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A Study on the Expectations and Level of Satisfaction of NNESTs in an MATESOL Environment*

Chungyeol Park
(Korea Nazarene University)

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With the increasing number of non-native English speakers seeking admission into TESOL programs in the United States, there are many issues to consider. This study selected non-native English speaking teachers (NNESTs) with the purpose to identify the problems that occur in a Masters of Arts in TESOL program (MATESOL) practicum. This study stipulates the expectations of NNESTs in preparation for their practicum. MATESOL students were given a questionnaire that measured their expectations and the outcomes of their personal practicum experiences. The study found that the main problems were 1) a lack of guidance from mentor teachers, 2) the amount of time in which students had to complete the practicum, and 3) communication conflicts with English students. In contrast to their expectations, many MATESOL NNESTs were disappointed with their practicum experience and made suggestions so as to avoid obstacles for future NNEST practicum students. This research is relevant for prospective MATESOL students, students about to take a MATESOL practicum, and curriculum developers who wish to improve the student satisfaction during the practicum experience.

[Teaching English to Speakers of Other Languages (TESOL)/English as a Second/Foreign Language (ES/FL)/Non-native English-Speaking teachers (NNEST)]

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I. INTROUDUCTION

The English language has become a powerful global tool in the 21st century. English has usurped other languages in its path towards achieving additional language speakers, and it persists as one of the most influential languages in the modern world (Bamiou, Loo & Rosen, 2013). English has become a valuable method of communication among people from different countries and societies (Wette 2011). The power of this language is attractive to many language learners. English is the lingua franca used by most countries; for this reason, many people desire to learn English for business success (Haser 2010). English as a lingua franca offers smaller countries, or countries who desire a larger foothold in commerce, the chance to play on a global chessboard for resources and power.

Out of this global English surge, a large majority of non-native English speaking teachers (NNESTs) have come into the English education field. As there are currently more countries that use English as a trade or second language than those countries using English as a national language, higher education has experienced a growth in the number of non-native English speakers who are entering programs designed for teachers of English as a Foreign Language (EFL) and/or English as a Second Language (ESL).

NNESTs who want to use language as a tool in home countries will move most frequently to the United States, the United Kingdom, or Australia to find a program that will encourage them in the use of the lingua franca. The Master of Art in TESOL (MATESOL) program is one of many popular programs for ESL and EFL teachers. With an MATESOL degree, most NNESTs can return to their home countries and start teaching in public or private schools as English teachers.

Students in the MATESOL program must complete a practicum course to accumulate teaching experience. Like many other education majors in university, a practicum is a mandatory course in a MATESOL program. A practicum experience guarantees teaching practice and allows the students to model or receive guidance from a mentor-teacher; and, according to some researchers, the practical repertoire gleaned from a practicum is proof that student teachers should take the course before becoming full-time teachers in a real classroom (Gunn 2010). The practicum is one of the most important aspects of a TESOL program; this experience can dictate a student's confidence in his or her own teaching abilities and should, overall, serve as an opportunity to gain skills in the TESOL field with the guidance of a professional teacher to mentor the MATESOL student.

This research came out of a desire to help NNESTs adjust more easily to the MATESOL practicum requirements. I chose to analyze students in one MATESOL

program in the United States. By examining both their expectations of the practicum course and their feedback after doing the practicum, I hoped to find logistical gaps in the MATESOL's management of non-native speakers. Results like these would be very helpful in 1) preparing NNESTs for the practicum course, 2) assisting new student-teachers who are unaware of practicum requirements or expectations, and 3) serving as a resource for MATESOL program developers.

II. LITERATURE RIVIEW

The majority of students who come to an MATESOL program understand that English has taken a prominent position as a trade language or lingua franca. Many have already received at least one degree in their home countries. Some of these NNESTs are searching for a program to improve their English proficiency and find better opportunities to acquire positions in the job market (Bamiou et al. 2013; Gunn 2010; and Johnson 2001). Johnson et al. (2001) found that NNS students who enter NS environments are receiving the same training as NS peers[1]. While TESOL programs have produced NNESTs who can serve a practical function in the school systems, research has found that the practicum participants have experienced significant trials in the affective range of the program – specifically, that NNESTs struggle with teaching confidence and feelings of inferiority. Language proficiency and a teachers' perception of his or her own proficiency play a key role in a NNEST's confidence (Cullen 1994; Murdoch 1994; Reves & Medgyes 1994; Reis 2011). Research shows that self-confidence, accuracy, and adherence to some standard varieties of English are vital for teachers who may be the language model for their ESL or EFL students (Bamiou et al. 2013; Fillmore 1992; Radai & Shanklin 1996). Students coming into a practicum in a native-speaking country from a second or foreign language-learning experience tend to feel misplaced and inadequate. If program constituents are largely aimed at native-level speakers, the NNESTs may quickly feel inadequate or disadvantaged.

According to a recent study, candidates in an MATESOL program who are less fluent than the NSs are often underutilized and misplaced (Matsuda, 2012). Native speakers of English tend to thrive in areas where the ESL classrooms show a variety of cultural and learning backgrounds. NNESTs often fare better in EFL environments where they can make use of their first language (Cullen 1994; Lacorte 2005; Murdoch 1994; Reves & Medgyes 1994; Payant 2012). If an MATESOL program has worked primarily with NSs,

[1] Johnson et al. using NS for native speakers of English and NNS for non-native speakers. This study has chosen NNESTs in order to highlight the functioning role of the NNS.

the program may not be aware of the insecurities an NNEST candidate may feel when placed in an unfamiliar environment. The adaption period needs to take into account the extreme lack of confidence that a NNEST may be feeling.

The practicum experience is extremely important for new candidates. Many NNESTs will not be hired without job or practicum experience (Gunn 2010; Johnson 2001). Some researchers believe that being in a realistic classroom setting is good for studying, but not for working (Bamiou et al 2013; Canagarajah & Medgyes 1999; Gunn 2010; Johnson 2001). However, many administrators in ESL programs recognize the NNESTs' advantage as a teacher who can be a facilitator of cross-cultural communication (Flynn 1999; Reis 2011). A NNEST who successfully completes a practicum can be a valuable tool in an ESL/EFL classroom. However, the MATESOL program must adequately prepare the NNEST for the level of English and the variety of learning styles that the NNEST will face in the English classroom.

Research on the MATESOL practicum has investigated the attitudes of administrators, mentor teachers, and learners toward practices (Payant 2012). However, there is very little prior research that examines the MATESOL practicum from the perspective of current MATESOL students. As the number of non-native English teachers continues to increase in the MATESOL program, the student teachers experience various issues. In examining other research concerning MATESOL programs, research clearly shows that many NNESTs come to the United States, not only to study, but also to acquire teaching experience in a realistic setting. I entered into this research with three questions: first, what kind of student is attracted to the MATESOL program, and for what reason? Secondly, what kinds of expectations do learners have when they enter such a program? Finally, how satisfied are students when they finish the practicum requirement? That is, do they feel prepared to enter a working ESL/EFL classroom?

The practicum course can be the first step in facing situations with actual learners. While MATESOL students may make mistakes as they learn, they should be prepared to meet the needs of their own students. This study was designed to help MATESOL students to be ready for the practicum course, and to aid MATESOL designers to better integrate NNSs into the curriculum design.

III. RESEARCH METHODS

1. Measures

For the purpose of this study, a survey was designed to gauge how NNESTs felt about the practicum course both before and after undergoing the practicum. The

participants were given twenty minutes to complete the survey. The survey was provided in English, and participants were asked to answer in English as well.

Initial questions elicited presuppositions regarding the practicum; students chose from listed preferences of institutions and ideal student audiences, as well as expectations of practicum benefits, specific skills or contents that should be addressed in the practicum, expectations about mentor-teachers and aspects of more experienced teachers that students wanted to emulate.

A section to collect demographic information was included to provide some facts about an individual respondent's gender, age, native language, teaching experience, and reason for choosing the MATESOL program. To allow for more open-ended reactions, these items within the questionnaire were provided as narrative questions.

2. Participants

The data analyzed in this study were collected from MATESOL students enrolled at a university in the United States. The university is a private institution with an international population of more than two thousand. The MATESOL program is a thirty-six hour program that includes access to national TESOL conferences in the United States. The program attends to areas of curriculum development, teaching assessments, pedagogy, grammar, and linguistic background; staff and professors are from a variety of cultures and linguistic backgrounds.

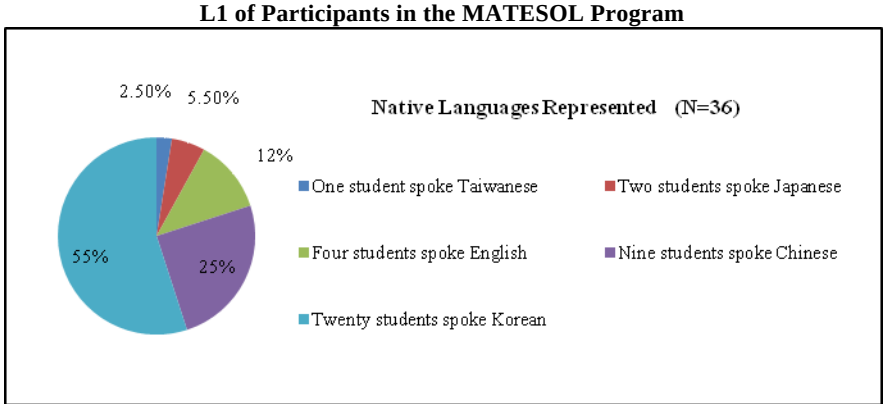
The university provided access to two courses: "Research and Writing" and "Psycholinguistics," both of which provided a pool of participants who had not yet undertaken the practicum assignment. Additional MATESOL students who were not enrolled in the writing and linguistic courses were asked to participate as well. Thirty-eight students in the MATESOL program completed the survey. Two survey respondents were excluded from the analysis because the respondents answered too carelessly. Eight of the remaining thirty-six respondents were male within the ages of twenty-five and fifty. Twenty-five of the respondents were female students within the ages of twenty-five and forty. Three respondents did not specify their gender or age on the surveys.

Figure 1 represents the linguistic information of the MATESOL participants. Overall, non-native English speakers prevailed. The majority of respondents were Korean and Chinese. L1 languages[2] represented in the study were almost entirely of Asian language families. While this reveals a certain bias for this study, certain

[2] L1 here referring to first language learned and used by the NNEST when not in the MATESOL English program

affective factors are relevant cross-culturally, such as confidence, social anxiety, and feelings of uncertainty connected to the MATESOL practicum initiation. As many of the Asian cultures are collectivist in nature, it is reasonable to expect certain anxiety when placed in a solo-teaching position in a second language. Any MATESOL practicum program should attempt to sway these fears, both in Asian cultures and non-Asian cultures.

FIGURE 1
L1 of Participants in the MATESOL Program



The students represented in Figure 1 were divided into two research fields. The first research field (Group 1) was composed of students who took the practicum course in the spring semester of 2010. This group was used to measure the expectations of students regarding a practicum course before having the experience. There were twenty-five students in the first group (refer to Appendix A).

Group 2 consisted of students who were taking a practicum course during the fall semester of 2009. These students served to measure the level of satisfaction post-practicum. For Group 2, the survey questions attempted to examine a student's level of satisfaction with the program based on what their ideal practicum hopes had been and what the reality actually was. They were also asked questions about mentor teachers they had met and worked with. There were eleven students total in this group (refer to Appendix B).

Two MATESOL professors willingly completed the survey and will be briefly discussed below (not represented in Figure 1). The practicum professors were asked about the benefits of the practicum, specific skills and content, and the expectation of mentor-teachers in the practicum locations. The professors will be marked below as Group 3 (refer to Appendix C).

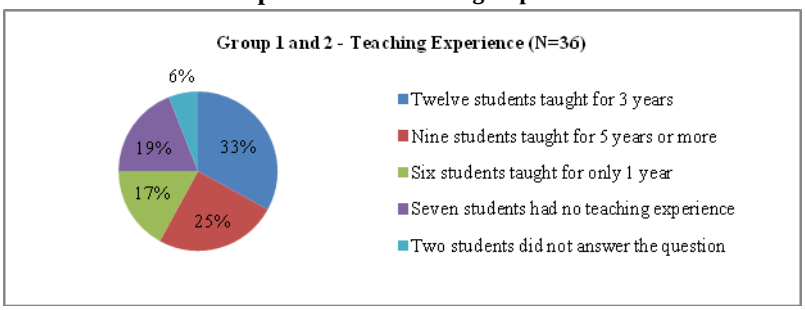
IV. RESULTS AND IMPLICATIONS

The questionnaires were analyzed individually. Most survey questions were analyzed with a graph, and results are discussed below. The results focus primarily on responses gleaned from Groups 1 and 2.

1. Research Question One: Evaluating Program Participants

For research question one, this study attempted to extrapolate a) what kind of student is entering the MATESOL program and b) what pre-conceived ideas are these students bringing with them?

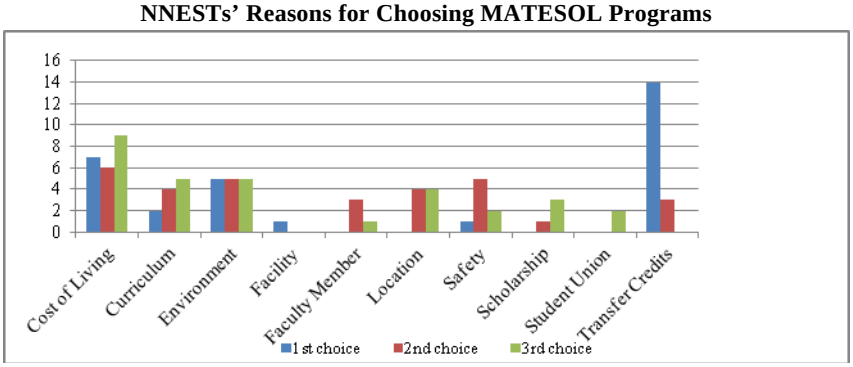
FIGURE 2
Group 1 and 2 - Teaching Experience



As shown in Figure 2, fifty-eight percent of the NNESTs entering the MATESOL program already had more than three years of teaching experience. In contrast, nineteen percent of students did not have any teaching experience either in their home countries or in the United States. While the MATESOL program clearly attracts students with an established interest in the ES/FL fields, the novice level of a large portion of the students deserves concern in practicum issuance.

When seeking to determine student-interest, the graduate department lists a certain level of criterion for consideration. The department pays heed to students moving from countries outside of the United States who may face certain financial restrictions. Some housing and financial costs are alleviated by the university as a program incentive. Figure 3 shows reasons listed by students as to why they chose this MATESOL program over others in the United States.

FIGURE 3
NNESTs' Reasons for Choosing MATESOL Programs



Programs with an attractive curriculum that account for international cost of living, room and board, or discounts on curriculum costs will be more attractive to NNESTs than the programs designed to attract native and/or local students only. Similarly, many students chose the MATESOL program because they could transfer academic credits between countries. The low cost of living was ranked second on the graph because the school's TESOL program costs less than other programs in the United States. The cost of living also suggests a valid reason for choosing a program in the United States (as opposed to Canada or other English-centric countries), as many Asian students were provided partial or complete housing packages by the MATESOL program. Some students thought that the most beneficial characteristics were native English professors and an English-only curriculum. This incentive pushes students to master their English ability while working on their post-graduate degree. The MATESOL program instructors also clearly identified the most beneficial characteristics as the program's curriculum, the availability of scholarships, and the quality of the faculty members (refer to Appendix D).

In my research, I attempted to specify the students' preferences for their practicum courses. The questionnaire revealed that most students wanted to have their practicum at public schools and English Language Schools (ELS)[3]. Most students hoped to teach early elementary students, kindergarteners, or adults. The graph shows that most students did not like tutoring and did not wish to teach high school students.

Some students were given the choice to work in religious areas – they could fulfill hours at local churches for services that catered to homeless or NNS of English in the

[3] The English Language School offered on the survey was defined as a language supplement for NNS of English who wish to enter colleges in the United States. Students who could not match the school's TOEFL requirement or English placement test would have to take classes at the English Language program (ELS).

local community. A low percentage (only 2% of all survey participants) showed an interest in this type of English-language teaching. This may perhaps show a pre-conceived idea that religious or communal English classes are less structured, and thereby not as practical to the MATESOL students as a formal school setting.

The largest percentage of applicants (47% of all survey participants) clearly stated that they would like to be placed in a public school setting only. The MATESOL programs are clearly enticing those students who are interested in primary or secondary public education. The MATESOL program participants in this survey showed a high preference for public school – more so than other options like private institutions (either primary or secondary) or a smaller one-to-one setting such as private tutoring or at-home assistants for students who are not participating in the public or private institutions[4]. Students clearly marked the public institutions as more valuable or more rewarding for their futures than other institutions, whether church-based, community-based, or at-home education.

The survey also identified practicum participants based on the interests they showed in teaching certain age groups. A significant portion of the participants chose younger students as their ideal pupils – students ranging from pre-kindergarten to 3rd or 4th grade[5]. Fifty percent of the survey responders stated that these younger students would be the "ideal audience" for a practicum experience. These same students rated middle-aged students ranging from American 5th and 6th grades to graduating high school seniors as "the hardest audience" or the "most difficult type of student for me". Readers should be aware that survey responses may be affected by personal bias, but the results remain the same. Sixteen percent of the NNESTs said that if they had to choose an age to teach, they would prefer teaching adults. In the survey, adult education was identified as anyone over the age of twenty-one; it could include college-level teaching or community based ESL classes.

2. Research Question Two: Determining Program Expectations

The first step in evaluating the expectations of the students who were participating in the MATESOL program was to evaluate the emotional and cognitive expectations of students who had yet to take the practicum. The data representing the expectations

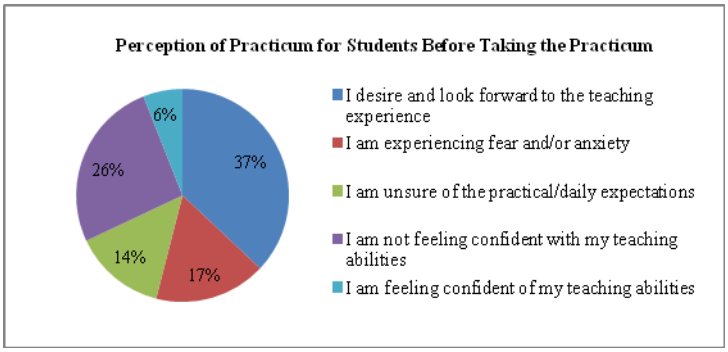
[4] While private tutoring is available at the MATESOL program, assistance for homeschooled students is not currently an option. It is being explored as a viable option for MATESOL applicants who need to fulfill hours for the practicum and who cannot receive the full time at an established institution.

[5] These grade levels were clearly marked on the survey as fitting the American school system. Ages should be considered accordingly.

of the students concerning a practicum course were collected through open-ended questions. The six questions were provided to solicit overall perception, such as what the students would like to gain from the practicum benefits and special skills that might be learned from the practicum. A significant number of the students felt either fear or anxiety about practicum performance, but this anxiety could also be due to the fact that most international students were in the first semester of a MATESOL degree and in a new (foreign) language environment. Even so, it was significant data that explained how the students felt about the practicum course.

The survey allowed students to write comments about the expectations they had regarding the steps leading up to the practicum experience. Results showed that the NNESTs faced predictable, measurable fears of being placed in an unknown classroom to teach in a foreign or second language; for example, one student (Japanese male) wrote that he was "*scared of teaching English in a different country in a different language*" while another (Korean female) simply asked "*how can I teach students in English?*". Such statements are unsurprising, but revealing. Figure 5 details the emotional state of the students before taking the practicum.

FIGURE 4
Perception of Practicum



As the data above indicate, many of the international students- more than half- seemed to look forward to teaching in an authentic English language environment and felt confident with the upcoming practicum. Most students appreciated the opportunity to teach in a realistic setting. Similarly, many students thought that the practicum course would benefit them by being able to teach in a realistic environment, applying teaching methods that they had learned, and by getting information from their mentor teachers.

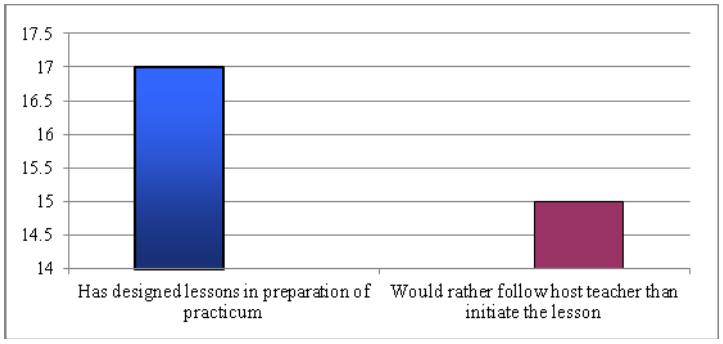
The students who participate in an MATESOL program desire real teaching experience and tips on classroom management. The students surveyed showed more

specifically the desire for what they deemed an "authentic" setting. These students wish to see "real" classrooms and deal with likely, predictable, and unpredictable situations within the classroom. However, 57% of students show a lack of confidence or preparedness, as well as admitting to feeling fear or anxiety. This number shows a certain gap in the practicum development. Teachers of the MATESOL program should ensure that NNESTs feel both secure and prepared for the practicum. While a certain amount of nerves are to be expected, students bordering on anxiety should not be placed in a teaching environment until those fears have been overcome. Practicum teachers must account for additional time spent on NNESTs – these teachers may need steps explained more than once, as well as critical information offered in both the L1 and the L2 languages.

The MATESOL students almost entirely predicted future benefits as a direct result of the practicum. Items like *application of teaching methods*, *learning to model the classroom teacher*, and *learning how to incorporate activities and theories in the classroom* were all listed in the expectations section of the survey. Students entirely predicted that the practicum would add value and practicality to their future teaching careers. The students show a certain level of excitement and dedication to the idea of teaching in their L2. As shown in Figures 6 and 7, many students were not only willing to design lessons for their practicum course, but also looked forward to following the curriculums set up by their mentor teachers.

FIGURE 5

Group 1: Preparation of Practicum (N=25)



The students show an eagerness for the hands-on portion of the practicum. More than half of Group One had prepared lessons prior to placement in a school setting. Perhaps the more interesting result is that of the willingness to follow the host teacher. Students who are preparing for the practicum seem more inclined to teach on their

own, as there is a direct dichotomy between who would like the co-teacher to lead and who would like to advance upon the classroom in a solitary, leading role.

Group two showed an interesting, marked difference in the level of confidence and excitement. While these students had also prepared lessons before entering the classroom, there is a noticeable difference in the desirability of leading the class. Students in group two would much prefer the mentor-teacher to take a leading role in the classroom.

FIGURE 6
Group 2: Preparation for Practicum (N=11)

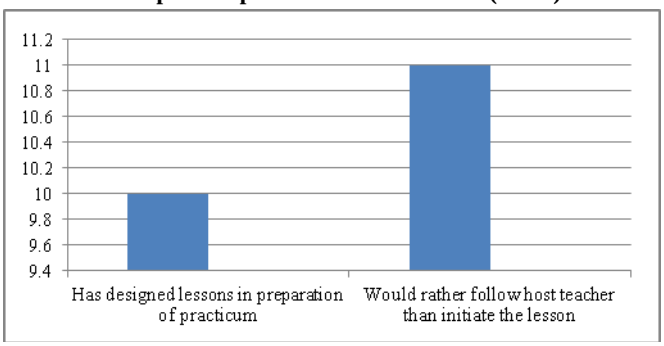
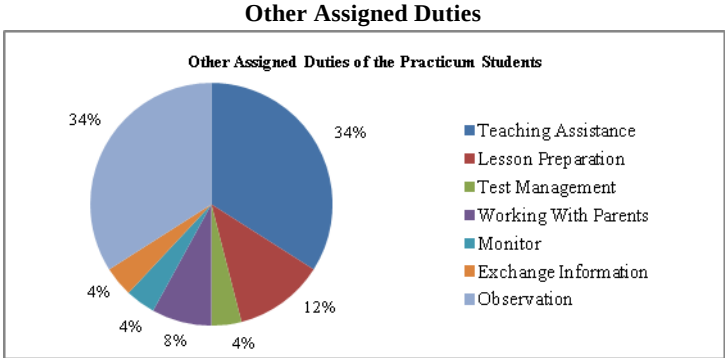


Figure 7 reveals a critical step for the practicum developers. It appears that NNESTs gain more confidence watching L1 teachers than they do physically teaching the ES/FL class. The level of confidence may play a large part in this; students who are approaching the MATESOL as L2 speakers are more comfortable learning through observation rather than experiential knowledge. The students in Group 2 shifted entirely from an initial, NNEST-driven lesson to being students who would rather participate in the class and observe how the L1 speaker teaches the students. This result should encourage curriculum development to include more observational hours, or at least to encourage observation-analysis of their NNEST participants.

The practicum is designed to help students overcome fears and become more comfortable teaching in an English classroom. However, the practical contents of the practicum allow students to build a knowledge bank consisting of the daily requirements of teachers and/or teaching assistants. As shown in Figure 8, the student teachers completed a variety of other tasks for the practicum - such as lesson preparation, working with parents, and test management. The program instructors might need to consider this breakdown of tasks-management as they consider future practicum courses.

FIGURE 7
Other Assigned Duties

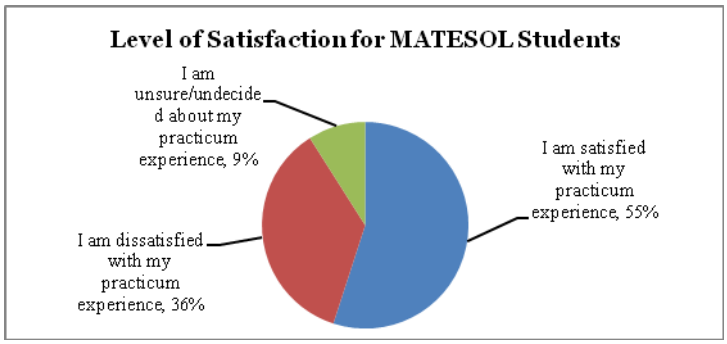


Students may feel that time is wasted if they are not physically teaching in the classroom. MATESOL curriculum development must take into account such aspects as test monitoring and working with parents, as these are practical and useful steps for a future teacher, but survey results implied that careful attention was not given to each NNEST. Some practicum participants spent far more time monitoring classrooms than they did working on lessons. There was no set form that mentor-teachers had to follow or guidelines to adhere to. The NNESTs found the practicum useful, but some more than others. Program developers should consider more efficient time planning and more rigid guidelines for mentor-teachers.

3. Research Question Three: Analyzing Levels of Satisfaction

The questions about the level of satisfaction toward practicum performance were only given to Group 2. These students had already completed the practicum requirements, and were thus more equipped to answer questions on the effectiveness of the program. Figure 8 shows the emotional satisfaction of the students in Group 2.

FIGURE 8
Level of Satisfaction

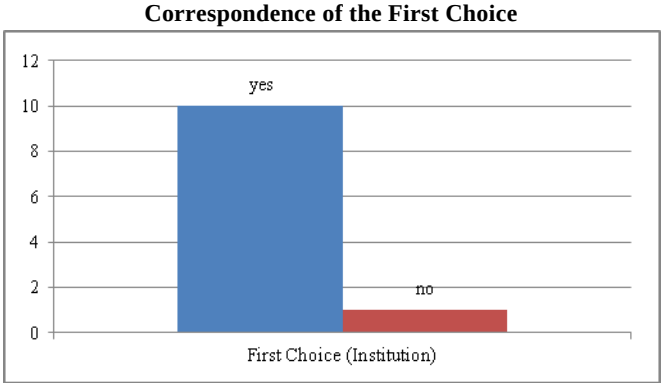


A large portion of the students who undertook the practicum left the experience feeling either undecided or underwhelmed with the experience. Essentially, the expectations of students are not being met. I found that the satisfaction problems fell into four categories – students listed problems with the institution, lack of communication, problems with students in the classroom, and overall issues with the way the practicum was designed. I have listed each of these four problems and the implications of the problems below. In the first category, I tried to determine how students felt about the students and placement that they received for the practicum.

1) Teaching Placement

First of all, respondents were asked whether they had been placed in the institution and with the target-age students that they had wanted before the practicum began. Most of them had completed their practicum hours in the initial place of preference. One student (a Korean female student) had marked an adult ESL institution as her preferred placement, but she was assigned to a public high school instead. The student complained: "*I wasn't allowed to teach in my area of interest*". She marked a high level of dissatisfaction on her survey due to this marked difference between ideal placement and the reality. Figure 10 shows how other students fell on this scale.

FIGURE 9
Correspondence of the First Choice



Only one student was unable to go with his/her first choice. Thus, the high level of unsatisfied students does not have a direct correlation with the place of teaching. Most students received the placements they wanted, which leaves this issue as the lowest of the four areas of dissatisfaction. Problems in satisfaction are arising from other areas.

2) Communication with MATESOL Instructors and Practicum Instructors

One of the bigger problems I found was between students and the instructors or practicum mentor-teachers. Most students were expecting to receive help and guidance from kind mentor teachers; they also expected to have the opportunity to observe a professional teacher. Indeed, many of them were provided with a good example through their mentor teachers, had the opportunity to work with authentic materials, and gained knowledge about the American education system. Overall, the student teachers recognized mentor teachers to be very accommodating and kind. However, the mentor-teachers seemed to be too busy to give as much guidance and advice as the students desired, which was the highest ranked answer of expectation of the mentor teachers by the student teachers. Students wanted more time with mentor-teachers (or more quality time) than they received. The practicum, while demanding hours from the students, does not have a quantifiable measurement of how well that time is spent and how the level of practicality that it will afford the MATESOL students.

The survey revealed that some students had communication problems with others in the practicum. For conducting the practicum, the student teachers needed to communicate with the professor and the mentor teacher. The students wanted to have more time to communicate with advisors, to seek guidance, but this was only possible when a student teacher and a mentor teacher made specific time to talk to each other.

The NNESTs had to seek out time with mentor-teachers because they found that time at schools was spent doing busy work or practice teaching. For some students, this lack of one-on-one time implied that mentor teachers did not seem to care about the student teachers. The practicum should take steps towards making sure that mentor-teachers are willing and able to communicate with the new teachers. Time should be set aside once a week for conferences or check-ups that will allow mentor-teachers to critique or assist students as they develop in their teaching experience. In general, the NNESTs describe the mentor-teachers as approachable and helpful, but not particularly willing to spend time with the student teachers.

TABLE 1

Description of the Mentor Teachers by MATESOL Students

Gender	L1	Q. Write your impression of your mentor-teacher
F	Chinese	She has her own teaching method. She likes me to help her tutor the students.
M	Arabic/English	Very accommodating and approachable
F	Korean	She is very good at classroom management.
F	Chinese	She teaches everything (including how to walk).
-	Korean	She is just nice. She doesn't talk to me much.
F	Korean	She's kind. She even tried to give me a picture book.
F	Chinese	My mentor teacher is kind.
F	Korean	Very kind and always tries to accommodate student-teacher. But too busy to teach us.
F	Korean	She has a lot of experience. She is a warm-hearted person, and she has been very supportive.
-	Korean	She has both a lot of teaching experience and master's degree from Univ. of Columbia. Also, she has an experience to live in Japan for about 3 years. So, she could understand well Asian students' difficulties.
F	Korean	They are very kind and open to other cultures.

3) Classroom Experience

As shown in Figure 8 above, fifty-five percent of the student teachers were very satisfied by experiencing a realistic classroom setting and gained confidence through

the practicum performance. However, it also shows that a large number of student teachers were not satisfied. Besides the teaching placement and interaction with the instructors/teachers, MATESOL candidates also cited "wasted opportunities" as a reason for dissatisfaction.

To pass the practicum course, ten hours of initial class observation and fifty hours of teaching are required. The survey showed that there were contrasting attitudes on this matter; some students felt that the amount of time was too short and some felt that it was too long. Program instructors should consider this dilemma carefully. Also, NNESTs seem to struggle with the diversity levels of students in ES/FL classes. The MATESOL courses may not be providing enough explanation on how to deal with classes that display a wide range of English capability. Some student complaints are listed below.

TABLE 2

The Reasons for Dissatisfaction Provided by MATESOL Students

Gender	L1	What things make you unsatisfied with your practicum?
F	Chinese	I want to have more chances to exchange our opinions or problems. I have to discuss with professor or classmates. –lack of communication
M	Arabic/English	The diversity (level) of the students.
F	Korean	It was difficult to contact teachers in the public school. There was a lack of communication
	Chinese	Nothing special; I am just tired, and my mentor teacher didn't help me with anything. I can teach what I want to teach and observe when I want and the teacher had the same style always –lack of communication/mentor teacher
	Korean	Time is too short to teach for 50 hours and to observe 10 hours. –Time was a big problem for me.
F	Korean	50 hours can be too much for people who do other things, such as work and study.
F	Chinese	Working with my teacher. –lack of communication
F	Korean	Fifty-hours of teaching is a little bit unrealistic. I think 20 hours observation and 4 or 5 hours teaching and 10 or 20 hours tutoring would be better.
-	Korean	Too many hours of mandatory teaching. –Time matter

4) Comments and Suggestions for Improving the MATESOL Program

For improving the MATESOL program, many students not only wanted to have more course choices, staff, practical methods, professors, facilities (or ways to access resources), and group activities in TESOL Club, but they also wanted to have more training as an English learner. The concerns and suggestions some students listed show a lack of understanding on the part of the student. This may be attributed to student error or inattention, but it is more likely representative of a failure on the part of the MATESOL leaders. One student in Group 2 was not aware of the steps to find the right place to go to sign up for a practicum. Another student (Korean female) said that trying to establish her practicum placement was altogether "*Difficult*" while her counterpart (a Korean male) asked "*What should I do to connect with my mentor*? and another Korean woman stated plainly that "*Actually, I don't' know about the practicum course, I am little bit afraid of that*." and a participant in group 2 (gender unspecified) showed frustration in his question of "*how can I find out a good place to go for observation, teaching? Nobody has explained it to me*." It is critical that the MATESOL leaders have clear communication with the NNESTs. Questions like the ones listed above seem to show that students are being left confused or unprepared for the induction into the practicum. As they are such a critical part for the 21st century MATESOL program, it is crucial that these students do not get left behind or placed at a disadvantage.

V. CONCLUSION AND PEDAGOGICAL IMPLICATIONS

This research has found several useful results for MATESOL students. First of all, most student teachers were expecting to receive assistance and guidance from their mentor teachers. In contrast, mentor teachers tended to be too busy to discuss performance with and give criticism to the student teachers. The practicum students should remember this and try to communicate with them appropriately. This research shows that the level of communication could affect the level of satisfaction with a practicum course.

It is important for practicum designers to listen to the desires of their students. The MATESOL candidates are people who are usually well-versed in the world of ESL/EFL and who have specific goals for the use of their MA degree. For this reason, instructors should try to place students in the area or institution that will best benefit the future of the MATESOL student. If the MATESOL practicum developers place a student in a high school environment when the practicum student wishes for a college-

level course, it is more than likely that the experience will result in dissatisfaction, poor reviews, and stilted communication.

Most students were willing to design a lesson for their practicum because it could be a way to prepare them for facing the students in a real setting. The student teachers from other countries thought the most beneficial part of a practicum was gaining experience in an authentic setting. However, they might not be comfortable finding ways to succeed in the practicum. The program instructors need to consider not only the quality of the practicum, but they should also give and discuss information with the student teachers. Student teachers should not get left behind due to English language proficiency.

Students from multicultural or bilingual backgrounds will be great assets to a MATESOL program. TESOL instructors should try to utilize these students to the fullest extent. Time should be given exclusively to helping MATESOL students adjust to life in North America, the culture of ESL/EFL classrooms in the United States, and the unique expectations that will be required of them. Clearly laying out expectations and requirements will ease the anxiety of the MATESOL student and pave the way for better communication with mentor-teachers. The facilitating teacher should be made aware of any cultural contingencies. The teacher should take time to understand where the MATESOL candidate is coming from, what cultural background they are from, and what linguistic issues the candidate and the teacher may face when working together in the ESL/EFL classroom.

In this study, NNESTs gave their subjective opinions, and thus the research is based on primarily emotional, experiential data. For the further study, it would be useful to identify the relationship between teaching experience and quantifiable results.

This study surveyed many aspects of a practicum in a university's MATESOL program. All participants were either students or faculty of the MATESOL program. This research shows many perspectives surrounding NNESTs in the United States. There still exists a dichotomy between NES and NNES, and the discussion is still ongoing about the good and bad qualities of NNESTs. A practicum can be a positive step towards becoming an effective NNES TESOL candidate. MATESOL candidates must have an open mind and should not hesitate to ask questions of the professor or mentor teachers. The practicum programmers must account for language inequalities and a lack of confidence on the part of the NNESTs. NNESTs can be good English teachers in an ES/FL situation, but they must be well prepared to act in the classroom.

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APPENDIX A

Group 1-Student who will take the practicum later

Gender	Native L.	Q. How can the MATESOL program be improved to help you with your future as a teacher?
F	Korean	More practical method to improve English.
M	Korean	I have no idea yet
F	Korean	More professors, more access to resources

F	Chinese	More facilities and staff, more course choices
F	English	I am pleased with the MATESOL program.
M	Taiwanese	Give background knowledge
F	Korean	Since I can learn many teaching skills and theories here, I'm sure that I can apply that for my future students.
F	Korean	I don't know yet.
M	Korean	I'm satisfied with the program.
F	Korean	A lot
F	Korean	Lack of professors. I'd like to gain diverse knowledge from different professors.
F	Korean	A variety of good procedure.
M	Korean	I would like to have the chance to talk to native speakers as much as I can.
F	Chinese	I'll learn different teaching methods and see which methods are good for different ages.
F	Korean	I believe I'll be more confident when I apply to be a teacher.
F	no answer	I think this program could help me to have more theoretical knowledge as a teacher. I hope that the instructors give us our work back on time and give more attention to the students' papers.
F	Chinese	Teaching skill and knowledge
-	Chinese	Getting more teaching knowledge
F	Korean	A good experience for my future teaching is a good chance to understand American children's studying.
M	English	More group activities as TESOL club; both as professional and after-hours events.
F	English	? All I had learnt in my career.
M	Korean	My own language ability
F	Korean	I don't know
M	Chinese	It can help me how to teach students English.
F	Japanese	It increases English teaching knowledge.

APPENDIX B

Group 2 – Observations from students who have taken the practicum course

Gender	L1	How can the MATESOL program be improved for students in the future?
M	Arabic/English	English proficiency in other students is lacking
F	Korean	I think TESOL department needs to choose a certain school for our practicum and to ask them to have us as assistant teachers for a month. Then, we can feel freer to do our practicum.
-	Korean	I had a good experience teaching young students.
F	Korean	If it also gave us a chance to improve our English skills, It would be better because most of the students are from other countries.
F	Chinese	It helped me to observe the American way of teaching.
F	Korean	We need better curriculum based on theory. The program should provide more materials for us, like textbooks, etc.
F	Korean	Our program needs balance between observation and teaching.
-	Korean	This program gave me chances to think about the best way to teach English to my Korean students.

APPENDIX C

Group 3 - The Program Instructor's Considerations

1. What would you say are the characteristics of a good teacher?

The teacher should be able to draw out student's interests and aspirations. The teacher should be fair and impartial to all. The teacher should be open to new ideas to be able to implement such ideas to make the classroom an exciting place. The teacher should be a scholar in his field and continue to be a student. The teacher should be a servant to the community by leading students to question and evaluate matters in a new light. (PI 1)

The teacher should be knowledgeable in his/her field The teacher should care about the students and be willing to work one-on-one with them. The teacher should stay active in his/her field and conduct research to stay current. (PI 2)

2. How do you think the practicum can benefit the MATESOL candidates?

It can provide students with practicing training as a teacher in an authentic classroom. (PI 1)

They'll learn different approaches and different teaching philosophies. (PI 2)

3. What specific skills or content should be part of the MATESOL practicum?

Lesson planning to establish teaching objectives, classroom management for all levels, providing effective activities and strategies for student learning. (PI 1)

Teaching approaches/techniques, learning various assessment skills. learning effective ways to interact with students (PI 2)

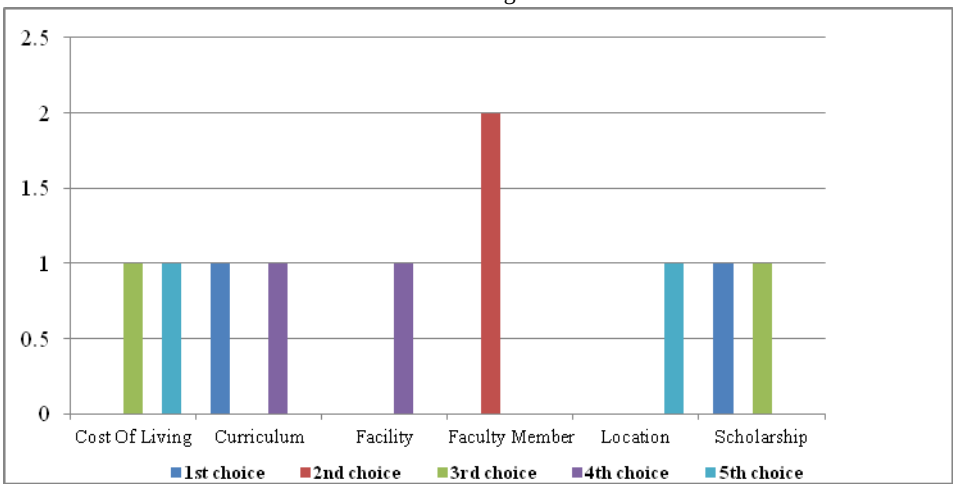
4. What are your personal expectations of a mentor teacher?

The mentor teacher has an obligation to help prepare a future professional. He/she should guide the student in using theoretical knowledge and inform the student of professional techniques which can aid him/her in the future. (PI 1)

Be a good model, be willing to help/spend time with the new teachers, be encouraging (provide encouragement/support), be a good and experienced teacher; the mentor teacher should also be willing to provide appropriate advice when the teacher-trainee needs help or experiences problems. (PI 2)

APPENDIX D

Benefits of MATESOL according to MATESOL Professors



Examples in: English
Applicable Languages: English
Applicable Levels: College

Chungyeol Park
International Business Management
Korea Nazarene University
Wolbonh Ro 48, Seobuk-gu, Cheonan-si
Chungnam, S.Korea
Tel: 041-570-7869
Fax: 041-570-1810
Email: cyp4x4@kornu.ac.kr

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