



Standard Guide for Use-Oriented Foreign Language Instruction¹

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1. Scope

1.1 This guide covers identification of the components of a quality language instructional program and establishes criteria for each component. This guide is meant to provide criteria for the minimum standard for a program designed to attain specified language proficiency goals.

2. Terminology

2.1 Definitions of Terms Specific to This Standard:

2.1.1 *asynchronous learning*—learning in which communication exchanges between instructors or learners, or both, occur with a short or long time delay. Learners can access the information transmitted from one person to another at any time. Exchanges may occur via email, blogs, message boards, podcasts, etc.

2.1.2 *authentic language material*—material produced by native speakers for native speakers for nonlanguage training purposes.

2.1.3 *blended learning*—an instructional approach designed to optimize learning outcomes. It is an integrated approach that combines to varying degrees face-to-face instructor-facilitated learning with e-learning activities and resources that allow some level of student control over time, place, path, or pace, or a combination thereof, of learning.

2.1.4 *class(room) hour*—50 min of instruction plus a 10-min break.

2.1.5 *client*—the individual or organization that engages the services of a language training institution.

2.1.6 *computer-adaptive software*—software that presents materials on the base of demonstrated mastery of previous material.

2.1.7 *corpus (plural corpora)*—a collection of naturally occurring language samples compiled as written texts or as a transcription of recorded speech stored electronically.

2.1.8 *concordance*—a listing of each occurrence of a word, phrase, expression or pattern in corpus, presented with the contexts in which they appear.

2.1.9 *curriculum plan*—a plan that serves as a framework for the design and implementation of instruction.

2.1.10 *e-learning (electronic learning)*—a learning platform that includes all forms of electronically supported, computer- and network-enabled learning and teaching. E-learning applications and processes include Web-based learning, computer-based learning, virtual education opportunities and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video, satellite TV, and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio.²

2.1.11 *formative assessment*—a range of formal and informal assessment procedures employed during the learning process in order to modify teaching and learning activities to improve student attainment.³

2.1.12 *institution*—the organization that provides language training.

2.1.13 *intensive*—at least 4 h per day, 5 days per week.

2.1.14 *Learning Management System (LMS)*—a technology platform through which students access online learning materials and courses. An LMS generally includes software for creating and editing course content, communication tools, assessment tools, and other features for managing the course and tracking student progress.⁴

2.1.15 *learning resources*—those materials and other sources of learning that are used in a language program, such as books, software, Web content, etc.

2.1.16 *proficiency*—ability to use language skill(s).

2.1.17 *program*—a system of instruction.

2.1.18 *progress*—change in language skill(s) over time.

2.1.19 *quality*—consistent in meeting or exceeding client expectations.

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² See <http://en.wikipedia.org/wiki/E-learning>.

³ Huhta, Ari, "Diagnostic and Formative Assessment," in Spolsky, Bernard, and Hult, F. M., *The Handbook of Educational Linguistics*, Oxford, UK: Blackwell, 2010, pp. 469–482.

⁴ Northwest Educational Technology Consortium, in iNACOL at http://www.inacol.org/research/docs/iNACOL_DefinitionsProject.pdf, 2005.

2.1.20 *skill modalities*—the four receptive and productive language use skills: speaking, listening, reading, and writing.

2.1.21 *social media*—web- and mobile-based technologies that facilitate communication within and among networks of individuals.

2.1.22 *syllabus (also curriculum)*—a description of the content of the course of instruction and the order in which elements of the course are to be taught.

2.1.23 *use-oriented instruction*—language instruction that prepares learners to use the language to carry out real-world communicative tasks.

3. Significance and Use

3.1 This guide is intended to serve institutions for the development of instructional programs as well as to serve potential clients and students in the selection of a training program to meet their needs.

3.2 It may not be possible for a specific program to meet all of the components of the standard for every language. If the standard cannot be met for a given language, the institution will clearly inform the client and the student of that fact.

3.3 The following components are addressed:

3.3.1 *Needs Analysis*—Assists clients and training institutions in determining language needs, setting reasonable objectives and expectations, and selecting appropriate training programs.

3.3.2 *Describing Levels of Language Proficiency*—Assists students, clients, instructors, and institutions in assessing needs, setting realistic goals, and charting progress toward those goals.

3.3.3 *Explicitness and Reasonableness of Language Outcome Expectations*—Assists in determining an individual's need for training to increase proficiency. Determines the estimated number of classroom hours required to meet an identified proficiency objective. Assists in determining the suitability of an institution to provide appropriate instruction.

3.3.3.1 These guidelines are not intended to be absolute. Individual cases may be influenced by a number of factors, including: individual language learning ability, prior language experience, native language, attendance, motivation, homework, exposure and reinforcement outside the classroom, and individual learning style.

3.3.4 *Training Program Criteria*—Assists students, clients, and institutions in identifying and establishing a use-oriented training program.

3.3.5 *Establishing Criteria for Language Instructors*—Assists in recruiting, selecting, and retaining instructors.

3.3.6 *Supervision of Instructors*—Emphasizes the importance of the supervisory role that may be performed by one or more individuals. Assists institutions in establishing supervisory procedures and gives guidelines to clients for evaluating a training program to meet their needs.

3.3.7 *Evaluating Student Progress in Language Proficiency Terms*—Establishes minimum requirements for evaluating and documenting student progress in terms of language proficiency for the benefit of clients, students, institutions, and instructors.

3.3.8 *Guides for Institutional Stability*— Provides clients with criteria by which to determine the stability of an institution.

3.3.9 *Advertising and Promotional Activities*—Assists institutions in preparing advertising and promotional materials and assists clients in interpreting and understanding such advertising and materials.

3.3.9.1 These guidelines shall apply to advertising, such as print, broadcasting, and electronic media, as well as oral presentations.

4. Needs Analysis

4.1 Procedure:

4.1.1 Determine how the prospective student will use the target language by conducting a language audit that addresses the following:

4.1.1.1 Language skill modalities needed (listening, speaking, reading, and writing),

4.1.1.2 Communicative tasks to be accomplished (for example, asking for directions, closing a deal, or ordering a meal),

4.1.1.3 Conditions under which language is to be used (with whom, where, how, and why), and

4.1.1.4 Kind of language needed (standard, academic, technical, regional, street slang, colloquial, dialect, and register).

4.2 Consider individual learning style, aptitude, and potential disabilities of a learner.

4.3 Determine the student's current level of proficiency in any relevant language skills by such means as an oral proficiency interview, a writing sample, or a self-evaluation check list.

4.4 Determine the proficiency level(s) that are needed to meet the student's language needs. Refer to sections on Describing Levels of Language Proficiency and Language Outcome Expectations.

4.5 Describe appropriate training options (for example, in the areas of scheduling, class size, curriculum, methodology, modes of delivery, and cost).

4.6 Agree on objectives and training program.

5. Describing Levels of Language Proficiency

5.1 Skills:

5.1.1 *Listening Skills*—See [Table 1](#).

5.1.2 *Speaking Skills*—See [Table 2](#).

5.1.3 *Reading Skills*—See [Table 3](#).

5.1.4 *Writing Skills*—See [Table 4](#).

6. Explicitness and Reasonableness of Outcome Expectations

6.1 See [Table 5](#) for explicitness and reasonableness of outcome expectations guidelines.

7. Training Program Criteria

7.1 Every use-oriented language training program should include:

TABLE 1 Levels of Listening Proficiency^A

Level	Description
0	No Proficiency
0+	Survival Proficiency Able to understand short phrases based on memorized material. Slightly longer phrases must be repeated and include frequent pauses to be understood.
1	Minimal Functional Proficiency Able to understand very simple statements, questions, and face-to-face conversations concerning some familiar situations and many basic needs. Repetition and slower speech are necessary for understanding.
2	Limited Functional Proficiency Able to understand most routine conversations spoken at a normal pace relating to social and occupational situations. Some difficulty understanding common structures and vocabulary remains; occasional repetition is still needed.
3	General Functional Proficiency Able to understand almost all conversations spoken at a normal pace without repetitions, including discussions within the individual's occupation; readily understands phone conversations and broadcasts, but still experiences some difficulty with very fast speech, slang, and cultural references.
4	Full Functional Proficiency Able to understand all discussions, no matter how complex, within the listener's experience; able to understand most cultural references as well as manipulations of the language including persuasion, negotiation, conjecture, and humor.
5	Educated Native Proficiency

^A A plus sign after Levels 1 through 4 (that is, 1+, 2+, 3+, and 4+) indicates the ability to handle successfully all of the functions of that level and, inconsistently, some of those of the next.

7.1.1 A curriculum plan that:

7.1.1.1 Is clearly written, consistent with and adapted to the results of the client's Needs Analysis (See Component 4),

7.1.1.2 Contains clearly defined and measurable learning objectives,

7.1.1.3 Includes a syllabus that is consistent with learning outcomes and specifies a time frame for the program,

7.1.1.4 Includes a Statement of Student Responsibilities which:

(1) Is delivered to and discussed with learners at the beginning of the program,

(2) Outlines learners' expected commitment and responsibilities, such as:

(a) Active participation in his/her learning and assessment,

(b) Completion of required tasks, within class and outside of class, to meet his/her learning objectives,

(c) Timely feedback to the teacher and program of any difficulties the learner is experiencing or questions or concerns s/he may have so that the program may adapt the course as necessary to meet the learning needs and objectives,

7.1.1.5 Includes continuous formative assessment of student progress (See Component 10),

7.1.1.6 Is flexible, comprehensible, and accessible to all stakeholders,

7.1.1.7 Is reviewed and assessed regularly by the language program management, the requesting agency and the learner(s), and revised as necessary,

7.1.1.8 Includes a summative evaluation that meets the requirements for evaluation, see, Component 10.1 to be administered at the end of the training program and at any other times requested by the client.

TABLE 2 Levels of Speaking Proficiency^A

Level	Description
0	No Proficiency
0+	Survival Proficiency Able to satisfy immediate needs such as for lodging, meals, and transportation, using memorized or rehearsed speech only. No fluency.
1	Minimal Functional Proficiency Able to satisfy minimum courtesy requirements and maintain very simple conversations on familiar or rehearsed topics. Experiences frequent misunderstandings. <i>Examples</i> —Can exchange greetings, elicit predictable information, and explain routine procedures in a restricted way.
2	Limited Functional Proficiency Able to handle routine daily interactions that are limited in scope. Able to handle confidently, but not fluently, most social conversations on such topics as current events, work, family, etc. <i>Examples</i> —Can typically ask and answer predictable questions in the workplace and receive and provide straightforward direction.
3	General Functional Proficiency Able to speak the language with sufficient fluency and accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. However, there are noticeable linguistic and cultural imperfections that limit the individual's ability to participate in more sophisticated interactions such as high-level negotiation. Can typically discuss particular interests and special fields of competence with ease. <i>Examples</i> —Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, etc. Can reliably elicit information and informed opinion from native speakers.
4	Full Functional Proficiency Able to use language fluently and accurately on all levels pertinent to professional needs. <i>Examples</i> —Understands the details and ramifications of concepts that are culturally or conceptually different from one's own. Can set the tone of interpersonal, official, semi-official, professional, and nonprofessional verbal exchanges with a representative range of native speakers (for all audiences, purposes, tasks, and settings). Can play an effective role among native speakers in such contexts as negotiations, conferences, lectures, and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies.
5	Educated Native Proficiency

^A A plus sign after Levels 1 through 4 (that is, 1+, 2+, 3+, and 4+) indicates the ability to handle successfully all of the functions of that level and, inconsistently, some of those of the next.

7.1.2 Learning materials that:

7.1.2.1 Are professionally developed and reflect current knowledge about instructional practices for foreign language learning,

7.1.2.2 Are user-friendly for both learner and instructor,

7.1.2.3 Are appropriate to the learner's proficiency in the language,

7.1.2.4 Are appropriate to the learner's learning objectives (See Component 4),

7.1.2.5 Reflect current authentic language use in cultural contexts, and

7.1.2.6 Include materials for independent study and group work outside of class.

7.1.3 Learning resources that are, to the extent possible, accessible digitally (for example, the internet) and from any place and at any time, and include the following:

7.1.3.1 Audio and video recordings of examples of language use,

7.1.3.2 Basic reference materials, such as bilingual and monolingual dictionaries,

TABLE 3 Levels of Reading Proficiency^A

Level	Description
0	No Proficiency
0+	Survival Proficiency Able to understand some isolated words and phrases such as personal or place names and street or store signs but not connected prose.
1	Minimal Functional Proficiency Able to understand very simple connected printed material. Able to get the main idea of short, frequently encountered materials such as invoices, forms, and charts.
2	Limited Functional Proficiency Able to read with some misunderstandings straightforward familiar factual material. <i>Examples</i> —Descriptive or narrative writings such as routine reports, simple biographical information, standard business letters, and simple technical material written for the general reader.
3	General Functional Proficiency Able to read with almost complete comprehension a variety of prose material on familiar and unfamiliar topics. Can typically understand news stories similar to wire service reports, routine correspondence, general reports, and technical material in the reader's professional field. Can get the main idea of more sophisticated texts but may not perceive subtlety and nuance.
4	Full Functional Proficiency Able to read fluently and accurately all styles and forms of language pertinent to professional needs.
5	Educated Native Proficiency

^A A plus sign after Levels 1 through 4 (that is, 1+, 2+, 3+, and 4+) indicates the ability to handle successfully all of the functions of that level and, inconsistently, some of those of the next.

TABLE 4 Levels of Writing Proficiency^A

Level	Description
0	No Proficiency
0+	Survival Proficiency Able to note down intelligibly, if not perfectly, bits of information such as a name, an address or location, a date or a simple list of items.
1	Minimal Functional Proficiency Able to note down information to meet simple needs, statements, and questions on familiar topics. Ideas may not flow smoothly. Writing is generally comprehensible to natives accustomed to dealing with non-natives.
2	Limited Functional Proficiency Able to write with some accuracy and in some detail about routine matters as well as about most common or familiar topics. Writing is generally comprehensible to natives.
3	General Functional Proficiency Able to organize and express ideas in writing well enough to satisfy personal, social, professional, or academic needs. There may be occasional errors, but they rarely interfere with the native's comprehension. Sometimes able to express subtleties and nuances.
4	Full Functional Proficiency Able to organize and express ideas in writing on all topics pertinent to personal, social, professional, and academic needs. Able to express subtleties and nuances in a wide variety of styles. Writing may, however, be recognized as the work of a non-native.
5	Educated Native Proficiency

^A A plus sign after Levels 1 through 4 (that is, 1+, 2+, 3+, and 4+) indicates the ability to handle successfully all of the functions of that level and, inconsistently, some of those of the next.

7.1.3.3 Current authentic materials and realia including relevant periodicals and other documents, signs, maps, broadcasts, films, etc., and

7.1.3.4 Tools that support synchronous and asynchronous interaction at a distance through real-time communication platforms (for example, Skype, FaceTime or Google Hangouts), Social Media (for example, FaceBook, Google +,

TABLE 5 Classroom Hours to Achieve Proficiency Levels, by Language Difficulty^{A,B,C}

From S/L/R-0 ^D to:	S/L/R-1	S/L/R-2	S/R/L-3	S/L/R-4
I. Romance and Germanic Languages French, Spanish, Portuguese, Italian Romanian, German Afrikaans, Danish, Dutch, Norwegian, Swedish	150	400	650	^E
II. Arabic, Chinese, Japanese, Korean	350	1100	2200	^E
III. Other Languages ^F for example, Russian, East European, African, Other Asian languages, etc.	250	600	1100	^E

^A Hours approximate. Actual hours required may vary according to student's language learning aptitude.

^B For learners to achieve these goals, classroom study should be supplemented by a minimum of 2 to 3 h of preparation for each five classroom hours.

^C This table is an adaptation of the U.S. State Department Foreign Service Institute's expected levels of speaking proficiency for various lengths of training. This adaptation is intended to meet the needs of private sector students.

^D S = speaking proficiency, L = listening proficiency, and R = reading proficiency.

^E Generally cannot be achieved in classroom. Requires extensive use of language in the native setting.

^F Indonesian, Malay approximate classroom hours: for S/L/R-1: 200; S/L/R-2: 550; S/L/R-3: 900.

Twitter, YouTube or Pinterest); Learning Management Systems (for example, Blackboard, Moodle, Sakai).⁵

7.1.4 A learning-centered instructional methodology that is based on established "best practices" and:

7.1.4.1 Incorporates e-learning activities and teacher-facilitated learning in a blended learning approach (see 2.1.3),

7.1.4.2 Is appropriate to individual student needs as determined by the Needs Analysis and ongoing assessment, and

7.1.4.3 Can be explained as necessary to the learner and client organization.

7.1.5 Procedures for evaluation of learning during the training program and at the conclusion of the training program.

7.2 *Blended Learning Optimization*—Blended learning is an instructional approach designed to optimize student learning outcomes. It is an integrated approach that combines to varying degrees interactive synchronous instructor-facilitated learning with e-learning activities and resources that allow some level of student control over time, place, path, or pace, or a combination thereof, of learning. Blended Learning is thus a continuum where the proportion of instructor-facilitated learning and e-learning may vary depending on established individual learning outcomes, syllabus, course design, and access to live instructors and e-learning resources.

7.2.1 *Best Practices in Blended Learning*—Research has shown that blended learning that combines both face-to-face and e-learning achieves better and faster results than either method alone. Blended learning courses are designed holistically with technology and face-to-face learning combined. Learners can acquire certain types of language knowledge and

⁵ The examples included in this guide are not exhaustive and do not reflect any endorsement.

skills more effectively and efficiently using e-learning activities; other language skills are best learned when activities and tasks are facilitated by an instructor in real time.

7.2.2 Second Language Acquisition (SLA) theory and practice has informed us about necessary (or very desirable) conditions for successful language learning. Several of the following computer-mediated learning experiences should be included:

7.2.2.1 Working with samples of authentic language use in the cultural context, which can be accessed, for example, through the internet,

7.2.2.2 Having meaningful interactions with peers and other speakers of the language outside of the classroom using asynchronous communication tools, such as written or spoken chats, Wikis, Blogs, Forums or Bulletin Boards,

7.2.2.3 Participating in collaborative projects and tasks with clearly defined goals that require real-time (synchronous) negotiation of meaning with speakers of the language, using for example Skype or Face Time,⁶

7.2.2.4 Practicing pronunciation outside of the classroom using computer-based pronunciation activities with feedback,

7.2.2.5 Practicing various features of language, such as vocabulary and grammar outside of the classroom using computer-based activities and drills,

7.2.2.6 Expanding vocabulary breadth and depth using online corpora, concordances, frequency lists and dictionaries.

7.2.2.7 Sharing and exchanging points of view, opinions and cultural perspectives using Social Media and content sharing platforms, such as Pinterest, VoiceThread or Project Cultura,⁷

7.2.2.8 Using language learning games, tasks and simulations to motivate, encourage risk-taking, and expand learner time-on-task,

7.2.2.9 Providing frequent, regular, and timely feedback to individuals and groups of students using synchronous and asynchronous communication tools, such as email, class portals, or Instant Messaging,

7.2.2.10 Giving learners some choice of learning resources and media to promote their understanding, reflection, and self-monitoring,

7.2.2.11 Using mobile devices to increase access and time-on-task by making language learning available at any time and place,

7.2.2.12 Individualizing instruction by using computer-adaptive language-learning programs, customizable learning materials, and adaptive language tests.

7.3 *Training Program Enhancements*—Quality programs may be enhanced by the principled inclusion of any or all of the following:

7.3.1 Field trips and other immersion opportunities in the relevant country or in local communities, or both, where the language is spoken,

7.3.2 Enrichment from outside sources, such as through guest speakers and social and community gatherings,

7.3.3 Guidance or support, or both, to help the learner continue language learning after the training program has ended, and

7.3.4 Program evaluation through effective data collection and analysis several months after the learner has completed the program.

8. Establishing Criteria for Language Instructors

8.1 *Criteria for Employment:*

8.1.1 Instructors should meet the following established criteria:

8.1.1.1 Authentic linguistic and cultural characteristics (native or near-native proficiency),

8.1.1.2 A bachelors degree or equivalent,

8.1.1.3 The equivalent of two years teaching experience (a minimum of 200 classroom hours),

8.1.1.4 Recent exposure to the target language and culture, and

8.1.1.5 Pedagogical knowledge and skills to teach the target language as a foreign language.

8.2 In some instances instructors may not meet all of the established criteria. In these cases, the institution will disclose this fact to the client. The institution will undertake quality control and on-the-job training and will establish a probationary period to ensure effective instruction.

9. Supervision of Instructors

9.1 *Instructor Training:*

9.1.1 *Orientation*—Every instructor shall have received both an administrative and a pedagogical orientation. The administrative orientation should include an introduction to the institution, staff relationships, record keeping practices, personnel policies (for example, terms of employment), and code of ethics and professional conduct (for example, cross-cultural awareness, interpersonal behavior, conflict of interest, and dealing with criticism). The pedagogical orientation should include a description of student profile(s), course objectives, materials and methodology, preparation of lesson plans as required, cross-cultural sensitivity, and evaluations.

9.1.2 *Continuing Professional Development*—Provision shall be made to enable instructors to maintain and enhance their knowledge base through continuing educational opportunities. All instructors shall receive regular in-house staff training. Other opportunities include access to professional literature and may also include membership in professional organizations and professional conference attendance.

9.2 *Scheduling and Coordination of Teaching Assignments:*

9.2.1 Scheduling is the process of matching the needs of the student(s) (see Section 4) with the skills of the appropriate instructor(s). Scheduling may be the responsibility of one or more persons.

9.2.2 In setting up a quality language training program, it is important that the person(s) in charge of scheduling and coordination take into account a variety of factors, such as student(s)/instructor background knowledge and experience, learning/teaching styles and levels, and cultural and linguistic appropriateness. When appropriate, the student should be exposed to more than one instructor.

⁶ The examples included in this guide are not exhaustive and do not reflect any endorsement.

⁷ The examples included in this guide are not exhaustive and do not reflect any endorsement.

9.3 *Plan of Supervision:*

9.3.1 *Ensuring Preparedness for Class*— Preparedness for class, including development of class plans and syllabus, and selection of books and materials to be used, should be monitored by a person with appropriate experience or training, or both, in teaching in a use-oriented language program.

9.3.2 *Classroom Observation:*

9.3.2.1 Classes must be observed on a regular basis. The frequency of classroom monitoring varies with the intensiveness and length of the training program, the level of experience of the instructor, and contractual agreements.

9.3.2.2 The duration of classroom visits varies with their frequency.

9.3.2.3 The following elements should be evaluated during a classroom visit performed in the process of instructor supervision (see Fig. 1 for a sample):

- (1) General organizational and preparedness qualities,
- (2) General technique-related qualities,
- (3) General affect-related qualities,
- (4) Student-guidance qualities, and
- (5) Reactive techniques.

9.3.3 *Feedback, Counselling, and Appropriate Follow-Up:*

9.3.3.1 Feedback should occur as soon as feasible following classroom observation.

9.3.3.2 Counselling should be targeted at elements observed (see 9.3.2.3.(1)–(5)).

9.3.3.3 Counselling should be constructive, collaborative, and positive in nature.

9.3.3.4 Counselling sessions should include agreement on actions to be taken, if any, and should include appropriate recognition, encouragement, and reinforcement of positive observations.

9.3.4 *Eliciting Student Feedback*—Regular formal and informal feedback from students on the quality of instruction should be encouraged and welcomed, and appropriate action taken, when necessary.

9.3.5 *Completing Reports and Records*— A documentary record should be maintained of the results of classroom observations, student feedback, counselling, and any actions taken. Such records should be used in periodic summative evaluations of overall instructor performance (see Figs. 2 and 3 for samples of summative teaching and nonteaching forms, respectively).

10. Evaluating Student Progress in Language Proficiency Terms

10.1 *Requirements for Evaluation:*

10.1.1 The institution shall have a systematic approach to the evaluation of student progress. This system shall include a variety of means that are implemented at regular intervals throughout the training program.

10.1.2 The means of evaluation shall be appropriate to the objectives of the course (see Section 4).

10.1.3 The means of evaluation shall be determined by the institution and explained to the student early in the program.

10.1.4 The means of evaluating progress may include, but are not limited to, oral and written feedback, learner’s logs, informal and formal observations, portfolio assessments, standardized or in-house testing, progress reports, audio or videotaping, and post-course surveys. The means of evaluating end-of-training proficiency may include, but are not limited to, oral and written feedback, formal instruments such as standardized tests, the institution’s own tests, portfolio assessment, or a combination thereof.

10.1.5 Formal evaluations must be documented.

10.1.6 Components of a formal instrument used to evaluate proficiency should be: relevancy, objectivity, reliability, and ratability. There should be available clear descriptions of what results mean (see Tables 1-4).

10.1.7 Following an evaluation, appropriate action shall take place (for example, counseling, changes in program, change of instructor or notifying client).

11. Institutional Stability

11.1 *Criteria for Determining Institutional Stability:*

11.1.1 Upon request, the institution should be able to demonstrate a level of stability that is acceptable to the client by providing the following:

- 11.1.1.1 Historical data,
- 11.1.1.2 Client lists,
- 11.1.1.3 References,
- 11.1.1.4 Professional affiliation, and
- 11.1.1.5 Applicable business licenses.

12. Advertising and Promotional Activities

12.1 Claims shall reflect the components set forth in this guide, especially with regard to Section 6.

12.2 Claims shall be definable, verifiable, and credible (for example, cost, class size, location, course offerings, and instructor qualifications).

12.3 Claims shall not be vague, unrealistic, and misleading.

12.3.1 Examples of such claims are guarantees or promises that include language such as: “Learn Spanish in two weeks,” “Speak like a native in 60 days,” or “Be fluent in 30 days.”

13. Keywords

13.1 communication; competency; comprehension; conversation; culture; curriculum; evaluation; fluency; fluent; foreign language; function; functional; instruct; instruction; instructional; instructor; learning; linguistic; listen; listener; listening; methodological; methodology; objective; objectives; pedagogical; pedagogy; proficiency; progress; read; reader; reading; speak; speaker; speaking; speech; student; teacher; teaching; test; testing; training; write; writer; writing

Instructor: _____ *Observer:* _____
Date: _____ *Length of Observation:* _____
Class and Week of Observation: _____
Activity of Session: _____

<u>A. General Organizational and Preparatory Qualities</u>	<u>yes</u>	<u>smt</u>	<u>no</u>	<u>n/a</u>
1. Follows established procedures or JUSTIFIES DIVERSION	_____	_____	_____	_____
2. Follows own lesson plan (when necessary) OR JUSTIFIES DIVERSION	_____	_____	_____	_____
3. Begins class punctually	_____	_____	_____	_____
4. Distributes class time evenly among students	_____	_____	_____	_____
5. Keeps appropriate ratio of instructor-student talk	_____	_____	_____	_____
6. Tries to minimize student errors	_____	_____	_____	_____
7. Stays on task with minimal digressions	_____	_____	_____	_____
 <u>B. General Technique-Related Qualities</u>				
1. Uses techniques effective for teaching goals	_____	_____	_____	_____
2. Keeps clarity in the forefront	_____	_____	_____	_____
3. Uses materials appropriately and creatively	_____	_____	_____	_____
4. Provides clear pronunciation models for students	_____	_____	_____	_____
5. Introduces new vocabulary in context	_____	_____	_____	_____
6. Avoids lengthy explicit grammar explanations	_____	_____	_____	_____
7. Transmits culture along with language	_____	_____	_____	_____
 <u>C. General Affect-Related Qualities</u>				
1. Uses teaching style appropriate for class	_____	_____	_____	_____
2. Makes adjustments for awkward class composition	_____	_____	_____	_____
3. Is supportive and patient with students	_____	_____	_____	_____
4. Displays adequate knowledge of subject matter, referring to other resources when necessary	_____	_____	_____	_____
5. Fosters a relaxed and comfortable environment	_____	_____	_____	_____
6. Stimulates student confidence in himself/herself	_____	_____	_____	_____
7. Makes students feel part of the class	_____	_____	_____	_____
 <u>D. Student-Guidance Techniques</u>				
1. Avoids English in explanations and examples	_____	_____	_____	_____
2. Helps students to notice question-answer exchanges	_____	_____	_____	_____
3. Aids students in generalizing patterns	_____	_____	_____	_____
4. Encourages student creativity within limits	_____	_____	_____	_____
5. Encourages students to circumlocute	_____	_____	_____	_____
6. Discourages literal translation where unnecessary	_____	_____	_____	_____
7. Promotes atmosphere conducive to risktaking	_____	_____	_____	_____
 <u>E. Reactive Techniques</u>				
1. Adjusts material according to class ability	_____	_____	_____	_____
2. Allows time for response and autocorrection	_____	_____	_____	_____
3. Strives to understand students' intended message	_____	_____	_____	_____
4. Uses appropriate correction methods	_____	_____	_____	_____
5. Recognizes student failure to comprehend	_____	_____	_____	_____
6. Gives effective remediation	_____	_____	_____	_____
7. Takes advantage of responses to develop points	_____	_____	_____	_____

FIG. 1 Instructor Observation and Feedback Form

Plan Instruction for Adults (N-4)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher’s accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In ensuring that all plans were geared to adult learners, the instructor:						
1. began the planning process with a needs analysis (current vs. desired conditions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. considered adult needs and characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. included plans for doing the following, as appropriate given the instructional variables:						
a. clarifying his/her expectations to the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. determining students’ expectations for the course ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. monitoring and modifying the physical environment .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. using icebreakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. providing for variety in instructional methods and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. tailoring explanations and feedback to the perspectives of adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. providing for student self-direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. individualizing instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. involving students in planning instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If working (or planning to work) in an institution using a conventional approach to instruction, the instructor:						
4. searched for and located relevant materials to use as a basis for determining course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. reviewed the collected materials to determine their suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. prepared a list of essential tasks/topics to be included in the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. prepared correctly stated course objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. sequenced the objectives according to accepted instructional logic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FIG. 3 Teacher Performance Assessment Form

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