

**ATESL Survey
FINAL REPORT**

Submitted
January 29, 2007

by
Cynthia MacCormac and Juliet Kershaw
Survey Consultants

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January 31, 2007

Submitted by:
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Survey Consultants

1 BACKGROUND

1.1 The Need for a Survey

The ATESL Survey represents one component of **Connecting ESL Communities and Professionals**, a joint project of ATESL and Alberta Human Resources and Employment (AHRE). The project agreement sets out the rationale for conducting the survey and the activities deemed necessary for its completion:

A suspected number of ESL professionals in Alberta are nearing retirement age. Examination of the demographics of the current teaching population in order to develop strategies to support the current and future ESL environment is necessary. Through the use of survey techniques, the problem will be measured, analyzed and reported. Along with demographic information, other questions to be addressed will include professional qualifications and how teachers would prefer to access professional development as it relates to Canadian Language Benchmarks.

1.2 The Consultants' Role

The role of the survey consultants was to develop, administer, and report on a questionnaire that examined the demographics of the current ATESL membership to assist ESL associations, program directors and developers, etc., develop strategies to support the current and future ESL environment.

2 METHODOLOGY

2.1 Participants

Only ATESL members were asked to complete the questionnaire.

2.2 Instrument

A survey questionnaire of sixteen questions was developed. Questions asked for demographic information such as the age and gender of respondents, where and what levels of ESL respondents taught, ESL qualifications respondents held and whether or not respondents were accredited (See Appendix A). To gather as much information as possible, some survey questions allowed members to check off more than one response.

2.3 Procedure

ATESL members were approached at either the ATESL conference held in Edmonton on October 13 and 14, 2006, or approached following the conference by email. The survey took about 3 to 4 minutes to complete.

Conference Delivery

At the conference, a raffle was held as an incentive for ATESL members to complete the survey. In addition, the raffle was designed so that the consultants could track members who had completed the survey, avoid multiple submissions, and ensure that only members submitted surveys. As respondents handed in their completed surveys, the consultants highlighted the respondents' names on the current membership base list provided by Ivan Sundal, the ATESL business manager.

Email Delivery

Following the conference weekend, the consultants prepared the survey for email distribution. In the interests of efficiency, the survey was emailed to *all* members. The survey was introduced by an explanation that the purpose of the email was to provide those who had not attended the conference or those who had not completed the survey at the conference an opportunity to be included in the survey results (See Appendix B). The same process used to track respondents at the conference was used with incoming completed surveys from the email send out: names were highlighted on the member list as the completed surveys were received. Duplications of submissions by email of members who had previously completed the survey at the conference were not included in the email counts.

3 RESULTS

3.1 Survey Response Rate

The excellent survey response rate indicates an engaged and interested membership. Two hundred and sixty-six (266) ATESL members, or 50% of the current ATESL membership, completed the survey. This percentage is based on the current total ATESL membership base as of October 1, 2006, of 533 members. One hundred and fifty (150) members completed surveys distributed at the conference, and 116 members completed surveys distributed by email.

Results tabulation

While 266 ATESL members completed the surveys, not every survey respondent completed all 16 questions on the questionnaire. Many respondents, however, offered a variety of "Other" responses, which are listed as Appendices.

Please note that for questions 3, 4, 5, 6, 12, 14 and 15, total responses represent the number of times each response was checked rather than the total number of respondents.

The tallies for these questions, therefore, do not correspond to the total number of respondents. **The tables show either the number of responses based on one check per respondent, or the number of checks to each category listed in the questions.** The percentages throughout the results, however, are calculated based on the total number of respondents.

We have broken down results in Question 5 and cross-referenced Questions 7 and 8, for your interest. We expect, however, that the demographic information the survey has made available provides additional opportunities for you to discover more about ATESL members through further cross-referencing of responses.

3.2 Length of Time Respondents Have Worked in the ESL Profession

Question 1: How long have you been working in the English as a Second Language profession?

Most respondents (56%) have worked in the profession for 11 or more years. Only 8% have worked in the profession for less than one year. Table 1 shows the breakdown of years taught by each respondent.

Table 1

Length of time in ESL profession		
	Number of responses (of 266)	Percentage of total respondents (266)
Less than one year	21	8
One - four years	38	14
Five - ten years	57	21
Eleven or more years	150	56
Other	0	0
No response	0	0

3.3 Length of Time Respondents Anticipate Continuing to Work in ESL

Question 2: How much longer do you anticipate working in this profession?

Fewer than half of the respondents anticipate working in the field for five years or more. Table 2 shows the breakdown of years that respondents plan to continue working in ESL.

Table 2

Length of time respondents anticipate continuing to work in ESL		
	Number of responses (of 266)	Percentage of total respondents (266)
Less than one year	3	1
One - four years	129	48
Five or more years	127	48
Other	0	0
No response	7	3

3.4 Current ESL Positions

Of the 266 respondents, 211 checked that they were currently teaching. Responses show that very few ATESL members are involved in project management, curriculum development and assessment. Of the 211 teaching, 116 (44%) of the total respondents indicated that they were teaching Benchmarks 1 to 4: more than half of the instructors are teaching low-level Benchmarks, compared to 6% teaching literacy, 5% English in the Workplace, and 2% TOEFL. Further investigation would be necessary to determine why so few instructors are teaching in areas besides low-level Benchmarks.

Question 3: What is your position in the ESL profession?

Seventy-nine (79) percent of the respondents are instructors.

Table 3

Current ESL positions held by respondents		
	Number of responses (totals checked)	Percentage of total respondents (266)
Instructor	211	79
Senior instructor	15	6
Program coordinator/manager	26	10
Project manager	2	1
Curriculum developer	15	7
Director	7	3
Other (Appendix C, page 26)	20	8
No response	0	0

3.5 Current Teaching Levels

Question 4: If you are an instructor, what level of ESL are you currently teaching?

Two hundred and eleven (211) respondents indicated that they teach. This total includes teaching positions mentioned in “Other” responses. Most instructors (44%) are teaching Level 1 - 4 Benchmarks. Table 3 shows the breakdown of the levels currently taught by instructors, with totals representing the number of times each response category was checked. The high “No response” rate relates to the number of respondents who may have checked off teaching, but did not check a specific teaching level.

Table 4

Current teaching levels	Number of responses (totals checked)	Percentage of total respondents (266)
Benchmarks 1 - 4	116	44
Benchmarks 5 - 8	74	28
Benchmarks 9 - 12	17	6
TOEFL	6	2
Literacy	17	6
English in the Workplace instructor	14	5
Other (Appendix D, page 27)	31	12
No response	36	14

3.6 Previous ESL Employment

Question 5: In what areas of ESL have you been previously employed?

The ESL work history of respondents is diverse. Two hundred and fifty-two (252), or 95% of respondents, indicated that they had taught previously.

Table 5

Previous ESL employment		
	Number of responses (totals checked)	Percentage of total respondents (266)
Teaching	252	95
Program coordination/management	59	22
Project management	19	7
Directorship	8	3
Curriculum development	97	36
Special projects	64	24
Other (Appendix E, page 28)	25	9
No response	9	3

Table 6

Table 6 shows the number of times each category was checked **under the subset of teaching** .

Past teaching experience		
	Number of responses (totals checked)	Percentage of 266 respondents
Benchmarks 1 - 4	190	75
Benchmarks 5 - 8	129	51
Benchmarks 9 - 12	46	18
TOEFL	59	23
Literacy		
English in the Workplace instructor	75	30
Senior instructor	36	14
Other	0	0
No response	0	0

3.7 Experience with ESL Populations

Question 6: What ESL/EFL populations have you worked with?

Table 7 shows the ESL/EFL populations that respondents indicated they have worked with. The tallies represent the number of times each response category was checked.

Table 7

Experience with ESL populations		
	Number of responses (totals checked)	Percentage of total respondents (266)
ESL adults	249	94
ESL K - 12	62	24
EFL adults	90	34
EFL children	52	20
Other	0	0
No response	0	0

3.8 Employment Status (Questions 7 and 8)

Question 7: Are you employed full-time/part-time?

One hundred and fifty one (151), or 57% of the respondents, work full-time. Cross-referencing responses to this question with those of Question 8 shows the number of respondents who were contract workers or employees.

Table 8

Employment status	Number of responses (of 266)	Percentage of total respondents (266)
Full-time	151	57
Part-time	104	39
No response	11	4

Question 8: Are you a contract worker/employee/volunteer?

Forty-three (43) percent of respondents are employees; 40% percent are contract workers.

Table 9

Type of employment		
	Number of responses (totals checked)	Percentage of total respondents (266)
Contract workers	106	40
Employees	124	43
Volunteers	9	3
Other (Appendix F, page 29)	17	6
No response	11	4

A breakdown into the employment categories of full-time and part-time workers is shown in Tables 10 and 11.

Table 10

Full-time workers		
	Number of responses (totals checked of 151 full- time workers)	Percentage of total respondents (266)
Contract workers	51	19
Employees	93	35
Volunteers	0	0
Other	6	2
No response	1	0

Table 11

Part-time workers		
	Number of responses (totals checked of 108 part-time workers)	Percentage of total respondents (266)
Contract workers	55	21
Employees	31	12
Volunteers	9	3
Other	11	4
No response	2	1

3.9 Teaching Locations

Question 9: Where do you teach?

“Other” responses included several locations in Alberta, and five (5) outside Canada.

Table 12

Teaching locations	Number of responses (of 266)	Percentage of total respondents (266)
Edmonton	140	53
Calgary	83	32
Red Deer	9	3
Lethbridge	6	2
Camrose	1	0
Fort McMurray	2	1
Other (Appendix G, page 30)	16	6
No response	9	3

3.10 Accreditation (Questions 10 and 11)

Question 10: Do you have ATESL accreditation?

Sixty-eight (68) percent, or 180 respondents, are accredited.

Table 13

Accreditation	Number of responses (of 266)	Percentage of total respondents (266)
Yes	180	68
No	78	29
Other	0	0
No response	8	3

Question 11: Are you in the process of acquiring ATESL accreditation?

Of the 78 who said they were not accredited, 35 are in the accreditation process, 42 are not. Table 14 shows the breakdown of respondents planning to acquire accreditation.

Table 14

Accreditation in process	Number of respondents (of 78)	Percentage of 78 respondents
In process	35	45
Not in process	42	54
Other	1	1

3.11 Qualifications

Question 12: What TESL/TEFL qualifications do you have?

Respondents showed a vast range of qualifications. A full 27% of the respondents provided an “Other” response. Seven (7) respondents added that they were currently working toward a Master’s degree: two (2) of these in TESL. These numbers are not included in the results. One respondent with a B.Ed. and diploma in Elementary Education commented:

“I did look into doing a TESL diploma a couple of years ago. However, the cost of the program and the time commitment for the courses are unreasonable for me to do with my schedule at work and home. If the TESL program was offered in the evenings, one course at a time, I may reconsider my decision. The other deterrent is of course investing the time and money to receive the TESL diploma and not receive a monetary increment at work for having this designation.”

Table 15

Qualifications	Number of responses (totals checked)	Percentage of total respondents (266)
None	4	1
Diploma	58	22
B. Ed. in TESL	1	0
Masters in TESL	36	14
B.A. other	37	14
B.Ed. other	98	37
Master’s degree	46	17
Foreign teaching experience	59	22
Other (Appendix H, page 31)	71	27
No response	2	0

3.12 Professional Development

Question 13: Would you like ATESL to offer more professional development?

Seventy-nine (79) percent of the respondents are in favour of ATESL providing more professional development. One “Other” response requested benefits for ESL teachers. Additional comments included:

“You’re already doing a great job.” (comment repeated by two respondents)

“There is enough for me (not less, either).”

Table 16

More professional development?		
	Number of responses (of 266)	Percentage of total respondents (266)
Yes, more	209	79
No, no more	35	13
Other	1	0
No response	21	8

3.13 Professional Development Options

Question 14: What areas of professional development are you interested in?

Respondents identified their key areas of interest as teaching techniques (69%) and curriculum design (54%). These high percentages may co-relate to the high percentage of respondents teaching the low-level Benchmarks programs (44% of responses). Follow-up cross-referencing of Question 5 with Questions 14 and 15 would be required to confirm this assumption.

Approximately half the respondents checked multiple categories.

Table 17

Professional development interests		
	Number of responses (totals checked)	Percentage of total respondents (266)
Curriculum design	144	54
Teaching techniques	183	69
Cross-cultural awareness	97	37
Classroom management	88	33
Research	70	26
Other (Appendix I, page 32)	25	9
No response	13	5

3.14 Professional Development Delivery

Question 15: How would you prefer to access professional development?

Table 18

Professional development delivery	Number of responses (totals checked)	Percentage of total respondents (266)
Conferences	162	61
Local workshops	185	70
Internet	105	39
Other (Appendix J, page 33)	7	3
No response	11	4

3.15 Gender and Age of Respondents

The vast majority of survey respondents are women (87%). From this high percentage, we can assume that the majority of ATESL members are women, and the majority of people working in the ESL profession in Alberta are women. Similarly, as most respondents (54%) are between 41 and 60 years of age, we assume that most people working in the ESL profession are also between these ages.

Question 16a: Are you male/female?

Table 19

Gender	Number of responses (of 266)	Percentage of total respondents (266)
Male	37	14
Female	221	83
No response	8	3

Question 16b: Are you 20 - 30/31 - 40/41 - 50/51 - 60/61+?**Table 17**

Age	Number of responses (of 266)	Percentage of total respondents (266)
20 - 30	19	7
31 - 40	49	18
41 - 50	72	27
51 - 60	101	38
61+	18	7
No response	7	3

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**APPENDIX A
ATESL Survey**

(This survey is to be filled out only by ATESL members)

- 1. How long have you been working in the English as a Second Language (ESL) profession?**
 - less than one year
 - one to four years
 - five to ten years
 - eleven or more years

- 2. How much longer do you anticipate working in this profession?**
 - less than one year
 - one to four years
 - five or more years

- 3. What is your position in the ESL profession?**
 - instructor
 - senior instructor
 - program coordinator/manager
 - project manager
 - curriculum developer
 - director
 - other_____

- 4. If you are an instructor, what level of ESL are you currently teaching?**
 - Benchmarks 1 - 4
 - Benchmarks 5 - 8
 - Benchmarks 9 - 12
 - TOEFL
 - literacy
 - English in the Workplace
 - other_____

5. In what areas of ESL have you been previously employed?

- teaching:
 - Benchmarks 1 - 4
 - Benchmarks 5 - 8
 - Benchmarks 9 - 12
 - TOEFL
 - literacy
 - English in the Workplace instructor
 - senior instructor
- program coordination/management
- project management
- directorship
- curriculum development
- special projects
- other_____

6. What ESL/EFL populations have you worked with?

- ESL adults
- ESL K - 12
- EFL adults
- EFL children

7. Are you employed

- full-time
- part-time

8. Are you

- a contract worker
- an employee
- a volunteer

9. Where do you teach?

- Edmonton
- Calgary
- Red Deer
- Lethbridge
- Camrose
- Fort McMurray
- other _____

10. Do you have ATESL accreditation?

- yes
- no

11. Are you in the process of acquiring ATESL accreditation?

- yes
- no

12. What TESL/TEFL qualifications do you have?

- none
- diploma
- B.Ed in TESL
- Masters in TESL
- B.A. other _____
- B.Ed. other _____
- Master's degree _____
- foreign teaching experience/education
- other _____

13. Would you like ATESL to offer more professional development?

- yes
- no

14. What areas of professional development are you interested in?

- curriculum design
- teaching techniques
- classroom management
- cross-cultural awareness
- research
- other_____

15. How would you prefer to access professional development?:

- conferences
- local workshops
- Internet
- other_____

16. Are you

- male
- female

- 20 - 30
- 31 - 40
- 41 - 50
- 51 - 60
- 61+

THANK YOU!

The findings of this research will be published online in the ATESL newsletter

APPENDIX B

Emailed Survey

Dear ATESL member,

You may know that ATESL is conducting a membership survey to examine the current state of the ESL teaching population. As the immigrant population increases, it is imperative that Alberta has enough teaching personnel to sustain established and newly created programs.

Thanks to the many of you who completed the ATESL survey at the recent conference. Now we would like to give those of you who did not attend the conference (or did attend but didn't complete the survey at the time) the opportunity to be included in the survey results.

This email contains the full survey (below). If you have not yet completed it, we would appreciate your doing so here and returning it to cynthiamaccormac@aol.com. The survey takes about THREE MINUTES.

PLEASE COMPLETE AND RETURN THE SURVEY BY MONDAY, OCTOBER 23.

Mark the answers to the survey questions by typing a Y to the right of the correct response.

EXAMPLE:

1. How long have you been working in the English as a Second Language (ESL) profession?

- * less than one year
- * one to four years Y
- * five to ten years
- * eleven or more years

You may add comments at the bottom of the survey if you wish.
RETURN THE COMPLETED SURVEY TO: cynthiamaccormac@aol.com

THANK YOU.

Cynthia MacCormac

Juliet Kershaw

Project managers, ATESL 2006 Survey

ATESL Survey

1. How long have you been working in the English as a Second Language (ESL) profession?

- * less than one year
- * one to four years
- * five to ten years
- * eleven or more years

2. How much longer do you anticipate working in this profession?

- * less than one year
- * one to four years
- * five or more years

3. What is your position in the ESL profession?

- * instructor
- * senior instructor
- * program coordinator/manager
- * project manager
- * curriculum developer
- * director
- * other _____

4. If you are an instructor, what level of ESL are you currently teaching?

- * Benchmarks 1 - 4
- * Benchmarks 5 - 8
- * Benchmarks 9 - 12
- * TOEFL
- * literacy
- * English in the Workplace
- * other _____

5. In what areas of ESL have you been previously employed?

* teaching:

- o Benchmarks 1 - 4
- o Benchmarks 5 - 8
- o Benchmarks 9 - 12
- o TOEFL
- o literacy
- o English in the Workplace instructor
- o senior instructor

* program coordination/management

* project management

* directorship

* curriculum development

* special projects

* other _____

6. What ESL/EFL populations have you worked with?

* ESL adults

* ESL K - 12

* EFL adults

* EFL children

7. Are you employed

* full-time

* part-time

8. Are you

* a contract worker

* an employee

* a volunteer

9.

Where do you teach?

* Edmonton

* Calgary

* Red Deer

* Lethbridge

* Camrose

* Fort McMurray

* other _____

10. Do you have ATESL accreditation?

- * yes
- * no

11. Are you in the process of acquiring ATESL accreditation?

- * yes
- * no

12. What TESL /TEFL qualifications do you have?

- * none
- * diploma
- * B.Ed in TESL
- * Masters in TESL
- * B.A. other _____
- * B.Ed. other _____
- * Master's degree _____
- * foreign teaching experience/education
- * other _____

13. Would you like ATESL to offer more professional development?

- * yes
- * no

14.

What areas of professional development are you interested in?

- * curriculum design
- * teaching techniques
- * classroom management
- * cross-cultural awareness
- * research
- * other _____

15. How would you prefer to access professional development?:

- * conferences
- * local workshops
- * Internet
- * other _____

16. Are you

- * male
- * female

- * 20 - 30
- * 31 - 40
- * 41 - 50
- * 51 - 60
- * 61+

THANK YOU!

The findings of this research will be published online in the ATESL newsletter in the new year.

Appendix C

Other ESL Positions Currently Held (Question 3)

Note: Repeat responses are followed in brackets by the number of mentions.

- researcher
- elementary school ESL assistant
- student (6)
- job hunter
- administrative assistant
- volunteer coordinator
- Canadian Language Benchmark assessor
- assessors
- consultant
- business manager
- teacher trainer
- college vice-president
- team leader
- not employed in ESL
- unspecified

APPENDIX D

Other ESL Levels Currently Taught (Question 4)

Note: Repeat responses are followed in brackets by the number of mentions.

- English for Academic Purposes (EAP)
- English for Special Purposes (ESP)
- English as a Foreign Language (EFL)
- high school ESL(6)
- ESL with international students
- IELTS prep and teacher training
- conversation
- business English
- writing
- trades training
- upgrading
- parenting and literacy
- tutor
- “occasional gigs”
- intermediate health and wellness community outreach
- pronunciation, level 1
- beginner to level 7 (intermediate) in Taiwan
- international professional engineers
- not specified
- PL2 army base
- teaching English as a Second or Other Language (TESOL)
- intensive English language program
- pre-Benchmarks (2)
- levels vary
- overseas foundation

APPENDIX E

Other Areas of ESL Previous Employment (Question 5)

Note: Repeat responses are followed in brackets by the number of mentions.

- English as a Foreign Language (EFL)
- new teacher
- career counselling, work-experience placement, credentials for foreign-trained workers, job search, resume writing
- teaching overseas
- public awareness
- marketing and recruitment
- English with international students
- writing workbook
- proposal writing
- assessment (2)
- teacher training
- elementary ESL teacher
- assistant teacher
- tutor
- LINC
- reading, writing, grammar, advanced
- summer programs
- TESL
- volunteering
- founding member of organization that supports ESL programs
- private classes overseas
- TOEIC
- teacher's college and university overseas
- beginner to intermediate, pre-Benchmarks

APPENDIX F**Other Employment Status (Question 8)**

Note: Repeat responses are followed in brackets by the number of mentions.

- contract worker and employee (8)
- contractor worker and volunteer
- contract worker, employee and volunteer
- business owner
- student (3)
- employee and volunteer (2)

APPENDIX G**Other Teaching Locations (Question 9)**

Note: Repeat responses are followed in brackets by the number of mentions.

- Grande Prairie
- Canmore
- Banff
- Lac La Biche
- Wetaskiwin
- Three Hills
- Korea (3)
- U.S.
- Taiwan
- Sultanate of Oman (2)
- Kimberley and Cranbrook, B.C.
- Medicine Hat (2)

APPENDIX H

Other TESL/TEFL Qualifications (Question 12)

Note: Repeat responses are followed in brackets by the number of mentions.

- TESL certificates (12)
- certificate TESL, University of Regina
- teacher training TESL
- graduate courses in TESL
- TESL - AVC course
- MIELS (French TESL)
- TESOL certificates (5)
- B.Sc. (4)
- B.Sc. and TC5 teaching certificate
- CELTA (2)
- CERTESL from University of Saskatchewan (2)
- CTEFLA
- CEKTARSA
- CITESL diploma (Cambridge)
- adult education
- certificate in applied linguistics in teaching ESL
- Alberta teaching certificates (4)
- Manitoba teaching certificate
- teacher training certificate from the U.K.
- after-degree diploma in secondary education language arts
- Ph.D.
- Ph.D. in applied linguistics
- creative writing teaching experience
- 2 years teaching experience
- 20 years experience
- 18 years experience
- local training
- FSL second language training
- management experience in other professions
- three ESL instruction courses
- courses in linguistics and ESL
- EDCI course in ESL (focus on adults)
- diploma in elementary education
- diploma in education for the deaf and hearing impaired
- graduate diploma in school libraries
- associate degree of arts
- diploma in technology – broadcast communications
- accreditation

APPENDIX I

Other Professional Development Interests (Question 14)

Note: Repeat responses are followed in brackets by the number of mentions.

- ESL materials development and pedagogical grammar
- adapting materials for ESL students
- creating and evaluating meaningful examinations that are helpful for workplace communication and TOEFL preparation
- English in the Workplace (EWP)
- English for Special Purposes (ESP)
- individualizing curriculum requirements
- assessment (4)
- Computer Assisted Language Learning (CALL)
- management and administration
- English Language Training
- bridging programs
- academic preparation skills
- linguistic awareness
- teaching phonetics
- use of technology
- using the Internet as a tool
- unique resources
- pronunciation
- methodology teaching for language learning assessment
- information technology in the classroom
- writing ESL materials
- classroom activities

APPENDIX J**Other Professional Development Delivery Methods (Question 15)**

- journals
- self-study
- chat lines
- distance learning
- new studies
- papers in ESL
- emails with special developments