

Standards, Equity, and Advocacy: Employment Conditions of ESOL Teachers in Adult Basic Education and Literacy Systems

YILIN SUN

South Seattle Community College

In 2005, TESOL sponsored a survey to respond to the growing concerns of the organization's Adult Education Interest Section (AEIS). The results showed that interest section members were deeply concerned with inequitable workloads, less-than-desirable working conditions, heavy reliance on part-time teachers, and much-needed professional development opportunities and support in programs that serve adult English language learners. Previous studies in adult education have shown that such precarious employment patterns undermine the professionalism of the field because many educators have to contend with juggling several jobs, receiving low pay, and being prevented from improving their instructional practices or keeping abreast of current research (Gonzalez, 2009; Smith, Hofer, & Gillespie, 2001; Sun, Carosella, Carscadden, Stevens, & Lamb, 1996; Sun & Maum, 2006). This article reports on these working conditions in the hopes of gaining a better understanding of the issues and concerns that seem to be most pervasive in the field of adult English to speakers of other languages (ESOL). The study's findings will help to plan future directions for the AEIS membership and offer TESOL data to support its advocacy efforts in the field of adult ESOL.

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There is little doubt that adult English to speakers of other languages (ESOL) educators are disenchanted with their working conditions. What are these teachers saying? Here is a sampling, in the words of three adult educators, of the extent of their

displeasure, frustration, and in some instances even resentment with the environment into which they are thrust:

- “Adult Education is horribly underpaid! We are the ones who have heavy teaching load. We are the ones who always take less desirable classrooms and schedules. We are the ones who always serve on a variety of college committees. When the college needs diversity, our students and faculty are the ones who are often counted as symbols of diversity. I love my profession as an ESOL educator, but I want the ESOL educators to be treated the same as my colleagues in other disciplines. Our students and our teachers are often treated like second-class citizen. I hope TESOL will take the adult education workload issue as its TOP advocacy action item!”
- “I love my job, but I’m discouraged by the pay. Part-time ESL [English as a second language] instruction offers poor salary, no insurance, and no respect as a professional at this institution. ESL instructors here are replaceable and have no voice at all.”
- “We serve students and the profession in the forefront of the TESOL field, and we often overwork ourselves in order to make the voices of ESL students and our profession heard at the college and in the field of higher education. The contribution that community college TESOL educators have made to the TESOL field is not always valued even by 4-year TESOL colleagues. I hope TESOL publications like *TESOL Quarterly* will open its door to let more community college teachers publish their research and issues around ESOL teaching and learning. In the United States alone, community colleges serve 80%+ of adult learners.”

As we in the field of education embrace diversity, accountability, and changes, employment equity, especially of ESOL teachers in adult basic education (ABE) and literacy systems, has become a prominent issue. In my review of recent literature from major publications, it is apparent that little research has been conducted to investigate employment conditions in the adult education field. Some grassroots actions have taken place where institutions and local professional organizations have mobilized to examine and address the issues (Smith, Hofer, & Gillespie, 2001; Sun, Carosella, Carscadden, Stevens, & Lamb, 1996); however, until 2005 there had been no comprehensive survey sponsored by TESOL investigating employment and working conditions of adult education and literacy systems at the national and international levels. Conducting such a survey was particularly important in light of the publication of TESOL’s (2003) *Standards for Adult Education ESL Programs*. The need to carry out a survey was strongly indicated among members of TESOL’s Adult Education Interest Section (AEIS) and teachers in the adult education field in

general. As a result, a special project grant was applied for by AEIS and awarded by TESOL to conduct this survey.

Based on the *Standards for Adult ESL Programs* (TESOL, 2003), the survey provided an empirical basis on which to examine the status, professionalism, and quality of ESOL instruction in the field. The purpose of the survey was threefold:

- examine the working conditions of ESOL teachers who work within the ABE and literacy system
- use the survey's findings to make recommendations aimed at improving employment conditions and achieving equity in the workplace for adult ESOL professionals
- identify areas in which TESOL can take action and make plans for advocacy directed toward achieving equitable working conditions for ESOL teachers in adult education

RESPONDENTS

A total of 1,141 ABE/ESL educators completed the survey. Among them, 1,046 were from the United States and Canada, 57 were from other countries worldwide, and 38 did not specify where their program was located. The majority of the survey's participants were female (85.0%) and Caucasian (84.1%). The next ethnic group was Hispanic/Latino (5.9%), followed by Asian (3.3%). African American and interracial groups each totaled 1.5%. The ages of the majority of participants ranged from 46 to 65 years old: 27.5% were 56–65 years old, 35.1% were 46–55 years old, 15.3% were 35–45 years old, and 19.2% were 25–35 years old. Only 1.2% of respondents were 24 or younger.

MAJOR FINDINGS

The survey investigated seven major areas of interest to ESOL professionals in adult education: educational requirements, employment status and benefits, working conditions and teaching situations, workload issues, professional development, ESOL as a career, and advocacy issues. Following is a synopsis of the major findings in each of these categories.

Educational Requirements

The *Standards for Adult Education ESL Programs* (TESOL, 2003) recommends that programs recruit and hire “qualified instructional

staff with training in the theory and methodology of teaching ESL. Qualifications may vary according to local agency requirements and type of instructional position'' (p. 23). The standards do not specify the types of educational qualifications needed to teach in the ABE/ESL field. Although there's no universal standard, several regional programs have set up their own educational requirements. For example, an informal study (Sun, 2001) found that for the Washington State Board of Community and Technical Colleges, at least a master's degree in the appropriate fields (e.g., TESOL, adult education) plus 2 years of teaching experience was required for a full-time position, and a bachelor's or a bachelor's plus a TESOL certificate were required for part-time positions at many community colleges.

The survey conducted by the AEIS provided empirical data for the educational requirements. Of respondents from programs not in colleges or universities, nearly 81% indicated that their programs required at least a bachelor's degree and close to 50% indicated a bachelor's degree or higher plus a TESL or other related teaching certificate to teach in an adult ESOL program. Further analysis of the results indicates that to teach adult ESOL at universities or community/technical colleges, one must hold a master's or doctoral degree. When asked the highest degree that the respondents held, 66% indicated that they held a master's or a doctoral degree. Roughly 20% of respondents held only a bachelor's degree, and 54.3% claimed to have completed 12 or more hours of college- or graduate-level courses in ESOL theory, methodology, or both.

Employment Status and Benefits

A persistent concern in the adult education field has been the fact that full-time positions are scarce and the majority of teachers work part-time (Crandall, 1993; Smith et al., 2001; Sun et al., 1996). A majority of survey respondents (64.5%) stated that they worked part-time, and only 35.0% indicated that they held full-time positions.

Nearly half (49.1%) of the programs where the respondents worked had between 0 and 20 teachers; 41.4% employed 21 to 50, or more, teachers. Of the respondents' programs, 30.3% had up to 5 ESOL teachers, and 25.0% had more than 30. Slightly more than

two-thirds of respondents (68.6%) indicated that their programs had less than a quarter of their ESOL teachers working on a full-time basis. The full-time/part-time ratio had not improved much in comparison with the survey results from Sun et al. (1996), which showed that most programs had more than 80% part-time teachers. Some respondents offered these comments:

- “There are absolutely NO full-time ESOL teachers at our institution.”
- “There are no full-time teachers. The program avoids paying benefits, so the maximum number of paid hours per week is fewer than 20.”
- “ESL teachers are not allowed to work full-time at our institution.”

Table 1 shows the percentage of full-time ESOL teachers working in the respondents’ programs.

When asked how many ESOL programs the respondents worked for, about 70% indicated that they worked for one program, 21.0% for two programs, and 8.4% for three or more programs. The comments from those who worked at more than one highlighted a few possible reasons for this situation: some had to teach for more than one place in order to make a living, some chose to teach at another institution in order to enrich their teaching experience, and others who worked full-time in other fields enjoyed the opportunity to teach adult ESOL learners.

The question on employment benefits produced interesting results. Almost half of the respondents (48%) stated that they received no benefits. Of those who did receive benefits, 54% indicated that they received medical insurance or health benefits, 41% got paid vacation, 63% received sick pay, 58% were covered under a pension plan, and 37% had life insurance.

TABLE 1. Percentage of Full-Time ESOL Teachers in Survey Respondents’ Programs

Percentage of Full-Time ESOL Teachers	Percentage of Respondents to Whom This Applies
75 or more	7.3
50–74	5.0
25–49	10.3
Less than 25	68.6
I don’t know	8.8

Working Conditions and Teaching Situations

The settings for adult ESOL and literacy programs cover a broad range, from community colleges and adult schools to workplace settings and community-based organizations. Because of the diversity among programs, the working conditions and teaching situations vary (Guth, 1993). In this survey, 70.2% of respondents indicated that their program was affiliated with a community college (39.0%) or a local school district (31.2%); only 4.8% were associated with a 4-year college or university. Almost 70% of respondents stated that state or provincial funding supported their program, 54.0% received federal or national funding, and 25.7% depended on local city or county funding. About a third also received funding from student tuition and private or other sources (e.g., United Way, Wal-Mart, EL Civics grants, literacy grants, Department of Defense).

The respondents' working conditions varied. A large majority of respondents (90%) stated that they had access to office machines (e.g., phone, photocopier, fax) and classrooms with adequate heating and cooling; 80% had a computer available for their use, and 79% had Internet access, but only for the teacher; 81% felt that they had adequate materials to use in their classroom; and 80% claimed that they worked in an adequately sized classroom with appropriate furniture. Most (69%) had access to a resource center for teachers, and 68% indicated that their workplace provided classroom access for students and teachers with disabilities. More than half of the survey respondents (52%) revealed that they did not have their own desk or office space, and 61% did not have Internet access in the classroom.

When asked about the types of classes offered at their institutions, more than 60% indicated that beginning literacy, intermediate, advanced, and mixed levels of ESOL programs and general educational development (GED) and adult secondary education were most commonly offered. Adult literacy for native speakers (57.1%) and citizenship preparation (50.3%) ranked next. Few respondents indicated that their program offered family literacy, GED in Spanish, preparation for the Test of English as a Foreign Language, or computer literacy. Exactly 6.0% indicated that their programs offered mixed ABE and ESL classes, and 20.1%

offered intensive English (noncredit) courses. Table 2 lists the most common types of classes offered at the respondents' institutions.

Workload Issues

A major challenge for adult education teachers is that their workload is much heavier than teachers in other disciplines, such as foreign languages, at the same institution (Crandall, 1993; Smith et al., 2001; Sun et al., 1996). Total workload is calculated from class contact hours plus other professional obligations, such as committee work, research, and student advising. Over the years, many institutions and organizations have made progress in achieving an equitable workload for ESOL teachers. However, many institutions still require adult education teachers to have 20–30 class contact hours per week, plus other professional obligations, in order to be considered as having a full-time workload, whereas their colleagues in other disciplines such as foreign language programs teach 15 hours or less per week as a full-time workload.

In this survey, full-time equivalent class contact hours varied from 10 hours per week (7.1%) to more than 30 hours (9.8%), with 33.5% of respondents revealing that their program considered 20–30 contact hours a week a full-time workload. For a smaller number of

TABLE 2. Common Types of Adult ESOL Classes Offered

Class Type	Percentage
Beginning/literacy English to speakers of other languages (ESOL)	88.2
Intermediate ESOL	87.6
Advanced ESOL	76.7
General educational development (GED)/Adult secondary education	66.3
Mixed levels of ESOL	63.9
Adult basic education (ABE) for native speakers	57.1
Citizenship preparation	50.3
English for workplace/vocational ESOL	37.8
Intensive English (noncredit at community college or 4-year college)	20.1
Family literacy	17.0
Citizenship preparation	8.6
Test of English as a Foreign Language preparation	6.0
Mixed ABE and ESL classes	6.0
GED in Spanish	3.0

programs (9.8%), the total exceeded 30 hours per week. When asked whether the full-time teaching load for ESOL teachers was the same as for teachers in other disciplines, 28.5% stated that it was, but 65.3% either claimed that it was more than in other disciplines or added specific comments. One teacher declared:

ESOL teachers have the same credential and academic rigor, if not higher, like teachers from other disciplines. However, we are discriminated against. In our college, full-time workload for foreign language instructors is 15 hours. Why should the ESOL instructors be treated differently with a 20+ hour teaching load?

Another teacher had this to say:

It's absurd that college administrators conclude that teaching 2–3 hours of Spanish or French daily is taxing on a teacher, but teaching 4–6 hours a day of ENGLISH as a SECOND language is a piece of cake.

In terms of class size, respondents indicated that their primary teaching situation varied from 2 to 30 students per class. A small percentage (0.4%) mentioned that they taught a class of more than 50 students. Some of the respondents who chose to comment on their working conditions stated the following:

- “Class size varies due to many seasonal workers and open enrollment all during the school year.”
- “We generally register about 70 students each semester, but between 20 and 30 attend on any given day.”
- “The frequent turnover and inconsistent attendance added additional workload in terms of lesson preparations and tracking attendance as required by many state-funded ESL programs.”

Professional Development

The great demand for adult ESOL and literacy education and the diverse needs of adult learners have made it clear that institutions need to make a commitment to provide support for adult education instructors to participate in ongoing professional development (PD). Auerbach (1992) points to “paid time for preparation, professional development, and non-teaching activities” as “probably the single most important factor” (p. 29) in the success of teachers in developing an innovative adult ESOL and family

literacy program and contributing to the development of the field of adult education. Among others, Crandall (1993) and Terdy (1993) also make similar comments on the importance of providing access to and support for PD.

In this study, the survey participants identified three areas as “very important” for their professional training: ESOL teaching theory, methods, and techniques (92%); access to resources and material development (80%); and effective cross-cultural communication (74%). In addition, advocacy for the profession and students was considered “very important” by 60% of participants. The areas that were considered “somewhat important” for PD included working with students with learning disabilities (54%) and workplace ESOL (55%). Roughly 20% of respondents felt that training in classroom management and conflict resolution was “not important.”

When asked how many hours of PD release time they received each year, 28.4% of respondents revealed that they received none, 27.7% received less than 10 hours, and 25.8% received 10–20 hours.

To help teachers engage in PD, the majority of respondents identified support from midlevel unit administrators as crucial. These managers can offer or deny release time and funds for teachers to attend PD workshops and events. Only 15% of the survey respondents stated that they had attended between three and five TESOL conventions over the past 5 years, and 34% had not attended any conventions sponsored by a TESOL affiliate.

Out of frustration with these circumstances, an ESOL educator commented, “Why are some administrators so short sighted!? My director only cares about putting teachers in the classroom, not so much on giving us time and funds to attend PD activities.” Many respondents also echoed the comment that institutions need to have a “real commitment to professional development for adult ESOL teachers, especially from the midlevel administrators!”

One teacher made a positive comment: “My working conditions are excellent, and the support of administrators is totally present. Positions such as mine are few and far between.” And one supportive administrator made the following remark:

I strongly believe that professional development is of paramount importance for ESL teachers. As an administrator for an adult

ESL program, I always do my best to give my teachers release time when they present at the conferences or attend workshops. . . . Their presentations will make our program known to others, and it's also great for the institution. The time they take off from work and spent at PD activities such as conferences will benefit the students and program in a long run.

Another administrator commented that teachers who are active in PD are often far more effective and innovative in the classroom with their students than some teachers who merely come and fill in the class hours.

ESOL as a Career

Large multilevel classes, substandard facilities, intermittent funding, heavy teaching load, little professional status, and limited contracts with few benefits are factors that make up the context in which most adult ESOL practitioners work. Why do people continue to pursue careers in adult ESOL? Why are so many willing to meet the work's demands for creativity, sensitivity, and commitment? Florez (1997) explains that "many ESL teachers identify themselves as intrinsically motivated, focusing on rewards that are less tangible than financial compensation or professional status and recognition: social service, creativity, connectedness to others, and sense of accomplishment" (para. 6). Because of this, teachers in the adult education field have strong feelings of commitment to the English learners in their classes.

In this survey, in spite of all the challenges, when asked if working in adult ESOL was their long-term career, more than 35% of respondents declared "definitely," 29.7% said "very likely," and only 5.3% responded with "not at all." Many added personal comments. One teacher stated, "I love to remain in Adult ESOL!" Another said, "I am already retired. If I leave ESL teaching it would be because I am dead or in a nursing home!"

However, many also noted that their biggest concern was that not everyone considers ESOL teaching to be a professional endeavor. One teacher explained thus:

Many people think that if you can speak English you can teach English. This line of reasoning is especially strong and pervasive in overseas contexts. Nonetheless, whether it is used overseas or

in the United States, I think it can easily become a pretext to deny benefits and salary to ESOL teachers. In this regard, many programs demand high standards from their teachers, but provide no benefits.

When asked what would be the main reason for leaving the field of ESOL if they had to, 30% of respondents indicated that it would be because they either needed more pay or wanted full-time work (which they would need to find elsewhere because there are not many full-time openings in the adult education field). Another main reason for people potentially leaving the field was “burnout” due to longer teaching hours and, as one teacher commented, “the never-ending threat of loss of funding. It’s more than the job security—it’s the constant of having to beg for money.” Several teachers mentioned that they might have to go back to the K–8 level, which has more job security and benefits, even though they loved working with adult learners.

Advocacy Issues

Unlike previous studies (Smith et al., 2001; Sun et al., 1996), this survey included advocacy as a paramount issue. Three issues in this area ranked as the top concerns for respondents: low pay (50.6%), limited benefits (47.1%), and lack of job security (42.7%). Next in ranking were limited number of working hours available (38.1%), status of ABE/ESL teachers in the education field (22.2%), and limited opportunities for staff development or professional growth (21.8%). More than 25% of respondents wrote comments on these advocacy issues for TESOL to consider in developing its advocacy efforts, ranking the following six issues as the most important to address:

1. adequate funding for programs and for ESOL teacher salary
2. adequate benefits (e.g., health insurance, paid vacation, sick pay)
3. job security and equitable working hours
4. status of ABE/ESL teachers in the education field
5. number of opportunities for staff development or professional growth
6. quality program facilities or setup

It is important to point out that, besides salary, benefits, and job security, teachers regarded the status of ABE/ESL teachers as one of the top priority issues for advocacy. To achieve this goal, many participants stated a strong need to do the following:

- “Gain genuine respect for the profession and its importance to immigrants and their children in American life, economically, socially, etc.”
- “Increase awareness of and respect for nonnative speakers of English professionals in the TESOL field across the board!”
- “Promote ESOL and all adult literacy instruction as a priority, not something that will be funded if there is money left over. Our students have such potential; many are professionals in their own country and come here to be meat cutters because they don’t know the language. Advocate also for those on the other end of the extreme, who have little education even in their own first language, but are willing to work hard and learn to provide for their families.”
- “Show legislators and policymakers the economic and social benefits of adult education, including the need for professionals in the field in addition to volunteers. The field seems to have become deprofessionalized because of inadequate funding.”
- “Promote more awareness of what we do and the benefits of our work to the general public and government, so that we have more success getting money to fund our programs at the federal and state level.”
- “Organize an advocacy day for adult education when teachers can dialogue directly with the policymaker to raise the awareness of who we are and who our students are.”

DISCUSSION

The survey results clearly indicate that the ABE/ESL field requires highly qualified educators with training in the theory and methodology of teaching ESL, as stated in the *Standards for Adult Education ESL Programs* (TESOL, 2003). Fortunately, educators working in the field today are highly qualified, just as professionals in other academic disciplines are. To maintain this high quality, adult educators recognize the importance of continuing professional development.

The strong desire to access PD opportunities expressed by adult education instructors is often hampered by a gatekeeper role exercised by midlevel administrators who do not necessarily have the same vision and commitment to teacher PD. To rectify this situation, it is recommended that more training be provided for midlevel administrators to help them see the need for PD and to pursue and provide sufficient funds to ensure that opportunities are available for teachers.

Where funds are especially limited, teachers might consider forming faculty learning communities and or peer mentoring

programs (Crandall, 1993) to build support systems in order to help each other keep current in the field and sustain the PD efforts that are so important and desired. The TESOL association also can help by offering more free online PD events for those in adult education based on the needs expressed by the survey results.

The survey results also indicate a need for TESOL to reach out to younger members, as only 1.2% of respondents were 24 years old or younger. On the other hand, the results mirror TESOL's membership trend toward an older population, as 35.1% were 46–55 years old and 27.5% were 56–65. This points to a need to design programs and activities that will be of special interest to this population of older and seasoned teachers. Along with the mentoring program mentioned earlier, TESOL might consider facilitating an information center with postings about teacher exchanges and volunteer opportunities in countries around the world.

Another challenge identified in the survey results relates to inadequate working conditions, with long teaching hours and large classes. Since the survey was conducted, many institutions have negotiated better working conditions for ABE/ESL professionals (Longmate, 2009; Sun, 2008). However, to achieve equitable working conditions for all ABE/ESL educators, teachers need to mobilize so that they can raise public awareness of the AEIS within TESOL and in the field of education generally and to advocate for adequate funding and better working conditions at all levels—from the program level all the way up to policymakers.

The advocacy issues identified in the survey, along with other empirical data collected from this project, will be vital in TESOL's response to finding solutions to the issues raised. They will also provide TESOL with an enviable opportunity to be a strong catalyst for review, modification, and implementation of policies, practices, and procedures in the ABE/ESL field. The goal of this intervention should be to identify and support programs so that they can provide efficient and effective services to benefit all stakeholders nationally and internationally. In the United States, for example, TESOL can play a pivotal role by working closely with the U.S. Department of Education (Adult Education Division) to help set reasonable, attainable, and beneficial policies and procedures tied to

the allocation of federal adult education dollars. Local programs can have the benefit of regulations that may be of help in instituting just and sound working conditions. Currently, every year TESOL organizes a Legislative Awareness Day in Washington, DC, with a focus on K–12 issues and legislative bills. The association could organize a similar event with an adult education focus.

State and local TESOL affiliates also will find the results of this survey useful in identifying areas of concern to teachers and using the data to make recommendations for changes in the workplace.

This project was a major initiative supported by TESOL to investigate the working conditions of adult ESOL educators. It should provide a vital link for TESOL to carry out its chief mission of improving the teaching of English to speakers of other languages.

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THE AUTHOR

Yilin Sun is a professor in the TESOL/Basic and Transitional Studies Division at South Seattle Community College and adjunct professor with Seattle University and Heritage University. She has more than 20 years of experience in the field of TESOL as a classroom teacher, MA-TESL teacher trainer, researcher, teacher supervisor, and program lead at higher education institutions in China, Canada, and the United States. Her research interests include curriculum development, program assessment and evaluation, second language reading, classroom-based action research, teacher education, adult education, and nonnative-English-speaking teachers in the field of English language teaching.

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APPENDIX: KEY QUESTIONS FOR SURVEY OF ESOL TEACHERS IN ADULT BASIC EDUCATION AND LITERACY SYSTEMS

About Your Program

1. With what institution or organization is your program affiliated?
2. If your program is outside the United States or Canada, please select your continent/area and write in the name of your country here:

3. If your program is in the United States or Canada, please select your region or province.
4. Please indicate the types of classes that are offered at your institution.
5. Approximately how many teachers overall are there in your program?
6. Approximately how many ESOL teachers are there in your program?
7. What percentage of your ESOL teachers are employed full-time?
8. On average, how many class contact hours per week constitute a full-time workload in your program?
9. Is the full-time teaching load for ESOL teachers the same as for teachers in other disciplines?
10. What are the minimum educational requirements for full-time teachers in your program?
11. What are the minimum educational requirements for part-time teachers in your program?
12. Does your program require teaching experience for full-time instructors?
13. Does your program require teaching experience for part-time instructors?

About You as a Teacher

14. What are the classes that you currently teach?
15. Currently, in how many adult ESOL programs do you teach or work?
16. What is your primary teaching situation?
17. How is your program funded?
18. Do you work full-time or part-time?
19. Do you currently receive paid preparation time (i.e., paid time to prepare for your classes or teaching sessions)?
20. *If you work full-time, please skip questions 20–21 and go to question 22.* If you work part-time, how does your hourly wage compare to that of your part-time colleagues who work in non-ESOL programs?
21. If you work part-time, is your preparation time considered to be built into your hourly wage?
22. If you are paid directly for preparation time, what is the ratio of paid prep time to your teaching time?

23. How many hours per week do you currently spend working in the following roles?
24. Please add any comments you would like to share about your job roles.
25. What is the highest degree you personally hold?
26. How many college-level courses in ESOL have you completed?
27. How many years have you been teaching adult ESOL? (Please round to the nearest whole year)
28. How important do you think the following training is for you as an ESOL professional? [In the original survey, this question was followed by a list of various items to choose from.]
29. In the past 3 years, have you attended any workshops or training in these areas?
30. In how many of the following TESOL-related events have you participated over the past 5 years?

Conference sponsored by a TESOL affiliate

TESOL conference

TESOL institute

31. As a professional in adult ESOL, do you currently receive any benefits from your employer? [In the original survey, this question was followed by a list of various items to choose from.]
32. On average, how many hours of release time (paid time to attend staff or professional development) do you receive each year?
33. To what extent do you feel comfortable making long-term career plans as an ESOL professional?
34. If you left the field of adult ESOL, what would be your main reason?
35. Please feel free to further explain why you chose the reason above.
36. Which of the following would you choose as your top three concerns about working in adult ESOL? [In the original survey, this question was followed by a list of various items to choose from.]
37. As an adult ESOL teacher, what instructional support and facilities are available in your primary place of employment?
38. What kind of advocacy efforts would you like to see TESOL address on behalf of adult ESOL teachers?