about current requirements through the exploration of ESOL program websites, state departments of education, and correspondences with district representatives. What they found was a wide variation of certification and professionalism requirements that differed among states and ESOL program classifications.

For some states, specific certification requirements are in place for teachers of ESOL while other states offer voluntary licensures or optional certificate programs. Some states require k-12 endorsement and the remaining states may only require a teacher to have obtained a certain level of education such as a bachelor's degree. This variability in certification requirements is partly due to the different types of ESOL programs to include those located in postsecondary institutions, community colleges, local education agencies, libraries, churches, school districts, and community-based organizations (Smith & Gomez, 2011; Crandall et al., 2008). For instance, many of the ESOL teachers employed by colleges and universities have TESOL training experience. In states that provide instruction through local education agencies, certification for secondary education is often required with the option of an ESL endorsement. Some of these states include Michigan, New Jersey, New York, Oklahoma, and Indiana. For community-based organizations, there are often no specific state requirements for certification. Thirty-eight states do not require their adult ESL instructors to obtain certification before they began teaching (Smith & Gomez, 2011).

In addition to these increased yet limited efforts to provide ESOL certifications requirements, efforts to provide certification to the adult education field have been even more radical. In 2000, fifty-one percent of fifty-three U.S. states and territories required certification for adult educators. These states included Alabama, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Indiana, Kansas, Kentucky, Louisiana, Maine, Michigan, Minnesota, Mississippi, Missouri, North Carolina, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Washington, Wisconsin, Guam, Northern Mariana Islands, and the Virgin Islands (National Institute for Literacy, 2000). In 2011, approximately a decade later, at least thirty-four states now have some form of requirement for adult educators that must be obtained before they are able to teach (Smith & Gomez, 2011). These requirements consist of a formal degree or a certain number of years in teaching experience, a formal degree and a k-12 licensure, and a formal degree or a credential before teaching. No states require part-time or full-time teachers to obtain certification in adult education before teaching (Smith & Gomez, 2011). However, there are some states that require certification, endorsement, or licensure after teachers began working. These states include Missouri, Arizona, Kansas, Arkansas, Colorado, and West Virginia.

While certain states may have similar requirements for ESOL teachers, the complexity and comprehensiveness of these requirements vary with each individual state (Crandall et al., 2008). In Massachusetts, the process for obtaining a voluntary adult basic education license is an arduous venture as compared to other adult education licensure programs. Individuals pursuing a license in Massachusetts must complete "an ABE/ESL subject matter test, a communication and literacy skills test, and demonstrate proficiency

in the professional ABE standards through (depending on level of experience in adult basic education) a combination of a portfolio, field experience, and/or practicum. (Smith and Gomez, 2011 pg. 24)" The portfolio must include documents such as lesson plans, reflections of the program and practicum experiences, work completed in the program, and/or teacher's observations. In states such as Texas, individuals pursuing a license in adult basic education must enroll in six graduate courses related to adult education and attend professional development workshops (Smith & Gomez, 2011). They then have to write reflections discussing how they used the information learned in the professional development workshops in their classrooms. In order to obtain their licenses they each must receive a total of thirty points from the six courses combined. These two licensure programs show the variance in the requirements for adult educators both in the structure and complexity of individual state programs. More importantly, they provide only a snapshot view of all the requirements currently in place.

Certification Benefits

Certification requirements in any fields can lead to a number of positive gains, but for the field of adult education, the benefits are numerous (Galbraith & Gilley, 1985; Perin, 1999; National Institute for Adult Literacy; 2000). First, certification promotes professionalism and enhances the credibility of a profession (Galbrith & Gilley, 1986). According to Perin (1999), professionalization may then "instill standardization and structure, make information on services available to learners, promote high quality teaching, encourage ongoing training via a certificate renewal, and ensure teachers have special knowledge of adult learning. (p.613)" This may in turn dispel some of the myths labeling adult educators as less qualified and ill equipped (Smith & Gomez, 2011) as

compared to teachers in other education settings. This may also increase the reputation of adult education programs among state and government stakeholders.

The second benefit of certification is its ability to establish a standard of professional competence (Shanahan, 1994). Bratton (1980) asserts that competencies are important for establishing a means of self-assessment and professional growth for adult educators, creating a common language among adult educators, and assisting adult education programs in hiring adult educators by providing a minimum set of skills and concepts that applicants should be able to demonstrate. Competencies also provide a basis for an evolving field.

The last benefit of certification to be discussed is its potential impact on programs and teacher quality (Shanaham, 1994). It is believed that high quality instruction will lead to better learner outcomes. Certification would provide a means for improving instruction through improving the quality of the educators facilitating the learning experiences (National Institute for Literacy, 2000).

Concerns about Certification

The National Institute for Literacy (2000) outlined five primary concerns of certification. These concerns included losing teachers to better paying jobs, the exclusion of current and potential teachers, lack of significance, and a lack of data on certification. To begin, certification requirements may lead to a decrease in the number of adult educators. Both full and part-time educators may resist these training requirements in favor of working in secondary education, where many of them have already obtained adequate certification via licensure. This reduction in number may also occur in reaction

to an increase in requirements without a corresponding increase in salary or benefits for adult educators. Another concern regarding certification, are the limitations that certification could potentially place on current and potential teachers. Teachers currently working in the field or future teachers may not be able to continue or even apply to adult education programs if they do not have the minimum requirements of certification. For some programs this may include a bachelor's degree or a k-12 education license. Obtaining these requirements could be costly and time consuming for persons currently working in the field or interested in teaching. With a growing demand for adult educators, specifically ESOL teachers, this could be devastating. The third concern with certification deals with the potential benefits of a certification program or the lack thereof. In a study surveying adult educators about their professional development experiences and preferences, the majority of educators indicated that they value professional development activities that they can apply to the classroom immediately. Some individuals worry that certification will be of little benefit to enhancing teacher and program quality if it is concerned only with educators accumulating hours in workshops. The final concern with implementing certification requirements is the lack of data on certification. There is currently little data linking certification to increased student achievement. For this reason, more research on certification has been advocated.

Volunteers and Certification

The question of whether to provide certification for volunteers has been widely debated (National Institute for Literacy, 2000). While the benefits of doing so may be clearly seen, the consequences of implementing such requirements are most alarming. To begin, the nature of ESOL instruction and the complexities therein warrant adequate

training. In addition to the challenge of teaching adult learners, ESOL instructors must overcome culture and ethnic barriers, multi-level classrooms, and English Language Learners who may be illiterate in their native language (Crandall et al., 2008; Schalge & Soga, 2008; Matthews- Aydinli & Van Horne, 2006). While many ESOL teachers and volunteers do have bachelor's degrees, which may be seen as a form of preparation by some, these degrees are often in subject areas other than ESOL and adult education (Crandall et al., 2008; Smith and Gomez, 2011). This is important to note because cultural sensitivity and differences in learning and teaching styles are critical to the success of English Language Learners, yet often overlooked (Harper & De Jong, 2004; Schalge & Soga; 2008). Schalge & Soga (2008) assessed the rate of absenteeism among English Language Learning programs in ESOL programs. In their research, some ELLs reported that their classes were often not aligned to their individual goals, the teachers taught the class in a way that was unfamiliar to their cultural education teaching styles, and the content of the instruction was perceived as boring by the students. Volunteers may also have to teach different types of ESL such as workplace English, and academic English. All of these reasons contribute to an argument in favor of certification requirements for volunteers.

Despite factors pointing to the need for certification requirements, there are multiple arguments as to why certification requirements for volunteers should not be considered. First, certification requirements could filter out qualified and experienced volunteers (Crandall et al., 2008). Consequently, a large percentage of the ESOL instructor population could be in danger of losing their positions or being denied by individual programs. With volunteers serving in such a large capacity in ESOL programs,

this could be catastrophic. Secondly, expenses and time associated with certification could prevent volunteers from applying to open positions. Most programs that utilize volunteers lack adequate funding and would not be able to pay for their volunteers to obtain certification. The frequency at which volunteers come and go within ESOL communities and their six to one year commitments make the value of certification questionable.

However, current calls for increased accountability and measures of student outcomes have made some states consider this phenomenon more seriously than others (Certification of Adult Education Teachers, 2000). Some states have implemented certification requirements for volunteers through the use of national trainer certification and credentialing programs. Volunteers may be required to participate in these trainings before and during their tenure in adult education programs. One example includes the ProLiteracy Trainer's Certification System. However, in Kansas, volunteers are simply encouraged to participate in existing certification programs.

Adult Educator Perceptions of Certification

There are few empirical studies in the adult education literature assessing the perceptions of adult educators regarding certification, let alone certification endeavors for ESOL instructors specifically. Much of the research conducted has been an assessment of adult educator perspectives of professional development in general, with the primary focus on in-service professional development. These surveys are generally divided into the following sections: teacher preparation and background, professional development preferences, content subject needs, and funding support for professional development activities (Sabatani et al., 2002). They provide valuable information about adult educators

and their professional profiles, but little significance for assessing certification perceptions. Perin (1999) assessed the need for and importance of certification in adult education. This study included two surveys about professional development in adult education, which were distributed to a population of 139 adult literacy educators. In this study, 50% of the respondents agreed that there should be certification standards for adult literacy instructors, 43% respondents answered "maybe," and 7% disagreed with the comment. For the those who agreed, some respondents felt that certification should be demonstrated through credentialing rather than obtained in a traditional course, certification should be aligned with a salary scale, and that being uncertified in adult education was offensive to those in the field that are certified. For those who answered, "maybe," some individuals felt that certification does not guarantee quality teaching and may exclude qualified teachers and tutors from teaching adults. It is important to note that ten interviews were also conducted and while the participants were inconsistent in their perceptions of certification, they "saw certification as a way to regularize the profession, eliminate ineffective teachers, increase the field's credibility, raise educational quality, and attract more funding. (Perin, 1999 p.614)"

In a more recent study, Smith and Gomez (2011) assessed the value and beliefs adult educators hold about certification. In this study, which assessed 428 paid teachers, researchers, counselors and other staff, policy makers, administrators, professional developers, there was a general agreement that certification 1) can help professionalize the adult education field, 2) should be followed by salary increases, and 3) should be readily available. They also felt that one of the challenges to certification was the lack of well-paid and stable jobs. There was less agreement however in opinions concerning

whether adult educators should be certified in adult education before teaching adults, whether certification related to adult learning is essential to teaching adults, and the institutions that should be responsible for delivering the instruction. Many of the respondents also disagreed with the statement that volunteers should be certified before teaching adults. This study did not distinguish between the subjects in which adult educators taught. To this point, the perspectives of ESOL instructors in regards to certification cannot be readily identified.

Methods Section

Introduction

The methodology section of this research will begin by providing an overview of the research study including the research questions and hypotheses. It will then discuss the research setting, participants, measurement instruments, and the validity and reliability measures the researcher employed throughout the study. This section will conclude with an outline of the potential threats to the study's validity.

Overview

This study employed a mixed method approach, using a comprehensive survey instrument, and semi-structured interviews to gather all necessary data. These instruments assessed the participants' demographical information (educational/teaching experiences), certification perceptions, and their professional development preferences. The demographic data consisted of items such as the educational background, years of experience in teaching adults, and the professional status of the participants as a full-time, part-time, or volunteer ESOL instructor/tutors. The items measuring certification perception assessed the participants' views regarding ESOL certification and personal beliefs about its practicality, role in adult education, and perceived benefits and/or disadvantages. Finally, the research inquired about the types of professional activities participants desire to attend, the specific professional development activities that are most useful for them individually, and the approaches that organizations should consider when

developing professional development opportunities. The researcher analyzed the data collected using descriptive statistics and open coding

Research Questions

This study used the following research questions as a guide to design and develop the data collection process described in this section. The variables in these questions played a critical role in the development of the research's survey and interview instruments, as well as the selection of the study's participants. The questions are as follows:

1) What is the impact of teacher preparation on the in-service professional development preferences of adult ESOL instructors and tutors?

2) How should the differing role of adult ESOL instructors as full-time, part-time, and volunteer tutors impact their certification requirements for teaching adult English Language Learners?

Research Hypothesis

This study proposed two hypotheses. Each of these hypotheses was developed from the insights highlighted in the relevant literature. These constructs help identify the outcomes the researcher sought to discover through the methods outlined in this section of the research paper. The hypotheses are as follows:

H1) Professional development activities that are practical and can be applied immediately will be valued the most by adult ESOL instructors/tutors regardless of their degrees of teacher preparation.

H2) There will be little to no agreement with implementing certification requirements for ESOL volunteer tutors.

Setting

The setting for this research varied with each of the interviews and survey participants. The researcher selected multiple community-based and state-funded adult education programs within the state of Virginia to participate in this research study. Consequently, a variety of different venues, including the facilities of the programs providing participants, public libraries, churches, public school buildings, college campuses, and participant homes may have functioned as the setting during the data collection process. For the qualitative portion of this research, the interviews were held at the office of an interviewee, a local Barnes and Noble book store, and over the phone. The location of the phone interviewee is unknown. The setting of the study was at the discretion of the participant for both the surveys and semi-structured interviews.

Participants

The researcher used both purposive and convenience sampling to recruit full-time ESOL instructors, part-time ESOL instructors, and volunteer tutors and instructors. In order to recruit participants, the researcher communicated individually with the adult education program directors of the research participants via phone, email, or face-to-face meetings. The purpose of these meetings was to inform the director about the research study and to gain approval for participant inclusion in the study. The researcher met with one provider in a face to face meeting, two providers via phone, and communication for the remaining providers consisted of emails. The researcher contacted thirty two adult

education providers via email requesting their participation in this research. Nine of these

providers participated in the study. These providers are outlined in the table below.

Table 3.1 Adult Educator Provider List and Potential Participants

Adult Education Provider	Status of Participants
Career Development Academy	Part-time and Full-time Instructors
Charlottesville Adult Learning Center	Part-time Instructors
Henrico County Adult Education Center	Part-time Instructors
Literacy Council of Northern Virginia	Volunteer Tutors and Instructors
Literacy Volunteers of Charlottesville/Albemarle	Volunteer Tutors
Massenutten Technical Center	Part-time Instructors
Newport News Adult and Continuing Education	Part-time Instructors
Skyline Literacy Coalition	Volunteer Instructors and Tutors
Staunton/ Augusta Adult Learning Center	Part-time Instructors

Table 3.1 provides displays all of the organizations that participated in this research. The

providers with a predominately part-time workforce typically had between 5 to 10

instructors. The providers relying on volunteers typically had at least 25 volunteers.

Ninety-seven instructors from these organizations attempted the survey, however, only 66

completed the survey.

Participants Continued

The Virginia Adult Learning Resource Center's website was a major component of the provider selection process. The researcher used the site's adult education provider list to identify and select potential participants. The researcher selected the providers by considering their location and the status of their ESOL instructors and tutors as full-time, part-time, and/or volunteers. For instance, the Career and Development Academy and the Massenutten Technical Institute supplied the researcher with part-time ESOL instructors. The Skyline Literacy Center and Literacy Volunteers of Charlottesville/Albemarle provided the volunteer ESOL tutor and instructor population. Additionally, the researcher contacted providers with whom she had personal affiliations, those close in proximity, providers located in areas with large populations of English language learners, and providers referred to the researcher by non-eligible providers. The criteria for inclusion in this study required participants to be full-time ESOL instructors, part-time ESOL instructors, and/ or volunteer ESOL tutors or instructors that are actively teaching or tutoring in an adult education program or organization with a focus on teaching ESOL. ESOL instructors or tutors that teach at multiple sites and in various adult basic education subjects were also eligible for inclusion in the study.

The demographic information of the participants may vary considerably. The participants in this study are expected to range from a variety of ages with the average instructor/tutor between the ages of 18 and 75. They are expected to be racially and ethnically diverse. African-Americans, Hispanic Americans, and Caucasians are among some of the racial identities that may be represented in the study. The social economic status of the participants is also expected to vary, alongside the educational backgrounds

and teaching experiences of the participants. Approximate accounts of the participant demographics cannot be highlighted because this research did not assess these constructs. The researcher chose to forgo this information due to the length of the survey instrument. The information above is a projection of participant demographics based on those outlined in relevant literature.

Measurement Instruments

This research used questions from two existing survey instruments and information discussed in relevant research to construct the study's survey and interview protocol. These questions measured items pertaining to teacher preparation, certification requirements, and professional development. The measurement instruments were comprised of information from the following: the Certifying Adult Education Staff and Faculty National Survey (CAESFNS), Kentucky Adult Education Professional Development Survey, Certifying Adult Education Staff and Faculty research article (Smith & Gomez, 2011), The Professionalization of Adult education: Can Sate Certification of Adult Educators Contribute to a More Professional Workforce? State Policy Update (National Institute for Literacy, 2000), and the Adult ESL Teacher Credentialing and Certification Table (Crandall, 2010). The remainder of this this section will highlight the individual components of the survey instrument/scale, the process utilized to create the survey, the semi- structured interview components, and the recruiting process for the interview participants.

Survey Components

To start, the survey contained three sections related to each of the variables in this study including: teacher preparation, teacher status, certification requirements, and

professional development. The first six questions shed insight on topics related to teacher

preparation and teacher status. This included participants' number of years working in

adult education, current certification status, ESOL instructor status, educational

background, and the participants' non adult educational teaching experience. The next

section of the survey assessed certification perceptions and requirements. The researcher

measured certification perceptions and requirements by using a Likert scale of

agreement/disagreement. This allowed the research participants to rate each statement by

indicating if they strongly agree, agree, disagree, or strongly disagree. The statements

consisted of beliefs about certification regarding salary, who should be certified, and the

breadth of those requirements for full-time, part-time, and volunteer instructors and

tutors. The final section of the research assessed the professional development

preferences of the research participants. This included items pertaining to the content of

professional development, the way in which it is delivered, and the considerations for the

design of professional development. The majority of the survey questions were designed

by published researchers in the adult education field.

CAESFNS

The first survey employed was the CAESFNS survey instrument. The CAESFNS

is a survey instrument that measures the perceptions of adult basic education staff,

faculty, and policy makers on the issue of certification as it relates to adult basic

education. The questions assessing teacher preparation and certification perceptions

derived from the CAESFNS. Some of the questions were revised to target the ESOL

instructor community specifically, and the teacher preparation variable in this research

study. The researcher obtained permission from the Council of Advancement for Adult

Literacy to utilize and revise the survey questions. Once these items were solidified, the researcher employed the use of research discussing certification for adult ESOL teachers.

This research consisted of the Professionalization of Adult education: Can State Certification of Adult Educators Contribute to a More Professional Workforce? State Policy Update (National Institute for Literacy, 2000) and the Adult ESL Teacher Credentialing and Certification Table (Crandall, 2010). General concepts from the state policy update was compared with the items outlined in the Adult ESL Teacher Credentialing and Certification Table (Crandall et al., 2008) to create a list of requirements that participants were asked to review for full-time, part-time, and volunteer instructors and tutors. The items in this section of the survey are essentially the ESL requirements outlined by Crandall et al., (2008).

The Kentucky Adult Education Professional Development Survey

The Kentucky Adult Education Professional Development Survey provided questions that measured participant views on professional development. The Kentucky Professional Adult Education Survey is an extensive survey instrument assessing the professional develops needs and preferences of adult educators. All of the questions pertaining to professional development derived from this survey. These questions asked participants to choose specific professional activities that were most beneficial, specific content that they would like to see addressed, and their opinions regarding the nature of how professional development should be designed. The survey also required them to rank various items, select multiple options from a list of potential responses, and indicate their agreement or disagreement with relevant statements using the Likert scale. The Kentucky

Adult Education office granted the researcher permission to use all of the professional development items in the scale. The survey scale consisted of 17 questions.

The survey instrument was distributed via Qualtrics Online Survey Software. While all of the participants completed the Qualtrics online survey, the way in which the link was distributed varied with the organizations. Some providers asked to distribute the survey to their volunteers or instructors via their email database, while other providers had their volunteers contact the researcher to complete the survey. The researcher distributed the survey to the constituents of two providers via email. The remaining providers distributed the survey themselves. The researcher provided the providers with a paragraph stating the purpose of the research the individuals eligible to participate. To ensure that the participants were reminded of their participant rights, the researcher outlined the purpose of the research, the nature of the research, contact information for the researcher, and the participants' rights in the first question of the survey. The survey was active for 18 days, January 26, 2012 through February 13, 2012. The results were stored in Qualtrics (for the online surveys).

Semi- Structured Interviews

The semi-structured interviews consisted of three interviews with a full-time ESOL instructor, part-time ESOL instructor, and volunteer tutor. By interviewing three different types of instructors, the researcher was better able to compare and contrast the data from the interviews with the quantitative data of the study. The survey instrument consisted of 6 interview questions, but follow-up questions were asked accordingly. The number of follow-up questions varied with each participant. All of the interviews were recorded by the researcher, and each conversation was transcribed verbatim. Interviews

lasted for a maximum of thirty five minutes, but the timing of the interview varied with each individual interviewee. The researcher was responsible for recording, conducting, and transcribing the interviews.

Interview Recruiting Process

In order to recruit interviewees for this research study, the researcher consulted with participating organizations to find potential candidates and emailed or met with each candidate to explain the purpose of the study and how the information will be used. During this process, the researcher informed the interviewees of the length of time for interviews, and ensured the confidentiality of their participation and responses. The researcher also provided the interviewees with contact information for the researcher. Before the researcher conducted the actual interview, the researcher explained the major rights (confidentiality, termination of participation, recording logistics) of the interviewees, and had them read and sign the complete description of their rights as a participant in this study. Once completed, the researcher began the semi-structured interview. This information was stored in a private location of the researcher.

Validity and Reliability

The validity and reliability of this study's survey instrument and the interview protocol was established by having the survey reviewed by experts in the field and peers in the Adult Education Human Resource and Development Program. These individuals included Dr. Stephanie Wasta, program coordinator of the Teachers of English and Other Languages minors program at James Madison University (JMU), and Dr. Diane Wilcox, the Adult Human Resources and Development Program coordinator at JMU (chair of this research study). They checked the content and format of the survey for its

appropriateness. The survey was revised accordingly. The researcher also piloted the survey with an adult ESOL volunteer tutor and a former ESOL part-time teacher. The researcher incorporated their feedback in the final survey. Additionally, the researcher identified the variables associated with each item of the inventory to ensure that all questions were relevant and reflective of the research variables being studied.

Threats to Internal Validity

The threats to internal validity include the subject characteristics threat, location threat, attitudes of subject threat, and researcher bias. Each of these threats will be explored in detail. To start, the subject characteristic threat can impact the internal validity of this study in a number of ways. While the survey instrument contains items assessing teacher educational background and work experiences, it does not consider confounding variables such as the participants' age, ethnicity, political and religious beliefs, and socioeconomic status. These variables could potentially influence how the participants view certification and their requirements. For instance, some of the participants may be hesitant toward comprehensive certification enforcement because they cannot afford it. Other instructors may believe it is unnecessary because they were once students of non-certified ESOL instructors and learned English sufficiently. For some participants, their political beliefs and knowledge regarding the state government's allocation of funds to adult education centers may contribute to their opinions of certification. All of these subject characteristics could potentially impact the survey responses and generate relationships between variables that are of little value.

Another threat to the internal validity in this study is the location where the participants will complete their survey. This is viewed as a threat because the participants

are expected to complete the survey in a variety of locations that may have favorable conditions for the participant or a number of distractions. These distractions may include loud music, technological mishaps, poor lighting, crowded environments, and limited resources. In this way, the participant may not be as deliberate or thorough in their approach to completing the survey statements, thus the results for the study may be an inadequate reflection of their actual views.

The third threat to internal validity in this study is the attitudes of subject threat. This threat is relevant because of the nature of this study. The way in which the participants view this study and their role in this research could potentially impact their responses. For instance, if a participant views the study as important and necessary for the adult education community, they may think more carefully about their responses to each question. Additionally, if the participant is working in a program where certification requirements have been mandated, they may be more inclined to reflect positively on the subject because of their positions in the organization.

The last pertinent threat to validity in this study is the researcher bias effect. This threat is most applicable to the semi-structured interviews. The non-verbal clues, voice intonations, and attitude of the researcher may impact the responses of the participant in unanticipated ways. The participant may respond more favorably to questions in order to gain the approval of the researcher, or in ways that are less consistent with their actual beliefs. Some of the ways in which this study will reduce these threats include providing clear directions for the survey instrument, ensuring participant anonymity in the study, and standardizing the data collection methods.

Threats to Reliability

There are three primary threats to reliability in this study, the sample population size, situational factors such as the mood, motivation, and fatigue of potential participants, and errors in entering the data (Riss-Ef & Preskill, 2009). First, the sample size of the participants was relatively small due to the limited number of ESOL instructors working in adult education centers. Most centers in this research have less than ten instructors. In order to minimize this effect on the reliability of this research's findings, multiple adult education centers were invited to participate in this study. The use of interviews among adult educators was also employed to reduce the effects of the small sample size and to gain similar information about the research questions in a different form. For this reason, the researcher interviewed a full-time, part-time, and volunteer ESOL instructor for the semi-structured interviews.

In addition to the size of the sample in this study, situational factors beyond the researchers control also threaten the reliability of the research findings. As mentioned above, these include the participant factors of mood, motivation, and fatigue. In order to minimize this effect, the researcher structured the survey to be user-friendly by varying the types of questions, length of questions, and being sensitive to the number of survey items to be included in the survey distributed. The researcher eliminated questions that were superfluous and asked multiple people to review the survey before distributing it.

The last threat to reliability identified in this study consists of potential participant errors when entering the data. The electronic format of the survey may have indirectly enabled participants to mistakenly select answer choices that were inconsistent with their actual beliefs. This may have occurred more frequently on items using a Likert scale. To

offset this threat, the researcher included directions on the survey for questions that may have been challenging to understand otherwise. The researcher also considered the survey question format and construction to minimize this reliability threat.

Chapter IV

Data Analysis

This section will begin by exploring the methods used to analyze the data

collected in this research study. The researcher will first describe the methods used to

report the survey findings, followed by a detailed description of the qualitative coding

process. Section A will describe the data analyses process for the survey instrument and

research interviews. Section B will report the research findings.

Section A

Quantitative Data Analyses Process

The findings of this survey research were analyzed via descriptive statistics.

Frequency charts, bar graphs, and cross tabulation tables were developed to describe the

responses of the survey. The researcher chose to employ this method after reviewing

multiple research studies examining similar variables. Moreover, the qualitative nature of

the survey questions warranted a data analysis process with minimal statistical analyses.

This section will begin by highlighting participant demographics related to education and

teacher experience. Following the demographics, this section will use cross tabulation

tables to describe potential relationships between variables as they relate to the

overarching research questions for this study. The analyses will only describe the results

in this study. Generalizations will not be prescribed to the population at large.

Open coding Analyses

The qualitative data of this research was analyzed through open coding. The

researcher used methods outlined in the works of Creswell (1998), Patton (2001),

Silverstein (2003) and Fraenkel and Wallen (2000) to determine the best approach for

this study. A combined approach was implemented. Through a sequence of outlined steps, the researcher was able to successfully code the interview data. These steps consisted of reviewing the transcriptions extensively, extracting the important information in the transcriptions, developing codes, and assigning the interview data to each of the codes.

The researcher began the process of coding the interviews by reading the interview data thoroughly and repeatedly. While reading the responses, the researcher engaged in copious note-taking; highlighting information that was important and outlining specific questions that derived from the responses. The researcher also noted specific statements in the transcriptions that contrasted or expressed similar ideas to that in the research. The researcher printed the transcriptions to make the process more manageable. Each transcription was read at least four times. During the first reading, the researcher did not take any notes on the transcriptions. Special attention was devoted to analyzing the information in the context of the ESOL instructor statuses of full-time, part-time, and volunteer tutors. The researcher also sought to let the transcriptions speak for themselves, without applying biases to the data. Subsequent readings utilized increased note-taking and transcription mark-ups.

Once the transcriptions were read extensively, the researcher then extrapolated the important parts of the interview data. This required the researcher to compare the interview responses with the interview questions and highlighted all relevant data. The information related to the interview questions and variables of the study were defined as important. The remaining interview data were no longer consulted in the data analyses process.

Next, the researcher assigned categories to the interview responses. The researcher had many categories and consolidated them into codes. The codes reflect the topics and issues highlighted in the adult ESOL/education literature. The codes consisted of the broader milieus for the outlined categories. After this task was completed, the researcher sorted the data into the coded categories. This was an iterative process and codes were constantly being revised. The researcher used an electronic table to facilitate this process. The information considered to be important was chunked into each of the specific codes. Some codes had more information than others. The researcher kept a personal document indicating the reasons why specific data were assigned to a specific category.

The researcher then examined the relationship between the categories and compared and contrasted the data with the hypotheses of this study. This data will be displayed in tables, diagrams, graphs, and/or matrices. The researcher will also highlight quotes or excerpts from the response that may be useful in the researcher's discussion of the results. The information found in the semi-structured interviews will be synched with the information found in the quantitative data collected.

Section B

  This research assessed the participant demographics through the use of eight survey items. The survey requested the following demographic information: participants' years of teaching experience in adult education and ESOL, primary role in the adult ESOL field, highest education level, current certification status, types of ESOL classes currently taught, average number of students taught, and the participant's exposure to different languages in their home. A summary of the findings is located after the table.

Figure 4.1 Primary Role of Instructor
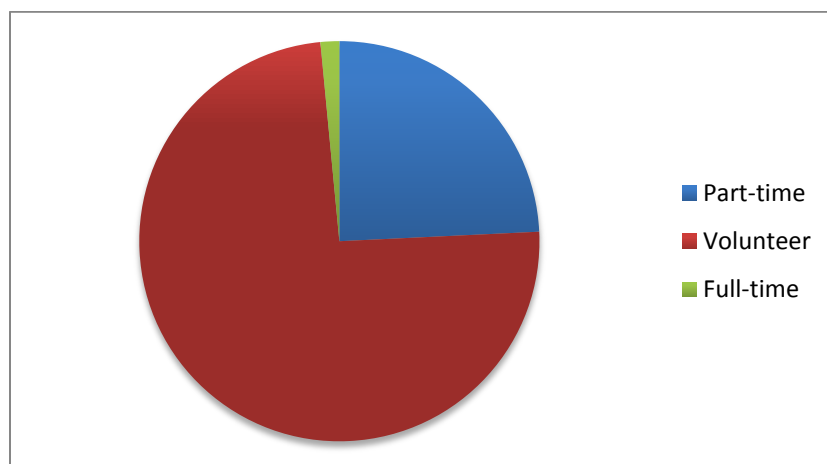
  This pie chart displays the participant distribution of full-time, part-time, and volunteer instructors. As seen in this chart, volunteer instructors make up the majority of the participants in this study. Twenty-five percent of the participants were part-time instructors and 2% of the participant pool consisted of full-time instructors. This distribution is somewhat reflective of the field but also the size and types of organizations that chose to participate in this study.

Figure 4.2 Highest Education Level of Instructors/Tutor
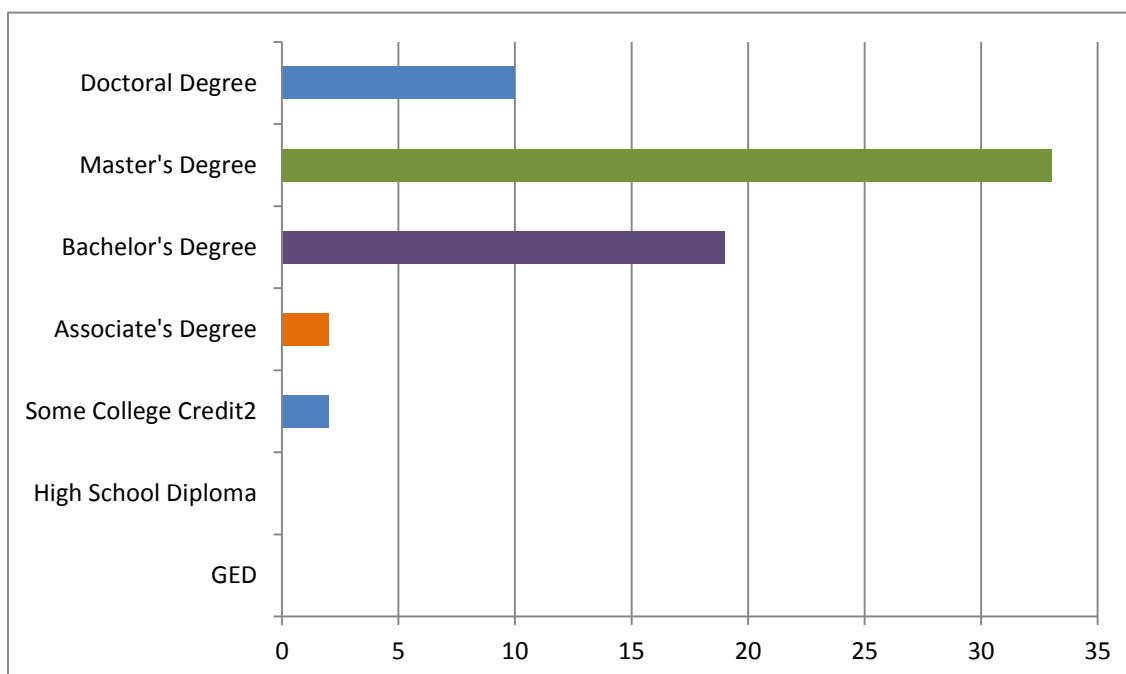
Figure 4.3 Instructor/Tutor Certification Statuses
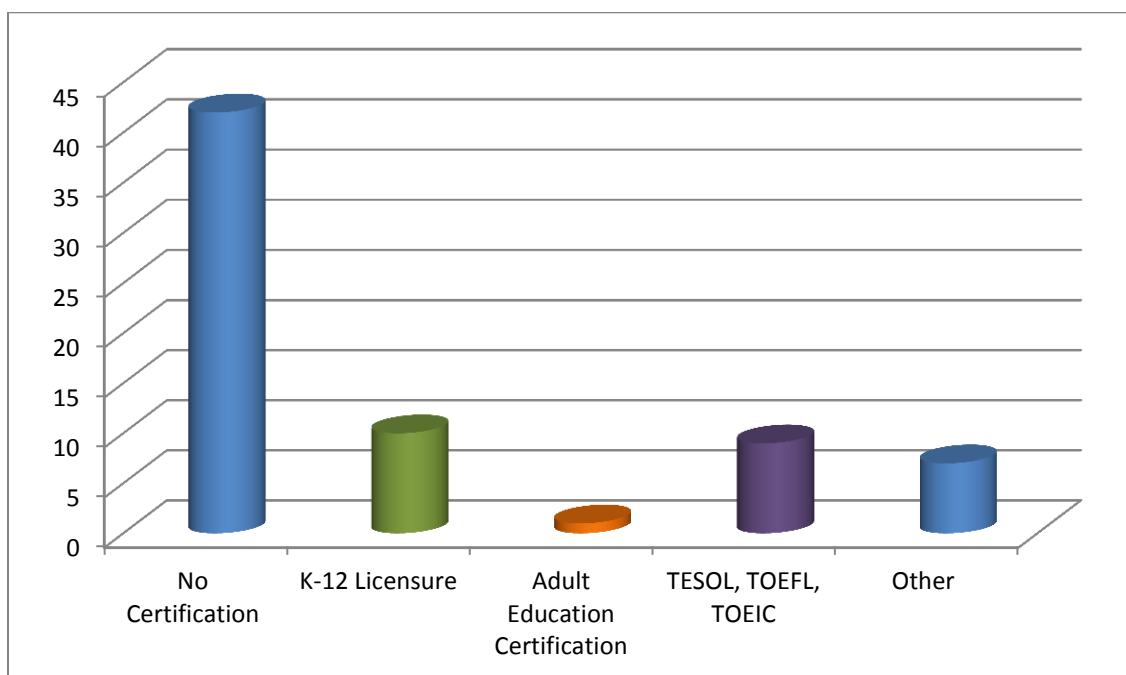
Demographic Description of Instructors/ Tutors

The ESOL teachers in this research have taught for a wide range of years in both adult education and adult ESOL. The majority of teachers have taught between 1 to 5 years (35%) in adult education. Twenty six percent of the teachers have less than 1 year of teaching experience in adult education and 20% of the teachers have taught in adult education for 6 to 10 years or 11 or more years. When it comes to teaching experience in adult ESOL, 45% of teachers have taught for 1 to 5 years. Twenty three percent of respondents have taught for 6 to 10 years and 12% have taught for 11 or more years. Twenty percent of the respondents reported teaching adult ESOL for less than one year.

The largest groups of respondents in this research consisted of volunteer teachers and tutors (74%). Only 2% (1 person) of the respondents were full-time instructors. The remaining 25% was part-time instructors. As for their educational background, almost 97% of the teachers held at least a bachelor's degree. Approximately half of the teachers held a Master's degree.

Twenty nine percent of respondents held a bachelor's degree, and 15% of the respondents had obtained their doctoral degree. Three percent of the sample had their Associate's degree. Most of these teachers have no certification (64%). Only 2% of the respondents have an adult education certification while 15% of respondents hold k-12 licensures. Fourteen percent of respondents have completed ESOL specific certification such as TESOL/TOEFL/TOEIC and the remaining 11% has another form of certification.

Additionally, the most common form of ESL taught previously for these instructors consisted of English for Speakers of Other Languages (ESOL) (92%). The

respondents also taught k-12 (21%), English as a Foreign Languages (EFL) (17%), and English Literacy Civics (15%). These teachers not only teach English but many (42%) of the respondents are proficient in a language other than English, although many (88%) of them did not grow up in bilingual households. For the 12% of respondents who were raised in bilingual/multilingual households, they spoke a plethora of languages. These include Turkish, Albanian, Swiss, German, English, Japanese, Spanish, Dutch, Greek, Bulgarian, Russian, and Hungarian.

Data Analysis of Research Questions

This research study sought to discover the impact of teacher preparation on the in-service professional development preferences of adult ESL instructors and tutors.

In order to accomplish this, four cross tabulation tables were created to examine the variables of teacher preparation and in service professional development preferences. The questions assessing teacher preparation identified the respondent's number of years in teaching adult education and ESOL, highest educational background, and certification status. The in-service professional development preferences consisted of survey questions assessing the nature of how professional development should be developed and the general content of the professional development activities. This section will report the results of this survey by reviewing each sub-set of teacher preparation against the question assessing in-service professional development preferences. This section will also report the findings of all other survey questions related to professional development. The cross tabulation tables are located in the appendices.

These tables display the views of volunteer instructors and tutors, part-time instructors, and full-time instructors on issues pertaining to the nature of professional development for adult ESOL instructors and tutors. The status of adult ESOL instructors is the first sub-set of the teacher preparation variable that will be reported alongside the in service professional development preferences of these adult ESOL instructors and tutors.

Teacher Preparation (Primary Role) and Professional Development Preferences

As can be seen in the tables displayed Appendix F, the respondents generally agreed that there are few differences between volunteer instructors, part-time instructors, and full-time instructors on matters pertaining to professional development. For each of these groups, most respondents either or agreed or strongly agreed with the following statements: professional development should be grounded in research or theory (V- 68%, Pt- 81%, Ft- 100%), practical and related to my work (100% for all groups), encourage collaboration with colleagues (V-85%, Pt- 93%, Ft- 100%), have a strong relevant content (V- 100%, Pt-93%, Ft- 100%), enable participants to be actively engaged in the learning process (100% for all groups), have a follow-up or ongoing support structure (V-79%, Pt- 81%, Ft- 100%), establish a network or learning community (V- 81%, Pt- 81%, Ft- 100%), highlights best practice (V- 93%, Pt- 93%, Ft- 100%), and prepare one for a new initiative or requirement (V- 83%, Pt- 93%, Ft- 100%). The professional development statements with the highest number of strongly agree responses overall, indicated that these instructors value professional development opportunities that are practical and related to their work, have a strong relevant content, and those that help them engage in the learning process.

The interview responses collected in this research further support these findings. Each of the participants, regardless of their status, recognized a need for professional development that was practical, relevant, and connected teachers with their peers. The volunteer interviewee described it in terms of weekly collaboration among teachers instructing similar courses. They could share their lesson plans, ideas, and brainstorm effective teaching practices for their classrooms. Another interviewee identified a need for practical professional development that could be exemplified through shadowing experiences where more experienced teachers help novice teachers inside and outside of the classroom.

Teacher Preparation (ESOL Teaching Experience) and Professional Development Preferences

The next group of cross tabulation tables in Appendix G displays the teaching experience of ESOL teachers and tutors in adult education and ESOL alongside the in-service professional development preferences of adult ESOL instructors and tutors. The instructors and tutor's teaching experience in adult education and ESOL is the second and third subset of the teacher preparation variable in this study.

The findings in these tables indicate no substantial difference between the number of years the respondents have taught in ESOL or adult education and their responses to these professional development statements. While some of the instructors differed in the extent to which they valued certain professional development preferences, this seemed to be impacted only minimally by the number of the instructors' years of field-based work experience. The findings also showed a general agreement of grounding professional development in theory, ensuring that is practical and relevant, encourages collaboration

with colleagues, have a strong relevant content, and enable participants to be actively

involved in the content. Many of the respondents agreed (81%) that professional

development should have a follow-up ongoing support structure, establish a network or

community (84%), highlight best practices and prepare individuals for new initiatives or

requirements (93%). The majority of disagreement (18%) was in response to the need for

follow-up and ongoing instruction. There was slight disagreement among groups

concerning the plea for professional development to be rooted in theory (19%). Lastly,

respondents that have taught in both adult education and ESOL tended to indicate a

stronger agreement with the professional development statements.

Teacher Preparation (Highest Education Level) and Professional Development

Preferences

The cross tabulation tables in Appendix H display the third and fourth subsets of

the teacher preparation variable alongside the in-service professional development

preferences of adult ESOL instructors and tutors. This subset examines the highest

education level of the ESOL teachers and tutors and their current certification status. The

education levels consist of a GED, high school diploma, associates degree, bachelor's

degree, master's degree, and doctoral degree. The certification status consist of no

certification, k-12 licensure, adult education certification, TESOL, TEOFL, and TOEIC

certification. Respondents were also give the option to indicate if they completed a

certification not listed in the survey item.

ESOL teachers and tutors with various degrees of education reported a general

agreement with the statements regarding professional development. Out of the 19

individuals with a bachelor's degree, most of them agreed that professional development

should be grounded in research theory (89%), practical and relevant (100%), encourage collaboration with collegeauges (94%), have a strong relevant content (100%) and enable them to have a follow-up or ongoing structure (89%). The entire group agreed that it should enable them to actively engage in the activity, highlight best practice (84%), and 84% agreed that professional development should prepare them for new initiatives. The responses of the 32 individuals with a Master's degree was slightly different. Eighty-one percent of this population agreed that professional development should have a follow-up structure, establish a network or learning communtity (81%), highlight best practices (100%), and prepare one for a new intitiative (87%). Eighty-one percent strongly agreed with professional development that contained an on going support structure. Those with a doctoral degrees maintained simular views. They agreed that professional development should have a follow-up structure (70%), establish a network or community (81%), highlight best practices (100%), and prepare one for new intitialtives (80%). Fifty percent of this population indicated that professional development should highlight best practices.
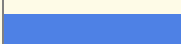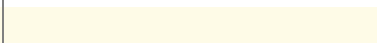
The scores for certification status were similar to those for the highest educational background. The majority of respondents agreed or strongly agreed to all of the professional development statements. There was no large difference noted between individuals holding differnce forms of certificaiotn or no certificaiton at all.

Figure 4.4 Professional Development Activities

Top 3 Professional Development Opportunities
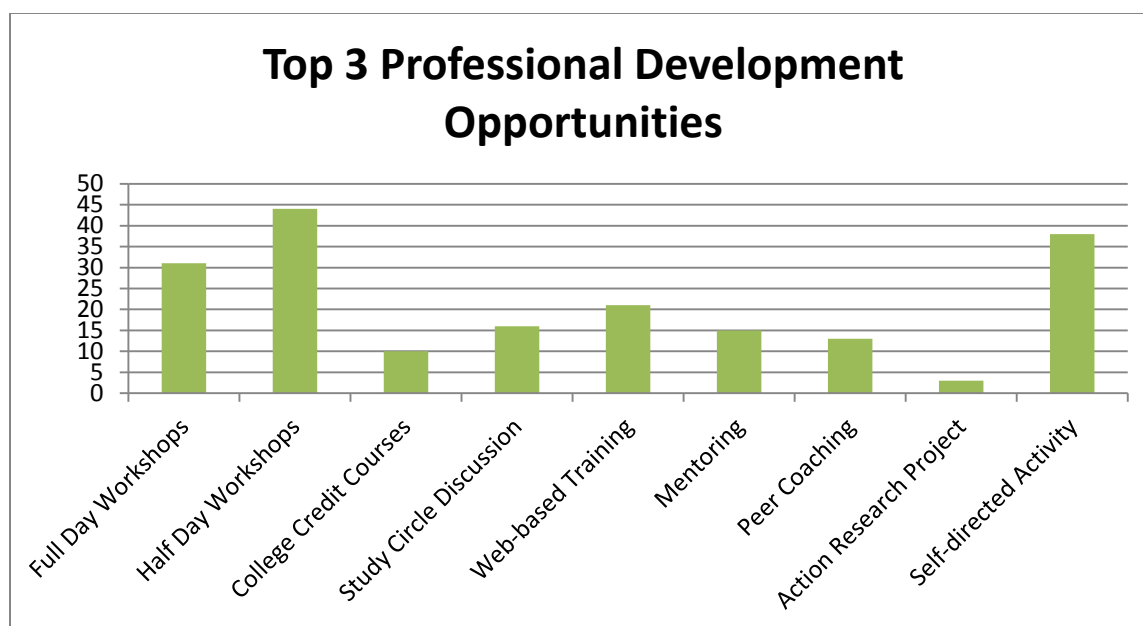
Professional development typically occurs in a variety of formats. The participants in this survey were asked to identify their top three professional development formats. Most instructors chose full day workshops (47%), half day workshops (67%), and self-directed activity (58%). Action research projects (5%), and college credit courses (17%) were among the least preferred professional development formats. For the interviewees in this research, they identified mentoring and peer coaching as the most useful and desired professional development activities. As one interviewee described it, "we need spend more time on designs that involve apprenticeship and mentorship." For the volunteer teacher, it was these types of interactions that "kept her going." This ESOL teacher developed as a teacher by collaborating with other teachers and observing their lesson plans and how they were implemented. It is important to note that these research participants did see a value in the other types of professional development activities. However, they felt that mentoring and peer coaching were most needed.

Figure 4.5 Professional Development Content Needs

#	Answer		Response	%
1	Lesson planning		39	59%
5	Strategies for preparing students for post-secondary education		16	24%
7	Strategies for using computer technology in the classroom		25	38%
3	Teaching multiple levels in the same classroom		36	55%
6	Techniques for helping students develop good study skills		25	38%
4	Techniques for teaching students with differing learning styles		43	66%
2	Using multiple instructional strategies		51	79%

This survey asked participants to choose the professional development topics that would be most beneficial to them. The instructors and tutors participating in this research indicated the strongest need for professional development that teaches one how to use multiple instructional strategies (79%), techniques for teaching students with different learning styles (66%), and professional development focused on lesson planning (55%). The findings from the interviews were consistent with these reports. One of the greatest instructional needs for these ESOL teachers consisted of learning more instructional strategies. For two of the three interviewees, teaching English to non-English speakers without any knowledge of the English language learners' native tongue was incredibly difficult. They expressed a desire for a class that teaches ESOL teachers "how to

communicate, explain, and define English grammar, pronunciation….in your own language so that foreign language students can comprehend." Additionally, they also identified a need for a course very similar to techniques for teaching students with differing learning styles. Instead of this terminology, they phrased it as a "crash course of whatever level you're going to teach." These teachers wanted a course to help them become more familiar with their learners beforehand they entered the classroom. This course would provide teachers with an awareness of what their learners may already know, their specific needs, potential difficulties for these students in assimilating into American culture, and they types of goals that are most appropriate for learners in a specific level of ESL. Finally, one interviewee highlighted the need for a course on lesson planning. From his observation, many of his colleagues approached the lesson planning process without "the end in mind." Their lessons plans, from his perspective, lacked objectives or expectations of what the learners would be able to accomplish at the end of the class.

The next section will explore the results of the survey data pertaining to certification perceptions and requirements. The first section will review the responses for general statements about certificaion. The next three tables will specify the requirements deemed appropriate for volunteer, part-time, and full-time adult ESOL teachers. This data anlysis will use individual tables to organize the results for each of these groups.

Table 4.1 Certification Perceptions

#	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
1	Adult ESOL instructors should be required to complete some form of ESOL certification	2	12	36	16	66
2	Adult ESOL tutors should be required to complete some form of ESOL certification	4	24	33	5	66
3	There should be a uniform certification program for ESOL instructors in the same state	3	20	35	8	66
4	Certification should lead to higher salaries for part-time and full-time instructors	2	4	43	17	66
5	Content standards for ESOL certification programs should be the same for full-time, part-time, and volunteer tutors	4	29	29	4	66
6	Certified instructors/tutors as opposed to non-certified instructors/tutors are better prepared to teach adult ESOL students	5	23	34	4	66
7	It is important to learn how to teach adults	1	4	43	18	66
8	The benefits of completing an ESOL certification program are worth the time and resources invested	0	13	43	10	66

The certification perceptions of the respondents were diverse in nature. There was a

strong agreement that ESOL instructors should complete some form of ESOL

certification (80%) while 58% of respondents believed that this requirement should also

apply to ESOL tutors. The question of who should be certified differed for instructors and

tutors, but 90% of respondents agreed or strongly agreed that certification should lead to

higher salaries for full-time, part-time, and volunteer tutors. Despite the potential

monetary gains that could or should result from these certifications, the respondents do attribute value in obtaining certifcation (80%). These individuals also believe that it is important to learn how to teach adults (60%).

Much like the survey participants, the interviewees also indicated simular views about certification. When asked about his beliefs about certification requirements, one interviewee responded, "Well, I think the first thing I would say is that I do believe in and fully endorse professional training for ESOL instruction. I think that we do need training and very specific and highly specialized unique methods, skills, and coaches." This idea was further reinforced by a ESL teacher who stated, "Oh they definitely should have some form of certification. Just for their sake as well as the people they are teaching. They should have knowledge of what is important. I think that is important." These individuals all believed that teachers should be held accountable for themselves and for their students. This held true for volunteers as well. Although none of teachers agreed with tutors being required to obtain a formal certification, they did advocate pre-service training for tutors discussing the basics of English language learning. They also believed that knowledge of how adults learn was very important given the nature of adult ESOL, the goals of their learners, and differnet types of English Language Learners in their classes. As one interview put it, "…adults much more significantly need to know why they are learning what they are learning. And so that, goes throughout all contexts. I think that particularly also with the ESL students because a lot of times they won't realize that they need to know specific things for a specific reason and so if that's not relayed someway to the student, they turn apathetic toward whatever you are teaching."

Table 4.2 Individualizing Certification Requirements (Full-time Instructors)

#	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
1	ESOL instructors should be required to obtain their Master's degree in a related field of study such as TESOL	10	34	17	5	66
2	ESOL instructors should be required to obtain a bachelor's degree with a major or minor in ESOL, TESOL, applied linguistics, VESL, or bilingual education	7	17	32	10	66
3	ESOL instructors should be required to obtain an adult education teaching credential with a relevant focus area such as TESOL	6	16	36	8	66
4	ESOL instructors should be required to have a k-12 ESL endorsement	14	29	21	2	66
5	ESOL instructors should be required to have college credit hours in an ESOL course	9	17	28	12	66
6	ESOL instructors should be required to have 12 to 18 hours of pre-service training	2	8	23	33	66
7	ESOL instructors should be required to have at least 1 year of occupational experience outside the field of education	13	41	7	5	66

There is a wide range of beliefs for appropriate certification requirements for full-time instructors. Respondents strongly agreed or agreed that full-time instructors should obtain a bachelor's degree with a major or minor in ESOL, TESOL, applied linguistics, VESL, or bilingual education (63%), obtain an adult education teaching credential with a relevant focus area such as TESOL (66%), be required to have college credit hours in an ESOL course (60%), and have 12 to 18hours of pre-service training (84%). The most resistance was in response to ESOL instructors being required to have at least 1 year of

occupational experience outside the field of education (81%), a k-12 ESL endorsement (65%), and a master's degree in a related fill of study such as TESOL (66%).

The qualitative data in this study revealed mixed responses pertaining to this topic. While all of the participants agreed that some form of certification was necessary, no specific requirements were deemed necessary by any interviewee. One interviewee expressed that certification requirements should be the same for ESOL teachers, because the content to be taught would remain the same despite the number of hours one worked. He described in these words, "As far as the difference a between a part-time and a full-time instructor, um I would imagine that it wouldn't alter, it wouldn't change between the part-time and the full-time teacher because they understand how to teach and they understand the English language sufficiently to teach it or they don't." For the full-time ESOL teacher, the separation occurred for paid versus non paid teachers. From his perspective, professionalism and the requirements associated with this phenomenon should increase when a salary is involved.

Table 4.3 Individualizing Certification Requirements (Part-time Instructors)

#	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
1	ESOL instructors should be required to obtain their Master's degree in a related field of study such as TESOL	12	43	10	1	66
2	ESOL instructors should be required to obtain a bachelor's degree with a major or minor in ESOL, TESOL, applied linguistics, VESL, or bilingual education	9	29	25	3	66
3	ESOL instructors should be required to obtain an adult education teaching credential with a relevant focus area such as TESOL	7	23	31	5	66
4	ESOL instructors should be required to have a k-12 ESL endorsement	15	35	15	1	66
5	ESOL instructors should be required to have college credit hours in an ESOL course	10	24	24	8	66
6	ESOL instructors should be required to have 12 to 18 hours of pre-service training	3	10	28	25	66
7	ESOL instructors should be required to have at least 1 year of occupational experience outside the field of education	15	39	8	4	66

The suggested certification requirements for part-time instructors are varied. The most acceptable requirement for part-time instructors consisted of a 12 to 18 hour pre-service requirement (80%). Following this, the next requirement to which respondents either agreed or strongly agreed to required part-time instructors to obtain an adult education teaching credential with a relevant focus area such as TESOL (54%). The respondents were most opposed to requiring that ESOL tutors hold a master's degree in a related field of study such as TESOL (83%) and having at least 1 year of occupational experience outside the field of education (81%).

Table 4.4 Individualizing Certification Requirements (Volunteer Instructors)

#	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Responses
1	ESOL instructors should be required to obtain their Master's degree in a related field of study such as TESOL	39	24	3	0	66
2	ESOL instructors should be required to obtain a bachelor's degree with a major or minor in ESOL, TESOL, applied linguistics, VESL, or bilingual education	35	27	4	0	66
3	ESOL instructors should be required to obtain an adult education teaching credential with a relevant focus area such as TESOL	28	29	8	1	66
4	ESOL instructors should be required to have a k-12 ESL endorsement	33	25	8	0	66
5	ESOL instructors should be required to have college credit hours in an ESOL course	27	34	5	0	66
6	ESOL instructors should be required to have 12 to 18 hours of pre-service training	9	16	25	16	66
7	ESOL instructors should be required to have at least 1 year of occupational experience outside the field of education	24	32	6	4	66

This table displays the responses indicating which certification statements are most applicable to volunteers. The majority of the responses indicated a disagreement or strong disagreement for required certification requirements. The most agreement was indicated for a 12 to 18 hour pre-service training requirement (62%). Some of the respondents also agreed that volunteers should be required to obtain an adult education credential (13%) and a k-12 ESL endorsement (12%). The strongest accounts of disagreement (those who chose strongly disagree) suggested that volunteer ESOL instructors be required to obtain a Master's degree in a related field of study (95%), and obtain a bachelor's degree with a major or minor in a related field of study (93%).

   Much like the survey participants, the interviewees also maintained a strong disagreement with requiring formal certification for volunteers. This was especially true for the volunteer teacher. In her words, " …what was required I think was enough a requirement and that is two weekends of study on how to teach in the ESL program…" For the full-time and part-time interviewees, a requirement for formal certification was not only unnecessary, but a huge barrier for ESOL volunteer tutors and English Language Learners alike. One interviewee exclaimed "…if the certification makes it so that students are not receiving tutors then the certification is all of a sudden a bigger barrier then not being a competent to tutor." The best summary of what the interviewees expressed can be found is this statement, "In the community based literacy organizations that I'm exposed to, you have a professional with significant experience giving the tutors training. And from what I have seen that is based on firm foundations of basic educational principles. Maybe not always specific to perhaps to the language instruction if it's going to be ESL tutoring but frequently it will. And I think we should trust that and value that."

Chapter V

Conclusion, Discussion, and Implications for Research

Overview of Study

The purpose of this research study was to examine the views of adult ESOL instructors and tutors in regard to their professional development and certification mandates/opportunities. This research examined this phenomenon by assessing the impact of teacher preparation on the in-service professional development preferences for ESOL instructors/tutors. Additionally, this research identified current ESOL state certification requirements, assessed whether those requirements were appropriate to the adult ESOL field, and determined which requirements were appropriate for full-time, part-time, and volunteer ESOL teachers/tutors.

The research hypothesized that adult ESOL instructors valued professional development activities that are practical and can be applied immediately, regardless of their degrees of teacher preparation. The research also inferred that participants would indicate little to no agreement with the requirement that ESOL volunteer tutors obtain certification.

Interpretation of Findings

The findings in this study indicated a strong agreement for ESOL teachers to have professional development that is practical and relevant. Adult ESOL teachers (in this study) desire to engage in professional development activities that can be applied to their classroom. Many of them recognize the value of evidence-based practices, collaborative teaching experiences, and ongoing professional development opportunities, but these

values are secondary to professional development opportunities that help them engage in the learning process. This was true for adult ESOL instructors with varying years of experience, educational backgrounds, and certifications.

These findings are indicative of the practical implications of the Andragogical model discussed in the theoretical framework of this study. Much like the adults described in the Andragogical model, adult ESOL instructors need to know why they are learning specific material, must be able to apply their learning immediately, and desire to be involved in the learning process; whether that consists of sharing their experiences and/or providing suggestions for the goals of the professional development activity. In essence, adult ESOL instructors need to be involved in the planning, development, and implementation of their professional development activities. Professional development needs to be intentional in the content to be learned and its effort to capitalize on the needs, goals, and input of adult ESOL instructors.

When it comes to the specific types of professional development activities that adult ESOL instructors (in this study) value, full day workshops, half-day workshops, and self-directed activities were among the top choices for the survey participants. While these activities may appear somewhat contradictory to the instructors' value of on-going professional development, these responses may be reflective of the uncertainties currently present in the adult education field. This phenomenon consists of the time and resource constraints of the adult ESOL instructor workforce, coupled with their desire to develop professionally. These instructors are aware of the benefits of on-going professional development, but their limited availability and lack of monetary support may cause them to desire professional development opportunities that are few and far between. This

desire to participate in full-day and half-day workshops might also suggest a need for adult ESOL instructors to have intentional and structured professional development. These types of professional development activities may count toward the professional development requirements of their organization (if requirements exist) and/or suggest a need for guidance and direction from a more knowledgeable individual. These activities would also provide instructors with the opportunity to connect with other instructors, a venture that many adult instructors are not able to experience. These results may also be indicative of a number of other factors: the study consisted of mostly volunteers, the sample consisted primarily of part-time workers, and survey lacked clear definitions for the options outlined in that specific question.

In addition to the instructors' desires to participate in full-day and half-day workshops, they also expressed a desire to engage in self-directed activity. For one of the interviewees in this study, self-directed activity was essentially how she defined professional development in her organization. When asked to describe her professional development experience with her organization, she discussed her self-initiated meetings with other teachers and her use of the resource library. While there was a lack of intentional professional development opportunities in her organization, she designed her own form of professional development; and this form of professional development was not only suitable to her needs, but sensitive to her constraints.

Along with this idea, the remaining interviewees also expressed a desire for professional development that somewhat self-directed. These individuals advocated professional development activities that incorporated on-going shadowing opportunities, apprenticeship, and peer coaching. These forms of professional development are

individualized, governed by both the learners and the more experienced individuals, allow the learners to establish the timeframe of their professional development, and bestow a personal responsibility on the instructors to take ownership of their professional growth.

A deeper analysis of these findings may provide important implications for adult ESOL instructors. Given the desire of instructors to engage in full-day workshops, half-day workshops, and self-directed activities, it may be useful to brainstorm ways in which these desires can be integrated. Professional development workshops should not only be intentional, practical, and learner-oriented, but should consider the time constraints of adult instructors and teach them how to take ownership of their professional development. While the workshops should be oriented to specific topics, they should also equip adult instructors with the knowledge and tools to continue learning on their own. In this way, by attending full-day or half-day workshops, adult ESOL instructors will be also learning how to become self-directed learner-teachers.

This form of professional development could be extremely beneficial to the adult education field, especially community-based organizations with a workforce of mostly volunteers. In community-based organizations, personnel are often scarce and staff burnout is all too common. However, there are feasible options for both the instructors and organizations they represent. These include equipping instructors with the foundational knowledge necessary to effectively teach their English Languages Learners, directing them to resources that pertain to their type and level of expertise (personal, electronic, print etc.), and providing them with a support network of other instructors.

In addition to tailoring professional development, certification should also be individualized. This study assessed whether the role of an instructor or tutor as full-time, part-time, or volunteer should impact their certification requirements. According to the findings, the instructor's role (full-time, part-time, and volunteer tutors) should impact his or her certification requirements. This is especially true for volunteer tutors. The ESOL instructors in this study generally agreed that tutors should not be held to the same requirements as paid part-time and full-time instructors. One interviewee described certification requirements as a "kill joy" requirement for individuals only seeking to do good.

Interestingly enough, the requirement of instructors seemed to become less robust with the downward progression of ESOL roles as a full-time, part-time, and volunteer instructor. It is difficult to assert whether this belief is truly reflective of the full-time, part-time, and volunteer instructor population because of the overrepresentation of volunteers and the lack of full-time instructor participants. While all of the interviewees agreed that volunteers should be held to a lesser standard, the survey responses were heavily skewed. What is particularly interesting about this question is not only the certification requirements the volunteers deemed important for themselves, but also the diversity of the responses.

These data illuminate the struggle of adult education staff workers and policy makers in defining a set of universal requirements. Many of the participants were volunteers, and 24% of them were part-time workers. They differed on many ideas surrounding certification. These differences imply the need for multiple types of acceptable certifications, or numerous ways for instructors to demonstrate what they

know and are able to do. Finding a "one size fits all" solution is hardly beneficial and the data confirm that this approach is not very useful.

Nevertheless, the majority of these instructors believe that holding teachers accountable to some degree is important and that the role of adult ESOL instructors and tutors requires certain skills and knowledge that are typically obtained through some form of training. There was less agreement among participants regarding the nature and method of training; but despite this lack of consensus, these instructors had a genuine concern and compassion for their learners, and desire to be effective resources for each of them.

Recommendations for Action

With regard to the findings of this study, the researcher recommends that adult education programs provide professional development opportunities that are relevant and practical for their employees. The researcher suggests that each organization conduct a needs assessment to see the specific areas where their teachers/tutors may need additional support. Given the limited number of resources and typical constraints for these programs, this may consist of a survey distributed to the constituents and/or an in-house focus group session. Special attention should be devoted to exploring 1) the professional development needs of the instructors, 2) how the instructors define professional development, and 3) the nature and method of professional development activities offered. Once this survey is completed, programs should capitalize on the experiences of their instructors and get them involved! It may be useful to have a teacher or tutor who is familiar with the content lead the training. The training should incorporate information

that can be immediately applied and should be interactive. The training should help

instructors engage in the material through case study activities, role-playing, and guided

learning. Perhaps the training could last over a few days and give instructors

opportunities to apply what they learn in the classroom. Even better, a part of the training

could require the instructors to apply the material with learners during the actual training.

This would help encourage collaboration between teacher and tutors, and begin the

process of peer coaching, for those who desired it. This would also allot opportunities for

teachers to share their ideas and concerns with each other. Finally, the professional

development training should incorporate some way to empower the adult instructors to

seek knowledge on their own and direct them to the appropriate resources. It is important

to realize that each instructor is different and his or her needs may vary considerably

from those of other instructors. The instructors should be encouraged to pursue

professional growth using more than one model. This route is recommended because

instructors in the present study expressed a desire for full-day workshops, half-day

workshops, self-directed learning, and individualized support.

Limitations

There were three major limitations in this research study. These limitations

include the survey design, sample size of the study, and the researcher's facilitation of the

interviews. To start, the survey assessed all of the variables in the study but failed to

provide the participants with definitions for important terms used in the study. These

terms consist of certification, certification requirements, part-time, full-time, and

volunteer instructors and tutors. The researcher received two emails from individuals who

attempted the survey but did not complete it because of a lack of clarity regarding these

terms. The survey was also flawed in other ways. It required the participants to answer each question before moving to the next page. The purpose of this design feature was to ensure that each of the questions was answered, especially considering the detail of some of the questions in the survey. For one volunteers, this feature prevented him from completing the survey altogether. He found it difficult to provide informed responses for each of the questions and opted not to take the survey at all. Another limitation of the study consisted of the study's sample size. The majority of the participants consisted of volunteers. There was only 1 full-time instructor and 16 part time instructors. This underrepresentation of full-time and part-time instructors inevitably presented a biased view of the participants and their views regarding certification and professional development. The final limitation consisted of the researcher's facilitation of the interviews. The researcher used a uniform instrument to interview the participants but asked varying follow-up questions. Some of these questions were appropriate but others may have been biased. Furthermore, in an effort to paraphrase and make sense of the interview responses, the researcher would often repeat the responses back to the participant. In doing so, the participant often changed their wording to fit that of the researchers. In order to minimize the impact of this phenomenon on the results, the researcher neglected to use all of the interview data as a part of the actual analysis. However, all of this information in document in the interview transcriptions.

Conclusion

ESOL instructors and tutors believe in the value of teacher preparation and consider it to be an important factor in the adult ESOL instructor community. Whether full-time or part-time, instructor or tutor, these individuals are willing to invest their time

in efforts to increase their skills and maximize their effectiveness for the benefit of their English language learners. While they may ascribe varying certification requirements to their peers depending on their status as full-time, part-time, or volunteer instructor or tutor, the desire to be a competent workforce remains central. They want to learn what they can apply and apply what they learn in realistic contexts.

Appendices

Appendix A: Interview Review Board (IRB) Consent Form

Full Board or	*James Madison University* **HUMAN RESEARCH REVIEW REQUEST**	*Expedited*

Investigators: This form is required for Full Board or Expedited review for all JMU research involving human subjects. If you are eligible for an exemption request, please use the alternate form at: http://www.jmu.edu/sponsprog/irb/irbExemptRequest.doc	**FOR IRB USE ONLY:** Protocol Number: IRB- Received: 1st Review: _____ 2nd Review: ____ ____ 3rd Review: ____ ____
Reviewer:	☐ **Approved** Date: ____
Reviewer:	☐ **Disapproved** Date: ____
	☐ **Exempt** Date: ____

External Funding:	☐ YES ☒ NO If YES, Sponsor(s):

Project Title:	Individualizing ESL certification requirements and professional development: The Impact of Teacher Role on Certification Requirements.		
Project Dates:	From: 12/16/2011 To: 04/9/2012	**Minimum Number of Participants**	30
	MM/DD/YY MM/DD/YY	**Maximum Number of Participants**	100
Responsible Researcher(s):	Constance Gillison	**Department:**	Learning Technology and Educational Leadership
E-mail:	Constance.gillison@gmail.com	**Address**	3406 Redbud Lane
Telephone:	540-247-1313	**and/or (MSC):**	Harrisonburg, VA 22801 (MSC 3535)

Please select:	Visiting	Adjunct	Research	Administrator/	Undergrad	Graduate
☐ Faculty	☐ Faculty	☐ Faculty	☐ Associate	☐ Staff Member	☐ Student	☒ Student

(if Applicable):			
Research Advisor:	Dr. Diane Wilcox	**Department:**	Learning Technology and Educational Leadership
E-mail:	wilcoxdm@jmu.edu	**Address**	MSC 6913
Telephone:	540-568-6707	**and/or (MSC):**	MEMH 3345

Investigator: Please respond to the questions below. The IRB will utilize your responses to evaluate your protocol submission.

1. ☒ **YES** ☐ **NO** Does the James Madison University Institutional Review Board defines the project as *research?*

The James Madison University IRB defines "research" as a "*systematic* investigation designed to develop or contribute to *generalizable knowledge*."

All research involving human participants conducted by James Madison University faculty, staff, and students is subject to IRB review.

Some, but not all, studies that involve human participants are considered research and are subject to full or expedited IRB review, including those:

- intended to satisfy the academic requirements for Independent Study, Bachelor's Essay, Honors/Senior Thesis, or the Master's Thesis;
- intended or expected to result in publication, presentation outside the classroom, or public dissemination in some other form;
- conducted outside the classroom and/or departmental research participant pool if they involve
  -- external funding
  -- minors (*i.e.,* persons under the age of 18),
  -- a targeted population of adults whose ability to freely give informed consent may be compromised (*i.e*., persons who are socio-economically, educationally, or linguistically disadvantaged, cognitively impaired, elderly, terminally ill, or incarcerated),
  -- pregnant women and/or fetuses who may be put at risk of physical harm,
    -- a topic of a sensitive or personal nature, the examination or reporting of which may place the research participant at more than minimal risk, or
    -- any type of activity that places research participants at more than minimal risk.

Other studies are eligible to *request* exemption from IRB review, including those

- conducted solely within the confines of the classroom or within a departmental research participant pool if they
  -- are a general requirement of a course,
  -- have the sole purpose of developing the student's research skills, and
  -- will be overseen by a faculty member;
- conducted outside the classroom and outside departmental research participant pools, provided they do not involve minors, do not target special adult populations, do not pose a risk of physical harm to pregnant women and fetuses, do not deal with a topic of sensitive or personal nature, or do not involve any type of activity that places the participants at more than minimal risk (see details above); and provided the investigator does not intend to publish the results or share them with others in a public forum (i.e. conference presentations, senior theses).
- that are part of a larger research project that has current James Madison University IRB approval; or
- that are part of a larger research project that has current approval of a registered IRB at another institution, provided that, if research participants are to be recruited at James Madison University, the University's IRB has given permission for such on-campus recruitment.

2. ☒ **YES** ☐ **NO** Are the human participants in your study *living* individuals?

3. ☒ **YES** ☐ **NO** Will you obtain data through *intervention* or *interaction* with these individuals?
"Intervention" includes both physical procedures by which data are gathered (*e.g*., measurement of heart rate or venipuncture) and manipulations of the participant or the participant's environment that are performed for research purposes. "Interaction" includes communication or interpersonal contact between the investigator and participant (*e.g*., surveying or interviewing).

4. ☒ **YES** ☐ **NO** Will you obtain *identifiable private information* about these individuals?
"Private information" includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, or information provided for specific purposes which the individual can reasonably expect will not be made public (*e.g*., a medical record or student record). "Identifiable" means that the identity of the participant may be ascertained by the investigator or associated with the information (*e.g*., by name, code number, pattern of answers, etc.).

5. ☐ **YES** ☒ **NO** Does the study present *more than minimal risk* to the participants?

"Minimal risk" means that the risks of harm or discomfort anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during performance of routine physical or psychological examinations or tests. Note that the concept of risk goes beyond physical risk and includes psychological, emotional, or behavioral risk as well as risks to employability, economic well being, social standing, and risks of civil and criminal liability.

CERTIFICATIONS:

For James Madison University to obtain a Federal Wide Assurance (FWA) with the Office of Human Research Protection (OHRP), U.S. Department of Health & Human Services, **all** research staff working with human participants must sign this form and receive training in ethical guidelines and regulations. "Research staff" is defined as persons who have direct and substantive involvement in proposing, performing, reviewing, or reporting research and includes students fulfilling these roles as well as their faculty advisors. The Office of Sponsored Programs maintains a roster of all researchers who have completed training within the past three years.

By signing below, the Responsible Researcher(s), and the Faculty Advisor (if applicable), certifies that he/she is familiar with the ethical guidelines and regulations regarding the protection of human research participants from research risks. In addition, he/she agrees to abide by all sponsor and university policies and procedures in conducting the research. He/she further certifies that he/she has completed training regarding human participant research ethics within the last three years.

Test module **at OSP website http://www.jmu.edu/sponsprog/irb/irbtraining.html**

Name of Researcher(s)	Signature of Researcher(s) and Faculty Advisor (if applicable)	Date	Training Completed
Constance Gillison		**01/07/12**	☒
Diane Wilcox		**01/07/12**	☒
			☐
Signature of Faculty Advisor also required (if Student protocol)	⇨		☐

For additional training interests visit the National Institutes of Health Web Tutorial at:
http://cme.nci.nih.gov/

To Submit a Complete protocol, this document should include the following:

- Human Research Review Request form (i.e. *the questions above*)
- IRB Checklist (included on this form)
- Research Narrative (use the categories indicated below. 10 pages maximum, do *not* include your literature review)
- Additional relevant research materials (i.e. letter of consent, questionnaire, survey, where used)

PLEASE SUBMIT AN ELECTRONIC VERSION OF YOUR **ENTIRE** PROTOCOL TO JMU_GRANTS@JMU.EDU

PLEASE PROVIDE A **SIGNED** HARD COPY OF THE RESEARCH REVIEW REQUEST FORM TO:

OFFICE OF SPONSORED PROGRAMS, MSC 5728, JAMES MADISON ADMINISTRATIVE COMPLEX, BLDG #6, SUITE 26

Appendix B: IRB Participant Consent Form

Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by *Constance Gillison,* a graduate student from James Madison University. The purpose of this research is to examine the certification requirements for ESL instructors to determine how those requirements could be individualized for full-time, part-time, and volunteer ESL instructors and tutors. This study will also examine the impact of teacher preparation on the in-service professional development preferences of adult ESL instructors. This study will contribute to the researcher's completion of her master's thesis project. Please read this form carefully and ask any questions you may have before agreeing to take part in this study.

Research Procedures

This study consists of a semi-structured interview that will be administered to an individual participant through face-to-face conversations. You will be asked to provide answers to a series of questions related to opinions about views on certification requirements and professional development preferences.

Time Required

Participation in this study will require 15-20 minutes of your time.

Risks

The investigator does not perceive more than minimal risks from your involvement in this study.

Benefits

By participating in this study there are no direct benefits for you, as the participant. Findings from this research will benefit the body of adult education research by providing insight into the views and preferences of ESL instructors.

Confidentiality

The results of this research will be presented at James Madison University during a Thesis defense with three James Madison University professors present. Individual responses will be obtained confidentially and recorded by the researcher using a voice recorder. Data will be presented representing averages or generalizations about the responses as a whole. The data collected during the interview will be kept in a locked file cabinet and then destroyed after (April 9, 2012). No identifiable information will be collected from the participant and no identifiable responses will be presented in the final

form of this study. All data will be stored in a secure location only accessible to the researcher. The researcher retains the right to use and publish non-identifiable data. At the end of the study, all voice recorded data will be destroyed at the conclusion of the research period (April 9, 2012).   Final aggregate results will be made available to the participant upon request.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Constance M. Gillison   Dr. Diane Wilcox

Adult Education/Human Resources   Learning Technology and Leadership
Education

James Madison University   James Madison University

                                                      Telephone: (540) 568-6707

Constance.gillison@gmail.com   wilcoxdm@jmu.edu

Questions about Your Rights as a Research Subject

Dr. David Cockley
Chair, Institutional Review Board
James Madison University
(540) 568-2834
cocklede@jmu.edu

Giving of Consent

I have read this consent form and I understand what is being requested of me as a participant in this study. I freely consent to participate. I have been given satisfactory answers to my questions. I certify that I am at least 18 years of age.

☐ I give consent to be audio-taped during my interview. _____ (initials)

_____

Name of Participant (Printed)

_____ _____

Name of Participant (Signed)   Date

_____ _____

Name of Researcher (Signed)   Date

Appendix C: Individualizing Certification and Professional Development Survey

1) Welcome to the survey!

You are being asked to participate in a research study conducted by Constance Gillison from James Madison University. The purpose of this research is to examine the certification requirements for ESL instructors to determine how those requirements could be individualized for full-time, part-time, and volunteer ESL instructors and tutors. This study will also examine the impact of teacher preparation on the in-service professional development preferences of adult ESL instructors. This study will contribute to the researcher's completion of her master's thesis project.

Time Required

Participation in this study will require 15 minutes of your time.

Risks

The investigator does not perceive more than minimal risks from your involvement in this study (that is, no risks beyond the risks associated with everyday life).

Benefits

By participating in this study there are no direct benefits for you, as the participant. Findings from this research will benefit the body of adult education research by providing insight into the views and preferences of ESL instructors.   Confidentiality   The results of this research will be presented at James Madison University during a Thesis defense with three James Madison University professors present. While individual responses are anonymously obtained and recorded online through the Qualtrics software, data is kept in the strictest confidence. No identifiable information will be collected from the participant and no identifiable responses will be presented in the final form of this study. All data will be stored in a secure location only accessible to the researcher. The researcher retains the right to use and publish non-identifiable data. At the end of the study, all records will be shredded. Final aggregate results will be made available to participants upon request.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind.

2) How many years of teaching experience do you have in adult education?

○ Less than 1 year

❍ 1 to 5 years
❍ 6 to 10 years
❍ 10 or more years

3) How many years of teaching experience do you have in adult ESOL?

❍ Less than 1 year
❍ 1 to 5 years
❍ 6 to 10 years
❍ 11 or more years

4) What is your primary role in the adult ESOL field?

❍ Volunteer
❍ Part-time instructor
❍ Full-time instructor

5) What is your highest educational level?

❍ GED
❍ High school diploma
❍ Some college credit
❍ Associate's degree
❍ Bachelor's degree
❍ Master's degree
❍ Doctoral degree

6) What is your current certification status? Check all that apply.

❑ No certification
❑ K-12 Licensure
❑ Adult Education certification
❑ TESOL/TOEFL/TOEIC
❑ Other (Please Specify)_____

7) What ESOL levels do you teach? Check all that apply.

❑ ALL ESOL levels
❑ ESOL Beginning
❑ ESOL Intermediate
❑ ESOL Advanced

8) Which types of English have you taught? Check all that apply.

❑ English for Speakers of Other Languages (ESOL)

❑ English As a Foreign Language (EFL)
❑ English Literacy Civics (EL Civics)
❑ English for Academic Purposes (EAP)
❑ English for Special Purposes (ESP)
❑ K-12
❑ College/ University
❑ TOEFL/TOEIC preparation

9) What is the average number of students that you teach or tutor at a time?

○ Individuals
○ Groups of 2 to 5
○ Groups of 6 to 10
○ Groups of 11 +

10) Are you proficient in any other languages besides English?

○ Yes
○ No

11) Did you grow up in a bilingual/multilingual household?

○ Yes
○ No

12) Please list the languages spoken in your home.

13) Please indicate the extent to which you agree with the following statements:

- ESOL volunteer tutors should be certified, in some way, to teach adults.
- Voluntary certification, rather than required certification, is appropriate to our field.
- Getting certified or licensed specifically as an ESOL teacher should be followed by an increase in salary.
- There should be a uniform adult ESOL certification program for ESOL instructors in the same state
- Content standards for ESOL certification programs should be the same for full-time, part-time, and volunteer tutors
- Certified instructors/tutors as opposed to non-certified instructors/tutors are better prepared to teach adult ESOL students
- It is important to learn how to teach adults
- The benefits of completing an ESOL certification program are worth the time and resources invested

14) Please indicate the extent to which you agree or disagree with the following statements as they relate to full-time, part-time, and volunteer instructors.

Before teaching adults,

- ESOL instructors should be required to obtain their Master's degree in a related field of study such as TESOL
- ESOL instructors should be required to obtain a bachelor's degree with a major or minor in
- ESOL, TESOL, applied linguistics, VESL, or bilingual education
- ESOL instructors should be required to obtain an adult education teaching credential with a relevant focus area such as TESOL
- ESOL instructors should be required to have a k-12 ESOL endorsement
- ESOL instructors should be required to have college credit hours in an ESOL course
- ESOL instructors should be required to have at least 12-18 hours of pre-service training
- ESOL instructors should be required to have at least 1 year of occupational experience outside the field of education
- ESOL instructors should have prior experience with teaching adults

15) Rank the following reasons for participating in professional development, from highest to lowest. (Rank highest reason= 6 and your lowest=1)
- To fulfill my professional development requirements
- To learn new instructional strategies
- To learn new techniques which I can use immediately
- To network with other educators or tutors
- To obtain a new perspective on teaching
- To obtain information on how adults learn

16) Please indicate your top 3 professional development activities.

- ❑ Full day workshops
- ❑ Half day workshops
- ❑ College credit courses
- ❑ Study circle/discussion groups
- ❑ Web-based training
- ❑ Mentoring
- ❑ Peer coaching
- ❑ Action research project
- ❑ Self-directed activity

17) If available, indicate the professional development opportunities in which you would participate? Check all that apply.

- ❏ Lesson planning
- ❏ Using multiple instructional strategies
- ❏ Teaching multiple levels in the same classroom
- ❏ Techniques for teaching students with differing learning styles
- ❏ Strategies for preparing students for post-secondary education
- ❏ Techniques for helping students develop good study skills
- ❏ Strategies for using computer technology in the classroom

18) Complete the following statement by indicating the extent to which you agree with the following statements. (Matrix: Strongly Disagree, Agree, Agree, Strongly Agree)
- I value professional development activities that…
- Are grounded in research or theory
- Are practical and related to my work
- Encourages collaboration with colleagues
- Have a strong and relevant content
- Enables me to be actively engaged in the learning process
- Have a follow-up or ongoing support structure
- Establishes a network or learning community
- Observes or highlights best practice
- Prepares me for new initiatives or requirement

Appendix D: Interview Questions

1. What are some of your beliefs about the role of certification in ESL instruction?
2. Based on your experience and knowledge of ESL certification programs, how do you currently view their effectiveness?
3. What are some of the qualifications you think are necessary, if any, for enrolling in ESL certification programs?
4. To what extent do you think the status of ESL instructors as full-time, part-time, and volunteer tutors should impact state certification requirements? How so?
5. What has been your previous experience with professional development as an ESL instructor/tutor?
6. What types of professional development formats/activities do you find most useful and why?
7. What are some of the topics you would like to see addressed in professional development activities for ESL instructors/tutors?
8. What are some of the aspects of professional development you value most?

Appendix E: Demographic Data

Characteristics	Responses	Percentage
Years of teaching experience in adult education		
Less than 1 year	17	26%
1 to 5 years	23	35%
6 to 10 years	13	20%
11 or more years	13	20%
Years of teaching experience in adult ESOL		
Less than 1 year		
1 to 5 years	13	20%
6 to 10 years	29	45%
11 or more years	15	23%
	8	12%
Primary role in the adult ESOL field		
Volunteer	49	74%
Part-time instructor	16	24%
Full-time instructor	1	2%
Highest educational level		
GED	0	0
High school diploma	2	3%
Some college credit	0	0%
Associate's degree	2	3%
Bachelor's degree	19	29%
Master's degree	33	50%
Doctoral degree	10	15%
Current certification status		
No certification	42	64%
K-12 Licensure	10	15%
Adult Education certification	1	2%
TESOL/TOEFL/TOEIC	9	14%
Other	7	11%
ESOL levels currently taught		
ALL ESOL levels	26	39%
ESOL Beginning	31	48%
ESOL Intermediate	14	21%
ESOL Advanced	4	6%
Types of English taught in the previously		
English for Speakers of Other Languages (ESOL)	61	92%
	11	17%
English As a Foreign Language (EFL)	10	15%
English Literacy Civics (EL Civics)	3	5%
English for Academic Purposes (EAP)	7	11%
English for Special Purposes (ESP)	14	22%
K-12	4	6%
College/ University	3	5%

TOEFL/TOEIC preparation		
Average number of students taught or tutored at a time		
Individuals	36	55%
Groups of 2 to 5	5	8%
Groups of 6 to 10	18	27%
Groups of 11	7	11%
Proficiency in other languages besides English		
Yes	28	42%
No	38	58%
Did you grow up in a bilingual/multilingual household	8	12%
Yes	58	88%
No		

Languages Spoke in the Home
Turkish, Albanian
Swiss, German, English, Japanese
English
English, Spanish
English, Spanish, Dutch
Greek, Bulgarian
Russian
Hungarian, English after age 10

Appendix F: Cross Tabulation Tables Part 1

1) Teacher Preparation (Primary Role) and Professional Development Preferences

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that are grounded in research or theory.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your primary role in the adult ESOL field?	Volunteer	0	10	28	11	49
	Part-time Instructor	0	3	9	4	16
	Full-time Instructor	0	0	1	0	1
	Total	0	13	38	15	66

2) Teacher Preparation (Primary Role) and Professional Development Preferences

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that are practical and related to my work.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your primary role in the adult ESOL field?	Volunteer	0	0	19	30	49
	Part-time Instructor	0	0	4	12	16
	Full-time Instructor	0	0	0	1	1
	Total	0	0	23	43	66

3) *Teacher Preparation (Primary Role) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that encourage collaboration with colleagues.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	**Total**
What is your primary role in the adult ESOL field?	Volunteer	0	8	32	9	49
	Part-time Instructor	0	1	11	4	16
	Full-time Instructor	0	0	1	0	1
	Total	0	9	44	13	66

4) *Teacher Preparation (Primary Role) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that have a strong relevant content.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	**Total**
What is your primary role in the adult ESOL field?	Volunteer	0	0	24	25	49
	Part-time Instructor	0	1	5	10	16
	Full-time Instructor	0	0	0	1	1
	Total	0	1	29	36	66

5) *Teacher Preparation (Primary Role) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that enable me to be actively engaged in the learning process.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your primary role in the adult ESOL field?	Volunteer	0	0	26	23	49
	Part-time Instructor	0	0	7	9	16
	Full-time Instructor	0	0	0	1	1
	Total	0	0	33	33	66

6) *Teacher Preparation (Primary Role) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that have a follow-up or ongoing structure..				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your primary role in the adult ESOL field?	Volunteer	0	9	25	15	49
	Part-time Instructor	0	3	8	5	16
	Full-time Instructor	0	0	0	1	1
	Total	0	12	33	21	65

7) Teacher Preparation (Primary Role) and Professional Development Preferences

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that establish a network or ongoing community.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your primary role in the adult ESOL field?	Volunteer	1	9	29	10	49
	Part-time Instructor	0	0	12	4	16
	Full-time Instructor	0	0	1	0	1
	Total	0	8	42	14	66

8) Teacher Preparation (Primary Role) and Professional Development Preferences

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that observe or highlight best practices.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your primary role in the adult ESOL field?	Volunteer	0	3	25	21	49
	Part-time Instructor	0	1	10	5	16
	Full-time Instructor	0	0	1	0	1
	Total	0	4	36	26	66

9) *Teacher Preparation (Primary Role) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that prepare me for new initiatives or requirements.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your primary role in the adult ESOL field?	Volunteer	0	8	31	10	49
	Part-time Instructor	0	1	10	5	16
	Full-time Instructor	0	0	1	0	1
	Total	0	8	42	14	66

Appendix G: Cross Tabulation Tables Part 2

1) *Teacher Preparation (Teaching Experience in Adult Education and ESOL) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that are grounded in research or theory.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
How many years of teaching experience do you have in adult education?	Less than 1 year	0	3	9	5	17
	1 to 5 years	0	5	14	4	23
	6 to 10 years	0	4	8	1	13
	10 or more years	0	1	7	5	13
	Total	0	13	38	15	66
How many years of teaching experience do you have in adult ESOL.	Less than 1 year	0	1	9	3	13
	1 to 5 years	0	8	16	6	30
	6 to 10 years	0	3	9	3	15
	11 or more years	0	1	4	3	8
	Total	0	13	38	15	66

2) *Teacher Preparation (Teaching Experience in Adult Education and ESOL) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: : I value professional development activities that are practical and related to my work.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	**Total**
How many years of teaching experience do you have in adult education?	Less than 1 year	0	0	8	9	17
	1 to 5 years	0	0	10	13	22
	6 to 10 years	0	0	4	9	13
	11 or more years	0	0	1	12	13
	Total	0	0	23	43	66
How many years of teaching experience do you have in adult ESOL.	Less than 1 year	0	0	5	8	13
	1 to 5 years	0	0	13	17	30
	6 to 10 years	0	0	4	11	15
	11 or more years	0	0	1	7	8
	Total	0	13	23	14	66

3) *Teacher Preparation (Teaching Experience in Adult Education and ESOL) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that encourage collaboration with colleagues.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
How many years of teaching experience do you have in adult education?	Less than 1 year	0	0	14	3	17
	1 to 5 years	0	5	18	0	22
	6 to 10 years	0	2	8	3	13
	11 or more years	0	2	4	7	13
	Total	0	9	44	13	66
How many years of teaching experience do you have in adult ESOL.	Less than 1 year	0	0	10	3	13
	1 to 5 years	0	6	23	1	30
	6 to 10 years	0	1	9	5	15
	11 or more years	0	2	2	4	8
	Total	0	9	34	13	66

4) *Teacher Preparation (Teaching Experience in Adult Education and ESOL) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that have a strong relevant content.				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
How many years of teaching experience do you have in adult education?	Less than 1 year	0	1	8	8	17
	1 to 5 years	0	0	13	10	23
	6 to 10 years	0	0	5	8	13
	11 or more years	0	0	3	10	13
	Total	0	1	29	36	66
How many years of teaching experience do you have in adult ESOL.	Less than 1 year	0	0	6	7	13
	1 to 5 years	0	1	15	14	30
	6 to 10 years	0	0	6	9	15
	11 or more years	0	0	2	6	13
	Total	0	1	29	36	66

5) *Teacher Preparation (Teaching Experience in Adult Education and ESOL) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that enable me to be actively engaged in the learning process.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
How many years of teaching experience do you have in adult education?	Less than 1 year	0	0	7	10	17
	1 to 5 years	0	0	13	10	23
	6 to 10 years	0	0	9	4	13
	11 or more years	0	0	4	9	13
	Total	0	0	33	33	66
How many years of teaching experience do you have in adult ESOL.	Less than 1 year	0	0	5	8	13
	1 to 5 years	0	0	18	12	30
	6 to 10 years	0	0	8	7	15
	11 or more years	0	0	2	6	8
	Total	0	0	33	33	66

6) *Teacher Preparation (Teaching Experience in Adult Education and ESOL) and Professional Development Preferences*

| | | Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that have a follow-up or ongoing structure.. | | | | |
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
How many years of teaching experience do you have in adult education?	Less than 1 year	0	3	7	7	17
	1 to 5 years	0	3	14	6	23
	6 to 10 years	0	4	7	2	13
	10 or more years	0	2	5	6	13
	Total	0	12	33	21	66
How many years of teaching experience do you have in adult ESOL.	Less than 1 year	0	2	5	6	13
	1 to 5 years	0	6	17	7	30
	6 to 10 years	0	3	7	5	15
	10 or more years	0	1	4	3	8
	Total	0	12	33	21	66

7) *Teacher Preparation (Teaching Experience in Adult Education and ESOL) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that establish a network or a learning community.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
How many years of teaching experience do you have in adult education?	Less than 1 year	0	1	12	4	17
	1 to 5 years	0	5	15	3	23
	6 to 10 years	1	1	9	2	13
	10 or more years	0	2	6	5	13
	Total	1	9	42	14	66
How many years of teaching experience do you have in adult ESOL.	Less than 1 year	0	1	9	3	13
	1 to 5 years	1	5	20	4	30
	6 to 10 years	0	2	9	4	15
	10 or more years	0	1	4	3	8
	Total	0	9	42	14	66

8) *Teacher Preparation (Teaching Experience in Adult Education and ESOL) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that observe or highlight best practices.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
How many years of teaching experience do you have in adult education?	Less than 1 year	0	3	8	6	17
	1 to 5 years	0	1	14	8	23
	6 to 10 years	0	0	8	5	13
	10 or more years	0	0	6	7	13
	Total	0	4	36	26	65
How many years of teaching experience do you have in adult ESOL.	Less than 1 year	0	1	7	5	13
	1 to 5 years	0	3	16	11	30
	6 to 10 years	0	0	8	7	15
	10 or more years	0	0	5	3	8
	Total	0	4	36	26	65

9) *Teacher Preparation (Teaching Experience in Adult Education and ESOL) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: : I value professional development activities that prepare me for new initiatives or requirements.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
How many years of teaching experience do you have in adult education?	Less than 1 year	0	13	11	15	17
	1 to 5 years	0	3	17	3	23
	6 to 10 years	0	3	9	1	13
	10 or more years	0	2	5	6	13
	Total	0	9	42	15	66
How many years of teaching experience do you have in adult ESOL.	Less than 1 year	0	1	9	3	13
	1 to 5 years	0	4	22	4	30
	6 to 10 years	0	3	8	4	15
	10 or more years	0	1	3	4	8
	Total	0	9	42	15	66

Appendix H: Cross Tabulation Tables Part 3

1) *Teacher Preparation (Highest Educational Level and Certification Status) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that are grounded in research or theory.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	**Total**
What is your highest educational level?	GED	0	0	0	0	0
	High school diploma	0	0	2	0	2
	Some college credit	0	0	0	0	0
	Associate's Degree	0	1	1	0	2
	Bachelor's Degree	0	7	9	3	19
	Master's Degree	0	4	20	9	32
	Doctoral Coursework	0	1	6	3	10
	Total	0	13	38	15	66
What is your current certification status? Check all that apply.	No certification	0	8	23	11	42
	k-12 Licensure	0	2	7	1	10
	Adult Education Certification	0	0	1	0	1
	TESOL/TOEFL/TOEIC	0	2	4	3	9
	Other	0	1	5	1	7
	Total	0	13	8	15	66

2) *Teacher Preparation (Highest Educational Level and Certification Status) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that are practical and related to my work.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your highest educational level?	GED	0	0	0	0	0
	High school diploma	0	0	1	1	2
	Some college credit	0	0	0	0	0
	Associate's Degree	0	0	2	0	2
	Bachelor's Degree	0	0	6	13	19
	Master's Degree	0	0	11	22	33
	Doctoral Coursework	0	0	3	7	10
	Total	0	0	23	43	66
What is your current certification status? Check all that apply.	No certification	0	0	16	26	42
	k-12 Licensure	0	0	3	7	10
	Adult Education Certification	0	0	0	1	1
	TESOL/TOEFL/TOEIC	0	0	1	8	9
	Other	0	0	4	3	7
	Total	0	0	22	43	65

3) *Teacher Preparation (Highest Educational Level and Certification Status) and Professional Development Preferences*

| | | Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that encourage collaboration with colleagues. | | | | |
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your highest educational level?	GED	0	0	0	0	0
	High school diploma	0	0	2	0	2
	Some college credit	0	0	0	0	0
	Associate's Degree	0	0	2	0	2
	Bachelor's Degree	0	1	14	4	19
	Master's Degree	0	5	22	6	33
	Doctoral Coursework	0	3	4	3	10
	Total	0	9	44	13	66
What is your current certification status? Check all that apply.	No certification	0	5	28	9	41
	k-12 Licensure	0	1	7	2	10
	Adult Education Certification	0	0	0	1	1
	TESOL/TOEFL/TOEIC	0	2	5	2	9
	Other	0	1	6	0	7
	Total	0	9	44	13	66

4) *Teacher Preparation (Highest Educational Level and Certification Status) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that have a strong relevant content.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	**Total**
What is your highest educational level?	GED	0	0	0	0	0
	High school diploma	0	0	0	2	2
	Some college credit	0	0	0	0	0
	Associate's Degree	0	1	1	0	1
	Bachelor's Degree	0	0	8	11	19
	Master's Degree	0	0	15	18	33
	Doctoral Coursework	0	0	5	5	10
	Total	**0**	**1**	**29**	**36**	**66**
What is your current certification status? Check all that apply.	No certification	0	0	19	23	41
	k-12 Licensure	0	0	5	5	10
	Adult Education Certification	0	0	0	1	1
	TESOL/TOEFL/TOEIC	0	1	2	6	9
	Other	0	0	4	3	7
	Total	**0**	**1**	**19**	**36**	**65**

5) *Teacher Preparation (Highest Educational Level and Certification Status) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that enable me to be actively engaged in the learning process.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your highest educational level?	GED	0	0	0	0	0
	High school diploma	0	0	0	2	2
	Some college credit	0	0	0	0	0
	Associate's Degree	0	0	2	0	2
	Bachelor's Degree	0	0	9	10	19
	Master's Degree	0	0	16	17	33
	Doctoral Coursework	0	0	6	4	10
	Total	0	0	33	33	66
What is your current certification status? Check all that apply.	No certification	0	0	20	22	42
	k-12 Licensure	0	0	4	6	10
	Adult Education Certification	0	0	0	1	1
	TESOL/TOEFL/TOEIC	0	0	4	5	9
	Other	0	0	6	1	7
	Total	0	0	33	33	66

6) *Teacher Preparation (Highest Educational Level and Certification Status) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that have a follow-up or ongoing structure..				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your highest educational level?	GED	0	0	0	0	0
	High school diploma	0	0	0	2	2
	Some college credit	0	0	0	0	0
	Associate's Degree	0	1	1	0	2
	Bachelor's Degree	0	2	13	4	19
	Master's Degree	0	6	15	12	33
	Doctoral Coursework	0	3	4	3	10
	Total	0	12	32	21	66
What is your current certification status? Check all that apply.	No certification	0	7	19	16	42
	k-12 Licensure	0	2	6	2	10
	Adult Education Certification	0	0	1	0	1
	TESOL/TOEFL/TOEIC	0	2	4	3	9
	Other	0	1	6	0	7
	Total	0	12	33	21	66

7) *Teacher Preparation (Highest Educational Level and Certification Status) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that establish a network or ongoing community.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your highest educational level?	GED	0	0	0	0	0
	High school diploma	0	0	0	2	2
	Some college credit	0	0	0	0	0
	Associate's Degree	0	0	2	0	2
	Bachelor's Degree	0	1	15	3	19
	Master's Degree	1	4	21	6	33
	Doctoral Coursework	0	3	4	3	10
	Total	1	8	42	14	66
What is your current certification status? Check all that apply.	No certification	0	8	24	10	42
	k-12 Licensure	0	0	9	1	10
	Adult Education Certification	0	0	1	0	1
	TESOL/TOEFL/TOEIC	1	1	5	2	9
	Other	0	0	6	1	7
	Total	1	9	42	14	66

8) *Teacher Preparation (Highest Educational Level and Certification Status) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that observe or highlight best practices.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	**Total**
What is your highest educational level?	GED	0	0	0	0	0
	High school diploma	0	0	2	0	2
	Some college credit	0	0	0	0	0
	Associate's Degree	0	1	1	0	2
	Bachelor's Degree	0	3	12	4	19
	Master's Degree	0	0	18	15	33
	Doctoral Coursework	0	0	5	5	10
	Total	0	4	36	26	65
What is your current certification status? Check all that apply.	No certification	0	3	19	20	42
	k-12 Licensure	0	0	6	4	10
	Adult Education Certification	0	0	1	0	1
	TESOL/TOEFL/TOEIC	0	1	5	3	9
	Other	0	0	7	0	7
	Total	0	4	36	26	65

9) *Teacher Preparation (Highest Educational Level and Certification Status) and Professional Development Preferences*

		Complete the following statement by indicating the degree to which you agree with the following statement: I value professional development activities that prepare me for new initiatives or requirements.				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
What is your highest educational level?	GED	0	0	0	0	0
	High school diploma	0	0	2	0	2
	Some college credit	0	0	0	0	0
	Associate's Degree	0	0	2	0	2
	Bachelor's Degree	0	3	12	4	19
	Master's Degree	0	4	20	9	332
	Doctoral Coursework	0	2	6	2	10
	Total	0	9	42	15	66
What is your current certification status? Check all that apply.	No certification	0	8	25	9	42
	k-12 Licensure	0	0	7	3	10
	Adult Education Certification	0	0	0	1	1
	TESOL/TOEFL/TOEIC	0	1	5	3	9
	Other	0	0	6	1	7
	Total	0	9	42	15	65

Appendix I: Research Code Book

Theme	Quote
Certification Requirements: For whom it is appropriate.	F: I think that there should have been some type of accountability for the teacher themselves and that they know the concepts of phonetics, how to teach grammar, the constructs of sentences…because I didn't know that. F: I'm a public school employee and I should be accountable if I'm being paid by the government Q: oh they definitely should have some form of certification. Just um for their sake as well as the people they are teaching. They should have a knowledge of what is important. I think that is important. Q: This is skyline literacy and um what was required I think was uh enough a requirement and that is two weekends of study ihow to teach in the ESL program um and then you get a certificate from skyline literacy and I think that that is helpful. B: Well I think the first thing I would say Is that I do believe in and fully endorse professional training for ESL instruction. I think that we do need training and very specific and highly specialized unique methods skills, techniques, and coaches. Such training very much helps and informs our behaviors as educators which then makes our explanations more clear, creates linkages between our beliefs about how language acquisition occurs and how we need to then um have activities and teaching behaviors then that facilitate the language acquisition process. Q: With salary it seems like we are connected to more professionalism. If you are going to be more professionalized, professionalism has along with it some particular behaviors and expectations. And with that its appropriate and expected that you'll have some more rules and regulations you have to adhere to for how you do your job. B: In the community based literacy organizations that I'm exposed to, you have a professional with significant experience giving the tutors training. And from what I have seen that is based on firm foundations of basic educational principles. Maybe not always specific to perhaps to the language instruction if it's going to be ESL tutoring but frequently it will. And I think we should trust that and value that.
Certification Framework	Q: You'll probably need to have a knowledge first of all of the language of teaching um in this case being English as a second language. And Then you have to be able to have a good disposition with your um students um patience and a lot of patience is required Q: um and I guess third, you need to set a framework from which you're going to teach B Foundation would need to be composed of concepts of first or second or subsequent language acquisition to have the person understand the, the behaviors, procedures, phenomenon and the science and theory behind all of that. Then you would need instruction on practices in the classroom that have evidence behind

them, maybe research behind them and then these behaviors, approaches, methodologies, and so fourth would not only be taught to the professional but they would also need to have some practice. And I think that the duality of the important components is very important. You need to learn about these components and then practice it.

Certification as a Barrier to Volunteers	F: Not at all, particularly for volunteer tutors. I think that anybody that has a basic understanding of the English language should be able to volunteer/tutor. F: Of course it would be beneficial but not necessary at all. F: …if the certification makes it so that students are not receiving tutors then the certification is all of a sudden a bigger barrier then not being competent to tutor. Q: In my case it's a volunteer situation so I don't think it needs to be as formal a situation as a paid job personally. F: The barrier is that not all teachers need a certification in order to be a sufficient and competent teacher. B: And I think it's a good and beautiful thing that we citizens can get together and tutor English and not have a killjoy um requirement by a huge big brother type government outreach program that would really destroy that whole philanthropic, you know human nature level that is a strong tradition in our country to go out and help your neighbor. An awful lot of good can come from two people just sitting down and just trying to accomplish something the best that they can. F: So I think the value of a foreign student meeting with an English speaker no matter how little they understand the English language should absolutely trump the requirement of the certification. B: That would be much more destructive
	F: You don't want to fall into the trap of just getting into your systematic ways when there is a lot more potential as the years go by. I think it's a really good idea to have re-certification almost like tune ups every two years. And as you continue to do that and you gain your seniority and then its logical that as you get those tune ups, certification, or the most advanced training that yeah you should be paid a little more because you have that much more experience and um that much more significant training to be competent in teaching. B **:** I think it's good that we be encouraged, maybe even forced to re-examine it on a regular basis. Because sometimes things can get outdated or antiquated.
Volunteer Training	B: You also need a cyclical design there as well where the tutor that is giving in episodes…you know you give a little bit in November, and a little bit in February, then a little bit in June and they have their free time or what not . There needs to be an opportunity for them to repeat, refresh, and be reminded. It's human nature to forget.
State of Professional Development	F: Essentially I applied to be a GED teacher. They said, "Do you think you could teach ESL?" And that was pretty much the extent of it.

F: There were probably about six to eight hours total of training before I stepped into the classroom

B: But over and over again while we talk about it and know the research then subhead to it then we are not following through to how we schedule our academic year and so forth in public education to facilitate a constant and repetitive regular professional development opportunity. We are so concerned with the teachers being in the classroom, with kids doing something that we forget that we need to be teaching the teachers how to do that something.

B: I think we need to spend just more time on designs that involve apprenticeship and mentorship.

B: And throughout a whole course of a year or even two you would have a mentor right there with you to establish you in a career, to be able to have conversations and reflections and to create together uh to be able to observe more than just you know an hour a month, like is typical. To have your mentor teacher with you right there, observing you every day, half of day, giving you feedback.

B: We have all heard the statistics that half of the teachers quit within five years.

And it's because our expectations upon them are totally unrealistic and they get frightened and burned out and feel despair and melancholy and then extreme isolation. And professional development has ignored the true power of apprenticeship and mentoring.

B: And I think schools need resources so they can go out and get the professional development that is cutting-edge and proven and uh very much prepared to get ready for what teachers will need and I think so many times the school systems have such limited resources that professional development is forgotten or there is something like this is..

| **Professional Development as Resources** | F: They did provide a lot of books and sources, so there was a very good library to use. |

F: They did provide a lot of books and sources, so there was a very good library to use.

Q: The book we use is also very helpful. It's the basics and it gives people direction on what to… how to get around and teach English ya know. Just basic you know.

Q: so I can't get uh a workshop along the lines of having, learning to work with people that have a different language and you're trying to reach that person. Different uh ideas that you have that you can present to them

Q: with For example I have a Russian lady in the class, and she for example has had from the very beginning a very difficult time wit everything. The alphabet, the sounds, the grammar, everything. If she had had another lady there, a Russian tutor sitting there with her, that would have been to her advantage.

Q: I I'm learning in the environment that I put myself in.

Q: Well I think that in terms of professional development that um its important to follow the book that we have presented to the class that

	they have to buy.
Professional Development Preferences/ Activities	F: I think probably the most beneficial, it would be having some type of shadowing experience that was intended to be like we would call a discipleship program and that yes you shadow a teacher and the more the better so that you can familiarize yourself with different strategies before you step into the classroom yourself. F: Not only on a class to class basis but more beneficially like throughout the semester itself. Q: with me I find it very helpful to be in coordination with the group of teachers that meets on Thursday night. I teach on Tuesday night with my assistant and that helps me develop a lesson plan and uh I know what they've done and I am you know its more helpful for me in terms of developing myself as a teacher. Q: , I mean sure workshops help, all that help but in terms of what I'm doing the mentoring and the peer peer Q: It just uh, ya know keeps us going.
Professional Development Content	F: In addition to that, at least a crash course of whatever level you going to teach, because it has to be significantly varied. A crash course of these are going to be the primary needs of your students or level 2 for example. This is where they are going to be. This is what they are going to know and not know. These are going to be there struggles living in a different country for one day to fifteen years. Because when I stepped in the classroom I had no idea. F: here should be um maybe some type of teaching strategy of teaching to students ,…who you don't know their language F: A class that teaches you how to communicate, explain, and define um English, grammar, pronunciation, and definition without or in your own language so that foreign students can comprehend F: So there should be some type of course on how teachers can initially identify those student's goals and desires and how the teacher can relay that that should be their goal and desire. B: we all can use help and reminders so that we can make connections between how we believe language acquisition takes place and the activities we can actually do in the classes, linkages between those things and also linkages between what we do in the classroom as teachers and what we want the students to then do or end up with. B: ,I still have colleagues who do not begin with the end in mind. Um and have no approach that involves building or defining the expectations of what the student should be able to do at the end.
Role of An ESL Teacher	F: And so um its extremely beneficial for the teacher to bring alongside of them a significant amount of mercy and compassion. And um I think that's a lot of times swept under the rug because you get into this mindset of oh I need to teach these people English when in

	reality they could be forced to go to that class and they have a horrible, catastrophic background and the teacher isn't helping the transition to America at all. F: Because as an ESL teacher a part of what you want to do is integrate them into American culture and society. And so it is a difficult, it is a difficult mesh and blend but the reality is that I love going to class. F: But a good ESL teacher is able to balance that (Federal government student assessment requirements) alongside of specifically meeting the needs of each student.
Grammar	Q: So um with beginner English I think it's important for the adults that are learning English to know basic grammar. And that's one area that's difficult to present. I mean they just always have a confused look almost always.

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