



FINAL REPORT

EVALUATION STUDY OF THE INTENSIVE ENGLISH LANGUAGE
TRAINING AND TESTING SERVICES PROVIDED
TO AID-SPONSORED STUDENTS

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WORK ORDER 10

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GROUP SEVEN ASSOCIATES, INC.

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C O N T E N T S

RECOMMENDATIONS	1
INTRODUCTION	4
METHOD	11
RESULTS	15
APPENDIX	104

RECOMMENDATIONS

Based on the analysis and implications of our findings, the following suggestions are presented for purposes of future English language planning and procurement in the Office of International Training, AID.

Concerning future intensive training services in English for AID participants, we recommend:

1. that the training element be split off from the test development and psychometric research efforts;
2. that at the conclusion of the current contract, any further procurement of training services be arrived at through open competition among potential suppliers based on excellence of proposed pedagogy and cost factors;
3. that since 45% of the sample studied by AACRAO (1971) needed further English training after undergoing training in Contractor's intensive program, and since a 1973 survey found that it took ALIGU alumni 6 months or more after arrival on campus before they understood at least 75% of their lectures and discussions, a pilot study be carried out to determine the relative value and cost of placing a participant's entire English training on the campus where he will be studying;
4. that feedback information regarding language problems on campus be systematically integrated into the intensive training program;

5. that the certificate issued be one of proficiency and not mere attendance; ✓
6. that end of intensive training proficiency of a student be indicated (e.g. Fair, Good, Excellent) on his certificate; ✓
7. that greater consideration than now be given to 'customized' language instruction based on a particular student's first culture and language, American language needs, and entering American language skills; ✓

Concerning test development, research, and overseas testing services, we recommend:

8. that the Test of English as a Foreign Language (TOEFL) be required of all overseas candidates for academic training;
9. that the ALIGU tests be used for screening into non-academic training programs only;
10. that cut-off scores for call-forward decisions be adhered to more closely;
11. that, given untrained test administrators, the variations in American dialects, and idiosyncratic voice characteristics, the ALIGU Listening Test be administered only by audio-tape recorder;

Regarding professional advisory services, we recommend:

12. that Contractor provide formal briefings on the intensive English training program only for new Development Training Specialists as part of their orientation;

13. that Contractor clarify to AID the mistaken implication contained in the interpretation of ALIGU Proficiency Test Scores (AID Handbook 10, Appendix A) that a particular test score range has the same meaning for each of the four tests;

Concerning travel, we recommend:

14. that fewer Contractor trips to professional meetings be approved;
15. that more Contractor trips to campuses be required in order to obtain feedback information on language problems encountered after participants start their substantive programs;
16. that more international Contractor trips be required in order to train, certify, and supervise test administrators for the ALIGU tests;
17. that less ALIGU student travel be arranged for sightseeing and that instead more be provided which affords opportunities to observe or participate in activities relevant to students' fields of specialization;
18. that, beyond the above, to determine if any other changes are indicated for the English language portion of the AID Participant Training Program, a thorough needs assessment study be undertaken.

INTRODUCTION

This is an evaluation study of the English Language Services rendered to A.I.D. by American Language Institute, Georgetown University under Contract AID/otr-C-1255 which became effective September 1, 1973 and by virtue of Amendment 9, will run to October 31, 1978. Group Seven (G7) was asked, in the current Work Order, to evaluate performance under, and comment on the validity of the objectives for this most recent contract in a long-standing Supplier-Agency relationship.

The American Language Institute traces its antecedents back to 1942 at the Webster Americanization Center. In 1948, the program became affiliated with Wilson Teacher's College. In 1952, it moved to American University and in 1961 it became a division of the then Institute of Languages and Linguistics at Georgetown University. Its basic service throughout has been teaching American English to U.S. Government-sponsored students from abroad.

G7 has had to consider various methodological alternatives to be used in this evaluation study. The range of factors extends from logistics to linguistics.

The possible means of verifying performance range from interviews, to classroom observation, to complex statistical analyses of test scores, to large scale follow-up surveys of graduates and their professors.

We have also had to recognize that the Contract contains:

No targetted indicators against which to judge contract success (e.g. number of students to instruct, % proficiency growth to produce, number of site visits to make, number of research reports to write),and

No base-line data against which to compare accomplishment (i.e. campus performance of participants who do not get tested or trained by ALIGU, or % improvement in test scores over a given amount of time in U.S. without ALIGU training).

We decided against large scale surveys and complex statistical analyses for a variety of reasons. Our method constitutes essentially an evaluation of the process Contractor is using, with some attention to outcomes and costs.

The evaluation we carried out will not answer all questions about EL testing and teaching functions in the total OIT scheme of things. (The current Work Order was of short duration and funded at less than 1% of the current ALIGU contract). Some examples of questions that the current study does not answer are:

1. What EL training options other than ALIGU exist for the AID Participant Program?
2. Do academic AID-sponsored students have different EL skill requirements from non-academic participants, and if so, should testing and training criteria be distinct for the two groups?
3. How seriously has ALIGU test security abroad been breached and what should be done about it?
4. Should EL exemptions for participants from some Anglophone countries be withdrawn?
5. How serious is the effect of premature withdrawal from ALIGU training?
6. Given limited EL training time, should the training stress receptive or productive skills? Is the answer to the foregoing contingent on the entering skill level of students?
7. Should OIT not sponsor any EL training programs and be strict about requiring acceptable prior EL skills before call-forward?

To arrive at any definitive answers to any of these questions or many other important ones, will require additional allocation of funds and time.

The questions which our study does answer are the following ones (which, with the exception of Question IX, X, and XXIX, come directly out of the Statement of Work (for which see Appendix):

Language Training Program (Sect. A.1 in Statement of Work)

- I. Does Contractor provide year-round training?
- II. Is the training intensive in nature?
- III. Is the training conducted by experienced ESL teachers?
- IV. (a) To what extent is a modern language lab utilized?
(b) Is it under the supervision of a trained technician?
- V. Does Contractor offer a class composed of lectures and discussions on the U.S. and how to study at American universities?
- VI. Does Contractor arrange for university class visits for trainees?
- VII. Does Contractor maintain a general and technical library with books and periodicals relevant to students' fields which trainees may borrow?
- VIII. Does Contractor maintain a reading lab? Is student practice supervised by a trained teacher?
- IX. How effective is the language training given?
- X. What is the unit instructional cost compared to some other ESL programs?

Test Administration (Sect. A.2 in Statement of Work)

- XI. (a) Does Contractor administer placement test(s) to all students at time of entrance?
(b) Are the scores used for placement at appropriate class level?

- XII. Does Contractor administer tests during the training program for measuring student progress?
- XIII. (a) Does Contractor administer tests to determine proficiency level at time of departure?
(b) What is done with these scores?

Test and Materials Development (Sect. D in Statement of Work)

- XIV. Has Contractor developed an adequate number of parallel forms of the standard ALIGU Test since September, 1973?
- XV. Has Contractor developed, pre-tested, and made available classroom teaching materials for use in overseas AID related English language training programs since September, 1973?
- XVI. What reports has Contractor produced on:
(a) reliability
(b) validity, and
(c) appropriateness
of the ALIGU Test since September, 1973?
- XVII. What reports of new ESL testing procedures has Contractor produced since September, 1973?

Professional Advisory Services (Sect. C in Statement of Work)

- XVIII. Did Contractor respond appropriately and in timely manner to:
(a) all queries from AID regarding students' English language proficiency and other matters pertaining to English language teaching and testing?
(b) all requests from overseas missions regarding English language teaching and testing.

- XIX. Did Contractor provide orientation sessions re its training programs and new developments in ESL at least once a year since 1973 for AID Development Training Specialists?
- XX. Did Contractor provide consultations and orientation sessions for overseas Mission training officers and local Mission employees during the Washington visits of such personnel, since September, 1973?
- XXI. Did Contractor make periodic site visits to selected colleges and universities since 1973 to determine the nature of any language problems AID or CU students were encountering?
- XXII. Did Contractor make periodic site visits to selected overseas Missions since 1973 to survey English language teaching and testing methods?
- XXIII. Did Contractor provide short-term observation - internships to selected participants preparing academically for teaching ESL since 1973?

Special English Language Courses (Sect. B in Statement of Work)

- XXIV. Has Contractor provided special non-intensive courses for selected AID/CU students since September, 1973?
- XXV. Has Contractor provided special courses in TESL methodology for groups of teachers from abroad since September, 1973?

Travel (Sect. E in Statement of Work)

- XXVI. (a) What trips have been made by Contractor since September, 1973?
- (b) How were they related to contract objectives?

Documentation and Reporting (Sect. B in
Statement of Work and Article IV.)

XXVII. Has Contractor kept complete records of:

Numbers of students, their weeks of attendance, and fees charged for special courses since September, 1973?

XXVIII. Has Contractor submitted specified reports as follows:

(a) Weekly Participant Entrance-Exit Report to University Relations Branch, OIT since September, 1973?

(b) Monthly Attendance Reports as specified since September, 1973 and distributed 5 copies as indicated in the contract?

(c) Semi-Annual Reports as specified in 6 copies on March 31, 1974 and every 6 months thereafter?

(d) Special Course Fees Reports, as specified on March 31, 1974 and every 6 months thereafter in 5 copies?

(e) Trip Reports (1 copy) as specified for each trip completed to University Relations Branch since September, 1973?

(f) Special Reports at least once a year since 1973 covering all services other than those covered above (in 2 copies) to AID Reference Center 2.

Design Merits and Validity of Objectives

XXIX. To what extent is the present ALI contract Statement of Work consonant with current ESL needs in the Office of International Training?

METHOD

The conduct of this evaluation study involved the following procedures:

1. The English Language Services Contract (AID/otr-C-1255) and its nine amendments were studied. Following preliminary interviews with AID staff, an Evaluation Design and Work Plan was developed.
2. Files and reports pertaining to the ALIGU program were obtained or made available to us through the relevant AID offices.
3. Interviews were conducted with cognizant AID and CU staff (see Table 1).
4. Files, test results, publications and materials developed for the ESL program were obtained from ALIGU.
5. Interviews were conducted with ALIGU administrative staff and teaching staff, including the director of the language lab and the director of the reading lab (see Table 1).
6. ALI facilities and course elements were observed. Activities covered were: 2 regular ESL class sessions, 2 survey lecture class sessions, the reading lab, the language lab, the library, and the office.
7. Interview guides were prepared for interviews of current ALIGU students and former ALIGU students now enrolled in substantive programs (see Appendix B & C). These were used in interviews with a small sample of current and former students. Former students selected were enrolled in programs in the metropolitan area and at Syracuse University. Brief interviews were also conducted with faculty and staff who deal with these ALI alumni in their technical programs (see Table 1).
8. Four ESL programs in the metropolitan area that offer intensive training were selected arbitrarily for comparison purposes: George Washington University, Catholic University, American University and English Language Services, Inc. Costs were determined from their printed brochures and/or by telephone interview

TABLE 1 INTERVIEWS CONDUCTED

<u>GROUP</u>	<u>NUMBER INTERVIEWED</u>
AID/CU STAFF	5
ALI ADMINISTRATIVE STAFF	3
ALI TEACHERS	5
ALI CURRENT STUDENTS	4
FORMER ALI STUDENTS	8
PROFESSORS/STAFF OF SUBSTANTIVE PROGRAMS	4
	<hr/> 29

with their staff. Contractor costs were calculated as shown in Table 2.

9. Findings were analyzed as determined from:

- (a) documents, reports and publications,
- (b) test results,
- (c) observations of ALIGU facilities, classes, and teaching materials,
- (d) interviews.

10. The conceptual design merits of the Contract were analyzed.

11. Recommendations were formulated on the basis of our findings and analyses.

TABLE 2 CALCULATION OF CONTRACTOR
TRAINING COSTS ^{1/}

CONTRACTOR INSTRUCTIONAL UNIT COST WAS CALCULATED
AS FOLLOWS:

HISTORICAL FIGURES:

TOTAL BUDGET (SEPTEMBER, 1973- OCTOBER, 1977)	\$1,197,637
- FUNDS ALLOCATED TO TESTING PROGRAM (20 TO 27% FOR VARIOUS YEARS AS ESTIMATED BY ALIGU)	280,781
- FUNDS ALLOCATED TO: PROFESSIONAL ADVISORY SERVICE, TRAVEL, REPORT- ING AND SPECIAL COURSES (5% ESTIMATED BY G7)	59,882
= FUNDS USED FOR INSTRUCTIONAL PURPOSES	856,974
÷ TOTAL NO. OF STUDENT-WEEKS (INCL. AID AND CU TUITION-PAYING)	14,839
= COST PER STUDENT-WEEK	57.75
÷ NO. OF HOURS OF INSTRUCTION PER WEEK	25
= HISTORICAL COST PER STUDENT-HOUR	2.31

MOST RECENT FIGURES:

BUDGET (NOVEMBER, 1976-OCTOBER, 1977)	\$328,662
- FUNDS FOR TESTING PROGRAM	65,732
- FUNDS FOR OTHER DIRECT SERVICES	16,433
= FUNDS USED FOR INSTRUCTIONAL PURPOSES	246,497
÷ TOTAL NO. OF STUDENT-WEEKS (INCL. AID AND CU TUITION-PAYING)	4,108
= COST PER STUDENT-WEEK	60.00
÷ NO. OF HOURS OF INSTRUCTION PER WEEK	25
= CURRENT COST PER STUDENT-HOUR	2.40

1/ THESE DATA WERE FURNISHED BY THE CONTRACTOR
AND AID PROJECT MANAGER

R E S U L T S

I. Does Contractor provide year-round training?

FINDINGS:

1. The Contractor provides English language training 51 weeks of the year. Classes are suspended from Christmas to New Year's, although the office is open for administrative purposes. During that week, students may participate in home stay experience with families in the U.S. Official University holidays are also observed.

2. New students can be accepted at any time. They are placed in existing classes or in newly formed ones.

3. The Contractor accommodates to changing requirements for numbers of teachers by augmenting the core staff with temporary teachers, if and when they are needed.

SOURCE: Interviews, Documents

COMMENTARY:

We consider the year-round schedule, unfettered by the university calendar, to be a positive feature. More importantly, the random entry capability constitutes a major convenience in IT programming.

II. Is the training intensive in nature?

FINDINGS:

1. There is no uniform definition of "intensive" as applied to ESL teaching. The definitions may vary from 20 hours per week (as stipulated by Department of State for visa purposes) to 40 or more hours per week (as practiced at one time by the Peace Corps).
2. AID Handbook 10, Chapter 14 specifies that intensive training means "instruction and laboratory practice for a minimum of 25 hours per week".
3. Contractor's program runs 5 hours per day, 5 days per week, and consists of:
 - 15 hours of small-group class instructions
 - 5 hours of language laboratory
 - 5 hours of special activitiesper week. It thus meets the AID definition of intensive.
4. A student's day at ALI begins at 9.15 and ends at 3, with an hour for lunch. A recent schedule for the six existing classes of students is shown as Figure 1.

AMERICAN LANGUAGE INSTITUTE

EFFECTIVE March 20, 1978

C = CLASS
L = LAB
RL = READING LAB

	Verhoff	Tith	Williams	Price	Tietsworth	Van Oyen				
Room	242 N	398 W	245 N	241/243N 391W	241/243N 390W	242/245N 398/494W				
3:15						C 494W				
9:15	mWF C / RL TTh 9:30-11:30	mTTh C / RL WF 9:30-11:30	C	391W mW / TTh F 241N	243N C	m 494W TTh 242N WF 398W C				
10:15	mWF C / RL TTh 9:30-11:30	mTTh C / RL WF 9:30-11:30	L	L	243N C	L			C=CLASS L=LAB RL=READING LAB	
11:15	Lab mWF	Lab mTTh	C	241N C	L	Lunch				
12:15	Lunch					C 245N				
1:15	C	C	C	243N C	390W mW / TTh F 241N	Lab				
2:15	M	Lect	Lect	Lab	Lab	Lect				
	T	C	C	↓	↓	C				
	W	Lect	Lect	↓	↓	Lect				
	T	C	C	↓	↓	C				
	F	Lect	Lect	↓	↓	Lect				

FIGURE 1: SCHEDULE FOR ALI CLASSES, MARCH 1978

5. Included in the program for the more advanced students is a component entitled "Introduction to America", as well as reading improvement in a reading laboratory. Beginners who would not be ready for such activities receive extra time in the language laboratory. After 3 p.m. students are "free" to do what they want. However, they are usually given homework, especially at beginning levels, and sometimes participate in programs through the International Programs Office on campus.

SOURCE: Interviews, Documents

COMMENTARY:

The Contractor is clearly providing "intensive training" as specified in the Contract and as defined in AID Handbook 10. However, in view of the fact that 45% of AID-sponsored students required additional preparatory ESL training after undergoing intensive English study (AACRAO Report, 1971); and in view of the information presented in Table 4 later in this report, we believe that increased intensiveness is one of the options that should be considered in order to improve training effectiveness.

III. Is the training conducted by experienced ESL teachers?

FINDINGS:

1. The Contractor's current teaching staff consists of seven core, contract teachers (some full-, some part-time), plus four temporary non-contract teachers (all full-time). The latter are hired on a weekly basis as the need arises.
2. Table 3 indicates that the average teacher had had 3 years^{1/} of prior ESL experience when first engaged by ALI (range: 2 to 15.5 years).
3. Table 3 also shows that 8 held a Master's degree, while 3 held Bachelor's. The major was Linguistics, TEFL, or ESL in 6 of the 11, with the remaining 5 in tangential but related fields.

SOURCE: ALI Personnel Files

COMMENTARY:

To the extent that the current group of teachers is representative of all teachers hired by the Contractor, under this Contract (turnover is somewhat of a problem), it would appear that the teaching staff is amply experienced and well qualified at their time of appointment.

1/ Median as well as modal figure.

Table 3: Prior ESL Experience and Academic Degrees of Teaching Staff at time of Initial ALI Appointment

<u>Position</u>	<u>No. of years of prior ESL teaching experience</u>	<u>Highest Academic Degree</u>	<u>Major Field</u>
Instructor	4.5	M.A.	Linguistics TEFL
Instructor	3.0	M.A.	Linguistics
Instructor (Temporary)	3.0	B.A.	Psychology
Instructor	4.0	M.A.	English & American Literature
Instructor	2.0	M.Ed.	ESL
Lab. Instructor	5.5	Master's Equivalency	ESL
Instructor (Temporary)	3.0	B.A.	English
Instructor (Temporary)	3.5	M.A.	TEFL
Instructor	3.0	M.A./M.S.	Applied Linguistics/Ed.
Instructor	2.0	A.B.	French
Instructor (Temporary)	15.5	M.A.	English Literature

- IV. (a) To what extent is a modern language lab utilized?
- (b) Is it under the supervision of a trained technician?

FINDINGS:

1. The language lab is used as part of the structured program of each class. Beginning students are assigned two hours of language lab practice every day, while higher level classes attend for one hour every day. Their teachers select the lab exercises they are to do and inform the lab technician, who operates the lab and supervises the students. The ALI lab technician requires teachers to submit their assignments to her one day in advance for scheduling and preparation.
2. Prior to February 1978, Contractor used their own lab, located across the hall from the facility now in use. The Institute made the arrangements now in effect because the equipment in their lab was old and unsatisfactory. Sound quality was said to be poor, and the machinery hummed, despite efforts to repair it. Some machines broke down in the middle of lessons. Obtaining spare parts was also cited as a problem. ALI apparently made several unsuccessful attempts to replace this equipment before making the current arrangements.
3. ALI now uses one of the labs of the Division of Foreign Languages. It has installed a console there

for its exclusive use which is capable of transmitting to the booths and of communicating with each booth individually. ALI can use this lab at any time, provided that a schedule is submitted in advance. This creates no apparent problems, however, since the Division of Foreign Languages has two other labs, and its students are not required to attend lab as class groups.

4. The console is equipped with four tape decks, and the lab can accommodate up to three classes, or 36 students at a time. Booths are equipped so that students can: listen to tapes and repeat, copy the tape being broadcast onto their own cassettes, or record their own responses. Each student is required to have two cassettes which he can use in the lab.

5. The laboratory maintains a library of 1000-1200 master tapes. About 75% of these were commercially obtained, while the remainder were produced by ALI staff. About 600 of these are being copied onto cassettes so that they may be used by students individually. The lab is duplicating these tapes on its own equipment. The tapes include exercises in pronunciation, comprehension, structure, and dictation. Beginning students must do assignments

in lab workbooks keyed to the taped lessons. Other written exercises are also available, keyed to particular tapes. Answer keys are available so that students may correct their own work, enabling them to receive "quick feedback". The pedagogic purpose of these written exercises is to introduce variety into the lab session and to induce the students to pay attention to the tape. Students are encouraged to ask questions throughout the period. In addition, the lab technician usually monitors each student individually at least once each hour. Class teachers may occasionally drop by to check on student progress.

6. The lab is open for "free lab hour" from 12:00 to 1:00 p.m. and from 3:00 to 9:00 p.m. During these periods, students may come to the lab for additional individual work if they wish. The lab technician is available to assist students in finding appropriate tapes and to answer questions for the noon hour, and sometimes from 3:00 to 4:00 p.m. It is estimated that an average of 15 students (out of 72, or 20%) take advantage of the "free lab hour" every day.

7. The lab technician has been an instructor at ALI since 1972. She earned a Master's equivalency in TESL

in 1964 and a Ph.D. in TESL in 1977. She had had some prior experience as a lab assistant.

SOURCE: Interviews, Observation

COMMENTARY:

The language laboratory is a central feature of the ALI program, and plays a particularly prominent role in courses for beginners. At present, it seems adequately equipped and organized for the demands of the Institute. The library of taped materials is apparently extensive enough for course needs, and is complemented by written exercises to stimulate active student involvement. The lab technician is adequately trained and has had several years' experience in TESL and lab techniques.

We note that the present laboratory has only recently become available to the Institute, and that the previous facility was old and failing, possibly impairing the effectiveness of the lab sessions. Contractor had **evidently** been concerned about this situation and had made several attempts to rectify it before finally moving to its current location.

V. Does Contractor offer a class composed of lectures and discussions on the U.S. and how to study at American universities?

FINDINGS:

1. ALI offers a course for intermediate and advanced classes on the U.S., titled "Introduction to America". It meets three times a week for hour-long sessions consisting of lectures and films. Lecture classes meet in the Walsh building, while films are viewed in the audio-visual room of the Georgetown University Library. Films are usually shown once a week.
2. The course has been developed by a member of the ALI staff, who teaches it throughout most of the year. Our findings are based on observation and interviews with both the regular course teacher, and a substitute, who also teaches an intermediate class.
3. The course provides a description of the contemporary U.S. and background on important current issues. The major units in the syllabus are:
 - Physical Geography
 - Human Geography
 - Economic Geography
 - Political Geography, Constitutional Framework,
Parties and Politics
 - The Economy
 - Intergovernmental Relations
 - Education
 - Family

Some historical material is given as background, but the major emphasis is on the contemporary U.S. The lectures are supplemented by films, such as the series "Alistair Cooke's America".

4. The course includes little, if any training about "how to study at American universities". One unit of the eight is devoted to education, but it apparently deals with the educational system in general, and not with practical problems students are apt to encounter when they are placed in their technical programs.

5. The substitute teacher whom we observed during the evaluation study was making an effort to develop the students' note-taking skills using written exercises. These were note-taking guides for particular lectures in the form of outlines indicating major facts which students were to listen for and fill in, to be completed during the lecture and to be handed in at the end of the period. However, such classwork does not seem to be a regular part of the course as it is usually taught. Primary emphasis is usually placed on lecture content.

6. Lecture periods appear to be spent almost entirely on formal presentations, with little or no class discussion.

The teacher occasionally asks questions and tries to elicit student reactions to the lecture materials, but seems to be under pressure to finish the lectures within the allotted time. There are no separate discussion periods; nor are the lectures usually discussed in the regular small group ESL classes. The substitute teacher, whose regular class attends the lectures, does arrange discussion groups, but this is apparently not the usual practice.

7. Much of the material covered in the lectures is quite complex, involving explanations of intricate relationships and employing special and idiomatic vocabulary. It is difficult to determine how much of the lecture is understood by the class. Some students seem to comprehend most of it, while others are evidently quite lost. Handouts on major points and lecture summaries are distributed at the beginning of the lecture periods, which may aid the students in following them. The regular instructor apparently relies primarily on student responses during the lecture to determine how much is understood, although the substitute teacher also uses the note-taking exercises for this purpose.

SOURCE: Interviews, Observation

COMMENTARY:

Contractor appears to have devoted considerable effort to the development of the "Introduction to America" course, and topics seem generally well selected for interest and relevance, with emphasis on description of America and American life. While this information appears to be valuable for the students, there is little attention paid here to the question of "how to study at American universities". Given the problems of adjustment that many students report when they begin their substantive programs, it would seem that greater effort might be made to address this issue. We note that this need has been dealt with, at least partially through the simulated lecture series described in Question VI. below, as well as in the reading lab. It may well be that those course elements are more appropriate vehicles for training in American study methods than the "Introduction to America" survey course.

Nevertheless, it should also be noted that the survey course proper appears to have some unused potential as a means of developing study skills. At present, the course provides information on America and American life, familiarizes the students with lecture situations and provides some exposure for improving listening comprehension.

It is likely that introducing some study skills exercises for the course on a limited scale would not conflict with these current purposes, as demonstrated by the experimental use of note-taking guides by the substitute teacher. Exercises such as these would not only improve classroom skills, but would provide the teacher with an additional means of determining how much the class was comprehending, and provide an extra inducement for the students to follow the lectures.

Finally, while the contract provides for "... a survey class offering English instruction through lectures and discussions on subjects of orientation value", we found that very little opportunity was provided for class discussion of lecture material. Considering the complexity of the subject matter, it seems particularly important that greater opportunity for student discussion be provided to allow for increased absorption of the lecture information.

VI. Does Contractor arrange for university class visits for trainees?

FINDINGS:

1. Contractor does not arrange for university class visits as part of its regular program. Informal audits at Georgetown University classes have reportedly been arranged for individual students, but this does not appear to be a regular practice. Class groups do not visit university lectures. It was indicated that university professors might be opposed to such group visits.

2. A six-week simulated university lecture series has been provided three times since May, 1976 for high intermediate and advanced classes as an "authentic experience" exercise to familiarize them with American teaching procedures. The subject matter chosen for this class was "Introductory Economics", as it was felt that this field would interest the greatest number of students. A graduate student of the Department of Economics at Georgetown University delivered two one-hour lectures each week and assigned readings from a course text (Gill's Economics and the Public Interest). Students were given practice in note-taking and classroom discussion skills, and were assigned a short paper

on at least one occasion. At the end of the course a final exam was given. The course was last conducted in June-July, 1977. There are no immediate plans to offer it again, but it may be considered later, when there is a greater number of higher level students.

SOURCE: Interviews

COMMENTARY:

Contractor is not performing on this provision of the contract. The majority of the trainees evidently do not have an opportunity to visit actual university classes as a part of their ESL training, either in groups or individually. While informal audits might be construed as meeting the contract requirement in particular cases, it seems that they do not occur with any regularity.

We note, however, that the apparent intent of this provision is at least partially addressed by the simulated lecture course offered at intervals from May, 1976, in that it seeks to acquaint students with class situations similar to those they will encounter when they enter their substantive programs.

VII. Does Contractor maintain a general and technical library with books and periodicals relevant to students' fields which trainees may borrow?

FINDINGS:

1. ALI has a library in one room, about 12 x 15 ft. in size. It contains books in the following categories:

- Bilingual Dictionaries
- English Dictionaries and Reference Books
- Technical References
- Student ESL Texts
- Student Integrated Series
- Student Readers
- Linguistics
- Linguistic Bibliography
- Educational Testing References
- Catalogues
- Long Papers

2. Contractor staff considers this library: too small, too expensive to be made adequate, and inconveniently located.

3. Its function was therefore changed to become essentially a reference library of ESL materials (for staff more than students).

4. Regarding usage, check-out cards are kept until a book is returned. At the time of our observation, four books had been checked out.

5. Apparently, some or all of the technical books

were moved into the reading laboratory.

6. In addition, ALI students were issued Georgetown University I.D. cards to enable them to use the central library on campus.

7. The extent of ALI student patronage of the central library is difficult to determine, but interviews with ALI staff and some students suggest that it is low.

SOURCE: Interview, Observation, Records

COMMENTARY:

It appears that the intent behind this contract clause is not being met to any major extent. Technical reading materials in a student's profession are by-and-large not being integrated into the training program. Some of the reasons for this are given under Question VIII.

VIII. Does Contractor maintain a reading lab? Is student practice supervised by a trained teacher?

FINDINGS:

1. ALI does maintain a reading laboratory, located in the Walsh building close to the language laboratory. It contains reading desks for about a dozen students, a small collection of books (primarily textbooks in a number of specialized fields) and two filing cabinets for storage of reading exercise materials. The lab room is shared with the EFL (English as a Foreign Language) Department, which has access to it during the afternoons. ALIGU must consequently schedule its use of these facilities in the morning hours.
2. The laboratory is intended for the use of advanced and high intermediate classes. Two high intermediate classes were using the lab, for two two-hour sessions each week at the time of this evaluation study. There are usually one or two classes attending reading lab at any point during the year.
3. The reading exercises used in the laboratory were developed by the ALI teaching staff, many of them being adaptations of material in Harris' Reading

Improvement: Exercises for Students of English as a Second Language.

Their purpose is to provide practice in a variety of reading strategies, including skimming, scanning, reading for central idea, reading for understanding, and reading for specific details. Students are urged to avoid reading every word (unless appropriate) and to tailor reading approaches to specific study objectives. A complete set of reading exercises is kept in a binder, classified according to reading strategy. Copies of these are stored in the reading lab. Although the exercises are directed primarily at higher level students, reading is given some attention at lower levels as well. Teachers of such classes develop their own exercises as the need arises.

4. At one time, an attempt was made to give each student individualized reading practice in his field of specialization. The approach was abandoned, however for several reasons. The teachers were technically unqualified effectively to monitor reading material which was challenging enough to satisfy the students, given their generally high levels of professional competence. Some students felt patronized by attempts of laymen to supervise readings in their fields.

Simplified readers available for some subject areas were also considered an affront by some of the students. Consequently, the specialized texts collected for such purposes are apparently not used any more to any large extent.

5. One of the regular teachers has been designated as the director of the reading lab. She has been on the ALIGU staff since 1974, prior to which she had several years of teaching experience, including two years of TESL. She is currently pursuing a Master's degree in TESL and Bilingual Education. Her function is not to supervise the students, but to advise teachers on the range of materials available and on their appropriate selection and sequencing. The actual selection of materials and supervision of classes in the reading lab is done by the students' regular teacher. In addition, reading exercises need not be carried out in the laboratory. Some teachers also use them in their regular classrooms.

6. Reading lab may also be elected as one option in a recently introduced "mini-course" program. (Other alternatives in the "mini-course" series are courses stressing writing and pronunciation). Reading exercises in the mini-course, which lasts six weeks, are conducted in the reading lab.

SOURCE: Interviews, Observation

COMMENTARY:

While the Contractor does maintain a reading lab, its operation is very loosely structured. The lab room is shared with the Department of English as a Foreign Language, reducing the flexibility teachers and students might otherwise have in using it. There is no special equipment in the laboratory, such as pacing machines or tachistoscopes for scanning practice, for example. The role of the lab director is minimal. She is in fact a regular teacher, and carries her duties as lab director in addition to her regular teaching load. She has had experience teaching at all ESL class levels and has been involved with the development of reading materials, but aside from this background, has no apparent special qualifications for teaching reading.

Most of the reading exercises available in the laboratory are intended for high intermediate and advanced students, and teachers of these classes appropriately place increasing emphasis on this skill as their classes progress. There are, however, not many exercises available for lower level classes, despite a stated wish to start students in reading early. Teachers must develop such low level

reading exercises for each of their classes, and report that they do not have time to extend them for more general use. The lab director similarly does not have sufficient time to develop such exercises. It appears, therefore, that greater attention to materials development, with specialists concentrating on particular needs, might be indicated. This would make appropriate materials available, and would reduce the redundancy of these efforts and enable more efficient use of teacher time.

IX. How effective is the language training given?

FINDINGS:

Two sorts of information are presented in approximating an answer to the question: test scores before and after training, and opinions of some former students, their professors, and some current students.

1. As the Gain column in Table 4 shows, on the average, learning clearly occurs while students are at ALIGU.

The average gain, or improvement in means (M), for the three tests used is nearly 20% from the beginning to the end of training. It should be noted that the gain in usage scores indicated in Table 4 is probably a slight underestimate. This is because negative scores are in fact possible on the Usage Test, but all such negative scores are recorded as 0 in the test records. This applies only to the Usage Test, and not to the Listening Test or the Vocabulary and Reading Test.

2. The standard deviations (SD)^{1/} indicate, however, that there is great variation in how much particular students learn. Many improve their scores much more than the M value shown; others improve very little, not at all, or actually score worse at the end. Possible reasons are presented in the Commentary.

3. This large variation in test score gain is spotlighted in the last column of the table which shows that almost 1 out of 5 (18%) do not improve or actually score worse on the

^{1/} A measure of the degree of uniformity of scores.

TABLE 4 ALIGU TEST SCORES FOR 213
STUDENTS WHO TERMINATED IN CY 77

TEST	ENTRANCE SCORES		EXIT SCORES		GAIN		PERCENT OF STUDENTS SHOWING ZERO OR NEGATIVE GAIN
	M	SD	M	SD	M	SD	
ENGLISH USAGE	46%	25%	65%	20%	+19%	23%	18%
LISTENING	53	25	76	17	+23	19	8
VOCABULARY-READING	38	18	54	17	+16	15	14
TOTAL	<u>137</u>		<u>195</u>				

42

exit Usage Test than they had at entrance time. That effect is less pronounced on the Listening and Vocabulary-Reading Test, although all three means are quite close together.

4. Most of the former ALI students interviewed seem to have adapted to their technical programs well. Two of the eight had been dropped from degree programs, however, and their advisor felt that their problems were probably due to inadequate academic preparation. Five of the eight former ALI students had been enrolled in additional ESL courses when they began their substantive programs, three of these in advanced courses in composition. One who had not taken ESL courses during his first semester expressed a desire to enroll in one after discovering problems in class.

5. These students reported a wide range of language problems when they first entered their substantive programs, but the major areas of persisting difficulty were: writing, particularly note-taking and term papers, and comprehending informal speech. Class participation was also seen as a problem by several of the students, for both linguistic and cultural reasons, although they did not feel it was a serious obstacle. Many had difficulty keeping up with reading assignments, especially when they began their programs, and one still considered it a major problem. Three students mentioned the difficulty of finding opportunities to speak with native English speakers.

6. Six of the eight former ALI students interviewed felt that their ALI programs had been too short, but one of these stated that he would not have been able to stay longer in any event as this would have reduced the time available for his substantive program.

The other two individuals interviewed felt that their programs there had been too long, and in general expressed very negative reactions to it. They had since been dropped from their degree programs, and their advisor felt that they were perhaps blaming English for problems which in fact may have been due more to (other) inadequate academic preparation.

All of the program elements were generally seen as useful by the students, particularly the small drill classes in conversation. Half the students did not recall any exposure to the reading lab. Students suggested that the program could be improved by more attention to grammar, more writing, more practice in oral presentations, and more reading.

7. The few academic staff interviewed feel that most of the ALI students do well in their substantive programs, but that language difficulties still hinder them to some extent. They regard classroom discussion as a major problem for former ALI students, as for foreign students generally. Writing was another area of concern

to faculty. It appeared in one of the participating institutions that although most teachers have dealt leniently with foreign students' papers, there may be a general trend toward greater stringency in the application of academic standards, which may result in increasing demands on foreign students. The ESL program director at this school suggested that foreign students, including those from ALI programs, would benefit from greater attention to formal grammar and formal writing.

8. It was noted that many apparent problems with language seem to be related to cultural background. Students from Francophone countries, for example, seem to have fewer difficulties adjusting to American academic routines than most other foreign students, while those from Arabic-speaking backgrounds tend to have relatively more.

9. Students now at ALI seem to have a favorable view of their programs and of the course elements to which they are being exposed. Students generally felt that the periodic adjustments in classes and teachers were helpful, although one seemed bewildered the first time his teacher was changed. Beginning students also seem to find the language lab particularly useful.

It appears that many students of all levels use the free lab hour at least occasionally, and some go routinely. Some higher level students appear to feel a need for material in their areas of specialization, and one mentioned that he felt that his ALI class should be exposed to regular university courses.

SOURCE: Interviews, Observation, Test Data

COMMENTARY:

Low gain in test scores (i.e. little improvement) may be due to a number of factors. For example:

- Length of training too short
- Students very skilled to begin with,
allowing for little growth
- Low student motivation
- Sub-optimal training methods
- Low discriminating power of tests

While the first two factors would not reflect on Contractor performance, the last three do. G7 further believes that while other factors may play a role in limiting the amount of test gain produced, the major determinant of learning outcome is training methods used.

The current training program is relatively well structured and conducted, as far as we could determine, especially on the lower class levels. At higher class levels, student language training requirements apparently show greater variety, due to: differences in the

demands of the various substantive programs, cultural and linguistic factors, and the nature of the students' academic background. It is possible that more could be done to provide a program with sufficient flexibility to respond to these varied and individual needs. We recognize that time is a major constraint in such efforts, as students are often under pressure to terminate their ESL training and begin their substantive programs before they have full command of English language skills. We note that the Contractor has attempted to respond to the diversity of individual learning requirements in developing an experimental course which allows intermediate and advanced students to choose modules ("mini-courses") emphasizing different language skills (pronunciation, reading and writing), but this is not yet a regular part of the curriculum.

Based on our very small sample survey, students who have undergone training in the ESL program provided by the Contractor seem to perform about as well as other foreign students enrolled in the same academic programs, at least after the first months.

The kinds of language problems which the ALI graduates reported on their entry into substantive programs differed slightly from those noted by ALI staff members during university site visits in 1973 and 1974. As

before, classroom participation and note-taking during lectures posed greater difficulties than other skills. However, oral reports were no longer cited as a major problem, and while keeping up with reading assignments still caused some difficulty, it did not appear to be serious for the few students we sampled. Ability to write papers, on the other hand, was apparently the focus of more concern than previously. We are unable to determine whether these shifts are attributable to the effects of the program, or whether they result from other causes, for example, changes in the nationality composition of entering student groups.

The persisting difficulties with writing papers and note-taking reported by former ALI students enrolled in substantive programs at the time of this evaluation suggests that these skills should receive more emphasis at advanced levels. Contractor has been experimenting with note-taking exercises in different types of training activities, and this may alleviate this problem for future classes. It may be advisable to provide further training in writing as well for advanced students.

Finally, the difficulties which students had in applying language skills to classroom discussion seem to be due

in part to cultural factors and to shyness. Some reticence in classroom participation is, therefore, probably unavoidable, but it would appear that some attempt to expose students to environments similar to those they will encounter in their substantive programs would help to ease their entry. Activities such as university class visits and simulated courses, discussed in Question VI. above, should perhaps be considered for implementation on a more regular basis to address this need.

X. What is the unit instructional cost compared to some other ESL programs?

FINDINGS:

1. The costs indicated in Table 5 for George Washington University, Catholic University, American University and English Language Services are current as of March, 1978, and are naturally subject to increase.
2. There are two figures shown for the Contractor. The first, \$2.31 is an historical figure which applies to the entire contract period - September, 1973 to October, 1977. The second, \$2.40 applies only to the last contract year - November, 1976 to October, 1977.
3. Thus, the range of most recent cost per student-hour in Table 5 is from \$2.33 at English Language Services to \$3.06 at George Washington University.
4. Percentage-wise, the ALIGU unit instructional cost for intensive ESL training is 3% higher than English Language Services, but 8% lower than American University, 18% lower than Catholic University and 22% lower than George Washington University.

TABLE 5 UNIT INSTRUCTIONAL COSTS
OF FIVE ESL INSTITUTIONS IN WASHINGTON
D.C., MARCH, 1978

<u>INSTITUTION</u>	<u>COST PER STUDENT- HOUR OF INSTRUCTION</u>
AMERICAN LANGUAGE INSTITUTE, GEORGETOWN UNIVERSITY	\$2.31/2.40
GEORGE WASHINGTON UNIVERSITY	3.06
AMERICAN LANGUAGE ACADEMY, CATHOLIC UNIVERSITY	2.94
AMERICAN UNIVERSITY	2.60
ENGLISH LANGUAGE SERVICES	2.33

SOURCE: Brochures, Interviews, Documents

COMMENTARY:

It appears that Contractor's costs compare quite favorably with those of other Washington D.C. ESL institutions. The reader should note that the current study did not investigate the comparative effectiveness of the several training programs.

- XI. (a) Does Contractor administer placement test(s) to all students at time of entrance?
(b) Are the scores used for placement at appropriate class level?

FINDINGS:

1. ALIGU administers placement tests to all entering students. Two types of test are in use: the standard ALIGU Tests and the Graded Achievement Test in English (GATE).

2. The ALIGU Test is a proficiency test battery designed to discriminate at intermediate levels of English language ability, containing subtests for: Usage, Listening, and Vocabulary and Reading. (Apparently the Oral Interview subtest has fallen into disuse).

The GATE is used with beginning students, since the ALIGU Test is not considered very sensitive at very low levels of ability. A graded test such as the GATE is felt to be necessary if students at this level are to be assessed and grouped meaningfully. It provides scores in usage and listening only.

3. Student class assignments are determined by the Director of Courses. Three criteria are said to be used in initial placement of students:

Test scores, expected length of stay,
and linguistic background.

Test scores seem to be the most important criterion,
followed by expected duration of study.

4. The usage score is the element of the ALIGU
Test most important in determining placement, although
listening scores are also considered. Students are
reportedly grouped according to ALIGU Test scores on
the following levels:^{1/}

<u>Placement Level</u>	<u>Score</u>
Beginning	0 - 25
Low Intermediate	30 - 45
High Intermediate	50 - 65
Advanced	70 - 100

Students whose scores fall between the ranges of two
levels may be placed in either of the two at the
discretion of the Director of Courses.

5. Labelling of classes in terms of proficiency level
changes periodically as classes progress. Class
labels are considered somewhat arbitrary, and labelling

^{1/} By implication, a score of 25 in Usage is
equivalent to a 25 in Listening. That is
incorrect, however, because the chance score
(i.e. what a student would get with his eyes
closed) for Usage = 0, whereas the chance
score for Listening = 25. Therefore a 25
in the former represents a lot more proficiency
than a 25 on the latter.

changes are apparently not always made promptly, but perhaps somewhat cavalierly when it occurs to the staff to do so. They are reportedly not considered important, since the teachers know the strengths and weaknesses of their individual students from intensive daily contact.

6. Table 6 shows the range, mean and standard deviation of scores for students placed at each level who were attending ALIGU at the time of this evaluation study. It appears that, in general, the placement tests were indeed used to initially assign students to classes with roughly the same level of English proficiency.

7. Table 7 lists the students enrolled at ALIGU at the time of the evaluation who had been assigned to one of two beginning classes and their GATE usage scores. It is clear that students No. 7, 9, 13, 14, 15 and 16 were not initially assigned to their respective classes on the basis of homogeneous groupings.

SOURCE: Interviews, Test Data

COMMENTARY:

Placement tests, either ALIGU or GATE, are administered to all entering students, and while the ALIGU Tests are apparently used within limits to determine initial

Table 6 Entry Scores of 50 ALIGU Students
enrolled in March, 1978, by Initial Placement

INITIAL PLACEMENT	NUMBER OF STUDENTS	SCORE ON ALIGU ENTRANCE TEST												TOTAL MEAN
		USAGE				LISTENING				VOCABULARY & READING				
		Range		M	S.D.	Range		M	S.D.	Range		M	S.D.	
	Low	High			Low	High			Low	High				
High Inter- mediate	3	80%	85%	83%	3%	62%	87%	76%	13%	47%	80%	62%	17%	221
Intermediate	16	32	75	53	12	27	87	56	20	20	77	46	16	155
Low Inter- mediate	14	22	56	43	10	12	77	47	19	12	68	33	13	123
Beginning	17	1	36	19	11	0	47	28	13	0	38	24	9	71

Table 7 Initial Placements of 21
Beginning Students using GATE

BEGINNING CLASS A

<u>Student</u>	<u>Entry Date</u>	<u>GATE Score</u>
1	1.23.78	20
2	1.23.78	33
3	1.23.78	43
4	1.25.78	10
5	1.30.78	33
6	2.1.78	38
7	2.1.78	72 ←
8	2.2.78	27
9	2.13.78	48 ←

BEGINNING CLASS B

<u>Student</u>	<u>Entry Date</u>	<u>GATE Score</u>
10	1.16.78	87
11	1.16.78	78
12	1.16.78	72
13	1.16.78	22 ←
14	1.16.78	22 ←
15	1.17.78	13 ←
16	1.17.78	23 ←
17	1.26.78	77
18	1.27.78	41
19	1.30.78	65
20	2.1.78	85
21	2.3.78	75

class assignments, GATE scores are used less in this way, according to our findings. Since homogeneity of classes in English proficiency has been found to be beneficial to learning, it would seem that the differences between students discriminated by the GATE could be usefully used as a basis for class placement.

While the ALIGU Test is used to place students in classes of appropriate level, it is clear that this is done with some flexibility, and other considerations (such as ethnic heterogeneity) are taken into account which sometimes override test score data. While this may sometimes be appropriate, it should be stressed that scores should be used for placement, when possible.

XII. Does Contractor administer tests during the training program for measuring student progress?

FINDINGS:

1. ALIGU tests are administered once every six weeks to two months to monitor student progress, and scores are entered on the students' record cards. If a student's program is expected to last less than three months, he is generally tested around the middle of his course.
2. Beginners, who are given the GATE when they enter, are retested with an alternate form of the GATE after one month of classes. When they have achieved a score of 80-90% on the Level I test, they are deemed to have mastered beginning level proficiency, and are subsequently tested with the standard ALIGU instrument.
3. ALIGU staff stress that while the test scores ordinarily give a fairly accurate measure of student abilities, a more detailed description is useful for assessing individual student progress. Consequently, when a sponsor requests information on a particular student, he is given a student evaluation form (see Appendix E) filled out by the student's teacher which includes his test scores, his relative rate of progress, a narrative summary of his strengths and weaknesses and any adjustment problems he may have had, and a prediction of whether or not he will finish his program in the time allotted.

SOURCE: Interviews, Test Data, Documents

COMMENTARY:

Contractor does administer tests to measure student progress as specified in the contract. We note that the student evaluation forms provided to sponsors on request constitute another method of monitoring student progress, which is above what is required by the contract.

- XIII. (a) Does Contractor administer tests to determine proficiency level at time of departure?
(b) What is done with these scores?

FINDINGS:

1. The Contractor does administer exit proficiency tests, (assuming a minimum 3 week enrollment), the scores on which are reported to the student and sponsor. The ALI English Usage, Listening, and Vocabulary-Reading Tests are used.
2. Different forms of the tests from the entrance and progress testings are used.
3. The proficiency scores are not indicated on the students' certificates.
4. Table 4 shows that the mean exit scores for students who terminated ALI in CY 77 were:
65, 76 and 54, or a total average of 195.

SOURCE: Test Data

COMMENTARY:

Clearly, Contractor is performing on this contract provision, as it is stated. We would raise a question whether full use is being made of the exit test scores: for motivational value as well as for diagnostic value of further ESL training needs.

XIV. Has Contractor developed an adequate number of parallel forms of the standard ALIGU Tests since September, 1973?

FINDINGS:

1. Table 8 shows that during the 4½ years in question: 2 new Usage forms, 1 Listening and 1 Vocabulary and Reading form were developed.
2. Of the 4 new forms developed under this contract, 2 appeared in 1974, 1 in 1975, and 1 in 1976.
3. Because the ALIGU tests have a "high floor", i.e. do not discriminate well at lower skill levels, a new experimental achievement test called GATE is being developed for in-house use, at 3 levels. Levels I and II are completed and in use for placement of low level entering students.

SOURCE: Documents

COMMENTARY:

The frequency of new parallel forms has dropped considerably. For the Usage Test, the new form rate for the prior 12 years had been .67 per year, under this contract .44 per year. For the Listening Test, it had been .42 per year; now .22. For Vocabulary and Reading, formerly .25; now .22. Therefore,

TABLE 8 PARALLEL FORMS OF ALIGU
TESTS DEVELOPED SEPTEMBER, 1973
TO MARCH, 1978

<u>TEST</u>	<u>NO. OF PRIOR FORMS 1961- 1973</u>	<u>NO. OF FORMS DEVELOPED SEPTEMBER, 1973 TO MARCH, 1978</u>
ENGLISH USAGE	8	2
LISTENING	5	1
VOCABULARY AND READING	3	1

assuming that the need for testing both here and overseas has not decreased materially from 1961 - 1973 to 1973 - 1978, and cognizant of certain possible test security problems, we do not consider that the number of new forms developed has been adequate.

While we recognize that there are advantages in having language testing developed at a facility which is also involved in language training, it does not appear that the Contractor has been able to devote sufficient resources and attention to this area.

OIT's English language testing needs might therefore be better served if the testing efforts were separated from the training elements.

However, the Contract does not specify the number or frequency of new forms, nor even use the word "adequate". Moreover, "consultation with AID" is called for. Thus, Contractor has complied with the provision as stated.

XV. Has Contractor developed, pre-tested, and made available classroom teaching materials for use in overseas AID related English Language training programs since September, 1975?

FINDINGS:

The Contractor reports that nothing has been done under this contract with respect to the above. It was stated that the clause was simply carried over from an earlier contract.

SOURCE: Interviews

COMMENTARY:

Contractor has not performed on this provision. If the need for this service no longer exists, perhaps Para. II, D.2 should be deleted.

XVI. What reports has Contractor produced on:
(a) reliability, (b) validity, and
(c) appropriateness of the ALIGU Test
since September, 1973?

FINDINGS:

1. The revised Interpretive Manual was prepared in August 1973.
2. No reports since that date have come to our attention.

SOURCE: Interview, Documents

COMMENTARY:

The Contract calls for "reports on ongoing studies". We find it regrettable that in the last 4½ years there have apparently been no studies to report. One might have expected a good deal of research activity, especially given the 1971 AACRAO Study which found that 45% of AID students who had received intensive ESL training (presumably at ALIGU) needed additional preparation work upon arrival on campus.

XVII. What reports of new ESL testing procedures has Contractor produced since September, 1973?

FINDINGS:

1. Insofar as we were able to determine, the only report produced since September, 1973 is a one-page Description of the GATE Tests (undated but believed to be 1977, or 1978; see Appendix D).
2. The Graded Achievement Test in English (GATE) is an achievement series prepared by the staff of the American Language Institute to assist Institute teachers in determining the extent to which their students have mastered the material commonly taught at specific proficiency levels. Therefore, decisions as to general test content were made through consultation with the teaching staff.
3. A one-page reprint (dated September 1973) of a table from the 1971 ACCRAO Study entitled Prediction of TOEFL Scores from ALIGU Scores is also included in Appendix F.

SOURCE: Interview, Documents

COMMENTARY:

We find the paucity of testing reports emanating from the Contractor to be surprising, considering: the quasi-

academic setting, 2.4 senior professionals, and a continuous stream of students available for research.

- XVIII. Did Contractor respond appropriately and in timely manner to:
- (a) all queries from AID regarding students' English language proficiency and other matters pertaining to English language teaching and testing?
 - (b) all requests from overseas missions regarding English language teaching and testing?

FINDINGS:

1. Communication between Office of International Training and Contractor appears to be good.
2. OIT staff appears satisfied with the manner in which queries and requests have been handled by ALIGU.
3. Direct requests from overseas missions to the Contractor are precluded by AID correspondence rules. Requests from the missions are channelled through OIT, who direct them to ALIGU and incorporate the responses into their reports to the missions.

SOURCE: Interviews

COMMENTARY:

Contractor performance in responding to queries from AID has been satisfactory and in accord with contract provisions.

XIX. Did Contractor provide orientation sessions re its training programs and new developments in ESL at least once a year since 1973 for AID Development Training Specialists?

FINDINGS:

1. ALIGU does not seem to have offered such periodic orientation sessions for AID Development Training Specialists. We could find no evidence for any formal orientation sessions after 1971.
2. Since then, orientation has apparently not been conducted in any systematic fashion. Some personnel seem to have kept abreast of developments through informal contacts, for example, at National Association for Foreign Student Affairs (NAFSA) conferences.
3. Some Development Training Specialists and others involved in ALIGU related programming felt that formal orientation sessions were unnecessary, because of their familiarity with the program. Questions about training programs and new developments could be referred to appropriate ALIGU staff as they arose. However, there was some feeling that new Development Training Specialists could probably benefit from orientation sessions.

SOURCE: Interviews

COMMENTARY:

Contractor is not complying with this provision. It seems, however, that little need is felt by experienced Development Training Specialists for the orientation sessions specified in the contract, as they are kept informed through other contact, primarily informal. Perhaps this clause should be deleted or amended in light of our findings.

XX. Did Contractor provide consultations and orientation sessions for overseas Mission training officers and local Mission employees during the Washington visits of such personnel, since September, 1973?

FINDINGS:

1. Mission personnel attended such sessions at ALIGU as follows:

<u>Date</u>	<u>No. of Mission Personnel</u>
September, 1976	1
November, 1976	2
March, 1977	1
May, 1977	4

2. Prior to the above individually scheduled sessions, local mission personnel received sessions at ALIGU through what were known as AID advanced seminar groups. These seminars lasted approximately 8 to 9 weeks, of which half a day was spent at ALIGU. The seminars took place as follows:

<u>Date</u>	<u>Mission Personnel</u>	<u>Other Personnel</u>
March, 1973	8	7
October, 1973	9	8
March, 1974	5	7
October, 1974	9	4

3. Such orientation and consultation is now handled

as part of the overall program which the training officer is exposed to during his Washington stay. Most training officers (to the extent they exist anymore) are local mission employees and usually spend, if needed, approximately half a day's time at ALIGU for such purposes.

4. Since the incumbent handling such matters took over (October, 1977) there have been no such scheduled sessions, although she anticipates some in the future.

SOURCE: Interviews

COMMENTARY:

The Contractor has held consultation and orientation sessions for US/AID personnel during their Washington visits. The trend has been away from participation in the AID advanced seminar groups to more individual programming into sessions at ALIGU if that is needed by the mission personnel.

XXI. Did Contractor make periodic site visits to selected colleges and universities since 1973 to determine the nature of any language problems AID or CU students were encountering?

FINDINGS:

1. ALIGU staff did conduct two university site visits to determine the nature of AID participants' language problems and training needs. One visit covered seven campuses in June 1973 (actually before the start of the current contract), and another covered two campuses and a local program in 1974. No other site visits of this nature appear to have been made since that time.
2. A campus visit in 1977 was intended to observe language teaching facilities rather than to assess student language problems.
3. Some students maintain informal contact with some of their ALIGU teachers after they enter their substantive programs, through correspondence and occasional social visits. ALIGU probably also receives some feedback information on how students are doing from AID/CU personnel administering their programs.
4. We were unable to determine the extent to which the observations made during the above-mentioned site visits were used for subsequent adjustments in the ALIGU training

program, if at all. Interviews with a small sample of ALIGU alumni suggest that more recent graduates of the program may have fewer problems than their predecessors with certain skills, for example oral reports, but it is uncertain whether this is due to adjustments in the training program or to other factors.

5. ALIGU apparently modifies its program fairly often, particularly the course elements intended for higher level students. However, these changes are apparently not introduced in response to any periodic and systematic feedback from former students on the language problems they encounter in their university programs.

SOURCE: Interview, Documents

COMMENTARY:

We regard the lack of systematic feedback since 1974 as regrettable, since the major purpose of the program is to prepare students to perform adequately in their substantive programs. After all, once at the university, they are apt to encounter problems that do not arise in the course of ALIGU training. While ALIGU staff may receive some information in an informal manner from students and from personnel responsible for monitoring their programs, that does not seem sufficient.

XXII. Did any Contractor staff make periodic site visits to selected overseas missions since 1973 to survey English language teaching and testing methods?

FINDINGS:

No such site visits have been made since September, 1973.

SOURCE: Interview

COMMENTARY:

Contractor staff have made no site trips to overseas missions during the contract period, apparently because no requests for them were received from AID.

XXIII. Did Contractor provide short-term observation - internships to selected participants preparing academically for teaching ESL since 1973?

FINDING:

Such internships were evidently intended to be furnished on request in special cases, and not as part of the regular on-going program. No requests for such training have been received in recent years. There may have been one internship of this kind early in the contract period.

SOURCE: Interview

COMMENTARY:

None.

XXIV. Has Contractor provided special non-intensive courses for selected AID/CU students since September, 1973?

FINDINGS:

1. The term "special" has at least two distinct (but partially overlapping) meanings in the context of this Contract, and makes for confusion. One meaning is found in the "special course fees", i.e. the tuition that some students (or their sponsors) pay. The other meaning seems to be non-intensive instruction.
2. The following special programs are reported by the contractor (see Appendix H for details).

<u>Year</u>	<u>Program</u>
1974	International Police Academy (no longer in existence)
1974	Reading and Writing Laboratory
1974	Japanese English Teachers Program
1974	Gran Mariscal de Ayacucho Program
1974	US/AID Mission Employee Program
1975	Inter-American Development Bank Language Program
1975	LASPAU Scholar Program

3. Of these programs, two appear to have been non-intensive in nature: the International Police Academy program terminated in 1974, and the Inter-American Development Bank Language Program, which was conducted under a separate contract. No other training of this sort has apparently been requested.

SOURCE: Interviews, Documents

COMMENTARY:

We note that the Inter-American Development Bank (IDB) Language Program listed above was under a separate contract with IDB. We assume that the six staff that were assigned to it were not from among those working 100% of the time under the AID Contract.

XXV. Has Contractor provided special courses in TESL methodology for groups of teachers from abroad since September, 1973?

FINDINGS:

ALI has provided programs for secondary school English teachers from the prefecture of Hokkaido, Japan on two or three occasions during the contract period, which were designed to improve their English speaking ability and afford them an opportunity to observe intensive English training methods. Attendance at regular English classes was augmented by visits to local schools and other English teaching facilities, consultation with ALI staff, and peer teaching. These courses were special programs, sponsored by the Hokkaido Board of Education.

SOURCE: Interviews, Documents

COMMENTARY:

None.

- XXVI. (a) What trips have been made by Contractor since September, 1973?
(b) How were they related to program objectives?

FINDINGS:

1. Table 9 lists trips taken by ALIGU staff under the contract for which we were able to find some record, from September, 1973 to June, 1977. Of the 20 trips reported, 15 involved attendance and/or participation in professional meetings: 9 for NAFSA conferences, 4 for TESOL conventions, and 2 for other organizations. The remaining 5 trips were: a field trip to survey problems of former ALIGU students, a training conference for AID/FAO participants, an admissions workshop for a Japanese program of study in the U.S., a site visit to observe other language teaching facilities, and a marketing trip to three organizations in New York.
2. The 20 reported staff trips involved approximately 40 person-trips (i.e. about 2 people per trip on the average). Thirty-three of these 40 person-trips were to professional meetings.
3. Table 10 lists trips arranged for ALIGU students as a part of their program from June, 1974 to

TABLE 9 TRAVEL BY ALI STAFF FROM
SEPTEMBER, 1973 TO OCTOBER, 1977

<u>DATE</u>	<u>DESTINATION</u>	<u>PARTICIPANTS</u>	<u>PURPOSE</u>
OCTOBER, 1973	INSTITUTE OF INTERNATIONAL EDUCATION, AFRICAN AMER- ICAN INSTITUTE, & INTERNATIONAL STUDENT SERVICE NEW YORK, N.Y.	2 ADMINISTRA- TIVE STAFF	EXPLORE MARKET- ING POSSIBILI- TIES
OCTOBER, 1973	BEDFORD, PA.	1 TEACHING STAFF	NAFSA BI-REGIONAL CONFERENCE
JANUARY, 1974	NEW YORK, N.Y.	1 TEACHING STAFF	LINGUISTIC SOCIETY OF AMERICA, READING COLLOQUIUM
MARCH, 1974	DENVER, COLO.	1 TEACHING STAFF	TESOL CONVENTION
APRIL, 1974	USDA WASHING- TON D.C. UNIVERSITY OF WISCONSIN, MADISON, WISC. MICHIGAN STATE UNIVERSITY, LANSING, MICH.	1 TEACHING STAFF	SURVEY ON PROBLEMS OF FORMER ALI STUDENTS
APRIL, 1974	AIRLIE HOUSE, VA.	2 ADMINISTRA- TIVE STAFF	INTERNATIONAL AGRICULTURE TRAIN- ING CONFERENCE (RE AID/FAO PARTI- CIPANTS)
MAY, 1974	ALBUQUERQUE, N.M.	2 ADMINISTRA- TIVE STAFF	NAFSA CONFERENCE
NOVEMBER, 1974	U.S. EDUCA- TIONAL COMMISSION, TOKYO, JAPAN	1 ADMINISTRA- TIVE STAFF	ADMISSIONS WORK- SHOPS FOR JAPANESE PROGRAM OF STUDY IN U.S.

<u>DATE</u>	<u>DESTINATION</u>	<u>PARTICIPANTS</u>	<u>PURPOSE</u>
NOVEMBER, 1974	TOKYO, JAPAN	1 ADMINISTRATIVE STAFF	NAFSA/JAFSA CONFERENCE
MARCH, 1975	LOS ANGELES, CAL.	3 ADMINISTRATIVE STAFF	TESOL CONVENTION
MAY, 1975	WASHINGTON D.C.	MOST OF FACULTY (EST. 6)	NAFSA CONFERENCE
NOVEMBER, 1975	ROANOKE, VA.	1 ADMINISTRATIVE STAFF	NAFSA REGIONAL CONFERENCE
MARCH, 1976	BALTIMORE, MD.	1 ADMINISTRATIVE STAFF	NAFSA REGIONAL WORKSHOP
MARCH, 1976	NEW YORK, N.Y.	2 ADMINISTRATIVE STAFF 1 TEACHING STAFF	TESOL CONVENTION
MAY, 1976	CORONADO, CAL.	2 ADMINISTRATIVE STAFF	NAFSA CONFERENCE
MAY, 1976	ANAHEIM, CAL.	1 ADMINISTRATIVE STAFF	INTERNATIONAL READING ASSOCIATION MEETING
OCTOBER, 1976	BALTIMORE, MD.	2 ADMINISTRATIVE STAFF 1 TEACHING STAFF	NAFSA REGIONAL CONFERENCE
APRIL, 1977	MIAMI, FLA.	2 ADMINISTRATIVE STAFF 3 TEACHING STAFF	TESOL CONVENTION
MAY, 1977	NEW ORLEANS, LA.	1 ADMINISTRATIVE STAFF 1 TEACHING STAFF	NAFSA CONFERENCE
JUNE, 1977	INTENSIVE ENGLISH LANGUAGE INSTITUTE, SUNY, BUFFALO, N.Y.	1 ADMINISTRATIVE STAFF 1 TEACHING STAFF	OBSERVATION OF FACILITIES

TABLE 10 TRAVEL BY ALI STUDENTS
FROM JUNE, 1974 TO OCTOBER, 1977

<u>DATE</u>	<u>PARTICIPANTS</u>	<u>SITE</u>	<u>ACTIVITY</u>
JULY, 1974	70 ALI STUDENTS & ALI STAFF	FESTIVAL OF AMERICAN FOLK- LIFE, WASHING- TON D.C.	
MARCH, 1975	4 CLASSES	MUSEUM OF NATURAL HISTORY	AMERICAN INDIAN EXHIBITS
APRIL, 1975	1 GROUP OF STUDENTS	ARLINGTON CEME- TERY AND OLD TOWN, ALEXANDRIA VA.	TOUR
APRIL, 1975	GROUP OF STUDENTS	MUSEUM OF HISTORY & TECHNOLOGY	AMERICAN REVOLU- TION EXHIBITS
MAY, 1975	NEW ARRIVALS	WASHINGTON D.C. AREA	ORIENTATION TOUR
AUGUST, 1975	LARGE GROUP OF STUDENTS	TURKEY RUN FARM, MCLEAN, VA.	TOUR
U	CLASS GROUPS	PUBLIC CITIZEN VISITORS CENTER	CLASS ACTIVITIES
U	CLASS GROUPS	VOICE OF AMERICA	CLASS ACTIVITIES
U	CLASS GROUPS	LIBRARY OF CONGRESS	CLASS ACTIVITIES
SUMMER MONTHS	CLASS GROUPS	AMERICAN FOLK- LIFE FESTIVAL	
SEPTEMBER, 1975	NEW ARRIVALS	WASHINGTON D.C. AREA	ORIENTATION TOUR
NOVEMBER, 1975	STUDENTS	LIBRARY OF CONGRESS	TOUR

<u>DATE</u>	<u>PARTICIPANTS</u>	<u>SITE</u>	<u>ACTIVITY</u>
U	ALI STUDENTS	UNIVERSITY OF MARYLAND SCHOOL OF AGRICULTURE, SCHOOL OF ENGINEERING	MEET WITH REPRESENTATIVES
NOVEMBER, 1975	ALI STUDENTS	ANNAPOLIS, MD.	VISIT
DECEMBER, 1975	ANGOLAN STUDENTS	SOUTHWEST ENVIRONMENTAL AGENCY	TOUR & LECTURE PROGRAM
DECEMBER, 1975	ALI STUDENTS	MOSCOW CIRCUS	PERFORMANCE
MARCH, 1976	NEW STUDENTS	WASHINGTON D.C. AREA	ORIENTATION TOUR
NOVEMBER, 1976	4 CLASSES	SUPREME COURT	CLASS ACTIVITIES
U	4 CLASSES	U.S. SENATE	CLASS ACTIVITIES
U	2 CLASSES	WASHINGTON D.C. AREA	ORIENTATION TOUR
DECEMBER, 1976	1 CLASS	GAITHERSBURG, MD.	FARM VISIT
FEBRUARY, 1977	2 CLASSES & NEW STUDENTS	AIR & SPACE MUSEUM	TOUR
FEBRUARY, 1977		ICE CAPADES	
APRIL, 1977		BARNUM & BAILEY CIRCUS	
MAY, 1977	22 STUDENTS & 1 STAFF	UPPER ST. CLAIR, PA.	CHURCH-SPONSORED HOME VISITING PROGRAM
MAY, 1977	NEW STUDENTS	WASHINGTON D.C. AREA	ORIENTATION TOUR
MAY, 1977	ALL STUDENTS & STAFF	FORT HUNT, VA.	PICNIC
JUNE, 1977	4 CLASSES	WASHINGTON D.C.	FILM VIEWING "THE AMERICAN ADVENTURE"

85'

<u>DATE</u>	<u>PARTICIPANTS</u>	<u>SITE</u>	<u>ACTIVITY</u>
JUNE, 1977	STUDENT GROUP	WASHINGTON POST	INTRODUCTION TO JOURNALISM
JUNE, 1977	GENERAL STUDENT ACTIVITY	ARMED FORCES BICENTENNIAL CONCERT	
JUNE, 1977	GENERAL STUDENT ACTIVITY	KENNEDY CENTER	
JUNE, 1977	GENERAL STUDENT ACTIVITY	MOUNT VERNON	
JULY, 1977	NEW STUDENTS	WASHINGTON D.C. AREA	ORIENTATION TOUR
AUGUST, 1977	35 STUDENTS	GODDARD SPACE FLIGHT CENTER	
AUGUST, 1977	25 AGRICULTURAL STUDENTS	UNIVERSITY OF MARYLAND SCHOOL OF AGRICULTURE	TOUR/LECTURE
AUGUST, 1977	TECHNICAL STUDENTS	UNIVERSITY OF MARYLAND SCHOOL OF ENGINEERING	
AUGUST, 1977	ALL STUDENTS & STAFF	MONTGOMERY COUNTY FAIR	
SEPTEMBER, 1977	22 STUDENTS & 2 STAFF	WILTON, CONN	CHURCH-SPONSORE HOME VISITING PROGRAM
OCTOBER, 1977	35 STUDENTS	BARNUM & BAILEY CIRCUS	

U = UNDETERMINED

October, 1977, of which we were able to find any record. These trips include a few orientation tours for new students, but are mostly excursions by various class groups. Students also participated in other trips during this period arranged by the Washington International Center and the Georgetown University Office of International Programs.

4. Trips for class groups are intended to fulfill both social and pedagogical purposes. ALI staff claimed that group excursions help to vary program routine and provide an opportunity for students and staff to interact in a more informal atmosphere. They serve the further purpose of acquainting students with their surroundings and with American life. In addition, they provide situations which can be used for language learning exercises, for example, listening to public lectures, asking directions to the site of a particular activity, or purchasing something in a store.

5. Some of the trips, usually those denoted as "special trips", were related to the content of the substantive programs which the students will enter after their ALI training (e.g. one to the University of Maryland School of Engineering for technical students).

Most trips and excursions do not appear to be focused in this way, however, and involve activities of more general and touristic interest, for example, tours of historical sites or trips to the circus.

6. We did not find any record of advance written approvals for travel or any written requests for trips from AID or CU, as specified in the contract. Approval for travel was reportedly obtained informally, in telephone conversations.

SOURCE: Documents, Interviews

COMMENTARY:

Of the person-trips reported for ALI staff, 82% were to meetings of professional organizations. Such travel would seem to further the objectives of the contract only obliquely, with the more direct benefit being to staff and career development of individuals. Given the reality of considerable staff turnover, it is hard to see that the contract purpose is served very well by such travel.

We are somewhat disturbed, in addition, by the October, 1973 trip to New York to meet with African American Institute, Institute of International Education, and International Student Service. It seems the primary purpose of that trip was business development. The report includes language like: "explore possibilities of increasing

these organizations' use of ALI's ... programs", "...finding other ... organizations which would be interested in our services", "... refer potential users to ALI", and "... identify possible leads which we can pursue". (See Appendix I). However, this trip was apparently conducted with the encouragement of OIT, and presumably constituted "internal" marketing, in that new business developed would have been credited to the existing contract. Nonetheless, we doubt that this is appropriate use of contract funds. Travel for ALI students was varied, and was intended to provide opportunities for social intercourse as well as language learning. While we recognize the importance of providing for the social life of foreign students, given the problems of adjustment which they are apt to have, it appears to us that the pedagogical potential of such trips has not been sufficiently realized by the Contractor. While some of the sight-seeing excursions are integrated to some extent with classroom activities, many appear to be planned with little thought of exploiting their direct language learning possibilities. We say this particularly since the social orientation needs are served by other organizations (e.g. Washington International Center, COSERV, etc.). Moreover, although some of the "special trips" were related to the program of the students involved, this does not appear to be true of most.

XXVII. Has Contractor kept complete records of:

Numbers of students, their weeks of attendance,
and fees charged for special courses since
September, 1973?

FINDING:

1. Those types of records appear to have been kept quite adequately.

SOURCE: Observation

COMMENTARY:

None.

XXVIII. Has Contractor submitted specified reports as follows:

(a) Weekly Participant Entrance-Exit Report to University Relations Branch, OIT since September, 1973?

FINDINGS:

1. AID has Weekly Participant Entrance-Exit Reports from September, 1974 to the present time.
2. Prior records at AID were not found. A search of ALI files produced Enrollment and Withdrawal sheets from September, 1973 forward. It is from these sheets that the weekly reports would be compiled.
3. Contractor forwards one copy to AID's University Relations Branch and has complied with this provision of the contract.

(b) Monthly Attendance Reports as specified since September, 1973 and distributed 5 copies as indicated?

FINDINGS:

1. AID has Monthly Attendance Reports from October, 1974 to the present time.
2. Prior records at AID were not found. A search of ALI files has produced reports going back to September, 1973.

3. Earlier reports (September, 1973 to September, 1974) contain new enrollments shown by PIOP numbers but not student names. Later reports do include names of students and the dates of their departure. Both sets of reports do contain cumulative student week totals.

4. Copies (5) have been submitted and distributed according to contract specifications.

COMMENTARY:

This form is in need of revision in order to make the information more concrete, meaningful and understandable.

(c) Semi-Annual Reports as specified in
6 copies on March 31, 1974 and every six
months thereafter?

FINDINGS:

1. The OIT files contained Semi-Annual Reports
dated:

September, 1973 to February, 1974
March, 1974 to August, 1974
September, 1974 to February, 1975
March, 1975 to August, 1975
September, 1975 to March, 1976
April, 1976 to October, 1976
November, 1976 to April, 1977

2. These reports contain average monthly enrollment figures and summaries of test and materials shipments. Program activities are described for various student activities, visitors to the center, and movement of different groups of students in and out of ALI. Travel activities of staff are likewise in the summaries.

3. Copies have been distributed as specified to two of the three offices designated to receive copies.

4. Reports are generally received approximately 3 months after the close of the reporting period. For example, the April, 1977 report was submitted in July, 1977 and the report due October, 1977 had not been received as of the drafting of this report (March, 1978), or 5 months after the close of the reporting period.

COMMENTARY:

The Contractor has in large measure fulfilled this reporting provision. However, G7 notes the failure to distribute the reports to the AID Reference Center, as well as the tardiness with respect to submission of Semi-Annual Reports.

(d) Special Course Fees Reports, as specified on March 31, 1974 and every 6 months thereafter in 5 copies?

FINDINGS:

1. The OIT files contain reports dated as follows:

April, 1974 to August, 1974
 September, 1974 to March, 1975
 April, 1975 to August, 1975
 September, 1975 to March, 1976
 April, 1976 to October, 1976
 November, 1976 to April, 1977
 May, 1977 to October, 1977

2. The reports indicate the weeks of attendance of students, and fees charged. They do not in all cases show student numbers.

3. There has been no distribution to the Central Services Division of the Office of Financial Management, AID, as specified.

4. This reporting system has built-in weaknesses giving rise to some anomalies, e.g. for total contract period Contractor reports 3,040 1/ tuition paying student-weeks, while OIT Project Manager reports 2,683.2/

(e) Trip Reports (1 copy) as specified for each trip completed to University Relations Branch since September, 1973?

FINDINGS:

1. As mentioned in Question XXVI., some trips were designated as staff trips and others were for students in which staff participated.

2. The total staff trips (to June, 1977) were 20

1/ Apparently based on actual head counts.

2/ Apparently based on Fees Reports.

while there were 39 trips for students (from June, 1974 to October, 1977).

3. We found 20 reports designated as "Trip Reports" submitted by various staff personnel and one student letter relating to a trip he/she made.

COMMENTARY:

We believe that reporting only 34% of the 59 trips made is insufficient. Moreover, Contractor has often submitted the trip reports after the 30 days specified in the contract. Although they generally do contain a statement of purpose and accomplishments we note the absence of recommendations in the reports, as specified. Thus, performance has been less than adequate in this area.

(f) Special Reports, at least once a year since 1973, covering all services other than those covered above to AID Reference Center 2 (2 copies)?

FINDINGS:

1. Examples of Special Reports submitted to AID are:

"Students from Yemen under AID"

"Enrollment Figures and Student Week Totals"

ALI reports that these were requested by AID and it was only on that basis that they were submitted.

2. There were no reports available designated as "special" before 1975.

3. These reports were sent to the OIT Technical Officer as opposed to AID Reference Center.

COMMENTARY:

We did not find a Special Report for each year since 1973. The contract states that reports should be submitted annually or from time-to-time as requested by AID. Since the minimum requirement in the contract is unclear, the performance question cannot be answered.

SOURCE: Files, Interviews

XXIX. Design Merits and Validity of Objectives:

To what extent is the present ALI contract Statement of Work consonant with current ESL needs in the Office of International Training?

It may be argued with some persuasiveness that Contract otr-C-1255 must be fulfilling the ESL needs of the Office of International Training at least reasonably well, or it would not have gone on this long. Furthermore, although the question posed is very complex, it was not the intention that our current evaluation investigate the entire problem of EL requirements and competence in the Participant Training Program. Therefore, we approach the issue of design merits and continuing validity of objectives very gingerly. Our remarks will deal with: the statement of Objectives, the internal logic and some assumptions made in the design.

First, G7 believes the Objective of Contract AID/otr C-1255 should be restated. In its current version, i.e.

"Article I - OBJECTIVE

The Contractor shall perform under the terms and conditions of this Contract for the purpose of:

- (1) providing intensive language training for A.I.D. participants and Cultural Affairs (CU) (State) grantees.

(2) providing special English language courses as requested by A.I.D. and CU.

(3) providing professional consultative services for A.I.D. and CU.

(4) developing tests and materials needed by A.I.D. and CU for use overseas and in the United States",

it is a mere capsule listing of the elements in the Statement of Work. In project design terms, it is a listing of outputs, albeit described as "purposes". The actual purpose or objective of the Contract is presumably: to assure that persons sponsored by AID for study in the U.S. will either possess or acquire sufficient American language proficiency to be accepted at an appropriate university, and/or to benefit maximally from their substantive training (be it academic or not). If our assumption is right, a statement to that point should be framed as the Objective of any future contract(s) That purpose is being served by this contract only imperfectly. It cannot be otherwise. The Contractor does not have authority to keep any applicants from coming to the U.S. because of low EL scores. Nor can he control how long a participant who is assigned to ALIGU remains there. The modifications permitted in call-forward procedures specified in AID Manual Order 1382.3 and later Handbook 10 result in 10-20% (AACRAO Study) of the arriving participants being below the

minimums specified, even for assignment to ALIGU. Totally, only 57% of the participants in the AACRAO Study were processed strictly in accordance with AID minimum score standards. But full application of those standards would be a prerequisite for the logical linkage between the Contractor's services and the assumed purpose of the Contract to hold. If our assumption regarding the contract purpose is incorrect, then a clear and explicit statement of what the purpose is should be formulated.

If it is still the case that 45% of the students who have gone through ALIGU need additional English on campus (as the 1971 AACRAO Study found) then that, in our view, would be a system deficiency, including: Contractor performance, Contract logic and assumptions, and AID call-forward procedures. The testing area is one particularly fraught with questionable assumptions and weak design logic.

For example:

1. That a Contractor well-known for his English language teaching activities, can also do high quality test development and validity and reliability research without a qualified psychometrician on the staff;
2. That test security and standardized testing conditions can be established and maintained at numerous overseas missions by administrative fiat, without trained test administrators;

3. That U.S. colleges and universities will accept the ALIGU test scores as adequate proof of English proficiency;

4. That if not, the problem can be handled by a conversion table to the TOEFL;

With regard to other areas of the Contract, it is questionable:

1. That academic and non-academic participants have sufficiently uniform initial behavioral and linguistic repertoires and EL needs to warrant not segregating the two groups in training;

2. That beginners and low intermediates can be handled in a format designed for more advanced participants;

3. That primary linguistic/cultural background of students need not be taken into consideration in conducting training.

Further, the design of the ALIGU Contract could have been much strengthened, by the inclusion of greater specificity in the Statement of Work:

1. Para. D.1 of the Statement of Work reads "provide new forms of the standard tests". A minimum number should have been included, such as "provide at least one new form..... per year".

2. Similarly Para. D.3 might better have specified: "at least one report every 18 months of the reliability etc."

3. Similarly for reports on new procedures for testing.

4. Similarly, Para. C.3 might have specified: "at least one orientation program per year".
5. Para. C.4 should have read "site visits to at least two campuses per year", and "at least one overseas mission each year".
6. Similarly, in Para. C.5, how many short term observation-internship opportunities?
7. Para. B.1, how many special non-intensive courses?
8. Para. B.2, how many courses in EL pedagogy?
9. How many minimum student/weeks of instruction are intended in Para. A and B of the Statement of Work? The 2,500 figure specified in the original contract was actually deleted by Amendment.

Finally, certain improvements in minor details would have been in order. For example:

1. Avoid use of the term "special" in two different meanings.
2. Omit requirement for prior written clearance of travel if there is no plan to enforce it.

ABBREVIATIONS USED IN THE TEXT

AACRAO:	American Association of Collegiate Registrars and Admissions Officers
COSERV:	National Council for Community Services to International Visitors
EL:	English Language
ESL:	English as a Second Language
GATE:	Graded Achievement Tests in English
NAFSA:	National Association for Foreign Student Affairs
TEFL:	Teaching of English as a Foreign Language
TESL:	Teaching of English as a Second Language
TESOL:	Teachers of English to Speakers of Other Languages
TOEFL:	Test of English as a Foreign Language

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(Miscellaneous reports, trip reports and other
documents were also reviewed)

A P P E N D I X

A. Language Training Program

The Contractor shall furnish services and facilities designed to overcome the English language deficiencies of those A.I.D. participants and Bureau of Educational and Cultural Affairs (CU) grantees who, upon arrival in the United States, lack sufficient proficiency in English to carry on activities and studies pertaining to U.S. training programs, such as:

1. Providing year-round intensive training in English which includes the utilization of (a) small drill classes conducted by experienced teachers of English as a second language, (b) a modern language laboratory under the supervision of a training technician, (c) a survey class offering English instruction through lectures and discussions on subjects of orientation value, (d) university class visits arranged by administrative personnel, (e) a small library of general and technical books and periodicals which may be borrowed by students to increase their facility in reading, and (f) a reading laboratory for student assignments and practice reading under the supervision of a trained teacher.

2. Administering tests for the purpose of (1) placing students in classes at the appropriate level at the time of entrance, (2) measuring student progress in the course of their instructional program, and (3) determining level of proficiency at the time of departure.

3. Conducting an ongoing program of test and materials production to increase the effectiveness of the instructional program.

B. Special English Language Courses

The Contractor shall provide English training services to A.I.D. and CU as follows:

1. Special non-intensive courses for certain A.I.D. participants or CU grantees for the purpose of giving these students such English proficiency as may be required for their U.S. training programs, or as may permit them to communicate more effectively with English speakers during the period of their training.

2. Special courses in English and, where appropriate, English-teaching methodology, for groups of foreign teachers, and regular English training for individual foreign students, in whose professional development A.I.D. or CU has an interest. Fees received for such instruction shall be set in advance in consultation with A.I.D. and shall be credited to this Contract. Such fees shall be shown by the Contractor as credits on all vouchers submitted by the Contractor following receipt of such fees. The Contractor shall keep a complete record of student numbers, their weeks of attendance, and fees charged. Care shall be taken that such instruction in no way interferes with the regular services offered A.I.D. and CU by the Contractor.

C. Professional Advisory Services

The Contractor shall provide consultative services for A.I.D. and CU as follows:

1. Providing ongoing professional support on matters pertaining to English teaching and testing, and on the performance of students attending the Contractor's language training program.
2. Assisting, upon request, in answering communications or evaluating reports received from overseas Missions regarding English teaching and testing.
3. Keeping A.I.D./SER/IT Development Training Officers informed about the Contractor's language training programs and new developments in the field of English as a second language by providing periodic orientation programs for such personnel.
4. Assisting in assessing the effectiveness of A.I.D. or CU-supported language training programs by providing experienced staff members for such site visits as (a) to selected U.S. colleges and universities to determine the kinds of language problems, if any, A.I.D. participants or CU grantees may be encountering; (b) to selected overseas Missions to survey English-teaching methods and Mission testing procedures.
5. Providing short-term observation-internship opportunities to selected participants studying in the field of teaching English as a second language.
6. Informing overseas Mission training officers and local employees of the Contractor's facilities and services by means of consultations and orientation sessions during the Washington visits of such personnel.

D. Tests and Materials Development

The Contractor shall maintain a Test and Materials Development Program to provide:

1. New forms of the standard tests used by A.I.D. and CU in the screening of participant and grantee nominees, the numbers and frequency of such new forms to be determined in consultation with A.I.D.;

2. Classroom materials which, having been developed and used experimentally in the Contractor's instructional program, are considered by the Contractor, in consultation with A.I.D., to have, potential value in English language training programs utilized by A.I.D. missions abroad;

3. Reports on ongoing studies of the reliability, validity, and appropriateness of the standard tests prepared by the Contractor, and of new testing procedures being developed within the profession of teaching of English as a second language.

E. Travel

1. The Contractor shall make such trips, both domestically and internationally, when requested in writing by the cognizant A.I.D. technical officer, for A.I.D. and/or Department of State (CU) for the purpose of furthering the objectives of this Contract.

2. The Contractor's request for travel relating to the fulfillment of the objectives of this Contract shall be submitted at a reasonable period in advance of travel and shall indicate the destination(s), duration of travel, person(s) performing the travel, estimated cost, and the purpose of the travel. The Contractor shall obtain written approval from the cognizant A.I.D. Technical Officer prior to the commencement of such travel.

ARTICLE IV - REPORTS

The Contractor shall provide the following reports:

A. Weekly Participant Entrance-Exit Report, in one (1) copy: shall be submitted each Monday.

B. Monthly Attendance Report, in five (5) copies: shall be submitted one (1) week after the end of the preceding month; shall summarize new enrollments during the reporting period, give cumulative totals of student weeks for both A.I.D. participants and CU/State grantees, and include a roster by name and number of A.I.D. and CU/State students departing during the reporting period.

C. Semi-Annual Report, in six (6) copies: shall be submitted March 31, 1974, for the period September 1, 1973 through February 28, 1974, and every six months thereafter; shall consist of narrative summary of program activities and include average monthly enrollment figures and summary of test and materials shipments for the reporting periods. The report for the last six months of this Contract shall be considered the final report.

D. Report on Special Course Fees, Reimbursable, in five (5) copies: shall be submitted March 31, 1974, and every six months thereafter; shall report student numbers, their weeks of attendance, and fees charged for special courses.

E. Trip Reports, in one (1) copy: shall be submitted within thirty (30) days after completion of each trip; shall briefly state the purpose of the trip, the accomplishments and recommendations.

F. Special Reports, to be submitted annually or from time-to-time as requested by A.I.D., covering all services other than those specified above.

G. The above reports, as required by paragraphs A through E, shall be distributed as follows:

1. One copy of A and E, and three (3) copies of B, C and D shall be sent to:

University Relations Branch, IT/TS/RUC
Office of International Training
Agency for International Development
Washington D.C. 20523

2. One copy of B, C, and D shall be sent to:

Bureau of Education & Cultural Affairs, CU/YSS
Department of State
Washington D.C. 20520

3. One copy of B shall be sent to:

Statistical Control Branch, IT/TS/MD
Office of International Training
Agency for International Development
Washington D.C. 20523

4. One copy of D shall be sent to:

Central Services Division
Office of Financial Management
Agency for International Development
Washington D.C. 20523

5. Two copies of C and F shall be sent to:

A.I.D. Reference Center
Agency for International Development
Washington D.C. 20523

SURVEY OF FORMER ALI STUDENTS
INTERVIEW GUIDE

March, 1978

NAME: _____ COUNTRY: _____
POSITION IN NATIVE COUNTRY: _____ CURRENT LOCATION: _____

CURRENT PROGRAM: _____

DID YOU HAVE TO TAKE AN ENGLISH LANGUAGE (ESOL) EXAM WHEN YOU BEGAN YOUR PROGRAM? YES: _____ NO: _____
(If yes) WHAT KIND? _____

DID YOU HAVE TO TAKE MORE ENGLISH COURSES WHEN YOU STARTED YOUR PROGRAM? YES: _____ NO: _____
(If yes) HOW MANY HOURS? _____

HOW MANY COURSES ARE YOU TAKING THIS SEMESTER (TERM)? _____ (NO. HRS. _____)

HOW MANY EXAMS DO YOU HAVE TO TAKE THIS SEMESTER? _____
HOW MANY PAPERS DO YOU HAVE TO DO THIS SEMESTER? _____
HOW MUCH READING DO YOU HAVE TO DO EVERY WEEK? _____
WHAT OTHER ACTIVITIES DOES YOUR PROGRAM INVOLVE? _____

DID YOU HAVE ANY DIFFICULTIES WITH ENGLISH WHEN YOU BEGAN YOUR PROGRAM?
DO YOU HAVE ANY DIFFICULTIES WITH ENGLISH NOW?
WHAT IN PARTICULAR?

	None	THEN Some	A lot	None	NOW Some	A lot
SPEAKING						
Socially						
Std. Participation						
Oral Reports						
LISTENING						
Socially						
Instructions						
Lectures						
Study Groups						
READING						
Amount						
Subject Matter						
Vocabulary						
Grammar						
Outlining/Marking						
WRITING						
Taking notes						
Exams/Quizzes						
Papers						
Library techniques						
Outlining						
Organizing Data						
Writing final copy						

WHEN DID YOU ENTER ALIGU? _____
WHEN DID YOU LEAVE ALIGU? _____

DO YOU THINK THAT YOUR STAY AT ALIGU WAS: TOO LONG? _____
ABOUT RIGHT? _____
TOO SHORT? _____

HOW DID THE STUDENTS IN YOUR CLASS LIKE THE ALIGU PROGRAM?

HOW USEFUL WAS THE PROGRAM IN HELPING YOU TO IMPROVE YOUR ENGLISH?

THE ALIGU PROGRAM HAD SEVERAL DIFFERENT PARTS. HOW USEFUL FOR YOU WAS:

	Not	Somewhat	Very
	Useful	Useful	Useful

- a. Conversation Class
- b. Language Laboratory
- c. Lecture Course
("Introduction to America")
- d. Reading Laboratory
- e. Field Trips & Special
Activities

WHICH OF THESE ACTIVITIES WOULD YOU RATHER HAVE HAD MORE OF? _____

WHAT INSTRUCTION AT ALI WAS THE MOST HELPFUL TO YOU? _____
LEAST HELPFUL? _____

KNOWING YOUR NEEDS IN YOUR PRESENT PROGRAM, HOW DO YOU THINK THE ALIGU PROGRAM COULD BE MADE BETTER?

THE CERTIFICATE WHICH YOU RECEIVED FROM ALIGU WHEN YOU COMPLETED YOUR COURSE DOES NOT SHOW YOUR LEVEL OF ENGLISH ABILITY. DO YOU LIKE IT THIS WAY, OR WOULD YOU RATHER HAVE IT SHOW YOUR ENGLISH ABILITY?

SURVEY OF CURRENT ALI STUDENTS
INTERVIEW GUIDE

March, 1978

NAME _____ HOME COUNTRY _____

POSITION IN HOME COUNTRY _____ NATIVE LANGUAGE _____

OTHER LANGUAGES SPOKEN _____

WHEN DID YOU COME TO ALIGU? _____

DO YOU LIKE IT, OR NOT?

A LOT OR A LITTLE?

HOW MANY PEOPLE ARE IN YOUR CLASS? _____

DOES ANYONE ELSE IN YOUR CLASS SPEAK (informant's native language)?

YES _____ NO _____

(If yes) HOW MANY? _____

WERE YOU ALWAYS IN THE SAME CLASS, OR DID YOU CHANGE CLASSES?

DIDN'T CHANGE CLASSES _____ DID CHANGE CLASSES _____

(If student changed classes) HOW DID YOU FEEL WHEN YOU CHANGED CLASSES?

DID YOUR CLASS EVER CHANGE TEACHERS?

YES _____ NO _____

(If yes) HOW DID YOU FEEL WHEN YOUR TEACHER WAS CHANGED?

DOES YOUR TEACHER GIVE YOU HOMEWORK? YES _____ NO _____

(If yes) HOW LONG DO YOU WORK ON HOMEWORK EVERY DAY? _____

HOW MANY HOURS A DAY DOES YOUR CLASS USE THE LANGUAGE LAB? _____

DO YOU USE THE LANGUAGE LAB BY YOURSELF? YES _____ NO _____

(If yes) HOW MANY HOURS DO YOU USE THE LAB BY YOURSELF IN A WEEK? _____

DOES YOUR CLASS ATTEND THE LECTURE COURSE ("INTRODUCTION TO AMERICA")?

YES _____ NO _____

(If yes) DO YOU TALK ABOUT THE LECTURE IN YOUR CLASSES? YES _____ NO _____

(For higher level students) HOW OFTEN DO YOU USE THE READING LAB EVERY WEEK?

HOW OFTEN DO YOU USE THE GEORGETOWN UNIVERSITY LIBRARY? _____

WHAT SPECIAL ACTIVITIES HAVE YOU PARTICIPATED IN AS PART OF YOUR ALIGU PROGRAM? _____

WHICH OF THESE ACTIVITIES WOULD YOU LIKE TO HAVE MORE OF? _____

DESCRIPTION OF THE GATE TESTS

GATE is an achievement series prepared by the staff of the American Language Institute to assist Institute teachers in determining the extent to which their students have mastered the material commonly taught at specific proficiency levels. Therefore, decisions as to general test content were made through consultation with the teaching staff. The GATE tests are on three levels:

<u>Level Designation</u>	<u>Appropriate Class Level</u>	<u>Interpretation of Very High Scores*</u>
Level One	Beginning	Student is ready for low-intermediate class
Level Two	Low-Intermed.	Student is ready for high-intermediate class
Level Three	High-Intermed.	Student is ready for advanced-level class

There are two tests on each level, one measuring control of grammatical structures and the other measuring listening comprehension skill. For each of the three levels there will be two forms of the grammar and listening tests, designated Forms A and B. Though the two forms are carefully matched for content, they are not identical in item difficulty. Therefore, small differences in the scores which a student obtains on two forms are very likely to be non-significant.

Content of Level One Tests

Formation of Questions

- A. yes/no questions
- B. wh-questions
- C. tag questions

Word Order of Basic Sentence Elements

- A. Subject + Verb (+ Indirect Object) + Direct Object
- B. Position of adverbs of time, place, manner, frequency

Choice of Prepositions of Time and Place

Use of Mass and Count Nouns, and of SOME, ANY, A LOT OF, MUCH, MANY, etc.

Verb Forms Used in Level One Tests

Present Tense

Present Progressive

Past Tense of Regular Verbs and of High Frequency Irregulars, e.g., BE, DO
SEE, GIVE, COME, SEND

"GOING TO" Future

Test score "cutting points" will be provided as data become available.

The most comprehensive comparison to date between TOEFL and the ALI/GU tests was that undertaken as part of the AACRAO-AID Participant Selection and Placement Study of some 1,000 students.* At the time of their arrival in the U.S. in 1967-68, these students were given the three ALI/GU objective tests (English Usage, Listening, and Vocabulary & Reading) and TOEFL. Scores on the three ALI/GU tests were added to obtain a total score which was compared with the total scores on TOEFL. Inasmuch as the correlation between the two sets of total scores was found to be quite high ($r = .84$), it is possible to use the total ALI/GU scores to make a rough estimate of students' probable scores on TOEFL. The table below presents the data to be used in making such predictions.

To use the table, first find a student's ALI/GU total score in the first column. His TOEFL score can be expected to be in the range shown (second column) in 2 out of 3 cases. The midpoint of that range (third column) is the best prediction of his TOEFL score.

It cannot be emphasized too strongly that such a prediction table must be used with caution: the table shows typical performance on the two test batteries, and it must be anticipated that there will be a substantial number of deviations. It must also be understood that such prediction tables assume that the two test batteries will be administered within a short time of one another. In other words, the more time that elapses between the administration of the ALI/GU tests and TOEFL, the less likely it will be that the two sets of scores will bear the kind of relationship shown in the table. If a student has been studying English in the interval, his TOEFL score may be considerably higher than is predicted in the table. If, on the other hand, the student has had little chance to use his English for several months between testings, his TOEFL score may be somewhat lower than predicted.

<u>ALI/GU Total Score</u>	<u>Range Within Which TOEFL Score Will Fall in 2 Out of 3 Cases</u>	<u>Best Prediction of TOEFL Total Score</u>
290	521-610	565
280	508-596	552
270	494-582	538
260	480-569	525
250	467-555	511
240	453-542	498
230	440-528	484
220	426-515	470
210	413-501	457
200	399-487	443
190	386-474	430
180	372-460	416
170	359-447	403
160	345-433	389
150	331-420	379

*Cf. "AACRAO-AID Participant Selection and Placement Study," submitted by the American Association of Collegiate Registrars and Admissions Officers to the Office of International Training, Agency for International Development, March 1971.

Office Memorandum • GEORGETOWN UNIVERSITY

TO: A. Fiks
 FROM: L. Palmer

DATE: February 16, 1978

SUBJECT: ALI/GU Tests

The below listed tests have been produced for the Agency for International Development and the Bureau of Educational and Cultural Affairs (CU) of the Department of State during the period 1961 to 1977.

1. English Usage Test for Non-Native Speakers of English

forms	F - 1962	K - 1970
	G - 1963	L - 1970
	H - 1963	M - 1972
	I - 1963	N - 1974
	J - 1967	O - 1975

2. Listening Test for Students of English as a Second Language

forms	A - 1961
	B - 1962
	C - 1964
	LT-D - 1971
	LT-E - 1972
	LT-F - 1976

3. A Vocabulary and Reading Test for Students of English as a Second Language

forms	A - 1961 (revised)
	B - 1962
	VR-C - 1972
	VR-B - 1974

4. English Usage Test for Non-Native Speakers of English

(for use exclusively in the Department of State's "facilitative testing program")

forms	U-A - 1962
	U-B - 1971
	U-C - 1975
	U-D - 1975
	U-E - 1976

SPECIAL PROGRAMS

International Police Academy: A total of 31 International Police Academy participants took early morning English classes from September to December, 1974. Classes met from 8 to 9 a.m. Monday through Friday. Since the IPA has been phased out, this early morning program was terminated with the end of the last class in December, 1974.

Reading and Writing Laboratory Program: In September, 1974 the advanced reading-writing laboratory was reinstated. In two two-hour periods per week students are given practice in reading academically oriented texts accompanied by exercises to facilitate comprehension and general efficiency in coping with formal written English. Reading materials in the sciences, in business, economics, agriculture, and other specialized or technical areas have been assembled to give students practice in their individual fields. The program also assists ALI in the analysis of varieties of scientific or technical English which can lead to more efficient methodology of teaching reading and writing skills.

Japanese English Teachers Program: In September and October, 1974 the seventh group of English teachers from the prefecture of Hokkaido in Japan attended English classes at the Institute. Every two weeks they attended a different language class at the Institute so that they could improve their English as well as observe instruction on a variety of proficiency levels. Visits were also arranged to USIA, Walt Whitman High School, and English Language Services. During their final week, the teachers were given a special seminar in EFL teaching methodology.

The Gran Mariscal de Ayacucho Program: In early October, 1974 eighteen Venezuelan students began either an eight-month or a ten-month EFL program of study at the Institute. These Gran Mariscal scholarship students, whose program was arranged through the Institute of International Education, were all placed in undergraduate programs in various colleges and universities throughout the country. In July, 1975 a new group of seven graduate students enrolled at the Institute under the same scholarship program.

US/AID Mission Employee Program: In December, 1974, fifteen AID employees from overseas visited ALI as part of their orientation and training program in the U.S. The faculty and staff of the Institute held a seminar on the language program and the test development program at ALI; this year the Office of International Programs also helped in explaining the kind of life the foreign students experience while attending an American university. The group met informally with ALI instructors and students and then visited the ALI facilities.

Inter-American Development Bank Language Program: In January, 1975 the Institute undertook a new contract with the IDB. The Institute is now running an English, Spanish, and Portuguese language program for 120 employees at the IDB. A program coordinator, two English instructors, one Spanish instructor, one Portuguese instructor, and a language laboratory technician staff the program. Classes are held at 17th and Eye Streets downtown; they meet at 8, 9, and 12 o'clock five days a week for nine weeks. There are four such nine-week sessions each year. This is the first time that the Institute has offered language classes off campus. It is a good example of the expanding nature of the Institute's over-all program.

IASPAU Scholar Program: In February, 1975 a third group of Latin American scholars began a six-month program of study; in May, 1975 another group joined them for a three-month program. After completing their English training, these scholars are enrolled in masters degree programs in universities across the country.

E F L TEXTS AND MATERIALS

At the American Language Institute, the choice of teaching materials is largely the responsibility of the individual teacher who, on the basis of his class level, makes his selections from the lists of texts which follow. These lists have been organized by content and level of instruction for which they are suited. ALI class levels, which are defined by test scores, are:

	<u>Score</u>	<u>Key</u>
1. Beginning Level	0 - 25	B
2. Low-Intermediate Level	30 - 45	L
3. High-Intermediate Level	50 - 65	H
4. Advanced Level	70 - 100	A

The breaks in the scoring scale between levels are deliberate to permit a degree of flexibility in determining class levels. Neither students nor classes are fixed at any one level. As language competence improves, a student or a whole class may be assigned to a different level with an accompanying change in texts.

In order to systematize the use of available material, teachers are requested to select their texts from among those listed for their particular class levels. Teachers may, if they wish, use texts from a lower level for review work or corrective drill, but they should not select them from a higher level. Teachers' selections may also be limited by the fact that some students who have been at the Institute for an extended period of time may already have studied some of the texts at a particular level.

From time to time as new language texts are published, the teaching staff is asked to review and rate these materials according to whether they should be acquired for ALI use. Experimental use of new material is encouraged and limited numbers of books can usually be purchased for such purposes. Purchase of new materials recommended or requested by the teaching staff must be authorized by one of the administrative officers.

A L I BOOK LIST

APPENDIX K.

Available at GU Bookstore:

March 20, 1978

<u>Reading, Thinking & Writing</u> (Lawrence) \$3.95	<u>Writing as a Thinking Process</u> (Lawrence) \$6.50
<u>Improving Aural Comprehension</u> (Morley) \$4.95	<u>Two-Word Verbs</u> (English Language Services) \$1.80

Available at ALI:

<u>10 Steps to Composition</u> (Linc)	\$2.30	<u>5</u>
<u>Comprehension, Precis & Composition</u> (Alexander)	2.25	<u>28</u>
<u>Developing Communicative Competence Activities</u> (Kettering)	2.75	<u>31</u>
<u>Developing Communicative Competence in English</u> (Bruder)*	7.50	<u>1</u>
<u>Encounters</u> (Pimsleur)	4.60	<u>22</u>
<u>Developing Reading Skills</u> (Markstein)	5.50	<u>9</u>
<u>Expanding Reading Skills</u> (Markstein)	5.50	<u>32</u>
<u>English for a Changing World I</u> (Scott Foresman)	3.60	<u>21</u>
<u>English for a Changing World II</u> (Scott Foresman)	3.60	<u>21</u>
<u>English for a Changing World III</u> (Scott Foresman)	3.60	<u>33</u>
<u>English for a Changing World Workbook I</u>	1.85	<u>22</u>
<u>English for a Changing World Workbook II</u>	1.85	<u>23</u>
<u>English for a Changing World Workbook III</u>	1.85	<u>31</u>
<u>English Sentence Structure</u> (Krohn)	5.00	<u>14</u>
<u>Language & Life in USA. Vol II</u> (Ross & Doty)	5.00	<u>29</u>
<u>Writing English</u> (Ross & Doty)	5.50	<u>15</u>
<u>Modern English I</u> (Frank)	5.25	<u>30</u>
<u>Modern English II</u> (Frank)	5.25	<u>12</u>
<u>Modern English, Vol. I</u> (Rutherford)	6.00	<u>17</u>
<u>Modern English, Vol. II</u> (Rutherford)	6.00	<u>30</u>
<u>Strategies</u> (Longman)	5.75	<u>4</u>
<u>Student's Workbook of Grammar Exercises</u> (Akhand)		<u>0</u>
* for use with Bruder	3.75	
<u>U.S.A.</u> (Bigelow & Harris)	4.50	multiple
<u>U.S.A.X.</u> (A L I)	3.50	"
<u>Writing Scientific English</u> (Swales)	4.60	<u>12</u>
<u>Learning American English</u> (Grant Taylor)	3.25	<u>13</u>
<u>Mainline Skills A</u>		<u>9</u>
<u>Reader's Choice</u> (Baudoin)	7.00	<u>0</u>