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## Binational Centers in Particular, the Centro Colombo Americano, Medellin

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BINATIONAL CENTERS  
IN PARTICULAR, THE CENTRO COLOMBO AMERICANO, MEDELLIN

Ellen Fehl Musser

Submitted in partial fulfillment of the requirements for  
the Master of Arts in Teaching degree at the School for  
International Training, Brattleboro, Vermont.

July, 1974

This project by Ellen Feh1 Musser is accepted  
in its present form.

Date 8/24/74 Principal Advisor Raymond Clark

*REC*

Project Advisors/Readers:

Mr. Michael O'Brien  
Mr. Richard Jagger

## OUTLINE

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## PROPOSAL

By writing my Independent Professional Project on the subject of binational centers, I hope to give a clear idea of the functions of these centers so that future MAT's might benefit from my experience as a teacher and the Director of the English Department of the Centro Cultural Colombo Americano of Medellin.

## INTRODUCTION

The justification of my knowledge of binational centers comes from my one year of experience with the Centro Colombo Americano of Medellin, Colombia, where I taught for six months for the English Language Department and have been Director of the English Language Department for eleven months.

As Director, my duties have included: the organization of courses and the administration of these courses; the hiring and training of teachers; teacher coordination in all aspects of counselling, supervision, presenting teachers' workshops, etc.; materials development; dealing with the community as consultant for various English Teaching Associations and presenting seminars for these same associations; assisting in the organization of private classes for those interested in this type of instruction; working as a student counselor; attending seminars for all Directors of Courses in Colombia; visiting various binational centers, and being available for consultation for visitors from other binational centers, investigators from the United States Information Service, and others interested in the functions of the English Language Department.



Binational centers are private, autonomous, cultural institutions that have been established on three continents by host country citizens and resident Americans. They are dedicated to the promotion of mutual understanding between the United States and the host country through cultural, educational, and informational activities.

An effective binational center serves as a focal point for information about the United States and its relations with the host country and provides a sounding board for host country views. The specific goal of the United States Information Service to binational centers is to make key aspects of the United States and those of its policies relevant to the host country, more meaningful and understandable to local opinion leaders. ~~leaders~~.

The first binational center was organized in 1927 by a group of Argentinians and Americans in Buenos Aires. Since then, the binational center concept has spread to 31 countries where approximately 130 centers now exist and are recognized by The United States Information Service. Of these, 85% are found in Latin America with the remainder located in Europe, the Near East, East Asia, South Asia, and the Pacific. These centers teach English to well over 300,000 people each year and attract 3,100,000 to a wide variety of activities. (Statistics found in the Binational Center Handbook, edited 1970.)

The United States Government first began to assist binational

centers in 1941 and today is empowered to provide binational centers with American personnel, materials and equipment for center operations and activities, and when necessary and as available, cash grants to assist centers or to promote special programs.

In order for the United States Information Service to support any particular center, that center must be an effective instrument in achieving the goals formerly stated through English Language teaching and cultural programming which might include such activities as lectures, art exhibits, concerts, etc. The academic program must be headed by a qualified director of courses with sufficient administrative support so that a major portion of his/her time can be spent training and supervising teachers and developing curricula. The academic program should use Agency-approved or Agency-produced material and should have adequate evaluation procedures. (Enclosed is the catalogue of Information Center Service materials.) Information Center Service Teaching Specialists are available for advice, assistance, and the presentation of seminars on all aspects of United States Information Service-sponsored English teaching programs.

A binational center is classified as Class A, Class B, or Class C according to its financial status, the number of programs offered and the success of these programs, and the influence it has on the community. A Class A center is eligible to receive American personnel, direct media support from the United States Information Agency, Washington, and cash grants from the United States Information Service mission post; a Class B center, the



direct media support from the United States Information Agency and cash grants from the United States Information Service; and, a Class C center, occasional support from the United States Information Service post, e.g., equipment, publications, teaching and program materials.

Within Colombia there are four Class A binational centers including, in order of size: Bogota, Medellin, Cali, and Barranquilla. The following is the result of a questionnaire administered to these centers (excluding Medellin) plus a Class B center, Bucaramanga; and, a Class C center, Barrancabermeja.

CENTRO COLOMBO AMERICANO

OF Bogota

CLASS A

The programs offered Bilingual Secretarial,  
Spanish  
English as a Foreign Language  
Special English courses for bankers, National  
Trade, reading

The complete course consists of nine levels plus two levels of  
advanced conversation

The approximate number of students 6,000

The hiring procedures

A. teacher fellows accepted No

B. personal interview required Yes

C. Base pay for a teacher with a Masters Degree in TEFL  
35 pesos per hour for the first six months, 40 pesos per  
hour after the probationary period

English text used Mexican Series plus three texts developed by  
the binational center

CENTRO COLOMBO AMERICANO

OF Cali

CLASS A

The programs offered

- Bilingual secretarial
- Spanish
- English as a Foreign Language
- Special English Courses for police, banks, transportation agents, house-wives, high school students
- Intensive English immersion classes

The complete course consists of nine levels plus advanced conversation

The approximate number of students 1,300

The hiring procedures

- A. teacher fellows accepted No
- B. personal interview required Yes (also qualification examination)
- C. Base pay for a teacher with a Masters Degree in TEFL 39 pesos per hour

English text used Mexican Series plus three texts developed by the Centro Colombo Americano, Bogota



CENTRO COLOMBIANO AMERICANO

OF Barrquilla

CLASS A

The programs offered Bilingual Secretarial  
English as a Foreign Language

The complete course consists of eight levels plus advanced conversation

The approximate number of students 650

The hiring procedures

- A. teacher fellows accepted No
- B. personal interview required Yes
- C. Base pay for a teacher with a Masters Degree in TEFL  
30 pesos per hour

English text used Let's Learn English A-F, 5 and 6

CENTRO COLOMBIANO AMERICANO

OF Bucaramanga

CLASS B

The programs offered      Bilingual Secretarial  
English in High Schools  
English as a Foreign Language

The complete course consists of nine levels plus three of advanced conversation

The approximate number of students 300

The hiring procedures

- A. teacher fellows accepted Yes
- B. personal interview required No
- C. Base pay for a teacher with a Masters Degree in TEFL  
30 pesos per hour for the first two months, 40 pesos per hour  
after this probationary period

English text used Mexican Series (future plans to change to New Horizons in English)



CENTRO COLOMBIANO AMERICANO

OF Barrancabermeja

CLASS C

The programs offered English as a Foreign Language

The complete course consists of nine levels plus three courses of advanced conversation

The approximate number of students 150

The hiring procedures

- A. teacher fellows accepted Not available
- B. personal interview required No
- C. Base pay for a teacher with a Masters Degree in TEFL  
30 pesos per hour for all teachers

English text used Mexican Series

The Centro Colombo Americano of Medellin is the second largest in Colombia, with a student body of approximately 2200. It is administered by a board of directors (including three United States citizens, residents of Colombia, and four Colombians) and a Foreign Service Information Officer. The academic programs are headed by two directors of courses; one who is in charge of the bilingual secretarial, the commercial secretarial, and the tourism programs; the other, the English Language Department. Also on the administrative staff there is a cultural director, a financial administrator, a foreign studies advisor, a librarian, and a director of the United States Information Service Department. (Enclosed is the organizational chart as of April, 1974.)

The bilingual secretarial program is made up of 575 students and the course consists of four semesters; the commercial secretarial program, 87 students studying for three semesters; and the tourism program, 105 students whose program is six semesters in duration. (Those in the tourism program are preparing to work in hotels, travel or informational agencies, government tourism offices, or airports.)

The English Language Department is the largest in the Centro Colombo Americano of Medellin and is composed of approximately 1200 students and 25 teachers. The administrative staff of the Department includes the Director, the Director's Assistant, the Coordinator of the Special English Programs, and a part-time secretary.

The English courses run on a schedule of five terms per year, each including 38 hours of classroom instruction. During four of the terms, the classes are held one hour per day, four days a week. The remaining term, an intensive course which is scheduled during the June-July vacation period, is one month in duration with an hour and a half of class per day, five days a week. The classes are offered at 7 a.m., and at 4, 5, 6:10, and 7:15 in the evening. Due to the fact that the majority of those attending the classes are students and white collar workers, these are the most convenient hours.

The complete English as a Foreign Language Course is based on twelve terms, allowing two and a half years for a student to progress from the first level through two levels of advanced conversation. Lado English, Books One, Two, and Three are the basis for the first six levels; no particular text is used for the seventh and eighth levels leaving the teacher free to stress problem areas, introduce advanced grammar, and encourage free conversation; Dixon's Modern American English, Book Six is the guide for levels nine and ten; and, the final two levels are advanced free conversation. (As of July, 1974, the Lado English texts will be discontinued and will be replaced by New Horizons in English). Approximately thirty percent of those students beginning with the first level will complete the entire twelve levels.

In levels one through six, the maximum enrollment in any one class is twenty-five and in levels seven through twelve, it is fifteen. During the regular terms there are approximately sixty-two classes offered with an average total enrollment of 1200

students.

The Binational Center has a fully equipped Language Laboratory which is available for students' individual use fourteen hours a day, Monday through Friday, and four hours on Saturday mornings. Each class is allotted thirty minutes every other week to use the laboratory as a whole along with the teacher. There is a full-time laboratory assistant whose duties include being available at all hours when the laboratory is open to assist both the teachers and the students in the usage of the laboratory, organizing the classes' laboratory schedule, and taking care of the laboratory.

Seventy-five percent of the 25 teachers employed by the English Language Department are native English speakers. The remaining twenty-five percent are Colombians who are required to have passed the Michigan Proficiency Test in English and to have had a personal interview with the Director of the English Language Department. Eight of those teachers presently employed have had formal training and obtained a teaching certificate in English as a Foreign Language. The majority of the remaining staff had experience in teaching foreign languages or some sort of training in teaching before being hired. At this time it is extremely difficult for an individual with no educational background in language teaching or no experience in TEFL to be accepted as a teacher in this program. Anyone applying to the Binational Center directly from the United States is required to submit his resume along with three references, (at least one being a professional reference). As of July 1, 1974, the salaries were

raised substantially in order to attract better qualified teachers. The salaries now range from 31-40 pesos per hour and, for those teachers with a Masters Degree in TEFL, the monthly salary is 4,000 pesos for sixteen hours of classroom instruction.

Every six weeks an evaluation is conducted of the teachers and the English Program in general by the students. (A translated copy of the last evaluation made, along with the results extracted and an explanatory letter written by the Director of the Colombo Americano, Medellin, to the Director of all binational centers in Colombia, is enclosed.) The evaluation is discussed with each individual teacher and by the staff as a whole.

At the beginning of each term, a teachers' workshop is held introducing new methods of teaching, discussing specific problems, and reinforcing the expectations of the teachers. (Enclosed is the schedule of the teachers' workshop held on March 30, 1974.) Individual class supervision is done as necessary, requested, or as time is available.

The English Language Department has a well-equipped library including various texts, grammar reference books, visual aids, linguistic texts, and language teaching guides. There is a recently organized teachers' room where teachers can find all these materials, and are encouraged to work, relax, and share ideas with their colleagues.

Various Special English Language courses are offered through the Colombo Americano. Within the Center there are courses specifically designed for those preparing for the Michigan Proficiency Test and the Educational Council for Foreign Medical

Graduates. Coltejer, the largest textile corporation in Colombia, has contracted the Centro Colombo Americano to organize and carry-out an English Language program for its employees. Approximately thirty percent of Coltejer's employees have attended these classes, which have been in existence for one year. The classes are given at two Coltejer factories and run on the same basic schedule as the regular English courses at the Center. Generally there are twelve courses offered per term, with a maximum enrollment of eight students per class.

The English Language Department is closely affiliated with the two national organizations of English teachers, offering the facilities of the Binational Center and its employees for consultation. The Director of the Department is often called upon to present methodology seminars, linguistics seminars, and to assist in the planning and the execution of meetings and conventions.

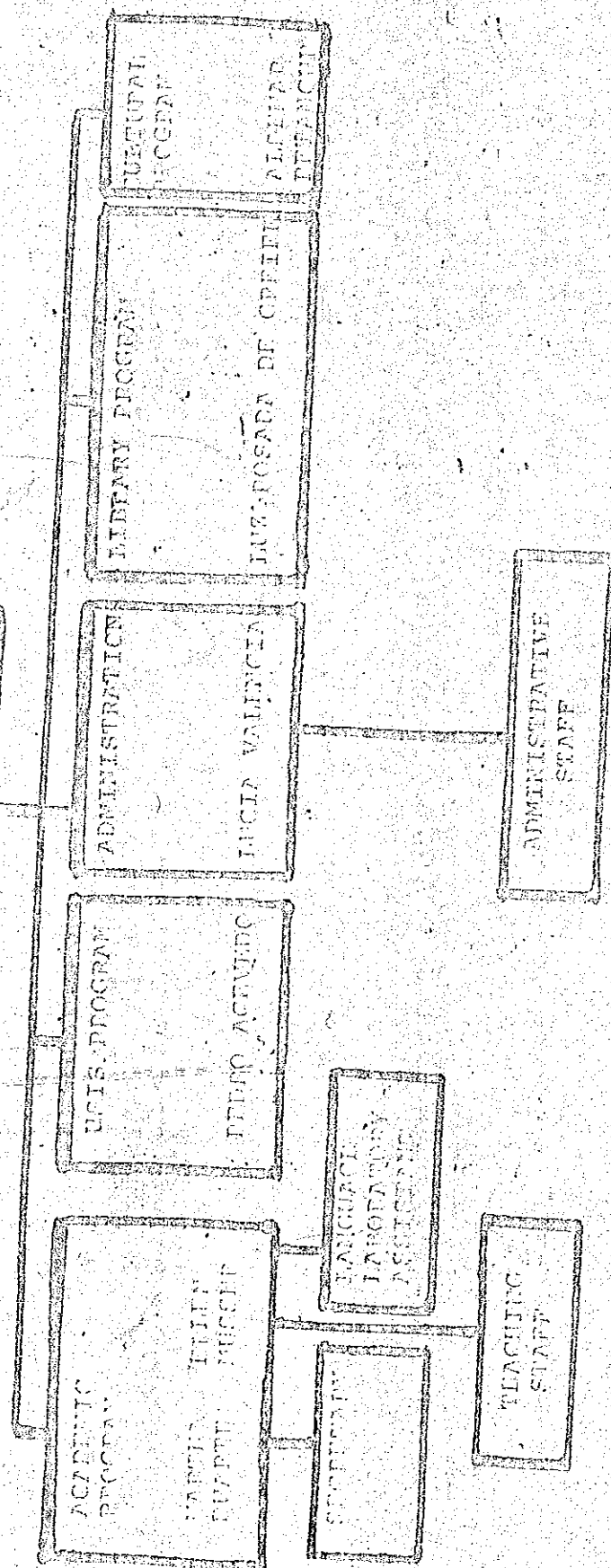
In Medellin, the Centro Colombo Americano has the most highly respected English Language Program, yet there is still much improvement needed. Since January of 1974, the Center has not been able to accomodate all those who wish to study English there. It is in the plans for December, 1974, to build seven more classrooms, increasing the number of classrooms available to 28. In order to make this expansion project successful, it will be necessary to continue hiring only well qualified teachers and administrators. To attract these individuals, publication in the Tesol Quarterly and similar publications, along with advertisements in schools with programs in TEFL will be necessary. Salaries will have to



be raised in accordance with the standard of living, and more benefits such as transportation coverage should be offered. With a program of this size, at least one teacher coordinator is essential. The Director alone can not possibly administer the program and effectively coordinate twenty-five teachers. A teacher coordinator would allow for more complete teacher supervision, be able to increase the frequency of teachers' workshops, be available for teacher consultation, and assist in material development.

BOARD OF DIRECTORS  
DR. HETMAN GOMEZ, PRESIDENT

DIRECTOR  
MICHAEL O'BRIEN



NOTA: EN AUSENCIA DEL DIRECTOR, LA ADUNTA  
NISTACION ASUME LA DIRECCION

TEACHERS' WORKSHOP  
MARCH 30, 1974

time: 9:00 - 12:00

place: Centro Colombo Americano - Room 210

agenda:

theater game: family relations

situation: A wedding reception

explanation: each participant is given a name card which includes his/her relationship to one other person in the group. By discovering relationships to others, a family tree is formed.

demonstrations:

sign language: Dick Jagger

pocket chart: Marti Cramer

drill box: Ellen Musser

discussion:

The principles of the Silent Way and how they could be effective in the EFL classes here

business meeting:

class assignments

expectations

presentation of newly-acquired materials

## CENTRO COLOMBO AMERICANO

## QUESTIONNAIRE TO EVALUATE THE COURSES

Professor's name \_\_\_\_\_ time \_\_\_\_\_  
 Level \_\_\_\_\_

- |  |            |           |
|--|------------|-----------|
| 1. Is the course filling the hopes that you had. | Yes        | No        |
|  | <u>392</u> | <u>41</u> |
- 
- |                                |                 |
|--------------------------------|-----------------|
| 2. Are you finding the course: |                 |
| A. Interesting                 | <u>407</u>      |
| B. Regular                     | <u>67</u>       |
| C. Without interest            | <u>        </u> |
- 
- |  |            |
|--|------------|
| 3. The level of the course for you is: |            |
| A. Too low                             | <u>4</u>   |
| B. Low                                 | <u>18</u>  |
| C. Adequate                            | <u>432</u> |
| D. High                                | <u>37</u>  |
| E. Too high                            | <u>4</u>   |
- 
- |  |            |
|--|------------|
| 4. How do you feel with the knowledge of English that you have acquired up to this time. |            |
| A. As before   | <u>22</u>  |
| B. A little more prepared  | <u>359</u> |
| C. Normally prepared   | <u>112</u> |
- 
- |   |                 |
|---|-----------------|
| 5. The instruction that you receive is: |                 |
| A. Very confusing                       | <u>19</u>       |
| B. A little confusing                   | <u>47</u>       |
| C. Regular                              | <u>270</u>      |
| D. Clear                                | <u>159</u>      |
| E. Very clear                           | <u>        </u> |
- 
- |   |            |
|---|------------|
| 6. Do you feel that the time dedicated to this course is: |            |
| A. Too short  | <u>124</u> |
| B. Adequate   | <u>328</u> |
| C. Too long   | <u>14</u>  |
- 
- |   |            |            |           |
|---|------------|------------|-----------|
| 7. How do you find the content of the course to be in the aspects of oral comprehension, oral expression, and grammar |            |            |           |
|   | Good       | Regular    | Deficient |
| A. Oral Comprehension   | <u>397</u> | <u>79</u>  | <u>15</u> |
| B. Oral Expression  | <u>356</u> | <u>96</u>  | <u>15</u> |
| C. Grammar  | <u>340</u> | <u>109</u> | <u>18</u> |
- 
- |  |            |
|--|------------|
| 8. Has the professor augmented the text with other materials, exercises, etc.? |            |
| A. From time to time   | <u>87</u>  |
| B. Regularly   | <u>134</u> |
| C. Too often   | <u>10</u>  |
| D. Never   | <u>193</u> |
| E. Almost never  | <u>37</u>  |
- 
- |                                    |            |
|------------------------------------|------------|
| 9. The atmosphere in the class is: |            |
| A. Too formal                      | <u>31</u>  |
| B. Good for learning               | <u>450</u> |
| C. Too informal                    | <u>9</u>   |

If A or C, please explain \_\_\_\_\_

- |  | Yes        | No         |
|--|------------|------------|
| 10. Do you attend class regularly?   | <u>404</u> | <u>19</u>  |
| 11. Does the teacher come to class:  |            |            |
| A. Well prepared   | <u>396</u> | <u>6</u>   |
| B. On time   | <u>352</u> | <u>7</u>   |
| C. With interest for the class   | <u>472</u> | <u>2</u>   |
| 12. For what reason are you studying English?  |            |            |
| A. For your work   |            | <u>160</u> |
| B. For your own personal pleasure  |            | <u>250</u> |
| C. In order to travel  |            | <u>101</u> |
| D. As a requirement for school   |            | <u>34</u>  |
| E. Other _____   |            | <u>48</u>  |
| 13. How did you find out about the Colombo?  |            |            |
| A. The radio   |            | <u>86</u>  |
| B. Advertisements in movies  |            | <u>85</u>  |
| C. A friend  |            | <u>254</u> |
| D. The Press   |            | <u>160</u> |
| E. Other _____   |            | <u>62</u>  |
| 14. In the space provided below, please state any opinions you may have about your professor, his methodology, and his attitude to his students which you have not already expressed |            |            |
| _____  |            |            |
| _____  |            |            |
| _____  |            |            |
| _____  |            |            |
| _____  |            |            |

Mr. James Fitzgerald, BMC Coordinator

December 10,  
1973.

Mike O'Brien, BPAO/BMC Director Medellin

English Course Evaluation Survey

None

The Medellin BMC has just completed an English Course Evaluation Survey among its students. The purpose of the study was to determine student attitudes about the courses they are receiving at the BMC in order to help us improve the quality of our teaching. The survey produced some very interesting results that will certainly assist us in focusing on the deficiencies in our language program. I pass it along to you in the hope that it may be of use to other BMC's in designing and carrying out a similar project.

The survey took place the week of November 12-16 and received an enthusiastic reception among the students. The general reaction was very positive and gave the students the feeling that we really do care about them and the quality of instruction they are receiving. Over 500 students responded to the questionnaire. They represented roughly 60% of the English students at the BMC. Rampant absenteeism due to final exams in local high schools and universities contributed substantially to the poor class attendance that week. The survey was badly timed in this sense but there was nothing we could do about it if we wanted to conduct it this year. We plan to repeat the project next year at an appropriate time.

The very positive response to the survey indicates that we are doing a pretty good job of teaching our students. Almost without exception they are satisfied with the quality of the courses. The lack of supplemental materials revealed in question #8 results from our conscious decision not to introduce them in the beginning courses where a large percentage of the students surveyed are enrolled.

The most significant questions in the survey to me were #12 and #13. They tell a lot about who we are reaching, why they are studying, and how they heard about us. Roughly 50% learned about the BMC through a friend which says something about our reputation in the community. It also makes me wonder how effective our publicity campaigns have been. Maybe we can save some money by cutting down on our advertising. I don't know but it certainly gives us some food for thought. As if we weren't overfed already!

MO:ERA.  
Encl.



Working in a binational center has certain advantages and disadvantages, as with most places of employment. Some of the arguments that follow will be common to all binational centers, although they are based on the Centro Colombo Americano in Medellin.

The Binational Center offers stable full- or part-time positions depending on the employee's desires and the availability of classes at that time. The teachers are paid at the end of the month without fail, whereas other private institutions may not have the funds to meet their expenses, and it is normally the teachers who would be forced to wait for their salaries. The salaries paid by the Centro Colombo Americano are the highest of any English Language Institute found in Medellin. The universities pay a higher salary but, because of frequent strikes and again, lack of funds to meet expenses, this type of employment can be unstable.

Transportation for those hired directly from the United States by the Binational Center is not offered. If it were, it seems that better qualified teachers would be more strongly attracted to the Center. There are various employee benefits which are required by the Colombian Government including health benefits (Seguros Sociales); the prima, paid twice a year, which is fifty percent of a worker's monthly salary; and the cesantia, or ten percent of all earnings at the termination of a contract. After a year's employment at the Centro Colombo Americano, an

employee is given a fifteen-day paid vacation.

Due to the close association of the United States Consulate with the Departamento Administrativo de Seguridad (comparable to the FBI) newly-hired foreign employees do not have the problem of having to wait until they have a working visa in order to get paid. The visa is arranged by the Binational Center either so that the person can obtain it at a Colombian Consulate in the United States before leaving for Colombia, or through the Colombian Consulate in San Antonio de Tachira in Venezuela. A working visa at this time costs thirty United States dollars and is valid for one year. After that year is over, a person remaining in Colombia does not have to renew it, but for those wishing to leave the country and re-enter, it is necessary to renew the visa through the Departamento Administrativo de Seguridad, costing again thirty dollars, but not requiring another trip outside of the country.

For a qualified EFL teacher seeking employment in the Colombo Americano, there is generally a good possibility of being hired because of the rapid growth of the English Language Program and the large turn-over of staff. There is also the opportunity for advancement into such administrative positions as director of the English Language Department, assistant to the director, teacher coordinator, or the coordinator of Special English Language programs administered by the Center.

The turn-over of staff is a disadvantage primarily for those in administrative positions. The duration of service of a Foreign Service Information Officer assigned the directorship of a

binational center is generally two years, although in some cases, this can be extended to three or four years. For the North American teacher, the average length of employment is one year. This is due to many factors such as the interest in moving on to different countries; the cross-cultural adjustment; furthering their professionalism; personal plans. Also, for those who have debts in the United States, a salary in Colombian pesos, when translated into American dollars, is not sufficient to cover more than personal expenses, monthly payments on the debts, and travel expenses within Colombia.

The hierarchy of a large binational center such as the one found in Medellin can prove to be an annoyance for the director of courses. For example, to order materials from the United States Information Service, one has to go through the Foreign Service Information Officer, who, in turn, has to go through his superior in the Embassy, and so on. There is also the problem of not having a specific budget for any one department within the Center so that in order to get money appropriated for any reason one has to go through various steps.

The average EFL teacher instructs four hours per day, Monday through Thursday and, to compensate for time spent in preparation, is also paid for Friday.

Within his classes, a teacher has the opportunity to get acquainted with a cross-section of Colombian society. In any one class the students may range from juniors in high school, to university students, to taxi drivers, to mechanics, to policemen, to clerks, to housewives, to executives, to doctors, etc. There

are various scholarship programs available to those who cannot afford to pay the tuition, making the classes accessible to people from all walks of life.

An advantage seen in Medellin more so than in many binational centers is the flexibility of class presentation. Although there is a syllabus for most courses, it is not rigid and allows the teacher to be innovative and creative. A text is assigned to nine courses out of the twelve offered, but the manner in which the material is presented entirely depends on the particular teacher. There is an abundance of materials available to a binational center through the United States Information Service which can be provided for the teachers as long as the director of courses has the knowledge and the initiative to order those books, films, or visual aids needed in his/her program.

## TEACHING FELLOWSHIP PROGRAM

An individual interested in teaching in a binational center will often apply to the English Teaching Division of the United States Information Agency, Washington, instead of applying directly to a specific binational center. The Agency acts as a clearing house for applicants. The basic requirement for obtaining a teacher fellowship is graduate work in either linguistics or in TEFL.

In order for a binational center to acquire a teaching fellow, it must make a formal request to the United States Information Agency stating its need. If the Agency judges the request as valid and an applicant is available, then the teaching fellow is hired directly by the particular binational center. According to the need, a grant may be given by the United States Information Agency to supplement the income of the teaching fellow.

Those binational centers whose requests for teaching fellows are accepted are generally small Class A or Class B centers where qualified teachers are not readily available. Preferably a teaching fellow will be employed to teach and to give inservice workshops although, in some cases, they are given administrative positions such as the director of courses or teacher coordinator.

As a teaching fellow is a direct employee of a particular binational center, the salary is determined by that center. If feasible, it is recommended that a percentage of the salary be in United States dollars. The teaching fellowship contract is

generally for one year, although it can be extended to two years. Ideally the visa is arranged for the teaching fellow in the United States before departure but, again this depends on the individual country to which the teaching fellow is being sent.



Future MAT's will have a definite advantage when seeking employment in a binational center because of the foundations that have been formed here in Medellin.

In April, 1974, a team of investigators from the United States Information Agency, Washington, did a bi-annual evaluation of the Centro Colombo Americano in Medellin. They had never before heard of the MAT program of The School for International Training and were impressed by the program that has been set up here for practice teachers, and planned to research the possibility of organizing similar programs in other binational centers. (Because of the Agency's interest in MAT's from SIT, most likely the possibility of obtaining teaching fellowships will be greater).

In the Centro Colombo Americano in Medellin the program for practice teachers has been well accepted. If there is interest shown by future MAT's, there is no doubt but that this program could be continued indefinitely. A practice teacher is paid a normal salary and is found a homestay if so desired. He is able to work on a tourist visa for three months thus avoiding the problems of obtaining a work visa and having to file an income tax statement before leaving the country.

Due to the length of a term at the Binational Center and the length of the practice teaching module, the practice teacher is able to teach an entire course and not have to take over another teacher's class. He will generally teach three hours per day, allowing time for careful planning and researching for

his classes, for obtaining advise, for observing other classes, and getting acquainted with the city of Medellin and the Colombian people. Every effort is made to assign the practice teacher varying levels of classes in order to widen his experience. Regular supervision is given by qualified individuals who are also available for consultation. In teachers' workshops the practice teacher is offered the opportunity to present demonstrations and he is often sought out individually by colleagues to share his knowledge. In the past the practice teachers have been highly regarded by the regular staff and have been helpful in motivating other teachers to re-evaluate and improve their own teaching methods.

For those who are interested in full-time positions after completing the MAT program, they would be practically assured of a position if there are any available at that time.