ENGLISH-AS-A-SECOND-LANGUAGE PROGRAMS IN BASIC SKILLS
EDUCATION PROGRAM I. APPENDIX

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report are those of the author(s) and should not be construed as an official Department of the Army position,
policy, or decision, unless so designated by other official documentation.
This Appendix is an adjunct to a research report of the same title. The Department of the Army needs information to aid in making decisions about English language programs and limited-English-speaking soldiers. Thus, information was gathered by analyzing data types covering more than 4000 soldiers and by carrying out a field study at seven Army posts. The questionnaires and other data collection forms used in this field study are included in this Appendix.

**English-as-a-Second-Language Programs in Basic Skills Education Program I.**

Appendix

See Research Report 1359 for the text to this appendix.

### Key Words

<table>
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<tr>
<th>English</th>
<th>Literacy</th>
<th>Data collection instruments</th>
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<td>Basic Skills</td>
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### Abstract

This Appendix is an adjunct to a research report of the same title. The Department of the Army needs information to aid in making decisions about English language programs and limited-English-speaking soldiers. Thus, information was gathered by analyzing data types covering more than 4000 soldiers and by carrying out a field study at seven Army posts. The questionnaires and other data collection forms used in this field study are included in this Appendix.
Appendix A: Questionnaire for Students (Pre, Post, Combined)
Appendix B: Questionnaire for Teachers
Appendix C: Data Points Sought on Programs
Appendix D: Classroom Observation Forms
Appendix E: Oral Proficiency Test Instrument (Pre, Post)
Appendix A

Questionnaires for Students:
Pre, Post, and Combined (Pre/Post) Versions
(in English and Spanish)
**1. AUTHORITY**

10 USC Sec 4503

**2. PRINCIPAL PURPOSE(S):**

The data collected with the attached form are to be used for research purposes only.

**3. ROUTINE USES**

This is an experimental personnel data collection form developed by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

**4. MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION**

Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.
Survey for Army ESL Programs

The American Institutes for Research in Washington, D.C. has been asked by the Department of the Army to find out how useful the English Language Course that you are taking is. The questions in this survey ask about your schooling, how much English you already know, and what you expect from the course. It will not take long to fill out this survey. Most of the questions are answered by a few words or by checking the answer that best fits your experience. Filling out this questionnaire is voluntary. If you fill it out you will be helping us find out who benefits most from English language courses.

1. Where were you born?

2. What is your native language?

3. How much schooling have you had? (Check each level)

<table>
<thead>
<tr>
<th>Level</th>
<th>None</th>
<th>Some</th>
<th>Completed</th>
<th>In what country?</th>
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<tr>
<td>two year college</td>
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<tr>
<td>four year college</td>
<td></td>
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</tbody>
</table>
4. How much English did you know before you joined the Army?
   none ___
   a little ___
   a lot ___

5. When people speak to you in English, how well do you understand them?
   very well ___
   OK ___
   poorly ___
   not at all ___

6. How well do you speak English?
   very well ___
   OK ___
   poorly ___
   not at all ___

7. How well do you read English?
   very well ___
   OK ___
   poorly ___
   not at all ___

8. How well do you write English?
   very well ___
   OK ___
   poorly ___
   not at all ___

A-4
9. If you knew some English before you joined the Army, where did you learn it?
   school  
   job  
   home  
   other  

10. If you learned English in school, how many years of English classes did you have?  
    Which language did your teachers use the most to teach the English classes?
    English  
    Native Language  
    In what situations did the teacher use English?  
    In what situations did the teacher use your native language?  

11. Did you use English before you joined the Army?
    No  
    Yes  
    In what situations?  
    With whom?  

12. Are there or were there people who spoke English in your family?
    No  
    Yes  
    Who?
13. Did you live in the United States before you joined the Army?

   No ___
   Yes ___

   For how many years? _____
   Where? ________________________________
   What were you doing? ________________________________

14. Where did you enlist in the Army? ________________________________

15. What do you want to improve in the most during this course? (Check one)

   understanding spoken English ___
   reading English ___
   speaking English ___
   writing English ___

THANK YOU FOR YOUR HELP.
El Departamento del Ejército (Department of the Army) le ha pedido al Instituto Americano de Investigaciones (American Institutes for Research) en Washington, D.C. que reúna datos acerca de la utilidad del curso de inglés que usted está tomando. Las preguntas en este cuestionario piden información acerca de sus estudios, cuánto inglés ya sabe usted y qué es lo que usted espera aprender en este curso. No llevará mucho tiempo llenar este cuestionario. La mayoría de las preguntas se pueden contestar con unas pocas palabras o marcando la respuesta que sea adecuada para usted. El llenar este cuestionario es voluntario. Si lo completa, nos ayudará a averiguar quién y cómo se benefician las personas en los cursos de inglés.

1. ¿Dónde nació usted? ______________________________

2. ¿Cuál es su idioma nativo? ____________________________

3. ¿Cuántos años de estudio ha tenido usted? (Marque cada categoría)

<table>
<thead>
<tr>
<th>educación</th>
<th>Nada</th>
<th>Algo</th>
<th>Completado</th>
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<tr>
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<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>escuela secundaria</td>
<td>(high school)</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>escuela vocacional</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>universidad (programa de dos años)</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>universidad (programa de cuatro años)</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

4. ¿Cuánto inglés sabía usted antes de alistarse en el Ejército?

<table>
<thead>
<tr>
<th>nivel</th>
<th>nada</th>
<th>un poco</th>
<th>mucho</th>
</tr>
</thead>
</table>

5. Cuando le hablan en inglés, ¿entiende usted?

<table>
<thead>
<tr>
<th>nivel</th>
<th>muy bien</th>
<th>bien</th>
<th>un poco</th>
<th>nada</th>
</tr>
</thead>
</table>

A-7
6. ¿Qué tan bien habla usted inglés?
   - muy bien
   - bien
   - un poco
   - nada

7. ¿Qué tan bien lee usted inglés?
   - muy bien
   - bien
   - un poco
   - nada

8. ¿Qué tan bien escribe usted inglés?
   - muy bien
   - bien
   - un poco
   - nada

9. Si sabía algo de inglés antes de alistarse en el Ejército, ¿en dónde lo aprendió?
   - en la escuela
   - en el trabajo
   - en casa
   - otra respuesta

10. Si usted aprendió inglés en la escuela, ¿cuántos años de clases de inglés ha tenido usted?

En su clase de inglés, ¿qué idioma usaban más sus maestros?
   - inglés
   - español

¿En qué situaciones usaban los maestros inglés?

¿En qué situaciones usaban los maestros español?

11. ¿Usaba usted inglés antes de alistarse en el Ejército?
   - no
   - sí

¿En qué situaciones?

¿Con quién?
12. En su familia, ¿hay o había personas que hablan inglés?
   no ____
   sí ____
   ¿Quién? ________________________________

13. Antes de alistarse en el Ejército, ¿vivió usted en los Estados Unidos?
   no ____
   sí ____
   ¿Por cuántos años? ________________________________
   ¿Dónde? ________________________________
   ¿Qué hacía usted? ________________________________

14. ¿Dónde se alistó para el Ejército? ________________________________

15. Durante este curso, ¿en qué es en lo que usted quiere mejorar más? (Marque una)
   entender el inglés hablado ____
   leer inglés ____
   hablar inglés ____
   escribir inglés ____

MUCHAS GRACIAS POR SU AYUDA EN CONTESTAR ESTAS PREGUNTAS/
The American Institutes for Research in Washington, D.C. has been asked by the Department of the Army to find out how useful this English language course is. How useful you found the course is important information for us. The questions in this survey ask about your language ability, how much your English has improved, and what helped it to improve.

It will not take long to fill out this survey. Most of the questions are answered by checking the answer that best fits your experience. Filling out this questionnaire is voluntary. If you fill it out you will be helping us find out who benefits most from English language courses. This is not a test. The information that you give us is for our use and will not be given to your sergeant or included in your Army records.

1. When people speak to you in English, how well do you understand them?
   - very well ____
   - OK ____
   - poorly ____
   - not at all ____

2. How well do you speak English?
   - very well ____
   - OK ____
   - poorly ____
   - not at all ____

3. How well do you read English?
   - very well ____
   - OK ____
   - poorly ____
   - not at all ____

4. How well do you write English?
   - very well ____
   - OK ____
   - poorly ____
   - not at all ____
5. How much has your English improved from this English language course? (check one)
   a little ____
   a lot ____
   not at all ____

6. If your English did not improve much, what was the main reason? (check one)
   the lessons were too difficult ____
   the lessons were too easy ____
   the teachers didn't help me ____
   not enough time to study ____
   not enough chances to use English with English speaking people ____
   other reason ________________________________

7. What has improved the most for you? (check one)
   understanding spoken English ____
   writing English ____
   speaking English ____
   reading English ____

8. What did you improve in the most during the course? (check one)
   pronouncing English words ____
   spelling English words ____
   making English sentences ____
   learning new English words ____
   learning new Army words ____

9. What helped you the most to improve your English? (check one)
   exercises in the language laboratory ____
   exercises in class ____
   talking with the English teacher ____
   talking with the sergeant ____
   talking with English speaking soldiers ____
10. Who gave you the most encouragement to keep learning English? (check one)
    the sergeants __________
    the English teachers _______
    other students in the course _______
    others ____________________________

11. The course is
    too difficult _______
    too easy _______
    just right _______

12. The course is
    too long _______
    too short _______
    just right _______

13. How are conditions in your classroom?
    good for studying _______
    bad for studying _______

Why? ____________________________

14. How do you feel about the way your teachers taught the course?
    I liked it _______
    I didn't like it _______

For example? ____________________________

15. Did your teachers (Mark each category)
    help you to learn the lessons? Yes _____ No _____
    explain the lessons well? Yes _____ No _____
    care if you were having problems learning? Yes _____ No _____

16. What would help you learn English better? ____________________________

________________________________________
17. Do you speak English when you are not in class?

   Yes   No

If you use English outside of class, when do you use it?

   (Mark each category)

   during Army training   Yes   No
   with English speakers on the post   Yes   No
   with other students after class   Yes   No
   other answer

18. Do you think you needed more chances to practice English?

   (Mark each category)

   in class   Yes   No
   during Pre-BT military training   Yes   No
   off duty   Yes   No
   other places

19. Do you study your English lessons in the barracks?

   Yes   No

   How many hours per week? 0, 1, 2, 3, ___ hours

   If you had more free time, would you study more? Yes   No

20. Do you feel that the English speakers on the post try to help you speak English?

   Yes   No

   For example?

21. Is your English good enough to do these things without a problem? (Mark each category)

   buy things at the PX   yes   no   don't know
   use the post office (for example, buy stamps)   yes   no   don't know
   explain your problem at the dispensary   yes   no   don't know
   use the telephone   yes   no   don't know
   order a meal in a city   yes   no   don't know
22. What did you like the most about this English language course? 

__________________________________________________________________________

What did you like the least about the course? 

__________________________________________________________________________

23. What language does your sergeant use during military training?
   always English ______
   sometimes Spanish ______
   usually Spanish ______
   other ______

24. Do you usually understand the sergeant when he talks to you in English? 
   yes _____ no _____

25. When you don't understand what the sergeant says, what do you do? 

__________________________________________________________________________

26. What language do you use more in your barracks at night? 
   English ______
   native language ______

27. What language do you use more when you are off duty? 
   English ______
   native language ______

THANK YOU FOR YOUR HELP
CUESTIONARIO PARA LOS CURSOS DE INGLES DEL EJERCITO

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1. ¿Cuando le hablan en inglés, entiende usted?
   - muy bien   
   - bien       
   - no muy bien
   - nada       

2. ¿Qué tan bien habla usted inglés?
   - muy bien   
   - bien       
   - no muy bien
   - nada       

3. ¿Qué tan bien lee usted inglés?
   - muy bien   
   - bien       
   - no muy bien
   - nada       

4. ¿Qué tan bien escribe usted inglés?
   - muy bien   
   - bien       
   - no muy bien
   - nada       

A-15
5. Como resultado de este curso, ¿cuánto ha mejorado su inglés? (Marque una respuesta)
   un poco   
   mucho   
   nada   

6. Si su inglés no mejoró mucho, diga la razón más apropiada. (Marque una respuesta)
   las lecciones fueron demasiado difíciles   
   las lecciones fueron demasiado fáciles   
   el profesor no me ayudó   
   tiempo insuficiente para estudiar   
   falta de oportunidad para usar el inglés con personas de habla inglesa   
   otra respuesta ____________________________

7. En qué área ha mejorado usted más? (Marque una)
   en entender el inglés hablado   
   en escribir el inglés   
   en hablar el inglés   
   en leer el inglés   

8. Como resultado del curso, ¿en qué ha mejorado más? (Marque una)
   en pronunciar el inglés   
   en hacer frases en inglés   
   en aprender nuevas palabras en inglés   
   en deletrear el inglés   
   en aprender nuevas palabras del Ejército   

9. ¿Qué fue lo que más le ayudó a mejorar su inglés? (Marque una)
   ejercicios en el laboratorio   
   ejercicios en la clase   
   el hablar con el profesor de inglés   
   el hablar con los sargentos   
   el hablar con soldados de habla inglesa
10. ¿Quién le animó más a continuar estudiando el inglés? (Marque una)
   el sargento  
   los profesores del curso de inglés  
   otros alumnos en el curso  
   otras personas

11. El curso de inglés es
   demasiado difícil  
   demasiado fácil  
   adecuado

12. El curso es
   demasiado largo  
   demasiado corto  
   adecuado

13. ¿Cómo son las condiciones en su sala de clase?
   buenas para aprender  
   malas para aprender

   ¿Por qué?

14. ¿Cómo se siente acerca de la manera en que sus profesores enseñaron la clase?
   me gusta  
   no me gusta  
   ¿Por ejemplo?

15. Sus profesores (Marque cada categoría)
   le ayudan a aprender las lecciones?  sf  no
   le explican bien las lecciones?  sf  no
   se interesan si tiene problemas con aprender?  sf  no

16. ¿Qué es lo que le ayudaría a aprender mejor el inglés?
17. ¿Habla usted inglés fuera de la clase de inglés?

sí    no

Si usted contestó "sí," entonces ¿cuándo? (Marque cada categoría)

durante el entrenamiento del Ejército     sí    no

con personas de habla inglesa en la base militar     sí    no

con otros alumnos después de clases     sí    no

otra respuesta ____________________________

18. ¿Piensa usted que hay necesidad de tener más oportunidades para practicar el inglés? (Marque cada categoría)

en clase     sí    no

durante el Pre-BT entrenamiento militar     sí    no

cuando está libre     sí    no

otros lugares ____________________________

19. ¿Estudia sus lecciones de inglés en las barracas?

sí    no

¿Por cuántas horas a la semana? 0 __, 1 __, 2 __, 3 __, __ horas

Si tuviera más tiempo disponible, ¿estudiaría más? sí    no

20. ¿Piensa usted que las personas de habla inglesa en la base militar se esfuerzan por ayudarle a hablar el inglés?

sí    no

¿Por ejemplo? ____________________________

21. ¿Es su inglés suficientemente bueno como para hacerse entender sin problema en las siguientes situaciones? (Marque cada categoría)

hacer compras en el PX     sí    no    no sé

explicar su problema en el dispensario     sí    no    no sé

ir al correo     sí    no    no sé

usar el teléfono     sí    no    no sé

ordenar una comida en la ciudad     sí    no    no sé
22. ¿Qué es lo que más le gusta del curso de inglés? __________________________

¿Qué es lo que menos le gusta del curso de inglés? __________________________

23. Durante el entrenamiento militar, qué idioma usa más el sargento?

siempre inglés  

a veces español  

regularmente español  

otro ______________________

24. Por lo regular, ¿entiende usted a su sargento cuando le habla en inglés?

sí  

no __

25. Cuando no entiende lo que el sargento le dice, ¿qué hace usted?

______________________________

26. ¿Qué idioma usa usted más por las noches en las barracas?

inglés  

español  

27. ¿Qué idioma usa más cuando está libre?

inglés  

español  

LE AGRADECEMOS SU AYUDA
Survey for Army ESL Programs

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1. Where were you born?  

2. What is your native language?  

3. How much schooling have you had? (Check each level)

<table>
<thead>
<tr>
<th>Level</th>
<th>None</th>
<th>Some</th>
<th>Completed</th>
<th>In what country?</th>
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<tbody>
<tr>
<td>elementary school</td>
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<td>four year college</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

A-20
4. Before you joined the Army, when people spoke to you in English, how well did you understand them?

   very well ____
   OK ____
   poorly ____
   not at all ____

5. How well did you speak English before you joined the Army?

   very well ____
   OK ____
   poorly ____
   not at all ____

6. How well did you read English before you joined the Army?

   very well ____
   OK ____
   poorly ____
   not at all ____

7. How well did you write English before you joined the Army?

   very well ____
   OK ____
   poorly ____
   not at all ____
8. What do you want to improve in the most from this course? (Check one)
   understanding spoken English ___
   reading English ___
   speaking English ___
   writing English ___

9. If you knew some English before you joined the Army, where did you learn it?
   school ___
   job ___
   home ___
   other ___

10. If you learned English in school, how many years of English classes did you have? ______
    Which language did your teachers use the most to teach the classes?
    English ___
    Native Language ___
    In what situations did your teachers use English?__________________________
    ____________________________________________
    In what situations did your teachers use your native language?___________
    ____________________________________________

11. Did you use English before you joined the Army?
    No ___
    Yes ___
    In what situations?____________________________________________________
    With whom? ________________________________________________________
12. Are there or were there people who spoke English in your family?

   No ___
   Yes ___

   Who? ______________________________________

13. Did you live in the United States before you joined the Army?

   No ___
   Yes ___

   For how many years? ___
   Where? _____________________________________
   What were you doing? __________________________

14. Where did you enlist in the Army? ____________________________

15. Counting this week, how many weeks of English classes have you had in this course? (Check one)

   1__, 2__, 3__, 4__, 5__, or 6 weeks ___.

16. How much has your English improved from this English language course? (check one)

   a little ___
   a lot ___
   not at all ___

17. If your English did not improve much, what was the main reason? (Check one)

   the lessons were too difficult ___
   the lessons were too easy ___
   the teachers didn't help me ___
   not enough time to study ___
   not enough chances to use English with English speaking people ___
   other reason ___________________________________
18. What has improved the most for you? (Check one)

understanding spoken English ___
writing English ___
speaking English ___
reading English ___

19. What did you improve in the most during the course? (Check one)

pronouncing English words ___
spelling English words ___
making English sentences ___
learning more Army words ___
learning more English words ___

20. What helped you the most to improve your English? (Check one)

exercises in language lab ___
exercises in class ___
talking to the teacher ___
talking to the sergeant ___
talking with English speaking soldiers ___
other answer __________________________

21. Who gave you the most encouragement to keep learning English? (Check one)

the sergeant ___
the classroom teachers ___
other students in the course ___
others __________________________
22. The course is
   too difficult. ___
   too easy.   ___
   just right. ___

23. The course is
   too long.   ___
   too short.  ___
   the right length. ___

24. How are conditions in your classroom?
   good for learning ___
   bad for learning ___

   Why? ____________________________

25. How do you feel about the way your teachers teach the course?
   I like it ___
   I don't like it ___

   Why? ____________________________

26. Do your teachers (Check each question)
   help you to learn the lessons? Yes___ No___
   explain the lessons well? Yes___ No___
   care if you are having problems learning? Yes___ No___

27. What would help you learn English better? ____________________________
28. Do you speak English when you are not in class?
   Yes ___
   No  ___

   If you use English outside of class, do you use it (Check each question)
   during Army training? Yes____ No____
   with English speakers on the post? Yes____ No____
   with other students after classes? Yes____ No____
   in the city? Yes____ No____
   other answer _________________________

29. Do you think you need more chances to practice English? (Check each question)
   in class Yes____ No____
   during Pre-BT Army training Yes____ No____
   off-duty Yes____ No____
   other places __________________________

30. Do you ever study your English lessons in the barracks?
   Yes____ No____
   How many hours a week? 0___, 1___, 2___, 3___, ____ hrs.
   Do you think you would study more if you had the time?
   Yes____ No____
31. Do you feel that the English speakers on the post try to help you speak English?

Yes___

No___

32. Is your English good enough to do these things without a problem? (Check each question)

buy things at the PX Yes__ No__ Don't know__

use the post office (for example, buy stamps) Yes__ No__ Don't know__

explain your problem at the dispensary Yes__ No__ Don't know__

use the telephone Yes__ No__ Don't know__

order a meal in a city Yes__ No__ Don't know__

33. What do you like the most about the language course?

What do you like the least?

34. What language does your drill sergeant use during training? (Check one)

always English ___

sometimes Spanish ___

usually Spanish ___

other ____________________________
35. Do you usually understand the sergeant when he or she talks to you in English?

Yes___
No ___

36. What do you do when you do not understand what the sergeant says?

37. Are you able to explain in English to the sergeant what the problem is when you don't understand what to do?

Yes___
No ___

38. Which language do you use more in your barracks at night?

English ___
Native language ___

39. Which language do you use more when you are off duty?

English ___
Native language ___

THANK YOU FOR YOUR HELP.
CUESTIONARIO PARA LOS CURSOS DE INGLÉS DEL EJÉRCITO

El Departamento del Ejército (Department of the Army) le ha pedido a Instituto Americano de Investigaciones (American Institutes for Research) en Washington, D.C. que reuna datos acerca de la utilidad del curso de inglés que usted está tomando. Las preguntas en este cuestionario piden información acerca de sus estudios, cuánto inglés ya sabe usted y qué es lo que usted espera aprender en este curso. No llevará mucho tiempo en llenar este cuestionario. La mayoría de las preguntas se pueden contestar con unas pocas palabras o marcando la respuesta que sea adecuada para usted. El llenar este cuestionario es voluntario. Si lo completa, nos ayudará a averiguar quién y cómo se benefician las personas en los cursos de inglés. Este no es un examen. La información que nos provee es para nuestro uso. No la recibirá su sargento ni se incluirá en sus archivos del Ejército.

1. ¿Dónde nació usted?___________________________

2. ¿Cuál es su idioma nativo?_________________________

3. ¿Cuántos años de estudio ha tenido usted? (Marque cada categoría)

<table>
<thead>
<tr>
<th>escuela primaria</th>
<th>nada</th>
<th>algo</th>
<th>completado</th>
<th>¿En qué país?</th>
</tr>
</thead>
<tbody>
<tr>
<td>escuela secundaria (high school)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>escuela vocacional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>universidad (programa de dos años)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>universidad (programa de cuatro años)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Antes de alistarse en el Ejército, cuando le hablaba la gente en inglés, ¿cuánto bien le entendía?

- muy bien ______
- bien ______
- no muy bien_____
- nada ______

A-29
5. Antes de alistarse en el Ejército, ¿qué tan bien hablaba usted el inglés?

muy bien ______
bien ______
no muy bien ______
nada ______

6. Antes de alistarse en el Ejército, ¿qué tan bien leía usted el inglés?

muy bien ______
bien ______
no muy bien ______
nada ______

7. Antes de alistarse en el Ejército, ¿qué tan bien escribía usted el inglés?

muy bien ______
bien ______
no muy bien ______
nada ______

8. Durante este curso, ¿qué es lo que usted quiere mejorar más?

entender el inglés hablado ______
leer inglés ______
hablar inglés ______
escribir inglés ______

9. Si usted sabía algo de inglés antes de alistarse en el Ejército, ¿en dónde lo aprendió?

en la escuela ______
en el trabajo ______
en casa ______
otro ___________________
10. Si usted aprendió inglés en la escuela, ¿por cuántos años estudió usted inglés?

________

En su clase de inglés, ¿qué idioma usaban más los maestros?

inglés
español

¿En qué situaciones usaban los maestros inglés?

________

¿En qué situaciones usaban los maestros español?

________

11. ¿Usaba usted inglés antes de alistarse en el Ejército?

no
sí

¿En qué situaciones?

________

¿Con quién?

________

12. En su familia, ¿hay o habían personas que hablan inglés?

no
sí

¿Quién?

________

13. Antes de alistarse en el Ejército, ¿vivió usted en los Estados Unidos?

no
sí

¿Por cuántos años?

________

¿Dónde?

________

¿Qué hacía usted?

________
14. ¿Dónde se alistó para el Ejército? ____________________________________________

15. Incluyendo esta semana, ¿cuántas semanas de clases de inglés ha asistido usted?

1___, 2___, 3___, 4___, 5___ o 6___ semanas

16. Como resultado de este curso de inglés, ¿cuánto ha mejorado su inglés?
(Marque una respuesta)

un poco _____
mucho _____
nada _____

17. Si su inglés no mejoró mucho, diga la razón más apropiada. (Marque una respuesta)

las lecciones fueron demasiado difíciles _____
las lecciones fueron demasiado fáciles _____
el profesor no me ayudó _____
tiempo insuficiente para estudiar _____
falta de oportunidad para usar el inglés con personas de habla inglesa _____

otra respuesta _________________________________________________________

18. ¿En qué área ha mejorado usted más? (Marque una)

en entender el inglés hablado _____
en escribir el inglés _____
en hablar el inglés _____
en leer el inglés _____

19. Como resultado del curso, ¿en qué ha mejorado más? (Marque una)

en pronunciar el inglés _____
en hacer frases en inglés _____
en aprender nuevas palabras en inglés _____
en deletrear el inglés _____
en aprender nuevas palabras militares _____
20. ¿Qué fue lo que más le ayudó a mejorar su inglés? (Marque una)
   - ejercicios en el laboratorio
   - ejercicios en la clase
   - el hablar con el profesor de inglés
   - el hablar con el sargento
   - el hablar con soldados de habla inglesa
   - otra respuesta

21. ¿Quién le animó más a continuar estudiando el inglés? (Marque una)
   - los sargentos
   - los profesores del curso de inglés
   - otros alumnos en el curso
   - otras personas

22. El curso de inglés es
   - demasiado difícil
   - demasiado fácil
   - adecuado

23. El curso es
   - demasiado largo
   - demasiado corto
   - adecuado

24. ¿Cómo son las condiciones en su sala de clase?
   - buenas para aprender
   - malas para aprender

25. ¿Cómo se siente acerca de la manera en que sus profesores enseñaron la clase?
   - me gusta
   - no me gusta

   ¿Por qué?
26. ¿Sus profesores (Marque cada categoría)
   le ayudan a aprender las lecciones?
   sí ___ no ___
   le explican bien las lecciones?
   sí ___ no ___
   se interesan si tiene problemas con aprender?
   sí ___ no ___

27. ¿Qué es lo que le ayudaría a aprender mejor el inglés? ______________________

28. ¿Habla usted inglés fuera de la clase de inglés?
   sí ___ no ___

Si usted contestó "sí," ¿cuando?
   (Marque cada categoría)
   durante el entrenamiento del Ejército
   sí ___ no ___
   con personas de habla inglesa en la base militar
   sí ___ no ___
   con otros alumnos después de clases
   sí ___ no ___
   en la ciudad
   sí ___ no ___
   otra respuesta ______________________

29. ¿Piensa usted que hay necesidad de tener más oportunidades para practicar el inglés?
   en clase
   sí ___ no ___
   durante el Pre-BT entrenamiento militar
   sí ___ no ___
   cuando está libre
   sí ___ no ___
   otros lugares ______________________

30. ¿Estudia sus lecciones de inglés en las barracas?
   sí ___ no ___

¿Por cuántas horas a la semana? 0 ___, 1 ___, 2 ___, 3 ___, ___ horas
Si tuviera más tiempo disponible, ¿estudiaría más? sí ___ no ___

31. ¿Piensa usted que las personas de habla inglesa en la base militar se esfuerzan por ayudarle a hablar el inglés?
   sí ___ no ___

¿Por ejemplo? ____________________________________________

A-34
32. ¿Es su inglés suficientemente bueno como para hacerse entender sin problema en las siguientes situaciones? (Marque cada categoría)

hacer compras en el PX
explicar su problema en el dispensario
ir al correo
usar el teléfono
ordenar una comida en la ciudad

sí _____ no _____ no sé

33. ¿Qué es lo que más le gusta del curso de inglés? ____________________________

¿Qué es lo que menos le gusta del curso de inglés? ____________________________

34. Durante el entrenamiento militar, ¿qué idioma usa más el sargento?

siempre inglés _____
a veces español _____
regularmente español _____
otro ____________________

35. Por lo regular, ¿entiende usted a su sargento cuando le habla en inglés?

sí _____
no _____

36. Cuando no entiende lo que el sargento le dice, ¿qué hace usted?

________________________________________

37. ¿Tiene usted la habilidad de explicarle a su sargento en que consiste el problema cuando no entiende usted lo que el quiere que haga?

sí _____ no _____

38. ¿Qué idioma usa usted más por las noches en las barracas?

inglés _____
español _____

LE AGRADECEMOS SU AYUDA

A-35
Appendix B

Questionnaire for ESL Teachers
Questionnaire for instructors of Army ESL programs

The American Institutes for Research in Washington, D.C. has been asked by the Department of the Army to find out how useful the English Language course is for the non-English speaking soldier. We would like some information about the instructors who are teaching the course. Filling out this questionnaire is voluntary. Please do not write your name on the questionnaire. If you fill out this questionnaire you will be helping us find out what factors are important in a successful language course.

1. What is your native language? ____________________________

2. What languages other than English do you speak, read or write? ______________

3. Please list your college and graduate degrees.
   degree ___________ subject ___________ year _____
   degree ___________ subject ___________ year _____

4. How many years have you been teaching? ______________________

5. How many years of experience in teaching ESL have you had?
   In Army setting ______
   Outside of the military ______

6. How many years have you been teaching ESL at this post? ______________________

7. What curriculum do you use now? ____________________________

8. Is the ESL program divided into subjects?
   Yes _____   No _____

9. What subject do you teach? ____________________________

10. Who developed the part of the program that you teach?
    Teacher Committee _____
    Commercially developed _____
    American Language Course _____
    I developed it _____
    Other ____________________________
11. Do you use supplementary materials? Yes _____ No _____
   If "yes," which ones?
   books _____
   dittos _____
   teaching aids _____
   experts _____
   films or slides _____
   tape recordings _____
   other ____________________________

12. Have you taught ESL with a different curriculum in the past? Yes ____ No ____
   If "yes," please describe it ___________________________________________
   __________________________________________
   __________________________________________

13. What previous training have you had in how to teach ESL? (list in-service and short workshops as well as college courses.)

   Describe Sponsored By When Where
   a. ____________________________ ________ _______ _______
   b. ____________________________ ________ _______ _______
   c. ____________________________ ________ _______ _______

14. What do you feel your students make the most improvement in?
   reading _____
   writing _____
   speaking _____
   listening comprehension _____

15. What do you feel your students make the most improvement in?
   syntax _____
   vocabulary _____
   pronunciation _____
   spelling _____
   other _____
16. Are there aspects of your current language program that should receive more emphasis?

Yes _____ No _____

If "yes," which ones?

grammar ______
military vocabulary ______
pronunciation ______
spelling ______
conversation ______
listening comprehension ______
reading ______
writing ______
other ____________________________

17. Are there aspects of your current language program that should receive less emphasis?

Yes _____ No _____

If "yes," which ones?

grammar ______
military vocabulary ______
pronunciation ______
spelling ______
conversation ______
listening comprehension ______
reading ______
writing ______
other ____________________________

18. With their present English proficiency, how well will your students function in

   BT? Very Well ______ Well ______ O.K. ______ Not Well ______
   AIT? Very Well ______ Well ______ O.K. ______ Not Well ______
   Permanent Party? Very Well ______ Well ______ O.K. ______ Not Well ______

Can you suggest any changes in the language program that would improve their
chances of success? ____________________________________________

Thank you very much for your help

B-4
Appendix C

Data Points Sought on ESL Programs
Data Points

Current names and phone numbers
- director of BSEP
- administrator for ESL
- commander for ESL detachment
- drill sergeants

Program organization
- daily schedule
- weekly schedule
- hours of instruction by subject
- number of classes
- size of classes
- distribution in classes (by language group and English language proficiency)
- number of current students
- number of students per year/month
- number of teachers
- procedure for rotation of instructors or students
- procedure for regrouping students
- pre- and post-testing
- how tests administered
- how test results used
- procedure for student selection for course
- criteria for student selection

Course history
- author of course
- when course first implemented
- other courses used
- who selected current course
- criteria for course selection
- needs assessment conducted (description of needs assessment and conclusions)
- mechanism for curriculum change

Administration of course
- how course supervised
- teacher lesson plans
- how lesson plans reviewed
- classroom observation of teachers
- schedule of staff meetings
- matters discussed at staff meetings

These data points represent information we sought on the ESL programs at each post through observation and informal discussion.
Teacher materials

- supplemental materials used
- criteria for selection of materials
- responsibility for selection of materials
- author of materials
- supervision for development or use of materials
- extent of use of materials
- materials correspond with which subjects

Curriculum goals

- course objectives
- match of goals with curriculum
- course divided into units treating different subjects or subjects integrated into language instruction
- if divided, what is time allocation

Curriculum content

- subjects taught
- English vocabulary taught (how presented and sequenced)
- military information taught (subjects, terminology, how presented and sequenced)

Instruction – language modes

- percentage of instruction given to reading, writing, listening, speaking
- how decisions made regarding allocation of time for instruction in different modes

Instructional techniques

- describe techniques used (e.g., drill, memorized dialogue, free conversation, structured conversation, simulation, lecture, grammar explanations, questioning, A.V., or realia)
- percentage of instruction given to each of above
- variation used within each technique
- kinds of transitions between each technique
- specific techniques assigned to different subject matter

Facilities

- classroom conditions (e.g., desks, air, noise, lighting)
- equipment available (e.g., boards, A.V., books, laboratory)
Student assignments

- exams
- grading
- remedial work
- homework (language mode used, extent of homework, reviewing procedures)

Teacher preparation and training

- teacher qualifications
- pre-service programs (percentage of time given to course objectives, content, maintenance)
- percentage of time given to instructional techniques, theory, research, teacher attitudes and behaviors
- teacher in-service programs (when and why given, what subjects treated, how information presented)
- attendance at training programs (percentage attending)

Separate ESL unit

- daily schedule
- weekly schedule
- leave schedule
- how long program operating
- language background of drill sergeants

ESL students in regular unit

- special accommodations made for soldiers
- how soldiers fit into unit
- other BT activities
- how soldiers return to regular BT cycle after ESL
- language background for drill instructors
Appendix D

Classroom Observation Forms
Classroom Observation Form

Post ___________________________ Instructor ___________________ Room __________
Observer ________________________ Subject ________________________ Room __________
Date ____________________________ Students: Male ______ Female ______
Time entered _______ Time left _______

1. Describe physical setting (e.g., lighting, ventilation, noise)
   _______________________________________________________________

2. Describe equipment available (e.g., realia, A.V., posters, boards)
   _______________________________________________________________

3. Time Sample -- beginning time _____ ending time _____ estimate percent of time
   check each activity as it occurs: oral work ______ writing ______ reading ______
   listening ________ teacher talk _____

   Draw seating pattern.
   Check as each student responds

   Teacher initiated _____
   Student initiated _____

   Describe methods teacher uses to elicit responses

4. Interval Record - At three 10 minute intervals, record classroom behavior.
   Number of students focusing upon intended subject time ______ time ______ time ______
   Number of students not focusing upon intended subject time ______ time ______ time ______
   Number of students involved in activity time ______ time ______ time ______
   Number of students not involved in activity time ______ time ______ time ______
   Other __________________________________________

5. Describe overall emotional-attitudinal climate
   highly positive ______ positive most of the time ______ neither negative nor positive ______
   negative occasionally ______ highly negative ______

6. Describe lesson strengths __________________________________________

7. Describe lesson weaknesses _________________________________________

8. Comments _______________________________________________________

__________________________________________
D-2
Types of Drills
1. Repetition drill
   vocabulary
   phrases
   sentences
   dialogue
2. Oral reading drill
   vocabulary
   phrases
   sentences
   dialogue
3. Substitution drill
   single slot
   moving slot
4. Transformation drill
   affirmative - negative
   statement - question
   singular - plural
   long form - contraction
   command - rejoinder
   active - passive
   command - statement
   adverbs (of frequency)
   verb - noun
   possessives
   tenses

Types of Exercises
1. Recognition exercise
2. Identification exercise
3. Spelling exercise
4. Matching exercise
5. Multiple-choice exercise
6. Physical response exercise
7. Word order exercise
8. Classification exercise
9. True-false exercise
   statements
   commands
   answers to questions
10. Association exercise
    statements
    commands
11. Completion exercise
    sentences
    dialogue/dialogues
12. Formulation of questions/answers
    yes/no questions
    short answers
    complete sentences
    short explanations
    complete sentences & reductions
    contractions
    should
    wh- questions
13. Formulation of phrases/statements
    complex
14. Listening exercise
15. Silent reading exercise
16. Dictation exercise
    vocabulary
    phrases
    sentences
    paragraphs
17. Memorization exercise
    partial
    total; acting out
18. Role-playing exercise
19. Description exercise
20. Narration exercise
21. Discussion exercise

* List prepared by DLI, December 30, 1981
Appendix E

Oral Proficiency Test Instrument
(Pre, Post)
with Instructions and Rating Sheet*

*Note that the order of presenting the "pre" and "post" versions of the instrument was counterbalanced with students entering and leaving the program.
Instructions for
QUESTIONNAIRE B

EXPLANATION FOR INTERVIEWEE

Begin the interview with the following explanation:

Hello, I'm __________ and this is __________. We are from the American Institutes for Research in Washington, D.C. The Department of the Army has asked us to find out how useful the English Language Course that you are taking is. We are talking to instructors who are teaching the course and soldiers who are taking the course. We would like to ask you a few questions about yourself. Then we will show you some pictures and ask you questions about the pictures.

This interview will take about 20 minutes. We will write down some of the things you say for ourselves. This information does not go on your record. Is it OK with you if we record this interview?

We'll start by asking you some questions about yourself.

Start the actual interview with the General Information section of Questionnaire B. If you tape the interview, say the student's code number into the recorder before you ask the first question.

RATING SYSTEM

The soldier's response to a question may be rated on a maximum of four different criteria. The soldier can receive one point for each criterion listed under the question. The four criteria are:

1. Question understood. The answer indicates that the question was understood. The response need not be correct. A response like "I don't know my social security number" (General Information, question 3) or the wrong number indicates that the question was understood.

2. Correct answer. An informationally correct response. This criterion only applies to the questions for the two brief stories. All of the information needed to answer the questions is in the stories or aural input, none of it is in the pictures. For the other parts of the test, the correct information is either in the soldier's head or in the pictures.
3. Grammatically correct. The response must be completely grammatically correct, but need not be a complete sentence. For example, the answer to the question "What did Alex find last week?" could be "A ring," "A diamond ring," or "He found a ring in a box." Just the word "ring" is not correct. If the response is informationally incorrect but grammatically correct, it receives a point, e.g., "Alex found $10.00".

4. No rephrasing/repetition. The interviewer did not have to repeat or rephrase the question in order to get a response. If the soldier asks to have the question repeated or does not respond, the interviewer should repeat or rephrase the question; but the soldier would not receive a point for this criterion.

For the Firing Positions/Patrolling Positions pictures a soldier can receive from one to three points for the criterion grammatically correct. Each grammatically correct phrase or sentence produced to describe the picture receives a point. If a soldier initially responds with only one phrase or sentence (e.g., "a soldier crawling on the ground") ask "Can you describe the picture?" or "Do you see anything else?" Only the response to the interviewer's initial question is scored for no rephrasing/repetition. Prompts to produce additional responses for grammatical points do not count as rephrasing or repetition. Try to get the soldier to make three utterances.

GENERAL INSTRUCTIONS

Check the box describing your role in this administration, i.e. administrator or observer.

After a soldier responds to a question, put a check in front of the criterion if the soldier should receive a point. If he should receive more than one point (i.e. grammatically correct), make more than one check. Do not check any criterion for which the soldier should not receive a point.

Do not repeat any part of a story, even if the soldier requests it. The interviewer can ask the soldier to repeat his or her response.

If you are not sure about a response being grammatical or correct, write it down by the question. Later check it against the tape. Poor pronunciation does not influence the question of grammatical correctness.

As a general rule, try to write down as much of the soldiers' response as possible. These notes will help when you do the proficiency ratings.
Oral interview for soldiers who are enrolled in ESL programs

GENERAL INFORMATION

__ 1. What's your name? (1)
   Can you tell me your name please?

__ 2. How do you spell your name? (1)
   How do you write your name?

__ 3. What's your Social Security Number? (1)
   Please tell me your SSN.

__ 4. What city are you from?
   What city did you live in?
   __ question understood (1)
   __ no rephrasing/repetition (1)

__ 5. Were you born there?
   Is that your place of birth?
   __ question understood (1)
   __ no rephrasing/repetition (1)

__ 6. When were you born?
   What's your date of birth?
   __ question understood (1)
   __ no rephrasing/repetition (1)

__ 7. What did you do before you enlisted in the Army?
   __ question understood (1)
   __ gramatically correct (1)
   __ no rephrasing/repetition (1)

__ 8. Why are you taking this English Language Course?

   __ question understood (1)
   __ gramatically correct (1)
   __ no rephrasing/repetition (1)

__ 9. Do you think you will use English when you are no longer in
   the Army? (How will you use English?)

   __ question understood (1)
   __ gramatically correct (1)
   __ no rephrasing/repetition (1)
PATROL SCENE

Now we want to show you some pictures and would like you to tell us what is happening in them. This is the first picture (#1).

1. Tell us what you see in the picture. Describe the picture.
   - question understood (1)
   - grammatically correct (1)
   - no rephrasing/repetition (1)

2. What is the first soldier doing? (holding up hand; signalling, giving freeze signal?)
   - question understood (1)
   - grammatically correct (1)
   - no rephrasing/repetition (1)

3. What are the other soldiers doing? (following the leader, halting, freezing in place with weapons ready.)
   - question understood (1)
   - grammatically correct (1)
   - no rephrasing/repetition (1)

FIRING POSITIONS

Look at the top picture.

1. Tell us what you see in the top picture. Describe the picture.
   (soldier sitting, holding rifle, aiming rifle, ankles crossed, elbows supported on knees)
   - question understood (1)
   - grammatically correct (3)
   - no rephrasing/repetition (1)

Look at the bottom picture carefully. Is it the same as the top picture?

2. How is it different? What are the differences? (soldier is kneeling, not sitting; right elbow is horizontal, not supported by a knee; soldier is behind a tree; soldier has no face in top picture.
   - question understood (1)
   - grammatically correct (3)
   - no rephrasing/repetition (1)
HERMAN

Now I'm going to tell you a story about Herman. This is Herman. (Point.) Listen carefully. After the story is finished, I'll ask you some questions about the story. Are you ready? (Wait for response.) Listen carefully.

Three weeks ago, Herman was crossing the street when a large truck came by. The next thing Herman knew, he was lying on his back in the hospital.

Now, I'm going to ask the questions.

1. What came by when Herman was crossing the street? What passed by when Herman was crossing the street? (a truck)

   question understood (1)
   correct answer (1)
   grammatically correct (1)
   no rephrasing/repetition (1)

2. Why is Herman in the hospital? What happened to him three weeks ago? What do you think happened to Herman?

   question understood (1)
   correct answer (1)
   grammatically correct (1)
   no rephrasing/repetition (1)

MARY ANN

Now I'm going to tell you another story. Listen carefully. After the story is finished, I'll ask you some questions about the story. Are you ready? (Wait for response.) Listen carefully.

(Point to picture 1.) This is Mary Ann. She is going to have a party tonight. The party is supposed to begin at 7 o'clock and it is already 5 o'clock. Mary Ann is afraid she won't be able to get everything ready for the party on time.

One of the things Mary Ann wants to make is a Hawaiian fruit salad. To make the salad, she needs oranges, bananas, and a pineapple. In this picture (point to picture 2), she is picking out the best pineapple.

In this picture (point to picture 3), Mary Ann is at the check-out counter where she will pay for the fruit. The total is 10 dollars and 50 cents. Mary Ann looks in her bag. She has 8 dollars.

Now I will ask you some questions. (Point to first picture.)
1. Why is Mary Ann nervous? What is she afraid of? (time, lateness)
   - question understood (1)
   - correct answer (1)
   - grammatically correct (1)
   - no rephrasing/repetition (1)

2. Why is she looking at the pineapple? Why is she looking at the fruit? (wants best, needs for salad)
   - question understood (1)
   - correct answer (1)
   - grammatically correct (1)
   - no rephrasing/repetition (1)

3. Why is she at the check-out counter? (pay for fruit)
   - question understood (1)
   - correct answer (1)
   - grammatically correct (1)
   - no rephrasing/repetition (1)

4. Does she have enough money? Does she have sufficient money? (no)
   - question understood (1)
   - correct answer (1)
   - no repetition/rephrasing (1)

5. What do you think she will do? What would you do?
   - question understood (1)
   - correct answer (1)
   - grammatically correct (1)
   - no rephrasing/repetition (1)

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Rating of English Proficiency

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**COMPREHENSION**

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Could not conduct interview because of the interviewee's poor English language skills.
GENERAL INFORMATION

1. What squad are you in?
   (1) answer indicates that question was understood

2. What is the number of your barracks?
   (1) answer indicates that question was understood

3. What is your drill sergeant's name?
   (1) answer indicates that question was understood

4. What time did you get up this morning?
   (1) answer indicates that question was understood
   (1) no rephrasing/repetition

5. Have you been to the PX?
   (1) answer indicates that question was understood
   (1) no rephrasing/repetition

6. What did you buy there?
   (1) answer indicates that question was understood
   (1) no rephrasing/repetition

7. What did you do last Sunday?
   (1) answer indicates that question was understood
   (1) grammatically correct
   (1) no rephrasing/repetition

8. Do you think that this course has improved your English?
   (1) answer indicates that question was understood
   (1) grammatically correct
   (1) no rephrasing/repetition

9. What will you do when your present enlistment is over?
   (1) answer indicates that question was understood
   (1) grammatically correct
   (1) no rephrasing/repetition
SIGHTING AND AIMING

Now we want to show you some pictures and would like you to tell us what is happening in them. This is the first picture. (Point to the picture.)

1. Tell us what you see in the picture. Describe the picture.
   (1) answer indicates the question was understood
   (1) grammatically correct
   (1) no rephrasing/repetition

2. What is the first soldier doing? (aiming, positioning, hiding, looking, etc.)
   (1) answer indicates the question was understood
   (1) grammatically correct
   (1) no rephrasing/repetition

3. What is the other soldier doing? (looking away, talking to the first soldier, positioning, etc.)
   (1) answer indicates the question was understood
   (1) grammatically correct
   (1) no rephrasing/repetition

PATROLLING POSITIONS

Now look at the top picture (Point to the top picture, #1).

1. Tell us what you see in the top picture. Describe the picture.
   (soldier lying down, soldier crawling, camouflaging himself, hiding, waiting for orders)
   (1) answer indicates the question was understood
   (3) grammatically correct
   (1) no rephrasing/repetition

Look at the bottom picture carefully

2. Is it the same as the top picture? How is it different? What are the differences? (The soldier is crouching, soldier is moving, soldier is aiming, etc.)
   (1) answer indicates the question was understood
   (3) grammatically correct
   (1) no rephrasing/repetition
ALEX

Now I'm going to tell you a story about Alex. This is Alex (Point to Alex.) Listen carefully. After the story is finished, I'll ask you some questions about the story. Are you ready? (Wait for response.) Listen carefully.

Last week Alex found a diamond ring in a box. He took the ring to the address on the box. The people in the house were very happy to get their ring back.

Now I'm going to ask the questions.

1. What did Alex find last week? (a diamond ring, a box with a ring)
   (1) answer indicates the question was understood
   (1) correct answer
   (1) grammatically correct
   (1) no rephrasing/repetition

2. How did Alex get this money? (the people gave him the money)
   (1) answer indicates the question was understood
   (1) correct answer
   (1) grammatically correct
   (1) no rephrasing/repetition

ERNESTO

Now I'm going to tell you another story. Listen carefully. After the story is finished, I'll ask you some questions about the story. Are you ready? (Wait for response.) Listen carefully.

(Point to picture 1.) This is Ernesto. (Point to picture 2.) This is Mr. and Mrs. Smith.

Ernesto sells houses. He is going to talk to Mr. and Mrs. Smith about buying a house. Ernesto is worried because he is not sure that they want to buy a house. Mr. Smith tells Ernesto that he wants to buy the house. But his wife explains that she is worried about how they will pay for it.

(Point to picture 2.) In this picture Ernesto shows the Smiths different ways or plans that they can use to pay for the house. Mrs. Smith understands and is satisfied.

(Point to picture 3.) Back at his office, Ernesto explains to his friends what happened. He is sure everything will be alright.

Now look at the pictures (indicates first picture) and I will ask you some questions.

1. Why is Ernesto going to the Smiths? (to sell a house, talk to them about a house)
   (1) answer indicates question was understood
   (1) correct answer
   (1) grammatically correct
   (1) no rephrasing/repetition
2. Does Ernesto think that the Smiths want to buy a house? (he is not sure, he doesn’t know)

(1) answer indicates question was understood
(1) correct answer
(1) grammatically correct
(1) no rephrasing/repetition

3. What is Ernesto explaining to them? (Point to picture 2) (different ways to buy a house, how to pay for the house)

(1) answer indicates question was understood
(1) correct answer
(1) grammatically correct
(1) no rephrasing/repetition

4. Did Mrs. Smith decide that it was O.K. to buy the house? (yes)

(1) answer indicates question was understood
(1) correct answer
(1) no rephrasing/repetition

5. What is Ernesto telling his friends? (Point to picture 3) (what happened, the Smiths will buy the house, everything will be O.K.)

(1) answer indicates question was understood
(1) correct answer
(1) grammatically correct
(1) no rephrasing/repetition

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THANK YOU FOR YOUR HELP.
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Could not conduct interview because of the interviewee's poor English language skills.
Description of Rating Scale for Oral Language
Production and Comprehension*

Production

Pronunciation

5 - native speaker
4 - rarely makes errors, but would not normally be taken for a native speaker
3 - foreign accent may be obvious, but it does not interfere with understanding and rarely disturbs the listener
2 - accent is intelligible, though often quite faulty
1 - frequent errors in pronunciation, but can be understood by someone used to dealing with foreigners
0 - accent makes speech unintelligible

Vocabulary

5 - native speaker, full range of idioms, colloquialisms, etc.
4 - has high degree of fluency and precision of vocabulary
3 - sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics; rarely has to grope for a word
2 - has speaking vocabulary sufficient to express self simply with some circumlocutions
1 - vocabulary inadequate except for the most elementary needs.
0 - vocabulary inadequate for the most elementary needs

Grammar

5 - native speaker
4 - fluent and accurate use of grammar, errors are quite rare, but normally would not be taken for a native speaker.
3 - good control of grammar, errors never interfere with understanding and rarely disturb the listener

* This is based on the FSI and DLIELC rating scale descriptions.
2 - uses elementary constructions, does not have good control of grammar

1 - frequent errors in grammar but can be understood by someone used to dealing with foreigners

0 - does not have grammatical markers, answers in single words or sequence of incorrectly inflected words

Fluency

5 - educated native speaker

4 - would rarely be taken for a native speaker but uses language fluently and accurately; can participate in any conversation within their range of experience

3 - can participate effectively in most formal and informal conversation; can discuss particular interests and special fields of competence with reasonable ease

2 - has some trouble in most social conversations about current events, work, family, etc.; could handle limited work requirements, needs help in handling any complications or difficulties

1 - can ask questions or make statements about very familiar topics; can order a simple meal, ask for lodging, give simple directions, make purchases, tell time

0 - single words or unconnected sequence of words, and cannot be understood

Comprehension

5 - educated native speaker

4 - able to fully understand any professional and social conversation within their range of experience; able to understand the essentials of speech in some non-standard dialects

3 - has effective understanding of face-to-face speech; comprehension is quite complete for a normal rate of speech in a standard dialect

2 - can get the gist of most conversations on non-technical subjects

1 - can understand simple questions or statements with help from slowed speech, repetition, or paraphrasing

0 - except for the meaning of single words, understands nothing

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