

AN ABSTRACT OF THE THESIS OF

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Title: MINIMAL COMPETENCIES NEEDED FOR ELEMENTARY/SECONDARY ESL  
AND BILINGUAL TEACHERS IN OREGON AND WASHINGTON

Abstract approved: *Redacted for Privacy*  
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Purpose of the Study

The purpose of this research project was to identify minimum competencies needed for elementary and secondary teachers in the fields of ESL and bilingual education.

Procedures

Two procedural phases were applied in this study. The first phase was the construction of a survey questionnaire which was validated through the Delphi technique. The final questionnaire, which consisted of 56 competency statements, was mailed to a random sample of ESL and bilingual teachers in Oregon and Washington. The responses of 141 subjects indicated whether the components of the instrument were highly, considerably, moderately, or slightly important.

A two-way analysis of variance was applied for analyses of data and hypotheses testing. Factor analysis was utilized to ascertain the groupings of competencies for purposes of curriculum development.

### Findings

The analysis of variance indicated that, except for 20 competencies, no differences existed between the component scores of ESL and bilingual teachers. Differences due to geographic locations were noted for eight elements.

A fifteen-factor solution generated 50 competencies with factor loadings of + .42 or higher.

### Conclusions

As a result of findings, the following conclusions were drawn:

1. Twenty-nine competencies attained mean values above 3.000 and were considered as required components; 25 competencies reached mean scores between 2.000 and 2.999 were recommended elements; and two competencies with mean scores below 2.000 were found to be recommended elements for bilingual curriculum, but optional inclusions for ESL curriculum.
2. Nine of the fifteen factors consisted of meaningful competencies according to the rating values assigned by 141 subjects to 56 competency statements.

3. Thirty-six competencies were retained according to teachers' viewpoints; 48 competencies were retained due to geographic areas; only one interaction effect existed.

### Recommendations

Based upon the findings and conclusions the following recommendations were presented:

1. Two questionnaires that typify ESL and bilingual teachers separately should be developed and should contain more detailed competency statements peculiar to each group.
2. The 29 highly recommended (required) competencies may be used by the Oregon and Washington Departments of Education to establish statewide standardization of minimum competency requirements.
3. ESL and bilingual teachers should reach an agreement on competencies that may lead to their endorsement of a common set of requirements.

MINIMAL COMPETENCIES NEEDED FOR ELEMENTARY/  
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IN OREGON AND WASHINGTON

by

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MINIMAL COMPETENCIES NEEDED FOR ELEMENTARY/  
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IN OREGON AND WASHINGTON

CHAPTER I

INTRODUCTION

The teaching of English as a second language (ESL) with its widespread movement has arrived at a significant stage in its historical development. The expanded increase in the number of non-native English speakers entering America has given rise to an intensified need for ESL and bilingual education and recognition of qualified teachers in these fields. According to Waggoner's research, "only three ESL teachers out of ten had taken even one course in teaching ESL" (Waggoner, 1978, p. 247).

The need for competencies for teachers in the fields of ESL and bilingual education has been recognized by a growing number of states, as a result of educators' increasing awareness of the special needs of limited/non-English students.

In the four years since 1976 the number of states and territories with bilingual certification or endorsement increased from 4 to 13 and those with both from 3 to 7 (Harvey, 1980, p. 11).

The effectiveness of ESL and bilingual teachers should be measured in terms of the ultimate product sought -- a well prepared bilingual/ESL student, who can compete with native speakers in a

college or university situation and who is able to adapt himself or herself to American society and to new American friends.

ESL and bilingual teachers have difficult duties. The goals of achievement that they plan for their students are higher than those of their fellow educators in the modern foreign languages, because their students must learn certain cultural patterns, as well as language.

For those whom he teaches, a working command of English is an educational essential, but this command must be acquired through methods which differ from those customarily employed by the teacher of English to native speakers of the language (Blatchford, 1979, p. 145).

#### Statement of the Problem

The major purpose of this study was to identify those competencies required by elementary/secondary teachers in the fields of ESL and bilingual education. The focus was to gauge the adequacy of the preparation of competent teachers. Its approach was that of generating a bank of items which could be used throughout Oregon and Washington in developing and improving teacher workshops and both graduate and undergraduate courses taken by elementary/secondary ESL and bilingual teachers.

#### Rationale for the Study

Competency can be described as the acquisition of knowledge, the application of it, and the development of the needed behaviors and skills. Houston and Howsam (1972) indicate that teacher competency involves five factors -- cognitive, performance, consequence,

affective, and exploratory. Barr and his co-workers (1961) categorized the same elements of teacher competency.

There is a relationship between teacher-based competency and teacher preparation. Teacher competency requires appropriate courses and teacher workshops to prepare competent practitioners in the field. According to Blatchford, "teachers of English as a second language should have the same general academic preparation as teachers of other subjects at comparable levels" (Blatchford, 1979, p. 146). He also indicates that their unique responsibilities must not be overlooked. Although bilingual and ESL teachers share a common general background with other teachers, one which helps them to become well educated practitioners, a unique training program should be designed to prepare ESL and bilingual teachers for their specific tasks. The teachers in the fields of ESL and bilingual education should acquaint themselves with some important linguistic and cultural differences which ESL and bilingual students bring with them into the classroom.

Native speakers studying English, French, Mathematics or Biology, etc., are taught by teachers with special training and a license in that specific area. Non-native speakers of English should be instructed under similar quality control conditions. (Appelson, 1980, p. 4).

Institutes of higher education regard the attaining of certification as the acquisition of basic competencies. Regarding that competency--the acquisition and application of knowledge and development of the needed repertoire of critical behaviors and skills, the question remains: Can teachers of other subjects instruct ESL/bilingual students who have language and cultural gaps, or should

only prepared and qualified professionals who meet the minimal competencies in the fields of ESL and bilingual education instruct non-native English speakers? This study formulated implications for developing teacher education curricula content and teaching strategies for the preparation of ESL and bilingual teachers.

### Need for the Study

The increased need for English education of non-native speakers of English has resulted in the expectation of minimum competencies in the fields of ESL and bilingual education which would provide primary qualifications for practitioners and would insure quality of instruction.

The federal law also urges that non-native speakers should benefit from the English/bilingual instruction by prepared ESL/bilingual teachers.

The Federal government and the courts have specified English language instruction must be provided to non-native speakers. It follows that this instruction be given by teachers prepared and certified in TESOL (Appelson, 1980, p. 4).

Despite the existence of this law, no official statement of competency requirements of ESL and bilingual teachers yet exists in Oregon, and no ESL-based competency has yet been formulated for the State of Washington (Blatchford, 1979). Therefore, further research is needed to provide information for preparation of the most competent and most informed teachers in ESL and bilingual teaching.



### Assumptions

Restriction of the population to the elementary/secondary ESL and bilingual teachers practicing in Oregon and Washington necessarily narrows the extent to which the findings can be generalized. It cannot be assumed that elementary/secondary ESL and bilingual teachers in Oregon and Washington are representative of all elementary/secondary teachers in these fields in the United States. For example, bilingual programs in Oregon are not as extensive as those in California.

### Definition of Terms

For clarity in the meaning of some terms that were used in this study, the following definitions are given. Other terms or phrases are assumed to be self-explanatory.

Bilingual Education (BE): Instruction given through two languages, one of which is English.

Bilingual Teacher: One who demonstrates proficiency in English skills as well as a foreign language, and has the experience and knowledge to teach non-English speaking students.

Competency: The specific knowledge and ability needed to perform a particular duty or occupation.

Curriculum: Those experiences and educational activities used by the school to achieve its goals of education.

Curriculum Development: The process of planning, organizing, and implementing curriculum improvement and change.

English as a Second language (ESL): Instruction given to teach English language skills to non-native English speakers.

ESL Teacher: One who demonstrates proficiency in English language skills and has the background and knowledge to teach English to non-native speakers of English.

Factor Analysis: A statistical method which consists of: 1) a large number of tests (competencies) which measure some aspects of the general trait (ESL/bilingual education) and will represent a bank of elements that might enter into the trait; 2) evaluating inter-correlations among these tests (competencies) to find those which tend to measure the same element or factor; 3) deducting what this trait measures in common and giving it a name (Gunderson, 1971, p. 4).

Foreign Student: A non-English speaker who is from a country other than America.

Non-Native English Speaker/Student: One whose native language is other than English.

Proficiency: The level or degree of expertise required in the performance of a given professional task.

R-mode: A factor analytic method which examines the relationship of every competency with every other competency and provides for a clustering of common competencies. The technique orders competencies according to people (Gunderson, 1971).

TESOL: Teaching English to Speakers of Other Languages.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The main intention of this study was to identify minimum competencies needed for ESL and bilingual teachers in Oregon and Washington. The review of literature, therefore, was organized to: 1) indicate competency needs for teachers in the fields of ESL and bilingual education and 2) present the guidelines for preparing ESL and bilingual teachers.

#### Competency Need

Here and there calls for help arise from classroom teachers who have no training or background in ESL/bilingual education and yet have to handle ESL/bilingual students in their classroom. "Help! Pedro can't speak English!" (Keyes, 1967, p. 78). It often happens that a principal may introduce a new student by simply saying, Pedro Garcia, and the teacher smiling, may say:

'Hi, Pedro, welcome to our class. It's nice to have you with us.' No response. The brown eyes search your face apprehensively. He doesn't speak any English! (Keyes, 1967, p. 78)

With regard to the problems that non-English speakers and classroom teachers have, these questions come to mind: How can teachers succeed who are untrained in ESL/bilingual education but suddenly find themselves asked to teach English to children with limited or

no language proficiency? Can they effeciently help their students get by in school and meet the graduation competency required by the state? Do the teachers not need much more than the mere abilities to speak English themselves and to conduct classes? The competency that they must teach, after all, is not only reading, speaking, and writing but, according to Walker:

assimilating the subtleties of the language to the extent that the linguistic meaning of its mores, both social and cultural, become part of the total life of the student (Walker, 1978, p. 20).

Not until high standards are assured for teachers in the fields of ESL and bilingual education will the best teaching be accomplished in the classroom.

For those who wish to teach ESL, or to practice bilingual education, competency generally means preparation. Houston and Howsam identified preparation in all professions as: the acquisition of knowledge and the ability to apply that knowledge and the development of the needed repertoire of critical behaviors and skills. As the necessary knowledge, behaviors, and skills are identified and assessed they become competency objectives (Houston and Howsam, 1972).

Despite the widespread establishment of teaching ESL and bilingual education, neither teacher certification nor even acknowledged competency criteria exist in Oregon for teachers in these two fields -- although a certificate in bilingual education is available in the State of Washington (Blatchford, 1979). The great increase in the population of non-native English speakers in those states in the

1970's has led to an ever-growing demand for trained and qualified teachers in the field, and, according to Blatchford, "of the fifty states, nine have a certificate or endorsement in English as a Second Language, and seventeen in bilingual education" (Blatchford, 1979, p. 158).

Since 1976 the number of states with bilingual certification or endorsement has increased from four to seventeen, and those with ESL from four to nine.

In Oregon non-native speakers of English constitute "7% of the state's entire population (only 2% below the national average), but there is still no certification for either bilingual or ESL teachers" (Harvey, 1979, p. 11).

In spite of the significantly increased number of non-native speakers, there is a limited number of qualified ESL teachers with the experience, education, and skills needed to teach students of limited or no English proficiency. The enrollment of non-native English students is expected to grow rapidly, especially "with economic expansion of the petro-countries and our newly cordial relations with China" (Moussouris and Mackey, 1979, p. 13).

The teachers' language skills survey (TLSS) that was conducted by the National Center for Education Statistics (NCES) in 1978 gives the preliminary findings on the numbers of non-native English speakers and ESL teachers in public schools. The findings are as follows:

An estimated 28 million persons (one in eight) in the United States have non-English language backgrounds; 10.6 million of these have Spanish backgrounds.

An estimated 2.4 million persons in the United States do not speak English at all.

An estimated 102,000 teachers were involved in teaching English as a Second Language in public schools in 1976-77; only three out of ten had taken even one course in teaching ESL" (Waggoner, 1978, p. 247).

According to the Report on the Teachers of Language Skills Survey presented at the TESOL conference in Boston in 1979, a large number of teachers reported teaching English as a Second Language at the elementary and secondary levels in 1976-77, but only one in twenty indicated that they had training in ESL (Waggoner, 1979).

In view of the proportion of non-native speakers of English entering public schools, there are only two possibilities: either there must be additional specialized training of teachers as facilitators of English acquisition or the needs of students who have to overcome a language barrier will simply be ignored.

There are some problems with the widely-held notion that many non-native English students are receiving services of some kind to help them gain proficiency in English. According to the report on the teachers' language skills survey, "more than half the teachers who reported teaching ESL reported that they spent 10 percent or less of their time in ESL activities" (Waggoner, 1979, p. 2).

There is a need for more experienced teachers who understand children from cultures other than their own. There is also a need for linguistics and testing materials to teach students the standard language, so that they will have access to their new culture. According to the Bilingual Education Act as amended in 1974, students

have the right, at the same time that they are learning English, to enable themselves to complete their coursework and to be taught in their native languages as well. Spolsky believes that the best way to educate bilingual students is to teach them in their native language first. He says, "Not only will this be more efficient and satisfactory, but it will improve his English learning" (Spolsky, 1970, p. 27).

English is the essential component of instruction in both the bilingual and second language approaches. Therefore, it is appropriate to ask who is responsible for instruction in English? A bilingual teacher usually is expected to teach both in English and in the native language of the students, but it is not assured that he or she will use an appropriate approach to the second language. Thus, in most ESL and bilingual programs, instruction is done through team teaching. Harvey (1980) asserts that the team ESL teacher should understand the nature of the language and not downgrade the child's own language and culture. According to Harvey, an ESL teacher should not only have a strong linguistics background, but also should be able to create an environment that encourages communication and related activities for the learning of language.

### ESL Guidelines

As Marckwardt (1970) states, the task of ESL teachers is a difficult one. They should be trained and qualified to meet the needs of their limited/non-English speaking students. The following standards are those accepted and approved by the members of National Association

of State Directors of Teacher Education and Certification (NASDTEC) in 1976 (Blatchford, 1979). An ESL teacher, they specify, should:

1. Understand and respect the students and their cultures, to make them feel like involved members of the community.
2. Have proficiency in spoken and written English since he or she functions as a model of correctness in the use of the language.
3. Understand the nature of language and the structure of the English language and the relation of English language systems to the cultures of English speaking peoples.
4. Have had the experience of learning another language and have personal awareness of another culture.
5. Have knowledge of the process of language acquisition.
6. Have an understanding of the principles of language pedagogy and the ability to apply these principles.
7. Have an understanding of the techniques of teaching a second language; and
8. Have an understanding of cultural factors which contribute to the variety of life styles of students of different national origins.

Marckwardt (1970) agrees that an ESL teacher should understand the students' cultures and have experience of learning another language and awareness of another culture. What is meant by culture? According to Keesing (1974), culture can be interpreted as a: a) cognitive system--knowing the why and what about another culture; b) structural system--communicative creations of mind that generate the



cultural elaborations; or as c) symbolic system--sharing the symbols of meaning. For learning a second culture, Kleinjans (1975) suggests a model that includes three categories: 1) cognition; 2) affection; and 3) action. As regards cognition: one will get information about people, places, events; one will analyze parts of the culture such as family and educational systems, religion and language; and one will synthesize the relationship among parts. As concerns affections: one will know and will like aspects of another culture (appreciation); one will change some of his values (reevaluation); one will change some aspects of his life (reorientation); and, finally, will become, in a sense, one with the people of the other culture (identification). As refers to action: one will recognize that certain activity exists (awareness); one will begin to act (attending); and finally, one will interact in social situations.

It is extremely important for ESL and bilingual teachers who deal with students from other cultures to gain information and knowledge about those cultures. Bordie (1970) believes that the reason that English as a Foreign Language teachers are more successful in language teaching than ESL teachers is because they usually live abroad, are aware of cultural differences, and have understandings of their students. By contrast, the ESL teachers function in a similar situation without general awareness of cultural differences. He refers to it as "lack of cultural sensitivity." He concludes that teacher effectiveness might be improved through cultural awareness and believes that EFL/ESL teachers should have experience in learning a foreign language, in order to understand and feel the process of language learning. He states:

While we recognize the validity of the teaching techniques on an intellectual basis, we are unable emotionally to implement all those other factors which make the techniques a success overseas. There is a general lack of cultural sensitivity. Our responses tend to remain conditioned by our original cultural insights which are part of our scholastic and academic background (Bordie, 1970, p. 339).

Pham underlines the awareness of cultural differences for better language teaching and learning system in this way.

A teacher who makes an effort to understand Vietnamese cultural values and concepts and the Vietnamese attitudes toward education which Vietnamese children bring with them will be well-equipped to help them adjust to the sometimes contrasting American value system.

The Vietnamese child and the American teacher will both be the better for this experience (Pham, 1978, p. 4).

ESL teachers not only should be acquainted with the students' life styles, but with a cultural context within which the standard dialect is used. Bosco, in his article points out:

Language has a social, cultural, and historical dimension. If a person is to function effectively in a speech community, he must be acquainted with the life style of the members of the community. Such an orientation includes an understanding of what the speakers consider to be important and what they talk about (Bosco, 1970, p. 75).

For ESL teachers, it is vital to be aware of the cultural differences, because some aspects of one culture may have different meanings in another culture. About the negative evaluation of silence in America, Edmund Glenn states:

If you express an opinion and there is a little silence and then the subject is changed, you know you have said something with which the person you are talking to does not agree. In many other cultures, in contrast, silence is a sign of agreement. When the Russians, French,

Portuguese, Spanish, or Italians express an opinion and you do not reject it explicitly, they assume you have accepted it. Later, when they find you haven't they feel you are hypocritical (Glenn, 1973, p. 278).

According to Applegate (1975), ESL teachers are representatives of both a new language and a new society and should sensitize their students to the social implications of language use.

Knowledge of a second language should include more than just grammatical competence. Communication can only be effective when student is also sensitive to the social and cultural aspects of language use and how these differ between his first and second language (Applegate, 1975, p. 271).

Campa (1951) states that any culture which is the sum of behavior patterns, values, and attitudes is reflected in the language of culture. In teaching language, he emphasizes the cultural content of language, rather than the mechanics of transliteration.

ESL teachers should be able to describe things that the native English speakers have usually not thought to analyze. This means they should possess linguistic background and should be familiar with communication skills, rhetoric, and logic, and should urge their students to "consider who says what to whom, for what purpose and with what effect" (Allen, 1969, p. 254).

Bolinger (1972) in his article points out that a language teacher should know about structure of language and its place in culture, nature of language, grammar, rhetoric, and logic. He underscores the importance of linguistics in ESL and foreign language teaching.

Once we look at various meanings of the term language-teaching, it becomes clear that for each sense of that term there is a different sense in which linguistics can be an influence, whether for good or ill (Bolinger, 1972, p. 107).

Allen believes that ESL students should be taught the literature of America. "Literature enlarges the mind, opens windows on the world, enables people to appreciate what others are up against, in circumstances different from their own" (Allen, 1969, p. 255). Povey argues that teaching literature to ESL students will: a) increase their language skills and extend their linguistic knowledge because subtle vocabulary and complex syntax will be introduced; b) open windows on American culture; c) give the students human insights and awareness; and d) provide opportunities for some gifted students to use their creativity (Povey, 1967).

Allen summarizes the factors that should be taken under the consideration for preparing teachers to teach across dialects as follows:

Thus it seems clear that skills, insights, and information which may help second-dialect teachers have already been developed in such seemingly disparate fields as linguistics, cultural anthropology, communication, rhetoric, literature, and other branches of humanities (Allen, 1969, p. 256).

An ESL teacher should be able to establish the situations and provide a variety of experiences so that meaningful generalizations can be developed. Carroll (1971) recommends managing language learning procedures:

In language teaching, as in other kinds of instruction, probably critical factor in success is in managing the learning procedures of the student in such a way that at any given stage of learning the student is learning just what he needs to learn, being given the appropriate strategy for that learning to take place and being properly reinforced in that learning (p. 113).

The ESL teachers should be able to facilitate language learning for their students. Dubin and Olshtain (1977) believe that the core of effective language learning situation is a decision-making process that requires the ESL teachers to be creative, rather than to follow the content of the text. Anthony (1963) suggests that a good language teacher should use good techniques, methods, and approaches to create effective learning and teaching situations. He views a method as a procedure, an approach as an axiom, and a technique as an implement. According to him, techniques must be compatible with method, as well as with an approach.

Johnson (1972) suggests two methodologies in TESOL; namely, Macro and Micro. According to him, Macro methodology is an overall plan set up by the classroom teacher in a language-learning situation and the roles that the learners play while interacting with each other. Micro methodology is the presentation of new language materials and implications of the new language content. He writes:

Macro methodology has ultimate implications for the classroom teacher. It is the classroom teacher who sets up the overall learning and teaching context. It is the classroom teacher who trains learners to play "roles." It is the classroom teacher who himself assumes roles which will complement the roles that learners desirably play.

Micro methodology, on the other hand, has ultimate implications for the writing of instructional materials. It is the materials writer who designs materials for the presentation of each item of language material in a course of ESL instruction. It is the materials writer who selects, grades and arranges language content, and specifies the ways that language content will be presented to learners, practiced by them and used by them (p. 242).

As Janssens (1977) states, stimulation and presentation of materials affects the assimilation and acquisition of what the students have to learn. He believes in functional language teaching and learning--the language as a means of communication. He suggests different methods of visualization to motivate the students to develop a feel for a language.

A backward glance at the review of literature suggests that an ESL teacher should at least meet the eight guidelines that have been suggested by NASDTEC (Blatchford, 1979) for preparing teachers of English as a Second Language.

#### Bilingual Guidelines

According to the Civil Rights Act of 1964, and the Lau vs. Nicholds Supreme Court decisions of January 1974, parents have a legal right to demand a special program to help their limited/non-English speakers to meet the language learning needs. Oregon state regulations mandate that:

Districts shall develop and implement a plan for identifying students whose primary language is other than English and shall provide such students with appropriate programs until they are able to use the English language in such manner that allows effective relevant participation in regular classroom instruction and other educational activities. [OAR '581-21-46(8)].

A bilingual program helps to develop the students' cognitive and physical skills. To design a bilingual curriculum one should give serious thought to the qualifications of teachers who will implement the bilingual education curriculum. If there are no

trained teachers to respond to the children from different cultural and linguistic backgrounds, instruction "will be dominated by a cultural perspective that is not only inappropriate (for instance) for Mexican-American students, but can be positively damaging to their chances for educational success" (Castillo and Cruz, 1974, pp. 341-342).

The members of NASDTEC (Blatchford, 1979) assert that teachers of bilingual education should have the following qualifications:

1. Possess a standard teacher's certificate in another area than bilingual education.
2. Instruct the bilingual students both in their dominant language and in English with fluency and accuracy, good intonation, and pronunciation.
3. Possess an adequate knowledge of history and culture of the bilingual students and respect the history and culture of the United States.
4. Demonstrate the ability to instruct the bilingual students both in English and in their dominant language in all the basic content areas.
5. Adapt the existing materials to the needs of a bilingual program.
6. Understand the learning styles and language systems of different cultures and apply them in a bilingual setting.
7. Establish a successful relationship with the students, parents, and community members of the target cultural group.

8. Understand dialect differences across cultural and social lines.
9. Demonstrate the ability to use appropriate theory and methodology in teaching bilingual students.
10. Compare and contrast the language of the students with English in terms of sound systems, forms, and structures, and apply it to teaching the bilingual students (Blatchford, 1979, pp. 156-157).

Carlisle-Zepeda and Saldate IV (1977) assert that similar competencies outlined in an unpublished paper by G. M. Blanco [Competencies for University Programs in Bilingual Education (unpublished) Austin: University of Texas, n.d., pp. 4-10] should be required of bilingual teachers. His paper written for the U. S. Office of Education, argues that the bilingual teacher should:

1. Develop strategies which help the children to extend their command of their first and second languages in listening, speaking, reading, and writing.
2. Plan and develop teaching units or lessons in the various curriculum areas, using the appropriate terminology in both languages.
3. Develop the ability to incorporate elements of the child's culture into various areas of the curriculum.
4. Use appropriate classroom management techniques.
5. Work effectively with paraprofessionals.
6. Work effectively with community resources.
7. Develop skills in assessing language and basic subject matter, and in utilizing such results for instruction.



8. Identify elements of the home culture to help children develop positive self-concept.
9. Identify elements of the mainstream culture to assist children in dealing with potential areas of conflict.
10. Develop an awareness of contributions of the cultural group to the development of the United States (Carlisle-Zepeda and Saldate IV, 1977, pp. 330-331).

In a study entitled "Competency Behaviors for Elementary Teachers", Castillo (1975) summarizes competencies required of bilingual bicultural teachers within a framework of language, culture, and cognitive styles. To develop effective learning activities and create meaningful language learning situations, a bilingual teacher should possess competence in both child's native language and in English. McNicholas indicates the following competencies for a bilingual teacher in the area of language.

1. Demonstrates fluency in English and in the child's variety of language.
2. Accepts the child's use of vernacular language.
3. Communicates with the child in the language of his or her choice.
4. Identifies and expands basic concepts in the child's dominant language (McNicholas, 1976, p. 113).

Competency in both the child's native language and in English is necessary for bilingual teachers because, according to the members of the U. S. Commission of Civil Rights.

Bilingual bicultural education is a comprehensive educational approach which involves more than just imparting English skills. Children are taught all cognitive areas, first in their native language . . . Instruction through English in cognitive areas begins when the child can function in that language and experiences no academic handicap due to insufficient knowledge of the language (U. S. Commission on Civil Rights, 1975, p. 29).

McNicholas (1976) believes that the development of a child's fluency and literacy in two languages is encouraged through effective language instruction. To devise learning activities and create an effective learning-teaching environment, a bilingual teacher should understand and be sensitive to his or her students' cultures. In evaluating culture, McNicholas writes that an effective bilingual teacher must:

1. Provide activities for role playing family members and family situations.
2. Explore the different roles of people in the community.
3. Arrange for field trips unique to the child's cultural experiences.
4. Utilize people from the community as speakers to acquaint the children with their role.

Language and culture reflect an important role in the child's cognitive development. McNicholas states:

Language and culture of children are seen to play a significant role in the way children communicate and relate to others and in their methods of perceiving, thinking and problem-solving (McNicholas, 1976, p. 114).

In terms of competencies under the area of cognitive styles, McNicholas indicates that an effective bilingual teacher:

1. Possesses a working knowledge of the child's preferred learning style.
2. Provides for the arrangement of the learning environment to facilitate the appropriate adult-child contact in order to promote learning in the field-sensitive and/or field-independent modes.
3. Adapts curriculum materials in keeping with the child's learning styles.
4. Develops cooperative group activities appropriate to the experiences and background of the child (McNicholas, 1976, p. 114).

Carlisle-Zepeda and Saldate IV (1977) note that the child's cognitive skills development takes place most easily and naturally through use of the language he or she understands best. Other significant factors in developing the child's cognitive skills are the pedagogical approach and instruction. The effective pedagogy and instruction provide opportunities for the students to be exposed to appropriate linguistic models, and to experience with problem-solving situations that facilitates the development and acquisition of the child's cognitive skills.

Simeos (1979) says that a pedagogical approach includes: 1) teacher-student interaction and 2) the process of teaching. He concludes that a pedagogical approach is based on the management of the classroom within which a viable learning environment can be developed. Therefore, a bilingual teacher should be able to:

manage a bilingual classroom in which the following thinking process takes place: categorization of data by the students, who make "meaningful generalizations, predictions, and explanations of unknown situations" (Simoes, 1979, p. 16).

Also concerned with pedagogy, Martha Montero describes a bilingual curriculum in the following way:

Pedagogically, a bilingual curriculum can be described as a curriculum (materials, tests, resources, indexes, etc.) that is part of a bilingual program where instruction is in two languages (Montero, 1979, p. 61).

She says that "bilingual curriculum" means teaching different things through different instructional strategies to different people. In her writing she suggests that for constructing a unit plan in a bilingual classroom one should consider the language, cultural, and social factors that affect the bilingual-bicultural experience. She emphasizes using pedagogical skills and different teaching strategies. Montero writes:

The unit plan will deal with those pedagogical skills that are the basis of logic and cohesive plan of study. Several teacher strategies, as well as goals, objectives, materials, activities and evaluation schemes, are suggested (Montero, 1979, p. 62).

Duelfer agrees that effective instructions provide viable environments for learning. Duelfer posits four instructional components: 1) goals and objectives, 2) materials, 3) methods, and 4) test items. She asserts that there should be a strong relationship among all the above-mentioned components. She states:

Effective instruction occurs when there is direct relationship among all instructional components. Goal, materials, and test items must be directly related (Duelfer, 1979, p. 28).

Chabot (1979) suggests that the systems-context approach described by Antonio Simoes (1977) is a good method to be implemented in a bilingual setting. He declares:

It provides concrete guidelines for the classroom teacher who wishes to actively participate in the adaptation or development of materials in order to insure a closer correspondence between the system, the content and the teaching strategy (Chabot, 1979, p. 41).

In view of the preceding, it is important that bilingual teachers possess a thorough knowledge of philosophy and theory of education, as a whole, and bilingual education specifically. An effective bilingual teacher should be proficient in listening, speaking, reading, and writing because "learning occurs in either the oral/visual or written context" (Duelfer, 1979, p. 42). And, according to Carlisle-Zepeda and Saldate IV, "Proficiency in the two languages is merely a prerequisite. ... The teacher is not qualified to teach in a bilingual program just because the person can function in the second language" (Carlisle-Zepeda and Saldate IV, 1977, p. 331).

The review of literature in the area of bilingual education reflects agreement that a potential bilingual teacher must be efficient in all the areas suggested by NASDTEC (Blatchford, 1979) and Carlisle-Zepeda and Saldate IV, (1977).

### Conclusion

Although there are in the literature some suggestions and guidelines for preparation of qualified ESL and bilingual teachers,

no official statement of competency needs of ESL and bilingual teachers yet exists in Washington and Oregon. Therefore, considering the greatly increased population of non-native English speakers, there is a clear need for more programs to train teachers who have non-native speakers of English in their classes. There is also a need to prepare competent teachers in ESL and bilingual education.

Public education needs to establish competencies for ESL and bilingual teachers so that schools may employ adequately prepared teachers. Not until these needs are met will non-native English students be receiving the education they must have in order to compete successfully with native English speaking students.

### CHAPTER III

#### DESIGN OF THE STUDY

This study was an empirical investigation of ESL and bilingual competencies. The results of this study provided necessary information for the development of curricula to prepare teachers in ESL and bilingual education in Oregon and Washington. Described below is the methodology which was employed to delineate the specific steps taken during the study.

##### Preparation of Need Statement

The initial step consisted of preparing the need statements which measured teacher competency in ESL and bilingual education.

The first step in development of the need statements was to review the related literature on competency needs of ESL and bilingual teachers. The guidelines suggested by Blatchford (1979) for the certification and preparation of teachers of ESL and bilingual education were modified according to the information acquired from the review of the literature and were utilized in developing the initial questionnaire, which contained 54 items.

The second step was to submit the questionnaire to a jury of experts to evaluate the format, content, and clarify the comprehensiveness of the questionnaire. The following jury members were selected to constitute the Delphi panel members:

1. One ESL director from Portland State University.
2. Two elementary/secondary ESL teachers from Beaverton School District #48.
3. One ESL and bilingual coordinator from Mt. Hood Community College.
4. One elementary/secondary bilingual/ESL teacher from Beaverton School District #48.

Thus, a total of five expert panel members participated in the Delphi technique of the research method. A list of jury experts showing their school districts and institutions is found in Appendix A. The following criteria were chosen in selecting the Delphi panel members:

1. The panel members should have comprehensive understanding and awareness of ESL/bilingual education as it exists now.
2. The panel members should have at least two years of experience in teaching ESL/bilingual education and direct contact with ESL/bilingual students.
3. The panel members should be selected based on the best judgement of the selector.

The panel members were initially contacted by telephone, and, at a later date, the instrument and a letter were forwarded to them. Appendix B contains a letter sent to individuals who constituted the Delphi panel for this investigation.

The initial round of the Delphi technique was constituted of three major areas as follows: knowledge of linguistics, grammar,



TESL/bilingual methods and communication skills; ability in acquisition of the knowledge and experience in ESL/bilingual education and culture. The letter and the questionnaire for the first round are contained in Appendix C.

In Round One of the Delphi technique each jury member was asked to review and evaluate the questionnaire and list any recommendations or suggestions he or she had for revision or add to the need statements at the end of each major area.

After the panel participants evaluated and reacted to the questionnaire, the list of recommendations and additional statements were compiled and reviewed. Several items were revised for clarity and eight items were added to the questionnaire, which contained 54 competencies.

The second round of the Delphi included a list of those statements that did not acquire consensus in Round One plus the new statements generated from the analysis of the first Delphi process. Each jury expert was asked to rate and evaluate the revised and the new need statements. Appendix D contains the questionnaire and the letter administered in Round Two.

Round Three contained the need statements which did not acquire consensus from the second round. Jury members were asked to review the items which did not gain a mean score of 2.25 or better in Round Two, and they were asked to either accept or reject the need statements. All items except two were accepted in the final round. Appendix E contains the letter and the questionnaire administered in Round Three.

The final instrument used in the study contained 56 items and included a scale with a continuum consisting of four internal points ranging from highly important, denoted by rating 4, to slightly important, denoted by rating of 1. The final questionnaire was field tested by sending it to a selected group of ESL/bilingual teachers to identify the competencies that were not clear or were difficult to understand. Internal consistency was computed following the data collection using the Hoyt-Stunkard Analysis of Variance Technique (Hoyt, Stunkard, 1952).

#### Sample Population

The sample for the study contained randomly selected ESL and bilingual teachers from each of two western states (Oregon and Washington). The sampling matrix of the study consisted of the following:

States	Types of Teachers	
	ESL	Bilingual
Oregon	N=60	N=26
Washington	N=29	N=26

The sample size of N=26 for the smallest cell assured the power level = .80 and an effect size of .40 (Cohen, 1961), when  $\alpha = .05$ . The samples were randomly drawn using a table of random numbers for the selections.

### Statistical Design and Hypotheses

The Hays (1963) mathematical model for analysis of variance was used to move from deductive theories to inductive generalization. According to him:

Mathematical systems are purely abstract and essentially undefined, deductive structures. When a mathematical system is interpreted in terms of real objects or events, then the system is said to be a mathematical model for those objects or events (p. 8).

The following model is appropriate for the fixed effects two-way analysis of variance arrangement used in the study:

$$Y_{ijk} = \mu + \alpha_i + \beta_j + \alpha\beta_{ij} + \epsilon_{ijk}$$

Where,

$Y_{ijk}$  is a test score.

$\mu$  is the true overall mean.

$\alpha_i$  and  $\beta_j$  are differential effects associated with teacher type and state, respectively, and

$\alpha\beta_{ij}$  is the interaction effect between levels of teacher type and state.

$\epsilon_{ijk}$  is a random variable, NID  $(0, \sigma^2)$ .

Analysis of variance was utilized to test the following hypotheses for each competency statement in the instrument.

$H_{0_1}$ : There is no significant difference between the component (competency) scores of ESL and bilingual teachers.

$H_{0_2}$ : There is no significant difference between the component (competency) scores of the two states.

$H_{O_3}$ : There is no significant interaction between the levels of component (competency) scores of ESL and bilingual teachers and the two states.

The hypotheses were tested according to the decision table shown below.

Table I  
Analysis of Variance Arrangement  
(Fixed Model)

Source of Variation	df	SS	MS	Computed F	Critical F $\alpha=.05$
Teacher Type	1	A	A/1	$MS_A/MS \text{ Error}$	3.9
State	1	B	B/1	$MS_B/MS \text{ Error}$	3.9
Interaction	1	C	C/1	$MS_C/MS \text{ Error}$	3.9
Error	137	D	D/137		
Total	140	E			

For the analyses, if a computed F value equaled or exceeded the critical tabular value for F, the null hypothesis was rejected. Computed F values which were smaller than the critical F were retained.

Factor analysis was used to ascertain the groupings of competencies for purposes of planning curricula. Cluster of competencies were identified utilizing the R-mode of the factor analysis tool.

### The Data Collection Process

The data for this research project were collected through 141 elementary and secondary ESL and bilingual teachers in the States of Oregon and Washington.

Upon the selection of elementary/secondary ESL and bilingual teachers in the two selected western states (Oregon and Washington), a contact was made by mail with the superintendent/assistant superintendent of the sample school districts three weeks prior to the actual survey. All selections were confidential. Described below is the process followed for the data collection:

1. A letter explaining the study along with a self-addressed post card was sent to the superintendents or assistant superintendents of the sample school districts in Oregon and Washington asking for their permission and cooperation in the study. (Appendix F). The response card (Appendix G) asked each superintendent or assistant superintendent to indicate whether or not he or she was willing to cooperate in the study and to identify the ESL/bilingual contact person of the representative school district with whom there could be further communication.
2. A minimum of ten copies of the validated questionnaire (Appendix H), along with a self-addressed return envelope, was sent to the ESL/bilingual contact person in each school district from which permission had been granted

by the superintendent or assistant superintendent. The cover letter (Appendix I) explained the purpose of the study and asked that a copy of the questionnaire be forwarded to each ESL and bilingual teacher of the districts who participated in the study.

## CHAPTER IV

### PRESENTATION OF THE FINDINGS

#### Introduction

The findings were the results of analyses -- two-way analysis of variance, factor analysis, and Hoyt-Stunkard internal consistency analysis of the responses of 141 ESL and bilingual teachers at the elementary/secondary levels in the States of Oregon and Washington. The analyses examined the significance of the collected data for the three hypotheses presented in Chapter III. The findings were divided into six sections: namely, the Reliability of the Instrument, Testing the Hypotheses, Results of Factor Analysis, Differences by Types of Teachers, Differences by Regions, and Differences Due to Interaction Effects.

#### The Reliability of the Instrument

An estimate of the internal consistency reliability of the scores assigned by subjects to the ESL and bilingual competencies was determined using the method described by Hoyt and Stunkard (1959). This method, using the analysis of variance, provides a straightforward solution to the problem of estimating the reliability coefficient for unrestricted scoring items. For this test, 56 competencies were included in the instrument. Hence, there was one matrix, with 141 subjects,  $k_1$  competencies, and one response per cell. Schematically, the matrices are shown as follows:

<u>Competencies</u>	<u>Subjects</u>					
	1	2	3 . . .	j . . .	141	Total
1	$Y_{11}$	$Y_{12}$	$Y_{13}$	$Y_{1j}$	$Y_{1141}$	$Y_{1\cdot}$
2	$Y_{21}$	$Y_{22}$	$Y_{23}$	$Y_{2j}$	$Y_{2141}$	$Y_{2\cdot}$
3	$Y_{31}$	$Y_{32}$	$Y_{33}$	$Y_{3j}$	$Y_{3141}$	$Y_{3\cdot}$
.						
.						
i	$Y_{i1}$	$Y_{i2}$	$Y_{i3}$	$Y_{ij}$	$Y_{i141}$	$Y_{i\cdot}$
.						
k	$Y_{k1}$	$Y_{k2}$	$Y_{k3}$	$Y_{kj}$	$Y_{k141}$	$Y_{k\cdot}$
Total	$Y_{\cdot 1}$	$Y_{\cdot 2}$	$Y_{\cdot 3}$	$Y_{\cdot j}$	$Y_{\cdot 141}$	$Y_{\cdot \cdot}$

Each  $Y_{ij}$  represents the score judgementally assigned by the  $j^{\text{th}}$  subject to the  $i^{\text{th}}$  component. The total sum of square is given by:

$$\sum_{i=1}^k \sum_{j=1}^{141} Y_{ij}^2 = \frac{\left( \sum_{i=1}^k \sum_{j=1}^{141} Y_{ij} \right)^2}{141k}$$

The sum of squares for subjects was obtained by:

$$\frac{\sum_{j=1}^{141} (Y_{\cdot j})^2}{k} - \frac{(Y_{\cdot \cdot})^2}{141k}$$

The sum of squares for components was obtained by:

$$\frac{\sum_{i=1}^k (Y_{i \cdot})^2}{141} - \frac{(Y_{\cdot \cdot})^2}{141k}$$



The residual sum of squares was obtained by subtraction.

The estimate of reliability was obtained by:

$$\frac{\text{Mean Square Subjects} - \text{Mean Square Residual}}{\text{Mean Square Subjects}}$$

The computed reliability coefficient for the instrument, shown in Table II, was found to be 0.94. This reliability coefficient indicates that the respondents were consistent throughout the competencies included in the instrument.

Table II  
The Reliability Coefficient for the Instrument

Source of Variation	Degrees of Freedom	Mean Square	r
Components	55	33.9629	
Subjects	140	9.3288	.94
Residual	7700	0.5544	
Total	7895		

#### Testing the Hypotheses

The 0.05 level of probability was selected as the rejection level for the null hypotheses for each competency. A two-way analysis of variance was utilized to test the hypotheses. It was ascertained that for  $df=1, 100$ , the computed  $F$  of 3.91 or greater is significant at the 0.05 level. The hypotheses were tested utilizing

a population of 141 ESL and bilingual teachers in Oregon and Washington during the 1980-1981 school year. The years of teaching experience ranged from 3.2069 to 4.2367 for ESL teachers and from 3.3269 to 3.3846 for bilingual teachers (Table III, Appendix J).

Factor analysis was used to ascertain the groupings of competencies. The R-mode was utilized to cluster the competencies in this study.

### Results of Factor Analysis

Factor analysis was employed to determine the statistical relationships among 56 competencies included in the research. The procedure clustered the competencies, according to generated factor loadings, that had highly correlated variances, resulting in the extracted factors. Each factor consisted of competencies with factor loadings of + .42 or higher. The results of factor analysis are shown in the discussion below.

#### R-Mode Analysis

The R-mode factor analysis examined the intercorrelated variance of every competency with every other competency. This technique clustered the competencies according to the respondents' ratings on all elements (competencies).

The fifteen-factor solution accounted for 50 competencies with factor loadings of + .42 or higher with no competencies clustering in Factors XI, XIII, XIV, and XV. The one-factor solution extracted eight competencies with factor loadings of + .42 or higher. The

two-factor solution had seven competencies with factor loadings of + .42 or greater. Five competencies were clustered under Factor III with factor loadings of + .45 or higher. The four-factor solution included six competencies with factor loadings of + .45 or greater. A total of four competencies were generated for Factor V with factor loadings of + .46 or higher. The six-factor solution had five competencies with factor loadings of + .47 or higher. The seven-factor solution extracted four competencies with factor loadings of + .43 or greater. Factor VIII had two competencies with factor loadings of + .67 or higher. Factor IX contained two competencies with factor loadings of + .73 or greater. Two competencies were in Factor X with factor loadings of + .59 or higher. The eleven-factor solution generated only one competency with a factor loading of + .74. The twelve-factor solution clustered two competencies with factor loadings of + .43 or higher. Factor XIII contained one competency with a factor loading of + .56. Factor XIV extracted one competency with a factor loading of + .44. The fifteen-factor solution contained one competency with a factor loading of + .62. (See Appendix K)

The cumulative percentage of the common variance accounted for in the analysis increased as additional factor solutions were drawn. The total variance (100 percent) was accounted for as the fifteenth factor was identified. Table IV presents the cumulative percentage of the variance accounted for in the fifteen-factor R-mode solution.

Table IV  
Cumulative Percentage of Common Variance

Factor Solution	Percent	Cumulative Percentage
1	39.8	39.8
2	10.6	50.5
3	8.3	58.7
4	7.3	66.0
5	5.3	71.3
6	4.5	75.8
7	4.1	79.9
8	3.9	83.9
9	3.1	86.9
10	2.5	89.9
11	2.5	91.9
12	2.3	94.2
13	2.1	96.3
14	1.9	98.1
15	1.9	100.0

Results of the R-mode analysis for fifteen-factor solution are presented in Tables V through XIX (Appendix K). Each factor solution was defined to summarize the pattern of competencies with factor loadings of + .42 or higher. Competencies with factor loadings under + .42 were considered as spurious competencies and were listed

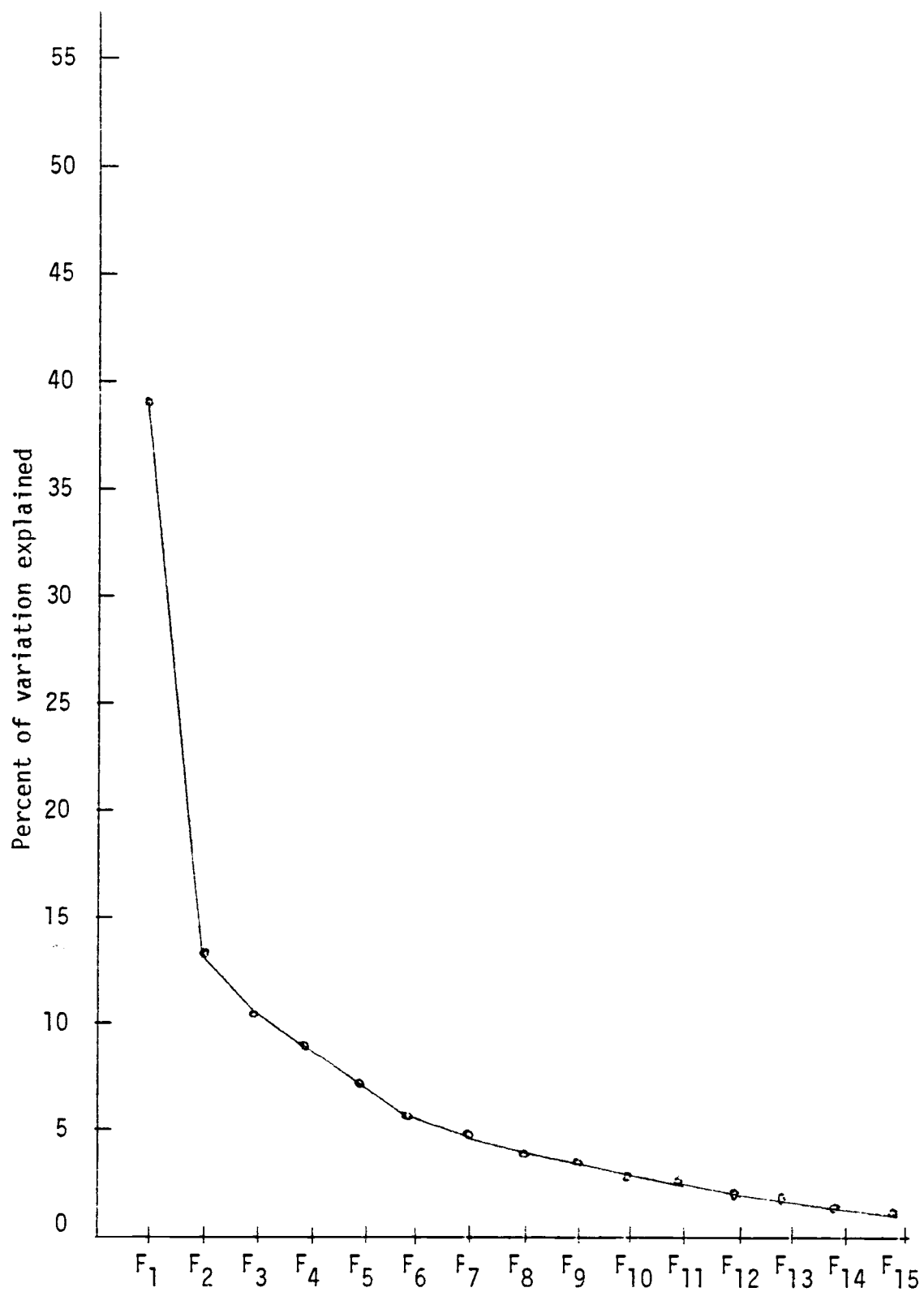


Figure 1. Percentage of common variance for the R-mode analysis.

under factors where their highest loading occurred. The overlapping competency was the result of the loading of a competency on more than one factor. For the study, overlap occurred only one time. The means, standard deviations, factor loadings and rankings of the 56 competencies, based upon data collected from 141 respondents are presented in Tables V through XIX.

Factor I - History and Literature of English and the Learner's Language. Factor I extracted eight competencies (items 5, 17, 27, 30, 34, 35, 37, and 38) with factor loadings of + .43 or higher, and one spurious competency (item 43) with factor loading of + .30. This factor was one of the largest in numbers of items and accounted for 39.8 percent of the common variance. Two of the eight competencies had to do with history of English and the learner's language. Four competencies pertained to literature of English and the learner's language and the reasoning process of the English language. One of the competencies included cultural anthropology. Factor I had low means, low standard deviations and low mean scores (Table V, Appendix K).\*

Factor II - Methodology. Factor II clustered seven competencies (items 18, 20, 21, 23, 25, 26, and 31) with factor loadings of + .42 or greater, and one spurious competency (item 19) with factor loading of + .36. Exactly 10.6 percent of the common variance was due to covering theory, methodology, and practice of teaching. Items 19

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\*Note: For purposes of curriculum development, competencies with mean scores greater than 3.000 should be considered for inclusion into education programs for the preparation of ESL and bilingual teachers. For purposes of this discussion, standard deviations which exceed 1.000 are considered to be large.

and 25 dealt with professional information. Item 21 pertained to the culture of the United States, and item 31 covered audio-visual aids. Factor II was rather homogeneous (most of the competencies being about methodology), and it had high means and low standard deviations. (Table VI, Appendix K)

Factor III - Teaching Skills. Five competencies (items 39, 40, 41, 45 and 46) were clustered under Factor III with loadings of + .45 or higher, and two spurious competencies (items 36 and 47) with factor loadings of + .37 or higher loaded on the same factor. Factor III accounted for 8.3 percent of the common variance. This factor was moderately homogeneous and included content related to teaching skills. Factor III had high means and low standard deviations. (Table VII, Appendix K)

Factor IV - Linguistics and Applied Linguistics. A total of six competencies (items 4, 7, 8, 9, 10, 11) with factor loadings of + .45 or higher were extracted from Factor IV. The factor accounted for 7.3 percent of the common variance. All the competencies pertained directly to linguistics and were homogeneous. Factor IV had moderately high means with low standard deviations. (Table VIII, Appendix K) There was one overlap, on competency 9, Structure of American English, between Factors IV and VII.

Factor V - Foreign Language Experience I. Four competencies (items 2, 52, 53, and 55) with factor loadings of + .46 or higher were found in Factor V. This factor accounted for 5.3 percent of the common variance. Two of the competencies (items 2 and 55) related to knowledge and experience of a foreign language, and the

other two (items 52 and 53) pertained to experience in teaching and studying in another culture. Factor V had relatively homogeneous competencies, moderate means and high standard deviations. (Table IX, Appendix K)

Factor VI - Learning/Teaching Theories and Techniques. A total of five competencies (items 28, 29, 32, 33, and 51) with factor loadings of + .47 or higher were clustered in Factor VI. Factor VI accounted for 4.5 percent of the common variance. Competencies included in this factor were rather homogeneous and had high means, small standard deviations, and high mean rankings. (Table X, Appendix K)

Factor VII - Linguistics II. Four competencies (items 9, 12, 13, and 16) with factor loadings of + .43 or higher were generated by Factor VII. Factor VII accounted for 4.1 percent of the common variance. All the competencies included in this factor were concerned with the knowledge of structures, grammar systems, semantics and language variations. All four elements were relatively homogeneous. Two competencies had moderately high means and low standard deviations while the other two elements had high means with rather high standard deviations. (Table XI, Appendix K)

Factor VIII - Cross/Inter-cultural Communication. Factor VIII consisted of two competencies (items 1 and 3) with factor loadings of + .67 or higher. Factor VIII accounted for 3.9 percent of the common variance; the two competencies pertained to cross/inter-cultural communication and social/psychological factors of cross-cultural education. The elements were homogeneous and had high means and small standard deviations. (Table XII, Appendix K)



Factor IX - Socio-Psycho-linguistics. Two competencies (items 14 and 15) with factor loadings of + .73 were generated by Factor IX. This cluster accounted for 3.1 percent of the common variance. Both competencies were related to each other and had moderately high means with low standard deviations. (Table XIII, Appendix K)

Factor X - Professional Interaction. Factor X contained two competencies (items 49 and 56) with loadings of + .59 or higher. Factor X accounted for 2.5 percent of the common variance. The competencies in this factor were rather homogeneous, with high means and small standard deviations. (Table XIV, Appendix K)

Factor XI - Foreign Language Experience II. Only one competency (item 54) with a factor loading of + .74 was generated by Factor XI. Factor XI accounted for 2.5 percent of the common variance. The competency covered the speaking of a non-native language and had a moderately high mean and a large standard deviation. (Table XV, Appendix K)

Factor XII - Cultural Studies. Factor XII contained two competencies (items 6 and 22) with factor loadings of + .43 or higher. Factor XII accounted for 2.3 percent of the common variance and extracted one spurious competency (item 24) with a factor loading of + .40. The content of the cluster related to the nature of English and the learner's language, and cultural studies. The competencies had high means and small standard deviations. (Table XVI, Appendix K)

Factor XIII - Second Language Pedagogy I. One competency was included in Factor XIII; it had a factor loading of + .56. This factor accounted for 2.1 percent of the common variance. The competency was concerned with the application of second language pedagogy, and had a moderately high mean with a small standard deviation. (Table XVII, Appendix K)

Factor XIV - Assessment. Factor XIV contained one competency (item 48) on criterion-referenced tests with a factor loading of + .44. Factor XIV accounted for 1.9 percent of the common variance. The competency had a moderately high mean, with a small standard deviation. (Table XVIII, Appendix K)

Factor XV - Second Language Pedagogy II. Only one competency (item 50), concerned with ESL/bilingual methods at elementary and secondary levels was included in Factor XV. Its factor loading was + .62. Factor XV accounted for 1.9 percent of the common variance. One spurious competency (item 44), with a factor loading of + .28, was generated by Factor XV. The spurious competency pertained to potential language learning difficulties. Factor XV had high means and low standard deviations. (Table XIX, Appendix K)

In summary, 15 factors were extracted from the analysis from which Factors XI, XIII, XIV, and XV contained only one competency which was interpretable. Of the 56 competencies generated from the analysis, 48 had factor loadings higher than + .42, two had factor loadings of + .42, and six had factor loadings of + .41. The highest factor loading of + .86 occurred on item 53 in Factor V.

and the lowest factor loading of + .28 occurred on item 44 (a spurious competency) in Factor XV. Twenty-nine competencies had means greater than 3.00, 25 had means higher than 2.00, and only two had means lower than 2.00. Four competencies had standard deviations of 1.00 or higher, and 52 had standard deviations below 1.00.

#### Differences by Types of Teachers

Hypothesis #1 was examined to determine if a significant difference existed between the component mean scores of ESL and bilingual teachers. Two-way analysis of variance was used to test the null hypotheses included in the design. Of 56 competencies, the null hypothesis was rejected for 20 statements (items 2, 7, 16, 17, 19, 27, 30, 33, 34, 36, 37, 42, 43, 44, 46, 47, 52, 53, 54, and 55). A significantly lower ESL mean score was found to exist for items 30, 34, and 54. In concert, bilingual teachers had significantly lower mean scores for items 53 and 55. (Table XXII, Appendix N)

#### Differences by Regions

An examination of hypothesis #2 indicated significant differences for eight competencies. The null hypothesis was rejected for competencies 12, 16, 28, 32, 40, 41, 44, and 47. Means for elements 12 and 44 were found to be significantly lower in the State of Oregon than for Washington. Means for the rest were similar. (Table XXIII, Appendix O)

### Differences Due to Interaction Effects

The test of hypothesis #3 revealed a rejection for only one competency; namely, basic concepts and theories in modern linguistic. A disordinal type of interaction effect occurred between levels of types of teachers and locations of the respondents. For this element, bilingual teachers in Washington responded quite differently from those in Oregon. The Washington bilingual teachers' mean responses were 3.34, compared to a mean of 2.62 for Oregon bilingual teachers' responses. This interaction pattern is plotted in Appendix P.

In summary, a two-way analysis of variance was used to test the three null hypotheses for each competency in the instrument. Hypothesis #1 was found to be in the rejection region for 20 competencies; the second null hypothesis was rejected for eight competencies; and null hypothesis #3 was rejected for one competency (item 7). (Table XXIV, Appendix Q)

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Introduction

This study was based upon an empirical investigation conducted to determine the level of acceptance of 56 statements of competency needed for ESL and bilingual teachers in Oregon and Washington.

A survey questionnaire was developed which was derived from the review of related literature. A jury of experts was chosen to evaluate the format, content, clarity, and comprehensiveness of the questionnaire. The final questionnaire consisted of 56 competency statements generated through the use of three rounds of the Delphi technique. The computed reliability coefficient was found to be  $+0.94$  and assured a high level of consistency for the instrument.

The questionnaire was designed so that ESL and bilingual teachers could respond to the level of acceptance for each competency with regard to their job. Their responses indicated whether the competencies were highly, considerably, moderately or slightly important.

A total of 141 elementary/secondary ESL and bilingual teachers were randomly selected, using a table of random numbers to assure randomness.

Three hypotheses were tested for each competency statement using a two-way analysis of variance. The 95 percent confidence level was selected as the criterion for retaining or rejecting each of the null hypotheses. It was ascertained that if the computed F value was less than the critical tabular value, the null hypothesis was retained. The hypotheses tested in the study were as follows:

HO<sub>1</sub>: There is no significant difference between the component (competency) scores of ESL and bilingual teachers.

HO<sub>2</sub>: There is no significant difference between the component (competency) scores of the two states.

HO<sub>3</sub>: There is no interaction between the component (competency) scores of ESL and bilingual teachers and the two states.

Factor analysis was utilized to ascertain the groupings of competency statements.

### Summary of Findings

The two-way analysis of variance revealed that, according to the ratings assigned to 56 competencies by ESL and bilingual teachers, differences existed for 20 competencies on the types of teachers variable. Differences were found between the two states on eight competencies. Except for competency 7, there was no significant interaction between the types of teachers and the two states. Therefore, the null hypothesis was retained for 55 competency statements.

The R-mode of factor analysis was utilized to identify the common competencies. A fifteen-factor solution extracted 50 competencies with factor loadings of + .42 or higher. The fifteen-factor solutions were identified as follows:

1. Factor I - History and Literature of English and the Learner's Language.
2. Factor II - Methodology.
3. Factor III - Teaching Skills.
4. Factor IV - Linguistics and Applied Linguistics.
5. Factor V - Foreign Language Experience I.
6. Factor VI - Learning/Teaching Theories and Techniques.
7. Factor VII - Linguistics.
8. Factor VIII - Cross/Inter-cultural Communication.
9. Factor IX - Socio/Psycho-linguistics.
10. Factor X - Professional Interaction.
11. Factor XI - Cultural Studies.
12. Factor XII - Foreign Language Experience II.
13. Factor XIII - Second Language Pedagogy I.
14. Factor XIV - Assessment.
15. Factor XV - Second Language Pedagogy II.

For purposes of planning curricula, a mean score of 3.000 or higher was considered as the breaking point for required components; a mean value of 2.000-2.999 was considered as the criterion for recommended competencies; and competencies with mean values below 2.999 were regarded as optional elements. Appendix M contained the 10 highest mean ranked competencies; the 10 lowest mean ranked competency statements are included in Appendix L.

Fifty-six competencies were evaluated at the 0.05 alpha level and at a mean breaking point of 3.000.

According to the results of the findings, 29 competencies (items 1, 3, 4, 6, 8, 9, 11, 16, 18, 20, 21, 22, 23, 26, 28, 29, 32, 33, 36, 39, 40, 41, 45, 46, 47, 49, 50, 51, and 56) were considered to be highly important and should be regarded as required elements included in teacher training programs for ESL and bilingual teachers. Twenty-five competencies (items 2, 5, 7, 10, 12, 13, 14, 15, 17, 19, 24, 25, 27, 31, 35, 37, 38, 42, 43, 44, 48, 52, 53, 54, and 55) acquired mean scores of 2.000-2.999 and were recommended competencies. Competencies with mean scores below 2.000 (items 30 and 34) were considered as optional inclusions in such programs. (See Appendix R)

### Conclusions

From the interpretation of the data and the findings, the following conclusions were drawn:

1. The 29 highest competencies with mean scores of 3.000 or higher were considered the most important and should be required for inclusion in teacher training programs for elementary/secondary ESL and bilingual teachers. The 25 top competency statements with mean scores ranging from 2.000-2.999 should be regarded as recommended inclusions in such curricula. The remaining competencies, those with mean values below 2.999, should be viewed as optional inclusions.



2. Competencies which clustered in nine of the fifteen-factor solutions (Factors II, III, IV, VI, VII, VIII, X, XII, and XV) revealed meaningful groups of competencies as rated by 141 sample subjects.
3. ESL and bilingual teachers shared common viewpoints on 36 competency statements. However, ESL teachers' views differed from those of bilingual teachers, with regard to the minimum competencies, on 20 competency statements. Thus, the data showed significant differences for 20 competencies due to teacher types. (See Appendix S, Table XXVIII)
4. ESL and bilingual teachers in two western states (Oregon and Washington) shared common viewpoints on 48 competency statements. The data indicated significant differences for eight competencies due to geographic locations. (See Appendix S, Table XXIX)
5. Differences created by interaction effects of teacher types and geographic areas could be neglected in the standardization of competency needs. Only one of the 56 competency statements revealed a significant difference due to interaction effects. (See Appendix S, Table XXX)

### Implications

As a result of information drawn from this study and from the conclusions generated by other researchers and writers, the following implications emerged for the development of teacher training programs for the groups and regions who responded to the questionnaire.

1. Competencies with high factor loadings that clustered under a factor should be viewed as competencies sharing common characteristics and should be considered for curriculum development. However, it should be remembered that high loaded competencies vary in importance, depending upon their mean score values.
2. ESL and bilingual teachers in the States of Oregon and Washington had common viewpoints on the needs of cross/inter-cultural communication and cultural studies. Therefore, competencies clustered under these two factors should be considered as required components when designing or revising future curricula.
3. There were no significant differences between ESL and bilingual teachers in Oregon and Washington for those competencies which clustered within Factor II, concerning methodology and practice of teaching ESL and bilingual education. Therefore, competencies under this factor should receive special emphasis in the development or revision of future curricula. Three competencies -- 19 (a spurious competency), 25, and 31 -- each having mean scores below 3.000, were recommended but not required components.
4. Competencies clustered within Factor III were homogeneous in regard to the high mean values, but were heterogeneous as to significant differences which were due to types of teachers and geographic locations. Although significant

differences were indicated between two states on two competencies (items 40 and 41) and between two groups (on competency 46), they were found to be highly important, due to the high mean values, and should be included as required elements in planning teacher training programs for ESL and bilingual teachers. Spurious competencies (items 36 and 47) also had high mean scores and were viewed as required inclusions. The differences that existed on these elements should not create problems in the standardization of competency requirements.

5. ESL and bilingual teachers in Oregon and Washington had clear-cut and similar opinions on their need for linguistics and applied linguistics. A negligible interaction effect was found on one competency and should not create problems in developing future curricula for ESL and bilingual teacher training.
6. The findings revealed that no significant differences existed between types of teachers concerning the competency needs clustered under learning/teaching theories and techniques. Therefore, due to the high mean values, these competencies should be considered as required inclusions in developing or revising future curricula. However, significant differences existed between the two states on two competencies (items 28 and 33) clustered within this factor. The high mean scores revealed the importance of inclusion of the two competencies in curricula.

7. This study suggested that competencies generated by factor X - Professional Interaction, should be classified as required elements in future curricula. No significant differences were indicated and high mean values supported the importance of the competencies.
8. Two competencies (items 9 and 16) derived from Factor VII, pertaining to linguistics, should be regarded as required competencies in future curricula. It should be noted that ESL and bilingual teachers in Oregon and Washington had different viewpoints in regard to competency 16, but that the mean score was high for this item. Two other competencies (12 and 13) were found as recommended inclusions in the curriculum development.
9. Competencies under Factor IX - Socio/Psycho-linguistics, were recommended components in planning teacher training programs.
10. It was determined that competencies included in Factors V and XI - Foreign Language Experience, should be considered as recommended elements for developing future curricula. Due to the high mean scores obtained for competencies 2 and 54, it was concluded that these two competencies should be required inclusions in bilingual teacher training programs. It was noticed that ESL and bilingual teachers' viewpoints differed in regard to the needs of foreign language experience on all competencies clustered within these two factors.

11. Competencies concerned with second language pedagogy, Factors XIII and XV, are also recommended in the design of future curricula. A difference was detected between ESL and bilingual teachers' views on competency 42. The spurious competency (item 14) was also considered as a recommended element. However, differences were indicated between the teachers' viewpoints in the two states.
12. The competency pertaining to assessment should be considered as element recommended for inclusion in the curricula.
13. Five of the seven competencies extracted from Factor I attained mean values above 2.000 and were considered as recommended components in designing teacher education curricula. The two competencies (items 30 and 34) acquiring mean scores below 2.000 should be considered as optional inclusions in ESL teacher training programs; they were recommended for inclusion in bilingual curricula. The spurious competency (item 43) was found to be required for inclusion in a bilingual curriculum; in the development of an ESL curriculum, was only a recommended element.

Overall, competencies which reached mean values of 3.000 or higher were considered as required elements; those which acquired mean values between 2.000 to 2.999 were recommended for inclusion in curricula; and competencies that received mean scores below

2,000 were classified as optional inclusions in planning teacher training programs for ESL and bilingual teachers in the two states.

### Recommendations

On the basis of the findings and conclusions of this study the following recommendations were made:

1. The development of two separate questionnaires for ESL and bilingual teachers is needed.
2. Inclusion of more specific and detailed competency statements concerning ESL and bilingual education is desirable.
3. The Oregon and Washington Departments of Education should establish statewide standardization of minimum competency requirements using the Delphi technique for developing geographic competency lists.
4. The Oregon and Washington Departments of Education might do well to consider the 29 highly recommended (required) competencies generated from this study as the basis of statewide standardization of minimum competencies needed for ESL and bilingual teachers.
5. As mentioned earlier, bilingual endorsement exists in Washington. However, bilingual teachers in Oregon and ESL teachers in both states should be encouraged to reach an agreement on competencies that will lead to the establishing of a common set of requirements.

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## APPENDICES

## APPENDIX A

## The Delphi Panel List of the ESL and Bilingual Experts

1. Sue Braithwaith  
ESL and Bilingual Teacher  
Beaverton Schools  
P. O. Box 200  
Beaverton, OR 97074  
649-0259  
Experience in Bilingual Education: five years  
Highest Degree: B. A. in Spanish; Bilingual Specialist Credential
2. Doris Marks  
ESL Teacher  
Beaverton Schools  
P. O. Box 200  
Beaverton, OR 97075  
649-0259  
Experience in TESOL: six years  
Highest Degree: B. A. in French; Working on M.A. in TESOL
3. Dr. N. Greis  
Director of ESL  
Portland State University  
P. O. Box 751  
Portland, OR 97307  
229-4088  
Experience in TESOL: twenty-six years  
Highest Degree: Ph.D. in English
4. Tu Meksavanh  
ESL and Indochinese Instructor Coordinator  
Maywood Annex  
10100 N. W. Prescott  
Portland, OR 97220  
256-5463  
Experience in TESOL and Bilingual Education: five years  
Highest Degree: 5th year diploma in ESL
5. Joan Riverman  
ESL Coordinator  
Beaverton Schools  
P. O. Box 200  
Beaverton, OR 97075  
649-0259  
Experience in TESOL: seven years  
Highest Degree: M. A. in TESOL

## APPENDIX B

## A Sample Letter Sent to the Delphi Panel Members

Shervin Behroozian  
710r S. W. 5th Ave.  
Portland, OR 97219  
January 30, 1981

Dear Fellow Educator:

A research project is currently underway at Oregon State University to determine the minimal competencies needed for elementary/secondary ESL and bilingual teachers in two selected western states (Oregon and Washington).

Your analysis, revisions and additions of need statements to be included in the research will contribute greatly to the research information necessary for ESL and bilingual teachers at elementary/secondary level. Your participation in this project is specifically directed to this task: minimal competencies for ESL and bilingual teachers at elementary/secondary level in Oregon and Washington.

There are five major areas to consider as an initial beginning for determining minimal competencies: knowledge of linguistics, grammar, TESL/bilingual materials, TESL/bilingual methods, and communication skills.

The Delphi research method is employed to identify needs and redefine needs. It is anticipated that three rounds will provide the necessary research information; however, a fourth round may be necessary if items cannot be validated.

Olaf Helmer and his colleagues developed the Delphi technique at Rand Corporation in 1950. The basis of the Delphi technique was to obtain opinions without using face-to-face group meetings. The Delphi procedure is as follows:

- 1) The first questionnaire may call for a list of opinions provided by Delphi members.
- 2) The initial questionnaire asks that you analyze, reconstruct, evaluate and add to, the need statements. Panel members should Retain, Reject, or Revise each statement. Panel members are encouraged to add need statements.

- 3) The second questionnaire includes the list generated from the analysis of the first Delphi process. Each panel member is asked to rate and evaluate the revised need statement.
- 4) The third questionnaire includes the list which panel members have expressed consensus on pertaining to each specific need statements. It provides the final chance for revision.

The Delphi technique has been extremely useful in predicting the future political, economic and social environment, and anticipating the needs of client group; it has also been employed in educational research.

Your interest and professional cooperation in working with this project is greatly appreciated. Enclosed is the first round questionnaire. Please return this questionnaire in the self-addressed envelope.

Sincerely,

Shervin Behroozian

## APPENDIX C

## Delphi Questionnaire

Name \_\_\_\_\_ Address \_\_\_\_\_  
 Telephone \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Delphi Questionnaire

## Round I

Attached is the Delphi questionnaire for Round One in identifying minimal competencies needed for elementary/secondary ESL and or bilingual teachers in Oregon and Washington. I am attempting to measure differences between the component scores of ESL and bilingual teachers, between the component scores of the two states and interaction between the component scores of teacher types and the two states.

The major objective of the Delphi panel is to determine the need statements which are to appear in the final questionnaire. There may be statements that you wish to add, please list these at the end of each major section.

Please return the form as soon as completed.

Directions: Read each statement and place an (X) if you Retain or Reject the statement. If you wish to revise the statement, do so in space provided for under Revise. Please make additions at the end of each major area.

Major Area: An elementary/secondary ESL and/or bilingual teacher is expected to demonstrate knowledge of:

## 1. Human and intercultural relations

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 2. a foreign language

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Major Area: An elementary/secondary ESL or bilingual teacher is expected to demonstrate knowledge of:

3. social/psychology of cross-cultural education

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

4. language cross culture

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

5. cultural anthropology

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

6. comparative cultures

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

7. general linguistics

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

8. phonology of American English

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---



Major Area: An elementary/secondary ESL or bilingual teacher is expected to demonstrate knowledge of:

9. structure of American English

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

10. comparative linguistics

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

11. applied linguistics including problems of second language learning

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

12. semantics

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

13. dialectology

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

14. sociolinguistics

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

Major Area: An elementary/secondary ESL or bilingual teacher is expected to demonstrate knowledge of:

15. psycholinguistics

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. grammar systems

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17. history and development of the English language

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

18. theory and methodology of teaching a bilingual child in content area

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19. current issues in bilingual education/ESL

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20. theory and practice of teaching English as a second language

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Major Area: An elementary/secondary ESL or bilingual teacher is expected to demonstrate knowledge of:

21. the culture and traditions of the United States

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

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---

22. the culture and traditions of the child's native country

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

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---

23. methods and materials in ESL/bilingual education

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

24. phonology, morphology and syntax of the child's language as these elements contrast with English

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

25. cross-cultural communication

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

26. the nature of English and the learner's language

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

Major Area: An elementary/secondary ESL or bilingual teacher is expected to demonstrate knowledge of:

27. professional information sources such as: journals, research reports, and professional organizations

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

Additional Items:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Major Area: An elementary/secondary ESL or bilingual teacher is expected to demonstrate ability to:

28. use the ways in which language affects individual perception and thought

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

29. use the ways in which language is used to manipulate people

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

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---

30. trace the historical development of the English language and the learner's language

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

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---

31. explain the reasoning process of the English language

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

32. adapt verbal and non-verbal skills to classroom audience

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

---

---

33. respond objectively and subjectively to English literature

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

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---

Major Area: An elementary/secondary ESL or bilingual teacher is expected to demonstrate ability to:

34. describe the major characteristics of the American literary tradition as well as non-American literary tradition.

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

35. determine reading levels of instructional materials

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

36. diagnose the level of students' reading ability and interest

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

37. communicate basic ideas in a second language

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

38. apply the principles of second language pedagogy in development of effective teaching plans including: history of English/bilingual education, models, introduction materials, etc.

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Major Areas: An elementary/secondary ESL or bilingual teacher is expected to demonstrate ability to:

39. assist students to gain mastery of both receptive (listening and reading) and productive (speaking and writing) skills in both the child's native language and English

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

40. compare and contrast the language of the students for purposes of pinpointing the potential language learning difficulties

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

41. understand the life styles of different cultures and their effect on learning a second language

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

42. understand the learning styles of different cultures and their effect on learning a second language

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

43. prepare and assist students to interact effectively in a cross-cultural setting

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Major Area: An elementary/secondary ESL or bilingual teacher is expected to demonstrate ability to:

44. recognize the similarities and differences between American and the other cultures and their effects on creating conflicts and opportunities for children.

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

45. apply teaching strategies appropriate to ESL and bilingual students

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

46. prepare test to evaluate achievement of proposed objectives of instruction

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

47. explain the rationale, goals, and procedures of ESL/bilingual education to other personnel of school

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional Items:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Major Area: An elementary/secondary ESL or bilingual teacher is expected to have experience in:

48. using a variety of English as a second language teaching styles and methodologies at elementary and secondary levels

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

49. using a variety of ESL/bilingual teaching styles and methodologies at the beginning, intermediate and advanced levels of instruction

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

50. teaching in another culture

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

Major Area: An elementary/secondary ESL or bilingual teacher is expected to have experience in:

51. studying in another culture

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

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52. speaking in a non-native language to meet the basic needs of students and of parents (in conferences, etc.)

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

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53. hosting persons from other cultures

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

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54. teaching a foreign language

Retain \_\_\_\_\_ Reject \_\_\_\_\_ Revise \_\_\_\_\_

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Additional Items:

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## APPENDIX D

## Round Two of Delphi Technique

TO: Delphi Members  
FROM: Shervin Behroozian  
SUBJECT: Round Two of Delphi Technique for Minimal  
Competency Project  
DATE: March 20, 1981

Thank you for responding to the first Delphi Round for identifying minimal competencies needed for elementary/secondary ESL and bilingual teachers in Oregon and Washington. There were several items which acquired group consensus on the first round; these will be revised slightly and included in the final research process.

The Second Round Delphi includes revised statements, non-consensus statements and new statements submitted by Delphi members. Please read the instructions and return the completed form as soon as possible. Enclosed is a stamped, self-addressed envelope. If you have any questions, please feel free to phone me at 245-8164.

Round Three will include only those items which did not acquire consensus, and you will be asked to reconsider the statements for final analysis.

Thank you for your quick response and assistance in completing Rounds one and two. Your suggestions have been tremendous.

SB  
Encls.

## ROUND TWO

### Delphi Technique

Minimal Competencies Needed for Elementary/Secondary ESL  
and Bilingual Teachers in Two Selected Western States  
(Oregon and Washington)

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Directions: Section I are the statements which need to be re-examined from Round One. Please make your very best professional intuitive judgements on the statements listed in this section.

Section II are new statements presented in Round One from Delphi members. Please give your very best consideration to these items.

The needs rating scale for your responses is as follows:

- 4 - - Considered to be highly important
- 3 - - Considered to be considerably important
- 2 - - Considered to be moderately important
- 1 - - Considered to be slightly important

Please place an (X) for your response in the appropriate blank space for each item. DO NOT OMIT ANY ITEMS.

Round Two

SECTION I  
REVISED AND REJECTED STATEMENTS FROM  
ROUND ONE

Major Area: An elementary/secondary ESL and/or bilingual teacher is expected to demonstrate knowledge of:

1. human and intercultural communication	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
2. a foreign language	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
3. social/psychological factors of cross-cultural education	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
4. general characteristics of languages across cultures	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
5. cultural anthropology	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
6. comparative cultures	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
7. basic concepts and theories in modern linguistics	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
13. language variations	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
18. theory, methodology and language ability in child's native language	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
19. current issues and legislation in ESL/bilingual education	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
21. the culture of the United States	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>

22. the culture and traditions of the countries represented in an ESL/bilingual classroom

4   3   2   1

24. contrastive analysis of English and the learner's language

4   3   2   1

26. the nature of English and as much of the learner's language as possible

4   3   2   1

Major Area: An elementary/secondary ESL and/or bilingual teacher is expected to demonstrate ability to:

28. use various learning theories

4   3   2   1

29. use language effectively with non-native speakers of English at all levels

4   3   2   1

30. trace the historical development of the English language and the learner's language

4   3   2   1

31. facilitate an understanding of the reasoning process of the English language

4   3   2   1

33. respond objectively and subjectively to English literature and the literature of the second language

4   3   2   1

34. facilitate the study of American literature

4   3   2   1

37. communicate basic and complex ideas in teaching content areas at elementary level	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
38. apply the principles of second language pedagogy based on the history of English, bilingual education, etc., in the development of effective teaching plans	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
39. assist students to gain mastery of both receptive (listening and reading) and productive (speaking and writing) skills in both the learner's native language and English	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
40. compare and contrast the language of the students with English for purposes of pinpointing the potential language learning difficulties	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
46. use and interpret criterion-referenced tests	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
47. explain the rationales, goals, and procedures of ESL/ bilingual education to other personnel of school	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>

Major Area: An elementary/secondary ESL and/or bilingual teacher is expected to have experience in:

49. using a variety of ESL/bilingual teaching styles and methodologies at the beginning, intermediate and advanced levels of instruction	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
50. teaching in another culture	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>

- 4 -

51. studying in another culture	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
52. speaking in a non-native language to meet the basic needs of students and of parents (in conferences, etc.)	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
53. hosting persons from other cultures	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
54. teaching a foreign language	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>



Round Two

SECTION II  
NEW STATEMENTS FROM ROUND ONE

Major Area: An elementary/secondary ESL and/or bilingual teacher is expected to demonstrate knowledge of:

1. theory and practice of teaching reading to children and/or adults learners

4    3    2    1

2. children's literature in English and in the child's primary language

4    3    2    1

3. learning theories

4    3    2    1

4. American and British literature

4    3    2    1

5. measurement/evaluation of instructional materials

4    3    2    1

6. use of audio-visual aids

4    3    2    1

Major Area: An elementary/secondary ESL and/or bilingual teacher is expected to have experience in sharing theory and methodology with other professionals.

4    3    2    1

## APPENDIX E

## Round Three of Delphi Technique

TO: Delphi Members  
FROM: Shervin Behroozian  
SUBJECT: Round Three of Delphi Technique for Minimal  
Competency Project  
DATE: April 25, 1981

Thank you for responding to the first and second Delphi Round for identifying minimal competencies needed for elementary/secondary ESL and bilingual teachers in Oregon and Washington.

The Third Round Delphi includes only those items which did not acquire group consensus. Please read the instructions and return the completed form as soon as possible. Enclosed is a stamped, self-addressed envelope. If you have any questions, please feel free to phone me at 245-8164.

Thank you for your quick response.

SB

ROUND THREE  
Delphi Process

Minimal Competencies Needed for Elementary/Secondary ESL and  
Bilingual Teachers in Two Selected Western States  
(Oregon and Washington)

---

The following items did not gain consensus for Delphi Panel members in Round Two. Reconsider these items for final analysis.

Directions: You are to either accept or reject the statements; please place an (X) for your response in the appropriate blank.

Major Area: An elementary/secondary ESL and/or bilingual teacher is expected to demonstrate knowledge of:

- |   |                       |
|---|-----------------------|
| 5. cultural anthropology  | Accept____ Reject____ |
| 18. theory, methodology and<br>language ability in child's<br>native language | Accept____ Reject____ |
| 4(N) American and British liter-<br>ature                                     | Accept____ Reject____ |

Major Area: An elementary/secondary ESL and/or bilingual teacher is expected to demonstrate ability to:

- |  |                       |
|--|-----------------------|
| 28. use various learning<br>theories   | Accept____ Reject____ |
| 31. facilitate an understanding<br>of the reasoning process of<br>English language             | Accept____ Reject____ |
| 33. respond objectively and<br>subjectively to English<br>literature of the second<br>language | Accept____ Reject____ |
| 34. facilitate the study of<br>American literature   | Accept____ Reject____ |

- 2 -

Major Area: An elementary/secondary ESL and/or bilingual teacher  
is expected to have experience in:

53. hosting persons from other  
cultures Accept\_\_\_\_ Reject\_\_\_\_
54. teaching a foreign language Accept\_\_\_\_ Reject\_\_\_\_

## APPENDIX F

A Sample Letter Sent to  
Superintendent/Assistant Superintendent

Shervin Behroozian  
7568 S. W. Oleson Rd. #B3  
Portland, OR 97223  
April 15, 1981

Dear Sir:

As part of a doctoral dissertation, I am doing a research study on the minimal competencies needed for elementary/secondary ESL and bilingual teachers in Oregon and Washington.

I hope that my efforts will assist your teachers with their task; that is generating a larger bank of items that can be used throughout the Oregon and Washington states in developing and assessing teacher workshops and/or graduate and undergraduate courses dealing with ESL and bilingual education.

This research project requires at least 50 ESL and 50 bilingual teachers in each state. Twenty-six responses from each group (ESL and bilingual) in each state (Oregon and Washington) will be randomly selected. A Likert-scale questionnaire allows the respondents to react to the instrument in 20 minutes or less.

If you wish to cooperate by allowing me to send a copy of the questionnaire to a selected ESL and bilingual teachers of your school district, I will be most appreciative. The findings of the study will be shared with the cooperating schools.

I have enclosed a self-addressed post card for getting your approval as a sample school district. If approved, I will send a copy of the questionnaire to the ESL and bilingual teachers of your school district in spring.

Thank you for any help that you may render. Hopefully, the results will provide some practical benefits to your own school district as well as to me.

If you have any questions, please feel free to phone me at (503) 245-8164.

Sincerely,

Shervin Behroozian

APPENDIX G  
Response Card

Shervin Behroozian will appreciate your  
participation in this study.

Our district wishes to cooperate.    ☐ Yes    ☐ No

Our contact person in ESL program is:

\_\_\_\_\_

Our contact person in bilingual program is:

\_\_\_\_\_

Signed \_\_\_\_\_

## APPENDIX H

No. \_\_\_\_\_

## SURVEY QUESTIONNAIRE

MINIMAL COMPETENCIES NEEDED FOR ELEMENTARY/SECONDARY  
ESL AND BILINGUAL TEACHERS IN OREGON & WASHINGTON

A Research Project by Shervin Behroozian
--

INSTRUCTION FOR COMPLETING QUESTIONNAIRE

Following is a list of knowledge, ability and experience items related to competency needs and requirements for ESL and bilingual teachers at elementary/secondary level. For each item please circle the answer which best shows your feeling about the necessity for the knowledge, ability, and experience required by ESL/bilingual teachers. The following key ratings should be used:

Highly Important (4)  
Considerably Important (3)  
Moderately Important (2)  
Slightly Important (1)

Please check (✓) the appropriate items

- |  |
|--|
| 1. Bilingual Teacher ____<br>ESL Teacher ____<br><br>2. Oregon ____<br>Washington ____<br><br>3. Number of years of teaching<br>ESL/Bilingual Education ____ |
|--|

## LEVEL OF ACCEPTANCE

	Highly Important	Considerably Important	Moderately Important	Slightly Important
A. An elementary/secondary ESL or bilingual teacher is expected to demonstrate <u>knowledge of</u> :				
1. cross/inter-cultural communication.....	4	3	2	1
2. a foreign language .....	4	3	2	1
3. social/psychological factors of cross-cultural education.....	4	3	2	1
4. general characteristics of language across culture..	4	3	2	1
5. cultural anthropology.....	4	3	2	1

## LEVEL OF ACCEPTANCE

	Highly Important	Considerably Important	Moderately Important	Slightly Important
A. An elementary/secondary ESL or bilingual teacher is expected to demonstrate <u>knowledge of</u> :				
6. comparative cultures.....	4	3	2	1
7. basic concepts and theories in modern linguistics.	4	3	2	1
8. phonology of American English.....	4	3	2	1
9. structure of American English.....	4	3	2	1
10.comparative linguistics.....	4	3	2	1
11. applied linguistics including problems of second language learning.....	4	3	2	1
12. semantics.....	4	3	2	1
13. language variations.....	4	3	2	1
14. sociolinguistics.....	4	3	2	1
15. psycholinguistics.....	4	3	2	1
16. grammar systems.....	4	3	2	1
17. history and development of English.....	4	3	2	1
18. theory and methodology of teaching a bilingual child in a content area.....	4	3	2	1
19. current issues and legislation in ESL/bilingual education.....	4	3	2	1
20. theory and practice of teaching English as a second language/bilingual education.....	4	3	2	1
21. the culture of the United States.....	4	3	2	1
22. the culture and traditions of the countries represented in an ESL/bilingual classroom.....	4	3	2	1
23. methods and materials in ESL/bilingual education.	4	3	2	1
24. the nature of English and as much as of the learner's language as possible.....	4	3	2	1
25. professional information sources such as: journals, research, reports, and professional organizations.	4	3	2	1
26. theory and practice of teaching reading to children and/or adult learners.....	4	3	2	1
27. children's literature in English and in the child's primary language.....	4	3	2	1



## LEVEL OF ACCEPTANCE

	Highly Important	Considerably Important	Moderately Important	Slightly Important
A. An elementary/secondary ESL or bilingual teacher is expected to demonstrate <u>knowledge of</u> :				
28. learning theories.....	4	3	2	1
29. measurement/evaluation of instructional materials.	4	3	2	1
30. American/British literature.....	4	3	2	1
31. use of Audio-Visual aids.....	4	3	2	1
B. An elementary/secondary ESL or bilingual teacher is expected to demonstrate <u>ability to</u> :				
32. use various learning theories.....	4	3	2	1
33. use language effectively with non-native speakers of English at all levels.....	4	3	2	1
34. trace the historical development of the English language and the learner's language.....	4	3	2	1
35. facilitate an understanding of the reasoning process of the English language.....	4	3	2	1
36. adapt verbal and non-verbal skills to classroom audience.....	4	3	2	1
37. respond objectively and subjectively to English literature and the literature of the learner's language.....	4	3	2	1
38. facilitate the study of American literature.....	4	3	2	1
39. determine reading levels of instructional materials.	4	3	2	1
40. diagnose the level of students' reading ability and interest.....	4	3	2	1
41. communicate basic and complex ideas in teaching content areas at elementary level.....	4	3	2	1
42. apply the principles of second language pedagogy based on the history of English, bilingual education, etc., in the development of effective teaching plans.....	4	3	2	1
43. assist students to gain mastery of both receptive (listening and reading) and productive (speaking and writing) skills in both the learner's language and English.....	4	3	2	1
44. compare and contrast the language of the students with English for purposes of pin-pointing the potential language learning difficulties.....	4	3	2	1
45. understand the learning styles of different cultures and their effect on learning a second language....	4	3	2	1

## LEVEL OF ACCEPTANCE

	Highly Important	Considerably Important	Moderately Important	Slightly Important
B. An elementary/secondary ESL or bilingual teacher is expected to demonstrate <u>ability to</u> :				
46. prepare and assist students to interact effectively in a cross-cultural setting.....	4	3	2	1
47. apply teaching strategies appropriate to ESL and bilingual students.....	4	3	2	1
48. use and interpret criterion-referenced tests.....	4	3	2	1
49. explain the rationales, goals, and procedures of ESL/bilingual education to other personnel of school.....	4	3	2	1
C. An elementary/secondary ESL or bilingual teacher is expected to have <u>experience in</u> :				
50. using variety of ESL/bilingual teaching methods and techniques at elementary/secondary level.....	4	3	2	1
51. using a variety of ESL/bilingual teaching styles and methodologies at the beginning, intermediate and advanced levels of instruction.....	4	3	2	1
52. teaching in another culture.....	4	3	2	1
53. studying in another culture.....	4	3	2	1
54. speaking in a non-native language to meet the basic needs of students and of parents (in conferences, etc.).....	4	3	2	1
55. teaching a foreign language.....	4	3	2	1
56. sharing theory and methodology with other professionals.....	4	3	2	1
D. Additional Statements:				

## APPENDIX I

## A Sample Letter Sent to ESL and Bilingual Teachers

Shervin Behroozian  
7568 S. W. Oleson Rd. #B3  
Portland, OR 97223  
(503) 245-8164  
May 5, 1981

Dear Sir:

For my doctoral thesis I am doing a study of minimum competency requirements for ESL and bilingual teachers at elementary/secondary level in the States of Oregon and Washington.

The purpose of this study is to identify minimal competencies, sort them out, route them by a large sample of ESL/bilingual teachers, verify the results, and make them available to schools that wish to use them.

Your district superintendent has granted me his permission to do a random sample of your ESL/bilingual teachers. I am aware of the demands of your time and will be very appreciative of your professional assistance.

Enclosed are ten copies of the questionnaire. If possible, please forward a copy of the enclosed questionnaire to each of your ESL and bilingual teachers and ask him or her to take a few minutes to mark and return the questionnaire. I will be most appreciative. A summary of the results will be sent to participating school districts; it should be of use to your teachers as well as to me.

Enclosed is a self-addressed envelope for your convenience in returning the completed questionnaires. If you have any questions, please feel free to phone me at (503) 245-8164.

Once again, my thanks for your assistance.

Sincerely,

Shervin Behroozian

## APPENDIX J

Table III

Mean of Years of Teaching Experience

Type of Teachers	State	
	Oregon	Washington
ESL	4.2367	3.2069
Bilingual	3.3846	3.3269

# APPENDIX K

## TABLE V

Factor I - History and Literature of English and the Learner's Language

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
5	Cultural anthropology	.425	2.4823	.8912	47
17	History and development of English	.439	2.1418	.8911	52
27	Children's literature in English and in the child's primary language	.446	2.4326	.9126	48
30	American/British literature	.577	1.8085	.7830	55
34	Trace the historical development of the English language and the learner's language	.561	1.7589	.9095	56
35	Facilitate an understanding of the reasoning process of the English language	.433	2.8014	.8126	37
37	Respond objectively and subjectively to English literature and the literature of the learner's language	.726	2.2766	.9495	51
38	Facilitate the study of American literature	.737	2.0355	.8653	53
	<u>Spurious Competency</u>				
43	Assist students to gain mastery of both receptive (listening and reading) and productive (speaking and writing) skills in both the learner's language and English	.302	2.9149	1.0856	31

APPENDIX K  
Table VI  
Factor II - Methodology

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
18	Theory and methodology of teaching a bilingual child in a content area	.484	3.2695	.8691	18
20	Theory and practice of teaching ESL/ bilingual education	.637	3.5035	.7033	9
21	The culture of the United States	.461	3.1844	.8333	22
23	Methods and materials in ESL/bilingual education	.590	3.6454	.5872	2
25	Professional information sources such as: journals, research, reports, and professional organizations	.459	2.5461	.8492	44
26	Theory and practice of teaching reading to children and/or adult learners	.436	3.2908	.7796	16
31	Use of Audio-Visual aids	.423	2.8298	.9177	34
	<u>Spurious Competency</u>				
19	Current issues and legislations in ESL/ bilingual education	.362	2.7092	.8987	41

# APPENDIX K

Table VII

Factor III - Teaching Skills

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
39	Determine reading levels of instructional materials	.558	3.1986	.7948	20
40	Diagnose the level of students' reading ability and interest	.679	3.3475	.7745	13
41	Communicate basic and complex ideas in teaching content areas at elementary level	.646	3.1064	.8594	25
45	Understand the learning styles of different cultures and their effect on learning a second language	.452	3.3050	.8276	15
46	Prepare and assist students to interact effectively in a cross-cultural setting	.484	3.5319	.6819	8
	<u>Spurious Competencies</u>				
47	Apply teaching strategies appropriate to ESL and bilingual students	.375	3.6950	.5338	1
36	Adapt verbal and non-verbal skills to classroom audience	.394	3.5390	.6270	5

# APPENDIX K

Table VIII

## Factor IV - Linguistics and Applied Linguistics

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
4	General characteristics of language across culture	.459	3.1489	.7832	23
7	Basic concepts and theories in modern linguistics	.596	2.8369	.9073	33
8	Phonology of American English	.579	3.3121	.8293	14
9	Structure of American English	.585	3.4539	.7604	10
10	Comparative linguistics	.661	2.6879	.8547	42
11	Applied linguistics including problems of second language learning	.493	3.3688	.7503	12



# APPENDIX K

Table IX

Factor V - Foreign Language Experience I

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
2	A foreign language	.467	2.8085	1.1014	36
52	Teaching in another culture	.807	2.4255	1.0572	49
53	Studying in another culture	.861	2.4539	.9962	46
55	Teaching a foreign language	.525	2.0213	1.0452	54

# APPENDIX K

Table X

## Factor VI - Learning/Teaching Theories and Techniques

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
28	Learning theories	.532	3.0709	.8250	26
29	Measurement/evaluation of instructional materials	.473	3.0142	.7745	29
32	Use various learning theories	.739	3.2837	.7867	17
33	Use language effectively with non-native speakers of English at all levels	.604	3.5745	.7195	4
51	Using a variety of ESL/bilingual teaching methods and techniques at the beginning, intermediate and advanced levels of instruction	.523	3.5390	.6155	7

# APPENDIX K

Table XI

Factor VII - Linguistics

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
9	Structure of American English	.432	3.4539	.7604	14
12	Semantics	.673	2.8511	.9176	32
13	Language variations	.665	2.7589	.8272	40
16	Grammar systems	.650	3.1844	.8159	21

# APPENDIX K

Table XII

Factor VIII - Cross/Inter-cultural Communication

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
1	Cross/inter-cultural communication	.670	3.5745	.6004	3
3	Social/psychological factors of cross-cultural education	.777	3.4148	.7286	24

# APPENDIX K

Table XIII

Factor IX - Socio/Psycho-Linguistics

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
14	Sociolinguistics	.728	2.5461	.8235	43
15	Psycholinguistics	.802	2.5106	.8670	45

# APPENDIX K

Table XIV

Factor X - Professional Interaction

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
49	Explain the rationales, goals, and procedures of ESL/bilingual education to other personnel of school	.753	3.3972	.6957	11
56	Sharing theory and methodology with other professionals	.593	3.0567	.8765	28

# APPENDIX K

Table XV

Factor XI - Foreign Language Experience II

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
54	Speaking in a non-native language to meet the basic needs of students and or parents (in conferences, etc.)	.740	2.3121	1.1284	50

# APPENDIX K

Table XVI

Factor XII - Cultural Studies

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
6	Comparative cultures	.477	3.0567	.8261	27
22	The culture and traditions of the countries represented in an ESL/bilingual classroom	.437	3.2482	.7479	19
	<u>Spurious Competency</u>				
24	The nature of English and as much of the learner's language as possible	.408	2.9149	.9963	30



# APPENDIX K

Table XVII

Factor XIII - Second Language Pedagogy I

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
42	Apply the principles of second language pedagogy based on the history of English, bilingual education, etc., in the development of effective teaching plans	.558	2.7730	.8894	39

# APPENDIX K

Table XVIII

Factor XIV - Assessment

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
48	Use and interpret criterion-referenced tests	.443	2.8156	.8832	35

# APPENDIX K

Table XIX

Factor XV - Second Language Pedagogy II

Item No.	Title of Competency	Factor Loading	Mean	Standard Deviation	Mean Ranking
50	Using variety of ESL/bilingual teaching methods and techniques at elementary/secondary level	.624	3.5390	.6816	6
	<u>Spurious Competency</u>				
44	Compare and contrast the language of the students with English for purposes of pinpointing the potential language learning difficulties	.282	2.7809	.9418	38

## APPENDIX L

Table XX

Ten Lowest Ranked ESL/Bilingual Competencies Based  
Upon Mean Scores

Item No.	Title of Competency	Factor	Mean	Mean Ranking
1	Trace the historical development of the English language and the learner's language	IV	1.7589	56
30	American/British literature	IV	1.8085	55
55	Teaching a foreign language	V	2.0213	54
38	Facilitate the study of American literature	I	2.0355	53
17	History and development of English	I	2.1418	52
37	Respond objectively and subjectively to English literature and the literature of the learner's language	I	2.2766	51
54	Speaking in a non-native language to meet the basic needs of students and of parents (in conferences, etc.)	XI	2.3121	50
52	Teaching in another culture	V	2.4255	49
27	Children's literature in English and in the child's primary language	I	2.4326	48
5	Cultural anthropology	I	2.4823	47

## APPENDIX M

TABLE XXI

Ten Highest Ranked ESL/Bilingual Competencies Based  
Upon Mean Scores

Item No.	Title of Competency	Factor	Mean	Mean Ranking
47	Apply teaching strategies appropriate to ESL and bilingual students	Spurious* III	3.6950	1
23	Methods and materials in ESL/bilingual education	II	3.6454	2
1	Cross/inter-cultural communication	VIII	3.5745	3
33	Use language effectively with non-native speakers of English at all levels	VI	3.5745	4
36	Adapt verbal and non-verbal skills to classroom audience	III	3.5390	5
50	Using variety of ESL/bilingual teaching methods and techniques at elementary/secondary level	XV	3.5390	6
51	Using a variety of ESL/bilingual teaching methods and techniques at the beginning, intermediate and advanced levels of instruction	VI	3.5390	7
46	Prepare and assist students to interact effectively in a cross-cultural setting	VI	3.5319	8
20	Theory and practice of teaching ESL/bilingual education	II	3.5035	9
9	Structure of American English	II	3.4539	10

## APPENDIX N

Table XXII

Mean Score of ESL and Bilingual Teachers

Item No.	Mean	
	ESL	Bilingual
2	2.8085	3.2500
7	2.7191	3.0385
16	3.0337	3.4423
17	2.0112	2.3654
19	2.5506	2.9808
27	2.2921	2.6731
30	1.6854	2.0192
33	3.7079	3.3462
34	1.5281	2.1538
36	3.6966	3.2692
37	2.1236	2.5385
42	2.5843	3.0962
43	2.6854	3.3077
44	2.6292	3.0385
46	3.6742	3.2885
47	3.6742	3.5385
52	2.1910	2.8269
53	2.3034	1.0046
54	1.8764	3.0577
55	1.6629	.8912

## APPENDIX O

Table XXIII

Mean Score of the Two Regions

Item No.	Mean	
	Oregon	Washington
12	2.6628	3.1455
16	3.0233	3.4436
28	3.8005	3.4000
32	3.1860	3.4364
40	3.0769	3.5385
41	2.9767	3.3091
44	2.5930	3.0727
47	3.6395	3.7818

## APPENDIX P

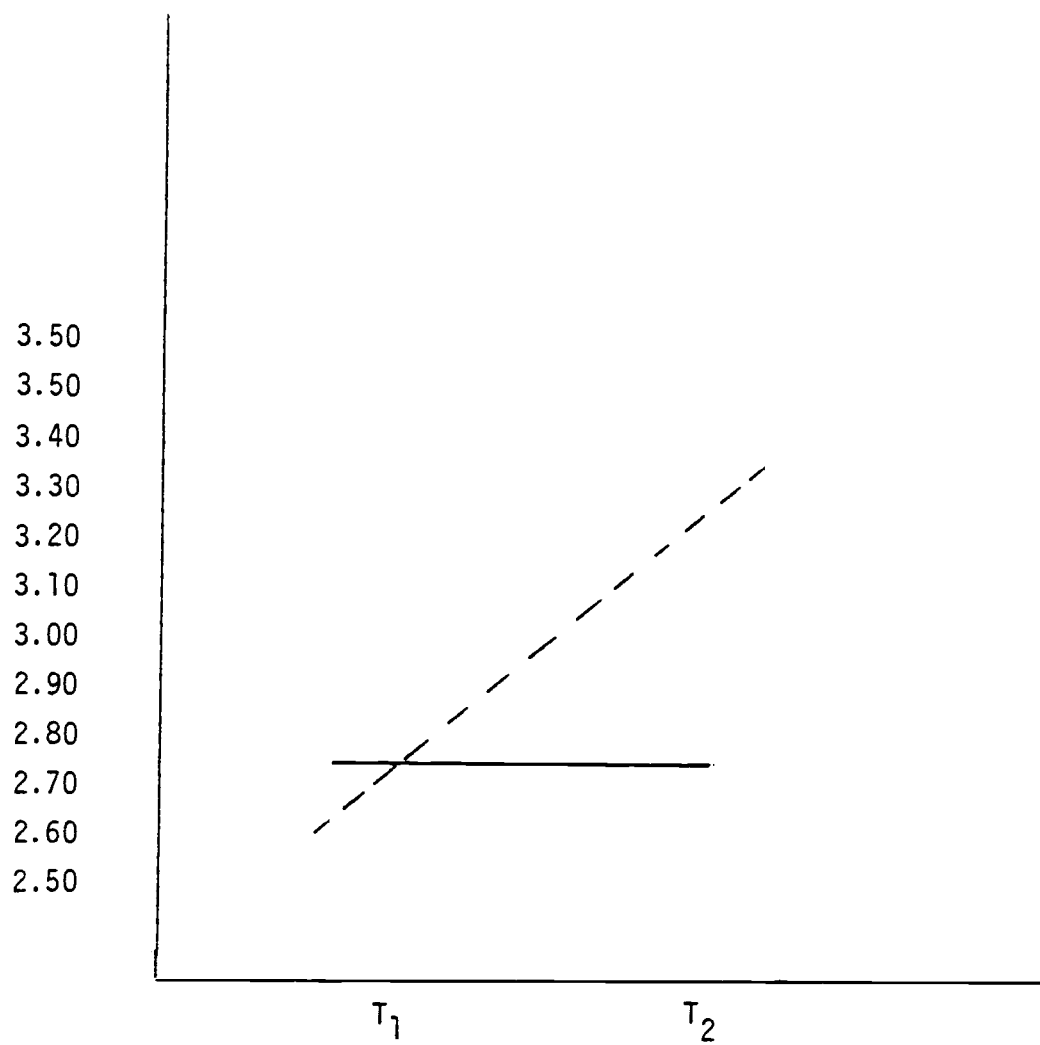


Figure 2. Disordinal interaction between  $T_1$  and  $T_2$ .



APPENDIX Q

Table XXIV

Results of Two-Way Analysis of Variance on Individual Competency Statements

Item No.	Means (Teacher Type)		Computed F	HO Decision	Means (State)		Computed F	HO Decision	Computed F Interaction	HO Decision
	ESL	Bilingual			OR	WA				
1	3.63	3.50	1.243	Retain	3.62	3.50	.910	Retain	.354	Reject
2	2.55	3.25	16.571	Reject	2.90	2.67	3.525	Retain	.001	
3	3.43	3.40	.000	Retain	3.45	3.36	.372	Retain	.101	
4	3.14	3.19	.720	Retain	3.14	3.17	.039	Retain	3.419	
5	2.41	2.60	1.697	Retain	2.54	2.38	1.782	Retain	.125	
6	3.00	3.15	1.072	Retain	3.06	3.03	.268	Retain	.268	
7	2.72	3.04	4.773	Reject	2.75	2.96	2.212	Retain	5.819	
8	3.30	3.33	.001	Retain	3.23	3.43	2.116	Retain	.125	
9	3.50	3.16	1.237	Retain	3.43	3.49	.451	Retain	.030	
10	2.58	2.86	3.413	Retain	2.63	2.78	.802	Retain	.769	
11	3.36	3.38	.046	Retain	3.33	3.42	.598	Retain	.874	
12	2.82	2.90	.025	Retain	2.66	3.14	7.837	Reject	1.239	
13	2.70	2.85	.299	Retain	2.66	2.90	1.915	Retain	.743	
14	2.54	2.56	.019	Retain	2.49	2.64	.778	Retain	.388	
15	2.44	2.63	1.173	Retain	2.40	2.67	2.781	Retain	.332	
16	3.03	3.44	6.126	Reject	3.18	3.43	6.363	Reject	.002	
17	2.01	2.36	5.757	Reject	2.08	2.24	.947	Retain	3.009	
18	3.15	3.48	3.865	Retain	3.16	3.44	2.271	Retain	.063	
19	2.55	2.98	5.308	Reject	2.58	2.90	2.083	Retain	1.431	
20	3.48	3.34	.090	Retain	3.42	3.64	3.775	Retain	1.277	
21	3.18	3.19	.001	Retain	3.21	3.14	.403	Retain	.814	

APPENDIX Q - Continued

Item No.	Means (Teacher Type)		Computed F	HO Decision	Means (State)		Computed F	HO Decision	Computed F Interaction	HO Decision
	ESL	Bilingual			OR	WA				
22	3.25	3.25	.010	Retain	3.24	3.25	.006	Retain	.600	
23	3.65	3.63	.179	Retain	3.60	3.71	.870	Retain	.323	
24	2.77	3.15	3.019	Retain	2.75	3.16	3.658	Retain	.346	
25	2.47	2.67	.922	Retain	2.55	2.65	.473	Retain	2.110	
26	3.32	3.23	.819	Retain	3.23	3.38	1.436	Retain	.010	
27	2.29	2.67	5.168	Reject	2.38	2.51	.130	Retain	.015	
28	3.04	3.11	.057	Retain	2.86	3.40	14.076	Reject	.234	
29	2.95	3.11	.672	Retain	2.92	3.16	2.375	Retain	.181	
30	1.68	2.02	4.907	Reject	1.74	1.91	.515	Retain	.193	
31	2.85	2.80	.035	Retain	2.80	2.87	.396	Retain	.585	
32	3.31	3.23	.716	Retain	3.19	3.44	4.341	Reject	.444	
33	3.71	3.11	8.761	Reject	3.57	3.65	3.859	Retain	3.130	
34	1.53	2.15	15.630	Reject	1.76	1.91	1.053	Retain	.219	
35	2.85	2.71	.999	Retain	2.74	2.89	2.265	Retain	2.020	
36	3.70	3.27	18.875	Reject	3.51	3.58	1.631	Retain	.305	
37	2.12	2.54	5.302	Reject	2.24	2.33	.028	Retain	1.475	
38	1.99	2.11	.322	Retain	1.99	2.11	.216	Retain	.921	
39	3.18	3.23	.017	Retain	3.20	3.33	1.297	Retain	2.836	
40	3.37	3.31	.544	Retain	3.23	3.53	6.149	Reject	.797	
41	3.07	3.17	.210	Retain	2.98	2.31	5.402	Reject	.929	
42	2.59	3.10	9.979	Reject	2.66	2.94	1.923	Retain	.135	
43	2.68	3.30	9.192	Reject	2.82	3.05	.181	Retain	1.555	

APPENDIX Q - Continued

Item No.	Means (Teacher Type)		Computed F	HO Decision	Means (State)		Computed F	HO Decision	Computed F Interaction	HO Decision
	ESL	Bilingual			OR	WA				
44	2.63	3.04	4.632	Reject	2.60	3.07	7.423	Reject	.354	
45	3.32	3.27	.086	Retain	3.30	3.31	.071	Retain	.583	
46	3.67	3.29	9.874	Reject	3.59	3.44	.677	Retain	.023	
47	3.79	3.54	8.418	Reject	3.64	3.79	5.179	Reject	1.125	
48	2.70	3.02	3.614	Retain	2.73	2.94	1.147	Retain	.025	
49	3.48	3.25	3.801	Retain	3.40	3.38	.002	Retain	.129	
50	3.50	3.60	.619	Retain	3.51	3.58	.418	Retain	.852	
51	3.55	3.52	.199	Retain	3.50	3.60	.979	Retain	.003	
52	2.19	2.83	13.373	Reject	1.06	1.07	.153	Retain	.362	
53	2.30	2.71	6.623	Reject	2.52	2.34	2.157	Retain	.005	
54	1.88	3.06	42.366	Reject	2.12	2.62	3.302	Retain	.030	
55	1.66	2.62	33.314	Reject	1.98	2.09	.141	Retain	.095	
56	3.07	3.04	.034	Retain	3.03	3.09	.243	Retain	.229	

## APPENDIX R

Table XXV

## Required Competencies

Item Number	Competency
1	knowledge of cross/inter-cultural communication
3	knowledge of social/psychological factors of cross-cultural education
4	knowledge of general characteristics of language across culture
6	knowledge of comparative cultures
8	knowledge of phonology of American English
9	knowledge of structure of American English
11	knowledge of applied linguistics including problems of second language learning
16	knowledge of grammar systems
18	knowledge of theory and methodology of teaching a bilingual child in a content area
20	knowledge of theory and practice of teaching English as a second language/bilingual education
21	knowledge of the culture of the United States
22	knowledge of the culture and traditions of the countries represented in an ESL/bilingual classroom
23	knowledge of methods and materials in ESL/bilingual education
26	knowledge of theory and practice of teaching reading to children and/or adult learners
28	knowledge of learning theories

Table XXV - Cont'd.

Item Number	Competency
29	knowledge of measurement/evaluation of instructional materials
32	ability to use various learning theories
33	ability to use language effectively with non-native speakers of English at all levels
36	ability to adapt verbal and non-verbal skills to classroom audience
39	ability to determine reading levels of instructional materials
40	ability to diagnose the level of students' reading ability and interest
41	ability to communicate basic and complex ideas in teaching content areas at elementary level
45	ability to understand the learning styles of different cultures and their effect on learning a second language
46	ability to prepare and assist students to interact effectively in a cross-cultural setting
47	ability to apply teaching strategies appropriate to ESL and bilingual students
49	ability to explain the rationales, goals, and procedures of ESL/bilingual education to other personnel of school
50	experience in using variety of ESL/bilingual teaching methods and techniques at elementary/secondary level
51	experience in using a variety of ESL/bilingual teaching styles and methodologies at the beginning, intermediate and advanced levels of instruction
56	experience in sharing theory and methodology with other professionals

## APPENDIX R

Table XXVI

## Recommended Competencies

Item Number	Competency
2	knowledge of a foreign language
5	knowledge of cultural anthropology
7	knowledge of basic concepts and theories in modern linguistics
10	knowledge of comparative linguistics
12	knowledge of semantics
13	knowledge of language variations
14	knowledge of sociolinguistics
15	knowledge of psycholinguistics
17	knowledge of history and development of English
19	knowledge of current issues and legislation in ESL/bilingual education
24	knowledge of the nature of English and as much as of the learner's language as possible
25	knowledge of professional information sources such as: journals, research, reports, and professional organizations
27	knowledge of children's literature in English and in the child's primary language
31	knowledge of use of Audio-Visual aids
35	ability to facilitate an understanding of the reasoning process of the English language
37	ability to respond objectively and subjectively to English literature and the literature of the learner's language

Table XXVI - Cont'd.

Item Number	Competency
38	ability to facilitate the study of American literature
42	ability to apply the principles of second language pedagogy based on the history of English, bilingual education, etc., in the development of effective teaching plans
43	ability to assist students to gain mastery of both receptive (listening and reading) and productive (speaking and writing) skills in both the learner's language and English
44	ability to compare and contrast the language of the students with English for purposes of pinpointing the potential language learning difficulties
48	ability to use and interpret criterion-referenced tests
52	experience in teaching in another culture
53	experience in studying in another culture
54	experience in speaking in a non-native language to meet the basic needs of students and of parents (in conferences, etc.)
55	experience in teaching a foreign language

## APPENDIX R

Table XXVII

## Optional Competencies

Item Number	Competency
30	knowledge of American/British literature
34	ability to trace the historical development of the English language and the learner's language



## APPENDIX S

Table XXVIII

Rejected Competencies Due to ESL/Bilingual  
Teachers' Viewpoint

Item Number	Competency
2	knowledge of a foreign language
7	knowledge of basic concepts and theories in modern linguistics
16	knowledge of grammar systems
17	knowledge of history and development of English
19	knowledge of current issues and legislation in ESL/bilingual education
27	knowledge of children's literature in English and in the child's primary language
30	knowledge of American/British literature
33	ability to use language effectively with non-native speakers of English at all levels
34	ability to trace the historical development of the English language and the learner's language
36	ability to adapt verbal and non-verbal skills to classroom audience
37	ability to respond objectively and subjectively to English literature and the literature of the learner's language
42	ability to apply the principles of second language pedagogy based on the history of English, bilingual education, etc. in the development of effective teaching plans
43	ability to assist students to gain mastery of both receptive (listening and reading) and productive (speaking and writing) skills in both the learner's language and English

Table XXVIII - Cont'd.

Item Number	Competency
44	ability to compare and contrast the language of the students with English for purposes of pinpointing the potential language learning difficulties
46	ability to prepare and assist students to interact effectively in a cross-cultural setting
47	ability to apply teaching strategies appropriate to ESL and bilingual students
52	experience in teaching in another culture
53	experience in studying in another culture
54	experience in speaking in a non-native language to meet the basic needs of students and of parents (in conferences, etc.)
55	experience in teaching a foreign language

## APPENDIX S

Table XXIX

Rejected Competencies Due to the Two States

Item Number	Competency
12	knowledge of Semantics
16	knowledge of grammar systems
28	knowledge of learning theories
32	ability to use various learning theories
40	ability to diagnose the level of students' reading ability and interest
41	ability to communicate basic and complex ideas in teaching content areas at elementary level
44	ability to compare and contrast the language of the students with English for purposes of pin-pointing the potential language learning difficulties
47	ability to apply teaching strategies appropriate to ESL and bilingual students

## APPENDIX S

Table XXX

Rejected Competency Due to Interaction Effects

Item Number	Competency
7	knowledge of basic concepts and theories in modern linguistics