

“There is a need for a Criterion-Referenced Evaluation System”

Douglas A. Bone

This is a summary of a private search for a criterion-referenced evaluation system, and the serendipity discoveries of the search. The information comes from three experiences in assessing speaking skill.

- As the sole user at a language school while gathering the information.
- As an examiner at a twice a year government recognized English proficiency test organization.
- As a multiple user with in-company training programs.

The purpose of this summary is to introduce four charts that reflect the results of twenty years of accumulating, documenting and revising material related to evaluating a person's English proficiency. The four charts are aimed at a number of communities connected with language acquisition i.e., learners, sponsors, teachers, syllabus designers, textbook authors, management, and examiners. I present this summary and the charts in the interests of information exchange, and better service to all people interested in language acquisition and evaluation.

BACKGROUND

From 1963 to 1974 I worked for an English language school that offered a 1,200 hour English language program. During the school's peak, 800 people attended classes each week. The regular course of study consisted of 3 hours a day, 5 days a week, 40 weeks a year for a period of two years. At the completion of the course the learners were expected to reach a functional skill equal to or surpassing STEP's 1st. class proficiency level. The courses were conducted under very favorable

There is a need for a Criterion-Referenced Evaluation System 245 conditions. Trained teachers, many with two or more years service at the school. An 80 booth language laboratory, clean soundproof classrooms.

Tightly scheduled, fully integrated, tried and proven material that underwent only slight changes in the eleven years that I worked there. The system included dynamic sentence building techniques followed by memorizing and adapting dialogues. Pairwork, situation simulation, debates, discussion, drama, comedy, presentations and speeches. A permutation of teachers for each class and a maximum of twenty-five highly encouraged and actively involved learners per class.

The classes consisted of students from elementary school, junior high school, senior high school, college, university and older citizens from other walks of life. I'm going to call these people clients, because they were clients paying for a service.

The majority of these clients were exposed to some six hundred, eight hundred, or more than one thousand hours of English in one form or another during their scholastic years. Most clients entered the language school with a spoken command of English between zero and second semester ability. A few entered with a third and fourth semester speaking ability.

Three norm-referenced test batteries of equal power, and evaluations by teachers were administered during each semester. The tests were conducted at the beginning of the semester, during mid term, and at the end of the semester. The test batteries consisted of taped aural comprehension tests, reading comprehension and sentence structure tests. The school administered these tests over a two week period and posted all results within five days of the last test.

In the three following areas, (1) general individual spoken skill, (2) pair work spoken skill, and (3) interview spoken tests, clients were informally evaluated by at least three teachers using the school's 1 to 5 (gut-feeling) scale which assumed a native speaker to be a 5. The targets covered in the three areas were comprehension 1 to 5, self-expression 1 to 5, syntax 1 to 5, pronunciation 1 to 5, and fluency 1 to 5.

During the three week semester breaks prospective clients took

the battery of tests for admission to the school. The successful clients were assigned classes and levels according to their test results. Two weeks into each new semester when differences in some client's maturity and aptitude for English usually surfaced, the administration asked the teachers to make recommendations for finer client placement.

At the end of a semester the clients took the battery of tests again. Based on the test results and teachers' evaluations, clients graduated or were promoted from one semester level to the next. The school for administrative reasons adjusted the entrance and graduation paper test passing scores from semester to semester.

Even through the administration adjusted the entrance and graduation paper test scores for its own reasons, it accepted the reality that paper test scores did not always reflect a client's speaking ability. Therefore, in all disputed promotion and graduation paper test results the administration consulted the client's teachers and acted on their comments.

Being involved in gut-feeling evaluations in different organizations, and witnessing uncertainty on some examiners part, including myself. I realized that we all needed a criterion-referenced evaluation guide to help us more closely correlate our assessments and eliminate the I HAVE A GUT FEELING OF WHAT THE CLIENT IS ABLE TO DO approach. A guide to help promote unbiased evaluations of our clients spoken English. Was there such a reference available?

In 1965 I got hold of a copy of some "S" ratings that were reportedly established by the U.S. Department of State. These ratings were soon adopted and used by the extension teaching unit of the school, but not by the school itself.

The ratings are as follows.

- S1. The ability to understand and produce greetings, limited comments on the weather, and very limited conversation on general topics.
- S2. The ability to carry on somewhat limited conversations on a variety of topics. Grammatical and phonological errors may be expected. He should be able to travel and communicate

overseas without much difficulty but have difficulty carrying out his work using English only.

- S3. The ability to discuss practically any subject, including his special field with a good degree of thoroughness. There should be very few grammatical or phonological errors.
- S4. An excellent command of the language, including the ability to converse on any subject, abstract or concrete in virtually any field except the most technical.
- S5. Native speaker ability of at least the level of a high school graduate.

RESEARCH

Triggering a slight curiosity, the above "S" ratings set me on what I thought would be a short survey of how to improve an examiner's task. After perusing the school's previous two years' paper test scores, the results of teachers' gut-feelings of clients' skills, and the material used, I had a general idea for adapting the "S" ratings to a flow chart.

To plot clients' language skills I drew a chart listing the "S" rating descriptions and their numerals 1 to 5 from the bottom upward in the left margin. From left to right across the bottom of the chart to indicate on-going study hours I listed the numerals, 0 through 1,200.

Checking and rechecking the language acquisition that took place during the regular scheduled lessons in the four semester levels throughout successive semesters, I establish an average norm for the amount of material that the clients were comfortably able to handle during the forty five minute class periods.

Reviewing lessons during the review periods, which were scheduled for every fourth week, I took notes on what material the clients could reproduce and adapt.

Throughout the test weeks I recorded the clients' production of the spoken achievement tests. In the case of fourth semester clients I recorded their production of the interview tests.

Data gathered during the years 1963-1967 covering ONE HUNDRED full course clients revealed a learning curve starting at S1 skill level and

terminating through S3 skill level. The same learning curve applied to ONE HUNDRED of the part course clients regardless of where they entered the 1,200 hour course. Early in accumulating and recording information I realized I could achieve a finer measurement of skill and progress if I revised the chart.

Changing the numerals S1 through S5 on the chart to increments of 10 i.e., 0.0 through 5.0., and extending the five columns to ten I was able to accommodate more data on what the clients could do and how they did it.

Early in 1968 I realized that the data was falling into four natural areas:

The first area was norm-referenced test results that gave an indication of a clients' knowledge of the language, but little or no indication of a client's spoken skill with the language. These notes were pigeon-holed. (discarded).

The second area was notes on conversations with other teachers and contained finer descriptions of what clients could do at different semester levels. They now enhance the original "S" ratings, now named the PROFICIENCY CHART, and is directed at all communities interested in language acquisition.

The third area was notes on the average length and density of material and interactions that clients could handle during lessons at their respective semester levels. These notes became the LENGTH AND DENSITY CHART and is directed at teachers, syllabus designers and textbook authors.

The second and third areas are the serendipity discoveries.

The fourth area, and most important, a wealth of information from notes on clients of zero English speaking ability to clients of full English speaking ability. These notes gave birth to the long sort after criterion-referenced EVALUATION CHART and is directed at examiners, teachers and clients.

SOLE USER EXPERIENCE

During the years, 1967-1974, I collected data on and evaluated

THREE HUNDRED full course clients from their first 300 hour semester through to their fourth semester and graduation out of the 1,200 hour courses. Simultaneously collecting data on and evaluating a further TWO HUNDRED clients that graduated after entering the courses at second, third and fourth semester levels, and taking into account the different materials and methods of instruction used I established norms for language proficiency with hours of active study. Continued contacts with post graduates of the language school and other clients of mature years gave me a chance to extend the study past the 1,200 hour mark. The estimated hours past the 1,200 hour mark are projections based upon calculations from continued contacts with a few post graduates of the language school, and other clients and friends of mature years. I offer these projections to provide a base for further investigation on the subject of the time it takes to acquire language rather than an authoritative statement.

Early in evaluating clients' proficiency and progress it became clear that active language acquisition by second, third and fourth semester clients was less obvious than that by first semester clients. I found that first semester clients progressed an average of 12 points in three hundred hours, reaching an average of 1.2 proficiency. Second semester clients progressed an average of 6 points in three hundred hours, reaching an average of 1.8 proficiency. Third semester clients progressed an average of 5 points in three hundred hours, reaching an average of 2.3 proficiency. Fourth semester clients progressed an average of 4 points in three hundred hours, reaching an average of 2.7 proficiency. As you can see, the more proficient the clients were with English the more hours they needed to show progress. Naturally, as the sole user of the charts I was able to evaluate clients and maintain consistent results. What the charts needed now was validation by multiple users.

MULTIPLE USER EXPERIENCE VALIDATION

In 1974 a chemical company's E&TD (Education and Training Department) employed me as an In-house Trainer and Coordinator for their English language courses. The learners were of the same scholastic

background as those adults I had met during the school experience. I call these people learners and not clients because they were largely a captive audience as apposed to the volunteer clients of the language school. These learners attended regular classes for 4 hours a week, scheduled for 2 evenings a week for an indefinite period.

There were some 30 classes segregated into blue collar workers and white collar workers. Each class had 10 learners on its role book, but owing to pressure of work many attended class only part time.

The chemical company used the services of a language service company to supply material and teachers to teach these classes. The material the language service company used was a series of 16 textbooks primary designed for high school students. Testing and evaluating took place at the completion of each textbook or at the end of a six month period, whichever come first. Testing the learners' English skill consisted of having them complete the current textbook's multiple choice achievement test.

Evaluating a learner's language skills consisted of filling out a form which included the five previously mentioned "S" ratings, a lot of phonetic information on consonant fricatives and explosives etc., and the teachers' copious comments. These comments were not only a time consuming burden for the teachers, the language service company's secretary(s) who had to type them, but also for the chemical company's E&TD and the section chiefs who had to wait an average of eight weeks for the tests and comments to be processed before they could see them.

In 1975 in line with the chemical company's international English business needs and the streamlining of their English language program the E&TD authorized for use throughout the company a modified version of my evaluation chart to be used to evaluate all English language learners in the company.

At the beginning of 1977 the E&TD introduced a series of intensive English courses based on four business courses that I taught. To measure learners progress and speaking proficiency the E&TD wanted numbers. To accommodate this condition I introduced the same norm-referenced

test batteries that the language school used.

In designing the intensive English courses I took into consideration the language service companies' problems of supplying personnel for these all day courses and built teaching assignments around the teachers' availability, consequently their assignments covered different subjects and their teaching hours varied with each class. As with the regular English courses, this arrangement was sure to produce evaluation discrepancies in the correlation between the points awarded by different teachers to the same learner. Therefore, following the same system as established with the regular 4 hour a week classes, three teachers or more who taught the same intensive class evaluated each learner in that class.

The teachers' evaluations were added and then divided by the number of teachers that evaluated each learner. The resulting figure represented the learner's speaking skill.

The first three intensive courses consisted of 220 hours spread over a five week period. The courses were scheduled at 7.5 hours a day, 5 days a week for four weeks. During the fifth week the learners were exposed to 70 hours of total immersion in the English language at the company's country training center.

For reasons of manpower demand the length of the intensive training courses was cut to 180 hours at 7.5 hours a day, 5 days a week including one week of total immersion in the language at the company's country training center. During the years 1978-1985 nineteen courses went on stream.

As with the language school experience the norm-referenced paper tests scores revealed sufficient passive knowledge of the target language for initial class placement of learners, but at the end of the course the tests still revealed insufficient information of their spoken skill with the language.

On the contrary, teachers using the modified evaluation charts to evaluate the learners produced information that clearly showed the E&TD and other interested parties the active skill of each learner. And most important, within two hours of the end of the intensive course this information was available for all interested parties.

The average deviation between points awarded by different examiners to the same learner during the first three intensive courses was ± 2 points.

Although, the following sixteen intensive courses were subjected to constantly changing curriculum and a turnover of ONE HUNDRED and TWELVE TEACHERS, the coefficient of correlation between the points awarded by different teachers to the same learner was consistent with the first three intensive courses.

Another thirty teachers using the chart system twenty two times during 1975 to 1986, to evaluate a further 550 four hour a week learners produced the same coefficient ratings as the teachers of the intensive courses. And most important, although the evaluations were conducted simultaneously at four widely dispersed locations all evaluations were processed and the resulting information made available for all interested parties within two days of the end of each evaluation period.

The conclusion I draw from these experiences is:

- * Trying to infer speaking skill from a learner's ability to read and mark the correct choice in a multiple choice question test has little or no relation to active communication.
- * That there is a need for interpretations of multiple choice test scores that indicate a related level of spoken proficiency with the target language.
- * That if a paper test score, interview or any other form of measurement does not supply information which interested parties can clearly understand and use then the instrument serves little purpose.
- * That teachers' evaluations of learners' active interactions supported by a written criteria reveal more than the passive results of norm-referenced battery tests.
- * That teachers' evaluations supported by a written criteria have greater coefficient correlations than any unsupported gutfeeling method.
- * That if an evaluation, interview or test is an integrated part of a documented system which clearly defines active skill in the target language and,
 0. Gives every examinee the chance to celebrate progress no matter

how small.

1. Helps a wider community in determining learner knowledge, skills, and aptitudes before the start of a course.
2. Helps a wider community in verifying learner knowledge, skills, and aptitudes during the early lessons of study.
3. Helps a wider community to measure learners' progress from the start of a course to its conclusion.
4. Helps a wider community in demonstrating to learners and other interested parties the amount of time involved in learning a second language.
5. Gives a wider community opportunity to consult documentation to see exactly where they stand and the effort needed on their part for them to progress.
6. Helps a wider community in obtaining a clear statement of their personnels' current English ability.
7. Helps a wider community in obtaining a better idea of the average clients skill in English after a given number of hours of instruction.
8. Helps a wider community in designing rationale courses and producing better textbooks.
9. Helps the whole community in realizing the amount of time and effort it takes to reach a given active skill, then the community is better equipped to make decisions.
10. And that although this evaluation system is logistically and time-wise easy for educational and training departments to administer, and easy for judicious teachers to use, it is also a highly sophisticated and refined measure of communicative performance. Reliability over aggregates is very high.

As Sir Arthur Conan Doyle, creator of Sherlock Holmes, had Holmes remark to Dr. Watson, 'While the individual man is an insoluble puzzle, in the aggregate, he becomes a mathematical certainty. You can never foretell what any person will do, but you can always predict with precision what an average number of people will be up to. Individuals vary but percentages remain constant.'

If we can trust percentages, then this study reinforces the statement

THERE IS A NEED FOR A CRITERION-REFERENCED EVALUATION SYSTEM.

As the adage goes. "The proof of the pudding is in the eating."

And for the first taste of this pudding, I suggest that after you have read the four charts and feel comfortable with them, you try using them to evaluate your own skill with a foreign language.

The next bite into the pudding is to evaluate some learners. You can use the interview technique i.e., examiner to learner type question and answer, or you can have two learners ask and answer questions about each other based on the first lesson in Peter Watcyn-Jones' "Pair Work" student book A and student book B. This way you can evaluate two learners at the same time. You can also use the STEP extemporaneous speech approach. You just have to remember that the method of eliciting learners proficiency with the target language is limited only by your own imagination.

If this summary communicates the need for a more realistic assessing system of English language acquisition and production, opens up a frontier for further investigation, discussion and application of this criterion-referenced evaluation system, and contributes in some way to the interests of our Japanese clients, then the slight curiosity which snowballed has paid off.

NOTE:

The four charts are all more or less self-explanatory and are for this presentation reproduced in reduced size.

	EVALUATION SCALE	
<p>This system consists of three wall charts and an evaluator's chart i.e., The EVALUATION CHART, the PROFICIENCY CHART, the LENGTH and DENSITY CHART, and the EVALUATOR'S CHART. This is the</p> <p style="text-align: center;">EVALUATION CHART.</p> <p>This chart contains two sections. A top section and a bottom section. The bottom section is directed at the examiners who may need more information before finalizing a report. The top half is directed at the learners who deserve a clear avenue illustrating their strengths, weaknesses, progress and overall proficiency.</p> <p style="text-align: center;">THE LEARNERS</p> <p>For interpretation of the total points awarded to you, please consult the 0 0 to 5 0 scale on the PROFICIENCY CHART.</p> <p>Any written classification of language acquisition can only project a frozen picture of a living, changing process. To interject life into this classification half VALUES (.5) are included to indicate that you are processing from one parameter to the next.</p> <p>To accomplish this an attempt has been made to classify a labyrinth of interrelated language skills into seven isolated areas and eleven parameters. A total of seventy seven boxes. The contents of each line of boxes, identified by values 0 through 10, provide you with a graphic stage by stage progression from zero ability to near mature international native speaker ability.</p> <p style="text-align: center;">DESCRIPTION OF THIS CHART</p> <p>Evaluation Scale, the first line across the chart supplies VALUES (whole numbers) from 0 to 10. Listed below and directly related to the values (whole numbers) are seventy seven boxes which contain subdivisions of estimated language proficiency.</p> <p>You will find seven areas - Comprehension, Self Expression, Syntax, Vocabulary, Fluency, Reading, and Writing - listed down the left hand column of the chart.</p> <p>The criteria in the eleven boxes in line with each of the seven areas (comprehension, Self Expression, Syntax, Vocabulary, Fluency, Reading and Writing) progressing from left to right attempt to indicate your proficiency in each of the areas.</p> <p>ALL VALUES of "0" from top to bottom in the seven areas approximately describe a learner who has little or no ability in the target language.</p> <p>ALL VALUES of "10" from top to bottom in the seven areas approximately describe a learner whose mastery of the language is approaching that of a mature international native speaker.</p> <p>The VALUES and criteria are approximate. They are only reference points. NO LEARNER WILL EXACTLY FIT EVERY CRITERIA OF A BOX. You are rated according to the definitions in each box to which you most closely resemble. A .5 (point five) added to a value (whole number) shows that a learner has more command of that area than the criteria indicates.</p> <p style="text-align: center;">HOW TO USE THE EVALUATION CHART</p> <p>From one of the eleven boxes in line with each of the seven areas, you are awarded definitions that most closely resemble the your average ability. The values and the criteria on the Evaluation Chart reflect a range, and not specific and isolated language proficiency.</p>	AURAL COMPREHENSION	The two
	SELF EXPRESSION	The random or t The usual and target gramm
	SYNTAX	The rule cogn
	VOCABULARY	Actiones Note The concepts more average and But about speaker Bob Farm
<p style="text-align: center;">FLUENCY</p>	FLUENCY	Speedue skill Note When: early dial take

EVALUATION SCALE	0	0.5	1	5
AURAL COMPREHENSION	The client can comprehend one or two greetings.	Recognizes some daily greetings, and simple questions seeking minimal autobiographical information. Able to pick out a limited number of words from various questions.	Understands "are you? How about the toilet? How much does it cost? Five near ...etc seeking more detailed information conversational slowly sup kinetic dev	
SELF EXPRESSION	The client is limited to a few random words and a sporadic phrase or two. The material for the interactions usually originates from domestic and foreign enterprises using the target language as an advertising gimmick.	Utterances are limited to basic autobiographical information, greetings, and a few words and memorized phrases needed for basic wants and desires.	Communicate: Autobiographical courtesy greetings are not interaction questions a ted to time and dislike easily ideas needs suppo	
SYNTAX	The structures used defy grammar rules and challenge the recipient's cognition.	Is limited to a few memorized elementary patterns necessary for minimal interactions. Self generated utterances rarely exceeding four words at a time contain fractured syntax.	Basic sentence statements are under initiated tend to contain errors. Self exceeding fractured : tical error	
VOCABULARY	Active vocabulary can be counted on ones' digits. Note: The complete English vocabulary consists of 500,000 words, and many more are added each year. The average adult knows between 35,000 and 70,000 of these English words. But an average adult uses only about 7,500 of them, even though he speaks about 18,000 words in a day. Bob Talbert. Farmers Almanac, May 1983.	Active vocabulary is limited to key words necessary for communication on a word-phrase level related to personal information, greetings, immediate survival needs, plus time, days of the week, months of the year. Cardinal and ordinal numbers to at least 100 are under control.	Sufficient express basic most of t centered nouns wit variation.	
FLUENCY	Speed of speech cannot be measured due to lack, of basic language skills. Note: When evaluating fluency in the early stages of learning, drill and dialog' manipulation should be taken into consideration.	Formation of sentences is slow and characterized by pauses and inarticulated utterances.	In response utterances is slow and few short	

EVALUATION CHART

2	3	4
<p>Understands some phrases such as How are you? How much is it? Where is the toilet? It's over there. It costs five dollars. There is one near ...etc. Understands questions seeking more detailed autobiographical information, and a few short conversational exchanges spoken slowly supported by realia and kinetic devices.</p>	<p>Understands simple familiar subjects spoken at a slow speed. Some repetition is needed to impart understanding. Can recognize essential words in public announcements or in dictated passages and, if enunciated clearly can grasp the contents of a short story presented in monologue, form.</p>	<p>He/she understands short personal questions uttered at normal speed but adjustments in speed and volume are necessary for meaningful interactions on less familiar topics. Can follow speech directed at him/her in response to own questions, and grasp key words in unfamiliar situations.</p>
<p>Communicates with memorized material. Autobiographical information and courtesy greeting are exchanged, but they are not an integral part of own interaction. Uses very basic questions and answer patterns related to time, locations, simple likes and dislikes. Ability to express needs supported by kinetic gestures.</p>	<p>Responds compensatorily in the give and take of courtesy expressions, greetings and basic survival language. Uses fractured key phrases rather than complete thoughts. Able to ask about and describe habitual actions. In a somewhat fragmentary fashion can give simple directions and simple descriptions of his/her own job, and produce acceptable imperfect responses to questions supported by realia.</p>	<p>Able to use the language in the simplest form for communicating simple ideas, traveling, dining, shopping, appointments, imperatives and comparisons. Able to integrate simple sentences from and into target language. Tends to use single sentence utterances.</p>
<p>Basic sentence, subject verb object statements and their question forms are under control. Longer sentences initiated with "WH" question words tend to contain word-order and tense errors. Self generated utterances exceeding five words usually contain fractured syntax and other grammatical errors.</p>	<p>Basic grammatical patterns consisting of the interrogative "WH" question words and their appropriate answer forms are partially under control.</p> <p>In prolonged unfamiliar situations client usually cannot sustain coherent structures exceeding a few (seven) words at a time.</p>	<p>Many basic sentence patterns known but are not used with dexterity. Longer sentence formation is characterized by omission of words, improper tenses and fractured word-order. Has some capacity for self correction.</p>
<p>Insufficient vocabulary to primitively express basic wants and desires, but most of the vocabulary used is centered around common concrete nouns with little or no verb variation.</p>	<p>Sufficient vocabulary to interact in predetermined situations. Able to substitute or attach new vocabulary in or to memorized interactions.</p>	<p>Demonstrates an increasing use of vocabulary enabling more detailed explanation of personal history, introductions, job, and directions. Has sufficient active vocabulary to give basic description in chronological order of simple on-going activities.</p>
<p>When responding to other people's utterances the client's interaction is slow and uneven except for a very few short memorized phrases.</p>	<p>Speed of speech and length of utterances in creative interaction are slow and fragmentary making meaningful sustained conversation a challenge to both participants.</p> <p>Mother tongue utterances drift in and out of speech, but more frequently used expressions flow quite freely.</p>	<p>Short sentence patterns and memorized phrases are uttered at a relatively good pace, but any unfamiliar situation or response calling for unfamiliar vocabulary immediately causes hesitation.</p>

ATION CHART

4	5	6
<p>Understands short personal conversations uttered at normal speed, adjustments in speed and vocabulary are necessary for meaningful actions on less familiar situations. Can follow speech directed to her in response to own elicits, and grasp key words in familiar situations.</p>	<p>Understands general subjects fairly well at slower than normal speed with some repetition and adjustment in vocabulary. Humor and other emotional qualities encountered are partially understood. Can grasp main facts from interactions outside of own experience.</p>	<p>Understands much of what is said at normal speed if clearly enunciated, but if speaker makes no allowance for limitation there will be some need for rephrasing, vocabulary adjustment and repetition. Beginning to catch nuances and single unexpected sentences spoken quickly. Can grasp information efficiently if lines of argument are not too complex.</p>
<p>Can use the language in its most form for communication of ideas, traveling, dining, appointments, imperatives comparisons. Able to interpret sentences from and into the language. Tends to use short sentence utterances.</p>	<p>Able to make requests, express needs and desires. Casual conversation about current events are more easily generated. In spite of word-order errors the client is able to chronologically relate past events. Attempts to express feelings and abstract thoughts are primitive but successful.</p>	<p>Using normal courtesy protocol the client is able to answer routine business inquiries by telephone. Can make various business and social arrangements in/on someone's behalf. Able to handle short impromptu speeches, explain things and express most thoughts and desires even if awkward or in a round-about way. May fail to respond to unfamiliar expressions and words. Can transmit accumulated information.</p>
<p>Basic sentence patterns are used but are not used with any facility. Longer sentence formulas characterized by omission of tenses and faulty word order. Has some capacity for correction.</p>	<p>Most basic grammatical patterns are under control and a marked reduction in complex structural errors is noticeable, but proper use of verbs and tenses still needs developing.</p>	<p>Simple sentence construction and tenses are under control. Complex sentences produced under favorable conditions are usually well formed, but under adverse conditions fractured syntax, tenses errors and strange usage can be expected as the client hurriedly strings thoughts together. However, this condition generally does not seriously interfere with intended meaning when received by a person accustomed to fractured syntax.</p>
<p>Shows an increasing usable vocabulary enabling more detailed narration of personal history, actions, job, and directions. Sufficient active vocabulary to describe in chronological order of simple on-going events.</p>	<p>Although there is little use of idioms, a limited solid base includes practical vocabulary for on the job use, and everyday social communication. Sufficient vocabulary to sustain a conversation if the other participant carries the burden.</p>	<p>Has a good general active vocabulary including technical expressions. The client's control of normal social expressions, work related vocabulary and simple everyday conversation vocabulary seems strong. Able to handle general discourse with some idiomatic and colloquial expressions</p>
<p>Simple sentence patterns and memorized phrases are uttered at a relatively good pace, but any topic, question or response calling for unfamiliar vocabulary immediately causes hesitation.</p>	<p>Simple sentences are uttered at a good pace, whereas some complex sentences continue to cause hesitation as the speaker searches for a memory image of the construction or seeks the assistance of the person addressed. Speaker responds to conversational exchange with increasing ease during topics generated by self.</p>	<p>Complex sentences, although choppy, are uttered at a fair speed. Topics or situations outside of client's interest, exposure or field of work lead to pauses and hesitation in speech, but imposing no strain on either participant. The client is beginning to overcome pace and rhythm problems.</p>

6	6 5	7	7 5	8	8 5	8	8 5
<p>of what is said at clearly enunciated, makes no allowance here will be some missing, vocabulary repetition. Beginning and single unexpressed quickly. Can on efficiently if sent are not too</p>	<p>Can with concentration understand most general topics at normal speed, but as nuances and find distinctions of words are not totally understood, repetition or rephrasing may be needed. When dealing with one partner the client is able to cope with sudden change of topic with little loss of detail if full attention is given. When the interaction involves two or more native speakers occasional loss of detail can be expected as listening is not yet totally trained for quick colloquial conversation.</p>	<p>Client Understands almost everything, although occasional repetition may be necessary as it is at times with a native speaker. Can comprehend conversation between native speakers even if not directly involved. Humor and other emotional qualities are generally understood even when two or more native speakers are involved in the interaction</p>	<p>Understa at norma occur du accent, noise. ulary m</p>				
<p>courtesy protocol e to answer routine s by telephone. Can siness and social on someone's behalf. short impromptu things and express d desires even if ound-about way. May nd to unfamiliar words. Can transmit mation.</p>	<p>Can express ideas on all topics connected with own field of work and interest, and discuss a variety of technical and business topics for prolonged periods. At times language limits surface in situation foreign to the client and produce peculiarities, but quick formation and the ability to construct chains of reasoning indicates increasing ability to think in the target language.</p>	<p>Can argue a point effectively and answer queries in most spheres of company business. Can converse on cultures, life styles, politics and other complex and sophisticated topics. Give verbal translations for general communication. Able to reformulate some ideas in different linguistics forms for emphasis and react at a natural speed to the give and take of conversational demands.</p>	<p>The cli handle uations. topics about 1 expressi and feel respondi ting. Ur in some</p>				
<p>construction and r control. Complex ed under favorable usually well formed, e conditions frac- sences errors and e expected as the / strings thoughts ar, this condition bt seriously inter- ded meaning when rson accustomed to</p>	<p>Under favorable conditions complex structures and abstract ideas are well formed, but under adverse conditions some strange patterns and word usage, word-order, articles, and prepositional errors occur which do not interfere with the business at hand or other arrangements.</p>	<p>Although the fundamental rules of grammar are understood and employed well, there are one or two minor errors in very complex and long sentences. However, such errors do not interfere with ability to present a case or negotiate with accuracy.</p>	<p>Has ver errors, meaning formula involve ease and</p>				
<p>l active vocabulary al expressions. The of normal social related vocabulary yday conversation s strong. Able to discourse with some loquial expressions</p>	<p>Able to use some idioms, slang and some cuss word, but these are not used with great dexterity. He/she has adequate varied vocabulary to participate in most discussions. Able to express and elaborate on own opinions. Has a knowledge of idiomatic phrases and colloquialism. He/she is able to handle formulas for conducting debates and discussions.</p>	<p>Rarely has trouble using appropriate vocabulary and idioms. However, at times, the client's use of words may be a trifle stiff and formal for the situation. Can handle some nuances, i.e., "I might buy it." as compared with the greater possibility, "I may buy it." Words are readily available for use in rarely encountered situations.</p>	<p>Has cont appropr approach speaker.</p>				
<p>, although choppy, fair speed. Topics tside of client's e or field of work and hesitation in sing no strain on t. The client is vercome pace and</p>	<p>Speech sounds much more natural as habitual interactions are conducted with greater confidence, but uncertainty of structure and vocabulary may persist in rarely encountered situations.</p>	<p>Speech is flowing more naturally as complex sentences are uttered at a pleasant rate. Rhythm and pace are smooth as interactions are handled with ease and variation.</p>	<p>Speech i as spont the give actions. (as it occasion the right result i</p>				

5	8	8 • 5	Client Understands almost everything, although occasional repetition may be necessary as it is at times with a native speaker. Can comprehend conversation between native speakers even if not directly involved. Humor and other emotional qualities are generally understood even when two or more native speakers are involved in the interaction	5	9	Can argue a point effectively and answer queries in most spheres of company business. Can converse on cultures, life styles, politics and other complex and sophisticated topics. Give verbal translations for general communication. Able to reformulate some ideas in different linguistic forms for emphasis and react at a natural speed to the give and take of conversational demands.	9 • 5	10
5	8	8 • 5	Although the fundamental rules of grammar are understood and employed well, there are one or two minor errors in very complex and long sentences. However, such errors do not interfere with ability to present a case or negotiate with accuracy.	5	9	Speech is flowing more naturally as complex sentences are uttered at a pleasant rate. Rhythm and pace are smooth as interactions are handled with ease and variation.	9 • 5	10
5	8	8 • 5	Can argue a point effectively and answer queries in most spheres of company business. Can converse on cultures, life styles, politics and other complex and sophisticated topics. Give verbal translations for general communication. Able to reformulate some ideas in different linguistic forms for emphasis and react at a natural speed to the give and take of conversational demands.	5	9	Rarely has trouble using appropriate vocabulary and idioms. However, at times, the client's use of words may be a trifle stiff and formal for the situation. Can handle some nuances, i.e., "I might buy it." as compared with the greater possibility, "I may buy it." Words are readily available for use in rarely encountered situations.	9 • 5	10
5	8	8 • 5	Speech is flowing more naturally as complex sentences are uttered at a pleasant rate. Rhythm and pace are smooth as interactions are handled with ease and variation.	5	9	Speech is quite smooth and natural as spontaneous responses facilitate the give and take in general interactions. In delicate interactions (as it is with native speakers) occasional pausing to search for the right word or phrase does not result in any great hesitation.	9 • 5	10
5	8	8 • 5	Can argue a point effectively and answer queries in most spheres of company business. Can converse on cultures, life styles, politics and other complex and sophisticated topics. Give verbal translations for general communication. Able to reformulate some ideas in different linguistic forms for emphasis and react at a natural speed to the give and take of conversational demands.	5	9	Rarely has trouble using appropriate vocabulary and idioms. However, at times, the client's use of words may be a trifle stiff and formal for the situation. Can handle some nuances, i.e., "I might buy it." as compared with the greater possibility, "I may buy it." Words are readily available for use in rarely encountered situations.	9 • 5	10
5	8	8 • 5	Speech is flowing more naturally as complex sentences are uttered at a pleasant rate. Rhythm and pace are smooth as interactions are handled with ease and variation.	5	9	Speech is quite smooth and natural as spontaneous responses facilitate the give and take in general interactions. In delicate interactions (as it is with native speakers) occasional pausing to search for the right word or phrase does not result in any great hesitation.	9 • 5	10

Some learners being evaluated will show more skill in some areas and less skill in others. Thus it is possible for a learner to receive differing values in each area.

To give you an example case. On the evaluation scale of 0 to 10, excluding reading and writing, Jane Doe is awarded a "6" for comprehension, a "5" for self-expression, a "4" for syntax, a "4" for vocabulary and a "3" for fluency.

These values "6, 5, 4, 4, and 3" are entered in the appropriate columns on the Class and Individual Evaluation Report and then added. The sum total is 22. See sample of the CLASS EVALUATION REPORT below.

CLASS EVALUATION REPORT													
INSTRUCTOR (S) NAME (S) <i>John Smith</i>		DATE OF EVALUATION <i>APRIL 1 1999</i>		CLASS <i>D.A. 131</i>									
Where Not Applicable, Write NA.		TOTAL COURSE HOURS <i>(100)</i>		COURSE DATES: <i>From MARCH 1 To APRIL 1</i>									
LEARNER'S NAME & ID. NUMBER	AREA OF EVALUATION: CONVERSATION					Total Points	Fro	Into	Read	Write	Total Points	Hours Attended	
	Compre	Self Ex	Syntax	Vocab	Fluency								
<i>JANE DOE 123</i>	<i>6</i>	<i>5</i>	<i>4</i>	<i>4</i>	<i>3</i>	<i>22</i>	<i>G</i>	<i>A</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>100</i>	
<i>TOMMY ATKINS 45</i>	<i>6.5</i>	<i>5</i>	<i>5.5</i>	<i>3.5</i>	<i>3.5</i>	<i>24</i>	<i>G</i>	<i>A</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>75</i>	

Use NUMBERS for Conversation, Reading and Writing. See Evaluation Chart.
Use LETTERS for Fro (Pronunciation) and Into (Intonation):

NW	A	G
Needs Work	Acceptable	Good

READING

Able mean: words: quest hotel: short
Note:
Educ: ten grow Engl: reco twent same learn many of f
In a show atte vocal twen annu:
Norm: Word Publ

Now take a look at the Proficiency Chart. You can see that the value of 22 registers Jane Doe's active composite proficiency in the lower half of the Pre-Intermediate column.

READING

Since the size of learner's reading vocabulary is often unrelated to their spoken or listening capabilities, this proficiency is evaluated as a separate skill on a scale of 0 0 to 5 0.

WRITING

As poetic license in written communication is not tolerated as much as it is in speech, this system treats writing as a separate skill and is evaluated on a scale of 0 0 to 5 0.

REMEMBER - THE CRITERION FOR EVALUATION IS ACTIVE COMMUNICATION, NOT PASSIVE KNOWLEDGE.

WRITING

Writ need info forms direc regi with
E
G
W
G
E
...
E
E
E

00

Able to recognize the denotational meaning of about 700 high frequency words and sentences plus personal questions such as those found on hotel registration cards, and other short public-notices.

Note:

Educational testing indicates that ten year old children who have grown up in families in which English is the native language have recognition vocabularies of over twenty thousand words-- And these same ten-year-olds have been learning new words at a rate of many hundreds a year since the age of four.

In astonishing contrast, students show that adults who are no longer attending school increase their vocabularies at a pace slower than twenty-five to fifty words annually.

Norman Lewis, Word Power Made Easy, page 3. Published by Pocket Books New York.

05

Reading connected discourse is usually a mechanical uncomprehending identification of words and letters. Able to read and understand parts of a menu and other realia supported vocabulary.

DRAYTON HOTEL RESTAURANT		
From 11.0 am. till 11.0 p.m.		
HORS D'OEUVRES		
Avocado "Drayton"	4.00	Smoked Salmon 6.00
Pate of Duckling	3.00	Parma Ham with Melon 4.00
SOUPS		
Tomato Soup	0.25	Consomme with Sherry 0.50
CHEF'S SUGGESTIONS		
Sirloin Steak	7.00	Drayton Royal (Hamburger) 3.00
Escalope of Veal	6.25	Cold Roast Chicken 4.30
Cheeseburger	3.25	Omelette (to order) 3.75
Lamb Chops	6.95	Chef's Salad 4.30
Sriiah KEBAB	3.99	Spaghetti "Bolognaise" 4.25
		Sandwiches (to order) 3.75
Traditional Fish and Chips		4.75
DESSERTS		
Fresh Fruit Salad	2.00	Savarin with Rum 2.00
Apple Pie	1.50	Creme Caramel 1.50
Coffee or Decaffeinated Coffee		0.90
Tea		0.90
Fruit Juices (various)		0.90
Chocolate or Milk (hot and cold)		0.90
V.A.T. is included at the Standard Rate Tray charge 1.00 per order		

Able to read text structures and w: list, "A General English Words" West. Comprehe structures is client's underst denotational mea: opposed to their Can with two extract data fr discourse.

John missed the flight, so he had to pay for an expensive taxi fare. As the plane was about to take off, he realized he had left his travel alarm clock at home. He was so forgetful that he had to call his wife to bring it to him.

Note: All definitions are written with words which w thorough study English, partic been made to "A of English Word reprinted 1977)

ADING

Written work is limited to words needed for autobiographical information. Can fill in routine forms in answer to questions and directions such as those on hotel registration cards, checks and withdrawal slips.

*Please type or print with a ball-point pen.
*Do not write in box. *Do not fold.
*Card is to be submitted to the Immigration Inspector.

EMBARCATION/DISEMBARKATION CARD 1

Family Name NEBO (M) (Female)

Given Name Salvador Trebia

Date of Birth 16 Day / 12 Month / 28 Year

Nationality JAPANESE Passport No. 007

Occupation TEACHER

Home Address 123 SHIDOMA TOKYO

Purpose of Visit SIGHT SEEING

Intended Length of Stay TWO WEEKS

Alien's No. / Vessel D.A. 13 131

Port of Embarkation YOKOHAMA

Port of Disembarkation NEW YORK

Signature [Signature]

Ability to write a comprehensible collection of scattered sentences. Fill in routine forms in answers to questions and directions such as those on hotel registration cards, checks and withdrawal slips.

Dear sir: In connection with the inquiry. I am engineer. I am capable to do job. I am used to do work hard. I have not wife and childs. I have interview your office after next wednesday, but you had went. I decided to do mail letter with application reason. My name John Doe. I am poor English speaker. I would to do interview your office next Friday. How do you think? Please teach be time. Your company was happy and I over work all week. Thank you.

Able to fill in packing lists, forms, ID marks of basic syntax simple short not you-were-here ty Attempts to w: tions result in making compreh: Can take dictat very slowly.

Dear sir: Sup: P.O. we contacted to above subject (are not received materials are construction s confirmed to v ASAP for the a received of the We look for:



Have you ever went to here thought that Ku most beautifu Because there i the rows of deeply.

WRITING

Able to read text written in simple structures and within the 2,000 word list, "A General Service List of English Words" edited by Michael West. Comprehension of longer structures is hampered by the client's understanding of only the denotational meaning of the words as opposed to their contextual meaning. Can with two or more readings extract data from simple connected discourse.

John missed the bus to the airport. He did not want to be late for his flight, so he took a taxi. The taxi fare was expensive, but worth it. He was able to check his luggage in on time. As the plane was taking off, he realized he had forgot to pack his travel alarm clock. He's a very forgetful person.

Note:

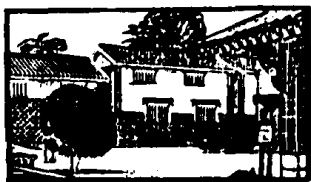
All definitions and examples of more than 38,000 words in the Longman Dictionary of Contemporary English are written within a controlled vocabulary of approximately 2,000 words which were selected by a thorough study of a number of frequency and pedagogic lists of English, particular reference having been made to "A General Service List of English Words" (Longman, 1953, reprinted 1977) by Michael West.

Able to fill in pro-forma invoices, packing lists, headings on documents, ID marks. With some control of basic syntax he/she can write simple short notes, such as wishing-you-were-here type vacation cards. Attempts to write longer constructions result in word-order errors making comprehension a challenge. Can take dictation if it is spoken very slowly.

Dear sir:

Sup: P.O. No xxxx for material we contacted to the vendor for of above subject order. However, they are not received them to date, these materials are urgently needed to construction schedule. So please confirmed to vendor and reply us ASAP for the above matter when we received of them.

We look forward to your reply.



Have you ever been to Kurashiki? I went to here this vacation. I thought that Kurashiki is one of the most beautiful place in Japan. Because there is calm and neat. So the rows of houses affected me deeply.

Able to read and understand text, and denotational meaning of vocabulary written within the Thorndike 3,000-word list from The Teacher's Word Book of 30,000 Words by Edward L. Thorndike and Irving Lorge, and instructions concerning classroom material, work environment, and questions such as those on post office and customs declaration forms and public notices. Can with two or more readings understand simple connected discourse.

THE STORY OF THE CHIP

Once upon a time there was a carpenter that lived in Phenicia. His name was Cadmus.

One day as he was working on a house he found that he had left one of his tools at home. He needed it. He picked up a chip of wood. He made some marks on it, and handed it to his slave.

"Go to my house," he said, "and give this to my wife."

The slave looked at it and wondered what it was. But he did as he had been told. Cadmus' wife looked at the chip and without a word, handed the slave the tool that her husband wanted.

The slave was very surprised. He thought that the chip had spoken the message in some mysterious way.

He returned to Cadmus with the tool. He then asked if he could keep the chip. Cadmus gave it to him. Then the slave hung the chip around his neck for a lucky charm.

This is probably the first historical record of a chip being used to store information.

Longer social correspondence has numerous errors, but the message and its friendly overtures can be quickly deciphered. Although business correspondence reveals attempts at communication beyond linguistic competence, it is still somewhat comprehensible to native speakers not accustomed to having the language used with such unintentional audacity.

Dear sir:

We shall appreciate it if you will let us know at your earliest moment your lowest prices of electric switches boxes and all kinds of fittings.

You will let us know at your earliest moment whether you could supply from stock them. You say if not, how long you could complete this requirements.

You will please send us a copy of your general catalog together with the details of for export prices and terms of payment.

You will at same time please send us samples you can allow us.

Your early reply will oblige us.

Able to read and understand contents of textbooks and business material related area of work, short routine letters, information about interest. Short stories within 4,000 word vocabulary newspaper where the subject in familiar.

Note:

According to the English Testing Department of The U of Michigan, the range of 6,000 high frequency English was selected from the Thorndike Lorge general word count "The Teacher's Word Book of 30,000 Words" the minimum working vocabulary for students need to function effectively in an English speaking environment so that they would not be burdened by excessive difficulty.

It is also suggested that to use an advance all English Dictionary, this range is the vocabulary requirement learned to have at their command.

Ability to construct simple text related to daily social and assigned class work. write short business letters adjusting pre-written text particular needs. The written produces very wordy and constructions when faced task of originating correspondence. Misuse of articles, prepositions, and is still evident.

Dear sir:

Referring to our telx NO.12 31, 19???

As you were aware, we have trouble concerning delay in and poor workmanship on order.

Further, we have just received No.5 on subject order with damage, on Aug 31, 19???

It is impossible to repair damage and you will have to pay it, we suppose. Also, we suggest that you place orders for this type with another supplier our suggestion.

We look forward to pay attention to our request.

Very truly yours,

ad and understand the textbooks and standard material related to own, short routine business information about places of Short stories written word vocabulary. Read a here the subject matter

o the English Language rtment of The University, the range of 4,000 to frequency English words from the Thorndike and word count " The Tea-Book of 30,000 Words" as working vocabulary stu- to function efficiently sh speaking university, ey would not be unduly y excessive dictionary

suggested that in order advance all English dic- is range is the minimum requirement learners need their commend.

construct simple continu- ated to daily situations ed class work. Able to t business letters by re-written text to suit needs. The writer usually ery wordy and stiff as when faced with the originating business ace. Misuse of or lack of repositions, and concord dent.

o our telx NO.1234 of Aug re aware, we had many urning delay in delivery workmanship on subject

have just received item bject order with much Aug 31, 19???. ssible to repair these you will have to reorder ose. Also, we recommend ace orders for items like ith another supplier. As ion.

rward to pay your keen o our request.

yours,

Reading of materials related to study and own field of work and other materials such as directions found in instruction booklets and straight-forward business letters, simple newspaper articles is at a satisfactory level of comprehension.

Note:

Authorities have estimated that a minimum of 5,000 to 14,000 words is required to read a newspaper.

Smith S. Stephenson, The Command of Words, page 1. New York: Thomas Y. Crowell Company.

Note:

The program, named Writing to Read, teaches 5- and 6- year-olds how to write virtually every word they can say (about 4,000 of them).

PCjr.Magazine Volume 1 number 8. September 1984. Page 46. Martin Porter.

Has reasonable control of social and general writing skills, but at times sentences include unclear cohesion links. That is, isolated sentences maybe grammatically correct, but do not link back to what went on before. Routine business letters and longer texts are produced according to a standardized format also contain unclear cohesion links and other errors.

Dear sir:

I appreciate that you made an opportunity to meet and discuss about cost each other. We talked many things.

However, I couldn't stop surprising when I heard your plan i.e., possibility of award of contract other company.

Because company has been getting contracts securely during the past three years.

But, anyway I am intend to produce improvement cost considering your suggestions within two months. Therefore, please take no action until then.

I believe absolutely that our improvement cost will get your satisfaction.

Sincerely yours,

Able to read and understand some self-elected material such as news- papers, general interest magazines, science fiction, Western stories and general reports. May have difficul- ties with some connected discourse, telexes and telegrams due to the inability to deduce the contextual meaning of known lexical items. Idioms still pose a challenge

Note:

A recent count, by computer, of the combined vocabulary used in the English language tests of all National and Private Universities' annual entrance examinations exceed- ed 8,000 unique words.

J.B. Harris, Executive Director, Editorial Adviser, Obunsha. Tokyo.

Note:

Edward L. Thorndike and Irving Lorge recommend a 6,000 word vocabulary for American students in grades 5 through 6.

Short routine letters of inquiry and acknowledgment are somewhat under control, but longer business corre- spondence is usually written in a stiff and ponderous style. Complex sentences and paragraphs may be linked with errors of coherence and contain unnecessary words.

Dear sir:

We would like to advise you that we have received four (4) centrifugal pumps instead of four (4) reciprocating pumps. As we now have no float time to install the reciprocating pumps at our plant, you are requested to immediately dispatch the reciprocating pumps to site. As for centrifugal pumps, please advise us whether we should return the unwanted reciprocating pumps to you. CARR.FO.

Dear sir:

Weare sending herewith one copy each of photograph each of off-specifi- cation hand wheel for valves on subject order as evidence claim. Youare kindly requested to supply the correct ones free of charge to us.

Please advise us whether a return of unwanted hand wheel CARR.FO.

The act cor hic wit dif may cor

Not

Yo orc wo ca wo

Co Am Ex Ch Ma

No

A ca yo vo wi

Co Am Ex Ch Ma

Abi nes par of the cor wit

Dea

We No. any sha pri spe

the or you by

lat mer as

wi: th ap

0	35	40	
<p>understand some al such as news-terest magazines, stern stories and ay have difficul-ected discourse, rams due to the e the contextual lexical items. challenge</p> <p>computer, of the ry used in the tests of all te Universities' minations exceed- ds.</p> <p>utive Director, bunsha. Tokyo.</p> <p>and Irving Lorge word vocabulary nts in grades 5</p>	<p>The client is able to understand and act on the majority of routine correspondence. Can comprehend to a high degree all texts associated with objectives. Rarely experiences difficulty relating denotations but may miss inferences and nuances concealed in idiomatic phrases.</p> <p>Note: You need a large vocabulary in order to be able to use the right word at the right time. The right word may not be--indeed, in most cases, will not be--the longest word.</p> <p>Communications That Work American Management Associations, Extension Institute. Christine Bingaman, Ralph Graham & Mardy, Wheeler</p> <p>Note: A vocabulary of about 1,000 words can express any message. However, you need ten times that, or a vocabulary of 10,000 words, to read with adequate comprehension.</p> <p>Communications That Work American Management Associations, Extension Institute. Christine Bingaman, Ralph Graham & Mardy, Wheeler.</p>	<p>The client can comprehend and act on materials related to own job, complex business letters, telexes, and telegrams. Can read with a high level of comprehension understand most types of and general world news such as Time, News Week, Digests, etc.</p> <p>Note: People with a high school education or its equivalent are known to have a reading vocabulary of between 9,000 and 10,000 words, and sometimes even more.</p> <p>Helen M. Patterson, Associate Professor of Journalism University of Wisconsin. Writing and Selling Special Feature Articles, Prentice-Hall, Inc. New York.</p>	<p>Can read v sion most zines, ec materials language national (or more r colloquial references</p> <p>Note: Mr. Soobe loan-word entries, have been vocabular World Wa. loan-word because r abbreviate changed a Japanese v able to pu</p>
<p>rs of inquiry and : somewhat under : business corre- ly written in a s style. Complex ragraphs may be of coherence and words.</p> <p>lvice you that we (4) centrifugal of four (4) . As we now have o install the s at our plant, to immediately ocating pumps to trifugal pumps, hether we should d reciprocating FO.</p> <p>ith one copy each of off-specifi- for valves on evidence claim. ested to supply ee of charge to</p> <p>ether a return of CARR. FO.</p>	<p>Abilityity to produce longer busi- ness correspondence with reasonable paragraph organization and a variety of sentence structures. Although there are errors of coherence and concord the material can be read with reasonable ease.</p> <p>Dear sir: We have received generator unit No.XXXX on subject order. We, however, have not received any shipping documents to date which shall be foreword at least two weeks prior to shipment as called for in specified in our instructions. We would like to confirm whether you have already send us them or not. If not, we strongly request you to dispatch them within at least by this week. Demurrage is caused because late dispatch of the shipping documents shall prevent generator to go as demurrage is caused. If any demurrage is caused, we will charge them to you. Your prompt attention for to this matter will be highly most appreciated.</p>	<p>The client can organize and develop for all appropriate occasions reader friendly correspondence. Complex sentences may contain unclear concord linking and copula errors that do not interfere with communication.</p> <p>Dear sir: I spoke with the Bank of Tokyo, London branch, the other day. They apparently, have to comply with the Japanese Banking Law as well as the English Law. So, to open the ordinary account they require Y200,000 deposit. This amount has to remain there till termination of the account. There aren't any charge against changing into pounds out of that account in England. (No charge for remittance in Yen from Japan). The interest is exactly the same as in Japan, and you can keep yen in the account as it is. If the amount of interest, equivalent in British currency, reaches to certain amount then to comply with the English Inland Revenue's requirements, they will have to report to the Inland Revenue.</p>	<p>Ability to varieties Expository; consistent paragraph to all pur a few min confuse me</p> <p>Dear Mr. D I'm p I have rec from a Cal Dialaid Lo They the United see a prot the proto I wou talk about Pleas as you fin a few tim you. I'm u 9:30 a.m. after 6:30 call.</p>

40

comprehend and act on
ed to own job, com-
letters, telexes,
Can read with a high
rehsion understand
and general world
Time, News Week,

high school education
ent are known to have
abulary of between
0,000 words, and
more.

son,
ssor of Journalism
isconsin. Writing and
ll Feature Articles,
Inc. New York.

organize and develop
riate occasions reader
espondence. Complex
contain unclear con-
nd copula errors that
re with communication.

with the Bank of Tokyo,
the other day. They
ve to comply with the
ng Law as well as the
Go, to open the ordi-
they require Y200,000
amount has to remain
rmination of the ac-
aren't any charge
ng into pounds out of
n England. (No charge
in Yen from Japan).
rest is exactly the
pan, and you can keep
ount as it is. If the
erest, equivalent in
cy, reaches to certain
to comply with the
d Revenue's require-
ill have to report to
enue.

45

Can read with a very high comprehen-
sion most articles in quality maga-
zines, economy reviews and other
materials written in the target
language related to various inter-
national enterprise. Can within two
or more readings understand idioms,
colloquialisms, slang and cultural
references.

Note:

Mr. Soobei Arakawa's dictionary of
loan-words has more than 25,000
entries, more than half of which
have been adopted into the Japanese
vocabulary since the end of the
World War II. The majority of
loan-words are from English, and
because many of them have been
abbreviated, their original meanings
changed and are pronounced in the
Japanese way you may or may not be
able to put them to use.

Ability to construct many sentence
varieties to suit differing needs.
Expository prose is clearly and
consistently organized with clean
paragraph organization appropriate
to all purposes, but there could be
a few minor errors which would not
confuse meaning.

Dear Mr. Doe:

I'm pleased to inform you that
I have received a favorable reaction
from a Canadian company about your
Dialaid Lock.

They have a family company in
the United States, too. They want to
see a proto type or a photograph of
the proto type.

I would like to see you and
talk about it when you are free.

Please give me a call as soon
as you find time. I have called you
a few times but I was unable to get
you.

I'm usually in the office from
9:30 a.m. to 5:30 p.m. I am at home
after 6:30 p.m. I will wait for your
call.

50

Able to completely comprehend with
one or two readings general and
technical expository material such
as contracts, published lectures,
reports, professional papers, and
technical journals such as
"Hydrocarbon Processing."

Note:

By the age of two, the typical child
can already utter nearly 300 differ-
ent words. By three it has tripled
this figure, and by four it can
manage nearly 1,600. By the age of
five, the child has a vocabulary of
more than 2,000 words, all learnt at
an astonishing rate and providing it
with a form of infantile signaling
that permits ever-increasing com-
plexity in its relationships with
its parents and its other human
companions.

Desmon Morris,
Man Watching, Page 408.
Triad Publications.

Able to translate such documents as
contracts, technical papers into and
from the target language, write in a
few prose styles pertinent to needs.
The client has reached a level of
writing skill that is as near to an
educated native writer's level as is
possible for any non-native writer
to attain. This level of
skill is usually attained by the
client having worked for a
prolonged period in the country of
the target language or through
prolonged exposure and usage of the
language.

An Inconsistency between the Rate
and Accuracy of the Learning Method
for System Identification.

Adon Okihusta
Institute of Technology

1. Introduction

A learning method for system
identification has been proposed
which is based on the error correct-
ing training procedure in learning
machines and is an iteration method
of identifying the dynamic charac-
teristics of linear system by use of
a sampled weighting function. A
generalized method has also been
proposed, which improves the rate
convergence using matrix weight.

This discussion concerns an
inconsistency between the rate and
the accuracy of a learning" process
in the case of the learning method
for system identification.

<p>This system consists of three wall charts and an evaluator's chart i.e., The EVALUATION CHART, the PROFICIENCY CHART, the LENGTH and DENSITY CHART, and the EVALUATOR'S CHART. This is the</p> <p style="text-align: center;">PROFICIENCY CHART</p> <p>This chart is mainly directed at the first two of the following three communities company management, teachers and learners.</p> <ol style="list-style-type: none"> 1. Company management who deserve a clear statement of a learner's current skill in the target language and an idea of the amount of time it takes for learners to achieve a targeted proficiency. 2. The teachers who may wish additional information for learner placement and for confirming a learner's progress and proficiency. <p style="text-align: center;">DESCRIPTION OF THIS CHART</p> <p>APPROXIMATE INTERPRETATION OF OTHER PROFICIENCY LEVELS the first line of boxes from left to right across the top of the chart contain text names and space for approximate compressions of other language proficiency levels.</p> <ol style="list-style-type: none"> 1. STEP. Society Testing English Proficiency (EKEN) 2. TOEFL. Testing Of English Foreign Language. 3. TOEIC. Testing Of English International Communication. 4. <p>SHORT DEFINITIONS. The contents of each box in the second line of boxes across the chart describe a learner's general ability at each level.</p> <p>ESTIMATED HOURS. The integer in the top of each box in the third line of boxes project the average number of hours of study needed for the average learner to progress out of that value into the next value.</p> <p>CONVERSATIONAL ABILITY. The decimal point 0 0 through to 5 0 in the bottom of each box in the third line of boxes is used to pinpoint a composite value of the following five areas (comprehension, self-expression, syntax, vocabulary, and fluency) of a learner's active proficiency. Starting from 0 1, each box has a value of two percent control of the target language.</p> <p>COMPREHENSION PROFICIENCY. The criteria in the fourth line of boxes from left to right across the chart indicate a learner's general aural proficiency as related to the composite value of his/her overall conversational ability.</p> <p>SELF-EXPRESSION PROFICIENCY. The criteria in the fifth line of boxes from left to right across the chart indicate a learner's general oral proficiency as related to the composite value of his/her overall conversational ability.</p> <p>READING ABILITY. The sixth line of boxes from left to right contains values 0.0, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0. These values indicate a learner's reading proficiency.</p> <p>READING. The criteria in the seventh line of boxes from left to right indicate a learner's general reading comprehension</p>	<p style="text-align: center;">AREA</p> <p>APPROXIMATE COMPARISON OF OTHER SYSTEM LEVELS</p> <ol style="list-style-type: none"> 1. STEP 2. TOEFL 3. TOEIC 4. 	<p style="text-align: center;">MINIMAL SUR</p>				
	<p style="text-align: center;">SHORT DEFINITIONS</p>	<p>Use minimal survival cation phrases and their mined responses such as basic autobiographical in make basic wants and desir Produce a limited nu imperatives.</p> <p>The interactions consist of two, three and phrases that seek minimal mined information requ thought provoking interact part of the learner.</p>				
	<p style="text-align: center;">ESTIMATED HOURS CONVERSATIONAL ABILITY</p>		<p style="text-align: center;">1 4</p>	<p style="text-align: center;">1 6</p>	<p style="text-align: center;">1 8</p>	<p style="text-align: center;">2</p>
	<p style="text-align: center;">COMPREHENSION PROFICIENCY</p>	<p style="font-size: 2em;">00</p>	<p style="font-size: 2em;">01</p>	<p style="font-size: 2em;">02</p>	<p style="font-size: 2em;">03</p>	<p style="font-size: 2em;">0</p>
	<p style="text-align: center;">SELF-EXPRESSION PROFICIENCY</p>	<p>Can minimally reply personal questions and simple statements. Use s' familiar greetings and s' tives such as "Sit down. adverb type statements. door." Verb, adjective type statements.</p> <p>Able to make basic desires known with clarity only when produ memorized questions and determined responses.</p> <p>Although, isolated s' ted phrases rarely exci words at a time and cor tured syntax they are com</p>				

MINIMAL SURVIVAL					BASIC SURVIVAL					WORKING SURVIVAL			
<p>Use minimal survival communication phrases and their predetermined responses such as greetings, basic autobiographical information, make basic wants and desires known. Produce a limited number of imperatives.</p> <p>The interactions generally consist of two, three and four word phrases that seek minimal predetermined information requiring no thought provoking interaction on the part of the learner.</p>					<p>Ask and answer simple Yes/No questions. Give and ask for personal information. Make primitive introductions. Basically use the language for transit purposes and make personal wants and desires known.</p> <p>The interactions generally consist of two to four short sentences that seek limited information exchange.</p>					<p>Act in predetermined situations such as introductions, meet and escort people. Produce fragmented connected discourse consisting of single or double phrases with content. Verb conjugation is variable.</p> <p>The interactions generally consist of four to six short conversational exchanges.</p>			
14	16	18	20	22	24	26	28	30	32	35	38	41	44
01	02	03	04	05	06	07	08	09	10	11	12	13	14
<p>Utterances understood are a few short simple questions seeking minimal autobiographical information, statements, requests, commands and greetings rarely exceeding three or four words at a time, and where context and kinetics strongly support the meaning.</p> <p>Able to pick out a limited number of words from questions directed to the general listener.</p>					<p>Recognizes some simple commands and questions related to self, and memorized words within predictable interactions. Utterances recognized rarely exceed five or six words at a time and related to basic survival needs such as identification, minimum courtesy requirements, dining, shopping, time, weather, travel situations, transportation and simple directions.</p>					<p>Understands regular grammatical commands and questions related to self. Understands general biographical information given by people. Simple conversations about daily activities, work, school, places of interest and can recognize essential vocabulary in announcements at airports, bus and terminals.</p> <p>Recognizes most question and word order patterns. Concentration sustains comprehension of short stories and other material presented in monologue form consisting of basic structures rarely exceeding utterances of 10 words at a time.</p>			
<p>Can minimally reply to simple personal questions and volunteer simple statements. Use standardized familiar greetings and some imperatives such as "Sit down." Verb and adverb type statements. "Open the door." Verb, adjective and noun type statements.</p> <p>Able to make basic wants and desires known with reasonable clarity only when producing short memorized questions and their predetermined responses.</p> <p>Although, isolated self-generated phrases rarely exceeds three words at a time and contain fragments</p>					<p>Using memorized formula, can basically express personal survival wants and needs. Identify self and make primitive introductions. Negotiate basic survival needs such as checking in and out of hotels, dining, shopping, travel situations, transportation, give time, and ask simple directions.</p> <p>Basic statements and their "Be" question forms are mostly under control. Although, longer utterances initiated with "Wh" question words contain word-order and tense errors they can be understood by native speakers who are willing to try to communicate with learners that are</p>					<p>The learner is able to produce fluent simple responses to familiar interactions such as biographical information, requirements and answers to questions with predetermined responses. Basic cohesive features such as pronouns, verb inflections are known, but they are not an integral part of the learner's production.</p> <p>Although short comprehensible elementary utterances pertaining to his/her profession, interests, basic personal wants and dislikes and dislikes are delivered with uneven fluency and inconsistent syntax accuracy, the learner is able to out-line his/her purpose</p>			

PROFICIENCY CHART

WORKING SURVIVAL					ELEMENTARY					PRE-INTERMEDIATE				
<p>Act in predetermined situations such as introductions, meet and report people. Produce fragmented, unconnected discourse consisting of single or double phrases with simple content. Verb conjugation is weak.</p> <p>The interactions generally consist of four to six short conversational exchanges.</p>					<p>A person in this area can give basic descriptions of tasks and directions to accomplish them. Can carry on a conversation of very limited length within own interests, and rudimentary handle predictable requirements.</p> <p>The interactions are usually general non-technical and consist of six to eight short conversational exchanges.</p>					<p>A person in this area can handle basic work situations, understand and write short routine business letters. Sustain social conversation if the other partner carries the greater burden. Interacts favorably in business by taking most of the burden.</p> <p>The interactions may contain some idioms and colloquial expressions, single and double sentences.</p>				
5	38	41	44	47	50	53	56	59	62	66	70	74	78	82
1	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<p>Understands regular greetings, commands and questions related to self. Understands general biographical information given by other people. Simple conversations about daily activities, work, shopping, places of interest and can recognize essential vocabulary in announcements at airports, bus and train terminals.</p> <p>Recognizes most questions forms and word order patterns. Can with concentration sustain comprehension of short stories and other material presented in monologue form, and understand basic structures of utterances exceeding eight words at a time.</p>					<p>Able to understand slow and articulated speech delivered in a limited variety of structures. Understands more detailed questions on familiar subjects such as auto biographical requirements, biographical information of others, information related to travel requirements, hotel arrangements, dining and shopping needs.</p> <p>Can with less repetition and rephrasing understand short simple messages over the telephone, simple everyday topics, well-published current events, can follow essential points of discussions and speeches at an elementary level on topics in his/her field of interest.</p> <p>Can grasp the gist of conversations in unfamiliar situations, but in unfavorable conditions such as in noisy, crowded public places comprehension is limited to occasional words.</p>					<p>Able to understand speech delivered at normal speed with frequent repetition or rephrasing. Understands in greater detail information related to his/her work environment, travel arrangements, dining, shopping, and conversations related to own interest and special study. Can comprehend and respond to simple messages originating from telephone calls. Understands a high percentage of routine social interactions when taking an active part and the speakers make allowances for him/her. Can understand the gist of conversations between multiple participants, but faces a greater handicap to sustain comprehension of utterances exceeding ten words at a time and delivered at normal speed without a pause.</p>				
<p>The learner is able to make simple responses to highly familiar interactions such as autobiographical information, courtesy requirements and answers to questions with predetermined responses.</p> <p>Basic cohesive features e.g., pronouns, verb inflections, are present, but they are not an integral part of the learner's production.</p> <p>Although short comprehensible elementary utterances pertinent to his/her profession, itinerary, basic personal wants and needs, likes and dislikes are delivered with uneven fluency and inconsistent lexical accuracy, the learner is able to outline his/her purpose of business, greet clients and visitors and perform routine introductions.</p>					<p>Able to ask and answer more detailed questions about profession, itinerary and company visits. Give a simple run-down of job being performed and simple directions related to performing a given task. Can with preparation basically interact in the language with visiting business personal.</p> <p>Can handle with plausibility most social situations such as meeting visitors and clients at the airport, bus or rail stations, and rudimentary make introductions and while conducting them to the predetermined location initiate casual fragmentary conversation about current events, point out places of interest, give directions for getting from one place to another.</p>					<p>Has acquired adequate basic vocabulary and sentence structures to be able to interact smoothly in most survival situations such as dining, shopping, travel and accommodation needs. Can use the telephone in the target language for basic communication. In other words, he/she can receive and convey simple telephone messages. Give clear reports of what happened and of what someone said, initiate and take a greater load of interaction if the topic is not complex.</p> <p>General interaction is a series of discrete utterances consisting of about eight words at a time.</p> <p>Fluency and ease of speech</p>				

HART

INTERMEDIATE					INTERMEDIATE -< STEP FIRST GRADE ->					HIGH-INTERMEDIATE					
<p>A person in this area can handle basic work situations, read and write short routine letters. Sustain social interaction if the other partner has a greater burden. Interact in business by taking more responsibility.</p> <p>Interactions may contain simple and colloquial expressions and double sentences.</p>					<p>A person in the top part of this area can initiate and carry a greater load of communicative events. Conduct business with lengthy and involved explanations. Sustain interactions with native speakers. Sense nuance and exactness of expression. Handle general discourse with some idiomatic and colloquial expressions. Handle technical descriptions and presentations within own field of work.</p>					<p>A person in the top half of this area can generally use technical and specialized vocabulary effectively with near accuracy for most business situations in own field of work. Sometimes explanations and descriptions may be lengthy and involved. Can handle formulas for meetings, discussions, debates and express clear opinions on issues. Socialize with appropriate vocabulary.</p> <p>People in this area and up have generally resided in an English speaking country; worked in an English speaking environment or have had extended study.</p>					ca: ef: st: ja: wi: bu: me: bo: sul
0	74	78	82		86	90	94	98	102	107	112	117	122	127	1
2	23	24	25		26	27	28	29	30	31	32	33	34	35	3
<p>to understand speech at normal speed with less repetition or rephrasing. Responds in greater detail informed to his/her work environment, travel arrangements, dining, and conversations on own interest and special messages originating from calls. Understands a high level of routine social interaction taking an active part. Can understand the gist of conversations between multiple speakers, but faces a great difficulty to sustain comprehension in exceeding ten words at a delivered at normal speed pause.</p>					<p>Understands a wide range of stimuli when interacting with native or non-native speakers of the target language. Understands technical discussions in own field of business. Understands general social conversation. Can answer telephone calls well enough to take action on them. Can with concentration sustain comprehension and select main ideas from prolonged connected discourse sources such as radio plays, news stories, TV, oral reports, information over public address systems. He/she showing an emerging ability to understand nuance and idiomatic expressions of exactness. Can understand without experiencing much difficulty most forms of standard speech when interacting in own professional field. Experiences difficulty in understanding native speakers if they speak very quickly, use slang or dialect.</p>					<p>Demonstrates an increased ability to comprehend to a high degree such stimuli as radio plays, news casts stories and lengthy responses in prolonged conversations with native speakers on leisure time, health, work and technical subjects.</p> <p>Can within parameters of study, job, social experience and interest understand exactness of expression, acute nuances, idioms and cultural references. Understands the use of gambits when exposed to them. Increased ability to understand native speakers talking quickly. However, comprehension may not be complete.</p>					liv an: st: cu: an: of ti in: th: an: ex: ve nu ma
<p>Acquired adequate basic and sentence structures to interact smoothly in social situations such as shopping, travel and accommodations. Can use the telephone to handle the target language for communication. In other situations he/she can receive and understand telephone messages. Can report of what happened at someone said. initiate a greater load of the interaction if the topic is not too complex.</p> <p>Interaction is a discrete utterances consisting of about eight words at a time.</p> <p>Clarity and ease of speech</p>					<p>Responds in greater detail and structural accuracy to previous experience and carry on prolonged conversations within own range of experience and interest. Can give detailed information about his/her own field of work. While socializing with business clients he/she can initiate and sustain small-talk.</p> <p>Conduct routine business by telephone within own area of responsibility, handle short impromptu speeches and remarks. Can take an active part in meetings and negotiations conducted in the target language. He/she can deal tactfully with misunderstandings and other sensitive situations.</p> <p>Vocabulary is adequate in that the learner rarely has to search for</p>					<p>Responds adequately to a wide range of stimuli and carries a conversation well within own profession and interest. Can discuss a variety of technical and business topics for prolonged periods. Take part in debates, meetings, and negotiations in the target language at a decision making level. Interpret if necessary. Use gambits effectively in habitual interactions and generally converse fluently with good control of structures and vocabulary.</p> <p>Is able to handle him/herself linguistically in most overseas situations, but in lengthy and involved interactions may exhibit hesitancy and circumlocutions which limit the level of communication.</p>					he ra fl li fe to Pa an pr In to ar Ha ti al pr as si

INTERMEDIATE	PRE-ADVANCED	ADVANCED	
--------------	--------------	----------	--

Person in the top half of this area can generally use technical specialized vocabulary with near accuracy for most situations in own work. Sometimes explanations or descriptions may be required. Can handle meetings, discussions, and express clear opinions. Socialize with appropriately. Person in this area and usually has resided in an English speaking environment or have studied in an English speaking country.

People in top half of this area can interact appropriately and effectively in unrelated fields of study and work which do not involve jargon and excessive use of words with special meanings. Can contribute greatly to interviews, debates, meetings and discussions. Can elaborate on general and technical subjects.

A person in the top half of this area can function at a level approaching that of an international native speaker. Can handle normal business and social situations with ease. Can exchange points of view that involve sensitive issues and effectively (trouble-shoot) cope with the company's on site overseas problems.

on
mo
sp
mu
la
to
re
st
lc
en

12	117	122	127	132	137	142	147	152	158	164	170	176	183	1
2	33	34	35	36	37	38	39	40	41	42	43	44	45	4

Person demonstrates an increased ability to comprehend to a high level. Can understand radio plays, stories and lengthy conversations in prolonged conversations with native speakers on leisure time, work and technical matters within parameters of study. Shows exactness of expression, phrases, idioms and cultural references. Understands the use of idioms when exposed to them. Ability to understand speakers talking quickly. Comprehension may not be

Understands complex ideas delivered at normal speed. Questions and discussions concerning life styles of various peoples, topics of current interest, debates, politics and technical lectures in own field of study. Can understand the essential points of abstract topics including generalizations made about them. Comprehension of discussions and verbalized ideas outside of own experience is at a high level. Many broadcasts and other verbal entertainment that make use of nuances and tones of voice are mainly understood.

Able to comprehend with minimal difficulty academic and technical lectures in own profession and related fields as well as colloquial conversation interlaced with a few idioms. Able to select main ideas from connected discourse delivered at quick pace. Understands most forms of speech not within previous experience. Has an increased ability to comprehend subtleties of meaning and understand speech in unfavorable conditions such as noise encountered in a manufacturing plant, building site, congested highways and cross talk of multiple conversations.

t
t
g
U
a
i
g
e
v
e
d
n
c
s

Person responds adequately to a wide range of stimuli and carries a conversation well within own range and interest. Can discuss technical and business matters for prolonged periods. Take part in debates, meetings, and discussions in the target language at decision making level. Can, if necessary, use gambits freely in habitual interactions. Can usually converse fluently with control of structures and content. Able to handle him/herself locally in most overseas situations, but in lengthy and complex interactions may exhibit errors and circumlocutions which indicate level of communication.

With a high degree of fluency he/she is able to discuss a wide range of technical subjects, converse fluently and accurately on cultures, life styles and politics of different countries. Discuss abstract topics and make generalizations. Paraphrase and communicate abstract and concrete ideas for and against a project. Use idioms effectively. Interpret from and into the mother tongue. Errors of syntax and coherence are rare in familiar interactions. Has the required vocabulary to function smoothly and appropriately in all normal interactions pertinent to professional needs. Would be an asset to the company in an overseas situation.

Able to discuss a wide range of topics with sufficient structural accuracy, appropriate use of words and subtleties of meaning. Participate effectively in negotiations, debates, meetings, and in social interactions. Can handle and discuss business without encountering difficulty. Weaknesses that do surface are minor and are probably caused by limited exposure to vocabulary, colloquialisms, idioms great caverns in target language cultural background.

;

E-ADVANCED				ADVANCED					FLUENT				
<p>A person in the top half of this area can function at a level approaching that of an international native speakers. Can handle normal business and social situations with ease. Can exchange points of view that involve sensitive issues and effectively (trouble-shoot) cope with the company's on site overseas problems.</p>				<p>A person in the top half of this area can function at a level approaching that of an international native speakers. Can handle normal business and social situations with ease. Can exchange points of view that involve sensitive issues and effectively (trouble-shoot) cope with the company's on site overseas problems.</p>					<p>A person in this area can compete on equal or near equal terms with most mature international native speakers. Can handle on a par as much of the spectrum of the target language as most natives are able to.</p> <p>This parameter is usually reached by people accustomed to studying, working or living for a long time in an English speaking environment.</p>				
37	142	147	152	158	164	170	176	183	189	195	201	207	213
37	38	39	40	41	42	43	44	45	46	47	48	49	50
<p>Understands complex ideas at normal speed. Questions concerning life various peoples, topics of interest, debates, politics. Can understand the essents of abstract topics generalizations made about comprehension of discussions generalized ideas outside of own is at a high level.</p> <p>broadcasts and other entertainment that make use of and tones of voice are understood.</p>				<p>Able to comprehend with minimal difficulty academic and technical lectures in own profession and related fields as well as colloquial conversation interlaced with a few idioms. Able to select main ideas from connected discourse delivered at quick pace.</p> <p>Understands most forms of speech not within previous experience. Has an increased ability to comprehend subtleties of meaning and understand speech in unfavorable conditions such as noise encountered in a manufacturing plant, building site, congested highways and cross talk of multiple conversations.</p>					<p>Understands social conversation, business discussions and lectures concerning a wide range of topics delivered in standard language with normal clarity and speed. Understands relationships between abstract topics including generalizations made about the topics. Can grasp fine nuance and cultural references in fast colloquial speech.</p> <p>Can follow accurately the conversation between native speakers even though the conversation may be distorted by interference and noise.</p> <p>Comprehension accuracy is close to that of a mature native speaker.</p>				
<p>At a high degree of fluency is able to discuss a wide technical subjects, converse and accurately on cultures, styles and politics of different countries. Discuss abstract and make generalizations. Use and communicate abstract ideas for and against a Use idioms effectively. from and into the mother</p>				<p>Able to discuss a wide range of topics with sufficient structural accuracy, appropriate use of words and subtleties of meaning. Participate effectively in negotiations, debates, meetings, and in social interactions. Can handle and discuss business without encountering difficulty. Weaknesses that do surface are minor and are probably caused by limited exposure to vocabulary, colloquialisms, idioms great caverns in target language cultural background.</p>					<p>Can handle delicate and complex situations in a colloquial friendly way. Lead negotiations, chair and guide discussions of a difficult and sensitive nature. Convey finer nuances in colloquial speech and argue for and against a case. Conduct any business over the telephone. In social and formal situations Can interpret simultaneously from and into the target language. At this level the learner is lacking mainly the inborn-native ability to instantly call upon some obscure source in support of an argument.</p> <p>Proficiency in the target language is as close to that of mature international native speakers as a dedicated learner can achieve.</p>				

Boxes from left to right indicate a learner's general reading comprehension ability at the above given values.

WRITING ABILITY. The eighth line of boxes from left to right contains values 0.0, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0. These values indicate a learner's writing proficiency.

WRITING. The criteria in the ninth line of boxes from left to right indicate a learner's general writing ability at the above given value.

HOW TO USE THE PROFICIENCY CHART

Placement of learners who have little or no ability in the target language is quite simple, obviously they are placed at the first level.

Placement of other learners is based on their expertise in the target language as rated during a classroom or interview evaluation.

For learner placement check the total points of the classroom or interview evaluation (In the example case shown on the Class and Individual Evaluation Report, Jane Doe's conversation total is 22) against the CONVERSATION ABILITY value 00 to 50 scale on this chart. As you can see, the evaluation of 2.2 puts her in the lower half of the PRE-INTERMEDIATE area. Consequently, she assigned to a pre-intermediate class.

Generally learners who are evaluated to be in the upper half of any given proficiency level are placed in a class at that level, and if in a week or two show they have an ability superior to the other members of the class they are promoted to the next level.

HOW TO ESTIMATE THE NUMBER OF HOURS OF INSTRUCTION AND STUDY THE AVERAGE LEARNER NEEDS TO REACH A TARGETED PROFICIENCY.

In the third line of boxes from the top of the chart, ESTIMATED HOURS and CONVERSATION ABILITY, value 0.0 to 5.0., you can find our sample learner's evaluation of 2.2. In the top part of this box you can find the number 70. To estimate the average number of hours of instruction our learner would need to reach a 2.8 intermediate level the inquirer just has to add the numbers 70 + 74 + 78 + 82 + 86 + 90 + 94 that are in the top of each box from box 2.2 to box 2.8. The total is 574 hours. This is the average time the average learner needs to progress in this area.

Educational and other authorities who may wish to use the "Estimated Hours and Conversation Ability" norms as a guide for producing a course and evaluating the results should keep in mind that the norms are based on a 1,200 hour two year course conducted at a language school and on 200 course conducted at an international business company.

The distribution of course time in the former was 3 hours a day, 5 days a week, 40 weeks a year divided into two twenty week semesters. In the later the distribution of course time was 7.5 hours a day, 5 days a week including one week of total immersion in the language at the company's country training center. Any significant deviation from such a distribution of course hours could adversely effect the accuracy of the norms.

words at a time and constructed syntax they are compared to the receiver. These when combined to express thoughts usually severely interlocutor's comprehension

00

05

READING PROFICIENCY

Clients just entered parameter are able to read understand parts of a menu a minimal survival high frequency vocabulary supported by reading as Toilet, No Smoking, Stop Elevator, Escalator, quest directions on registration asking for autobiographical information etc., and in the course their study being exposed to all written within a context selected 1,000 word list. They being the lexical meaning words and the contextual meaning simple two, three and four sentences.

00

05

WRITING PROFICIENCY

Able to write autobiographical information, dates, address other basic requirements necessary survival; fill in a variety such as hotel registration bank slips, etc.

Informative letter consists of a comprehension of short scattered sentences, fixed expression limited number of memorized

Inaccuracies include; prepositions, spelling, cohesion links.

Note:

Many professional writers a week or even a month to produce an article of 5,000* or more. They know that editors wish workmanship in the feature buy. Therefore, they regard the importance of the article as a

Helen M. Patterson, Writing and Selling Special Articles, page 337, Prentice Inc. New York.

* 5,000 words of text is equal to a full page of newspaper

words at a time and contain fractured syntax they are comprehensible to the receiver. These phrases when combined to express larger thoughts usually severely tax the interlocutor's comprehension.

communicate with learners that are using fractured syntax.

Self generated phrases exceeding five words at a time contain syntax and other grammatical errors making it difficult even for the will interlocutor to maintain any form of conversation.

to out-line his/her purpose (ness, greet clients and vi and perform primitive introdu Give a brief fractured recour movie or similar relaia usi three simple tenses e. i. , present and future.

Can use simple "Be" ve most "Wh" question forms ac to their established patterr errors occur in more complex ances. In prolonged unf interactions the learner usually sustain coherent str in longer utterances.

05

10

15

Clients just entering this parameter are able to read and understand parts of a menu and other minimal survival high frequency vocabulary supported by realia such as Toilet, No Smoking, Stop, Wait, Elevator, Escalator, questions and directions on registration cards asking for autobiographical information etc., and in the course of their study being exposed to material written within a controlled selected 1,000 word list. The target being the lexical meaning of these words and the contextual meaning in simple two, three and four words sentences.

Able to read and understand basic lesson instructions, and vocabulary recombined into different elementary structures of the greatest frequency Is in the process of expanding the meaning of words from denotation to connotation such as in dialogs containing familiar verbal exchanges written within the 2,000-word list, "A General Service List of English Words" edited by Michael West.

Able to read instructional and directional material for information purposes such as signs indicating hours of operation and schedules

Comprehension of longer structures is hampered by the learner's understanding of only the lexical meaning of words as opposed to the contextual meaning.

Generally has to read material several times before understanding it.

Able to understand and out simple step-by-step instr for tools, machines and equip

Able to understand the ing: short dialogs, simple cl materials and simple notic signs directed to the c public.

Can read familiar stru relying on lexical meaning, more complex forms has diff homing-in on cohesive el consisting of matching pronou referents.

Understands main ideas i rial that parallels structur syntax taught and used classroom . Can read short i tions messages, and gre Misunderstandings arise when tures and use of vocabulary from denotational to connot information.

05

10

15

Able to write autobiographical information, dates, addresses, and other basic requirements needed for survival; fill in a variety of forms such as hotel registration cards, bank slips, etc.

Informative letter writing consists of a comprehensible collection of short scattered sentences, fixed expressions and a limited number of memorized phrases.

Inaccuracies include; syntax, prepositions, spelling, concord, and cohesion links.

Note:

Many professional writers take a week or even a month to prepare an article of 5,000* or more words. They know that editors wish literary workmanship in the features they buy. Therefor, they regard the writing of the article as of first importance.

Helen M. Patterson, Writing and Selling Special Feature Articles, page 337, Prentice-Hall, Inc. New York.

* 5,000 words of text is equivalent to a full page of newspaper type.

Able to write basic statements, questions using vocabulary and structures taught in class. Answers to questions on visitors cards, deposit and withdrawal slips. Can produce written text on familiar topics within parameters of his/her limited language skill. Able to write short notes to friends, service personnel, and fill in a telephone message form.

Writes in simple sentences with errors occurring in spelling, syntax and punctuation that can be read and understood by native readers used to dealing with foreigners attempting to write in the language.

Assigned composition on unfamiliar topics exceeding 200 words may take an average learner five hours or more to produce the finished article.

Able to construct simple tions, statements and para related to work environment, modation seeking, and procu using situations, structure vocabulary taught in class write simple letters and familiar correspondence; faulty it is comprehensik native readers not used to c with foreigners attempting to their thoughts in the language.

Generally the learner ha control of elementary synta express present, past and tenses but not always accurat basic cohesive elements of di are not yet under control. errors occur when expressin complex thoughts. Can take di if it is given in slow and lated speech.

Assigned composition ex 300 words on topics unfamil the learner may take more th hours to produce the fi article.

<p>is, greet clients and visitors perform primitive introductions. a brief fractured recount of a e or similar relaiia using the e simple tenses e.i., past, ent and future. Can use simple "Be" verbs and "Wh" question forms according their established patterns, but rs occur in more complex utter- es. In prolonged unfamiliar ractions the learner cannot lly sustain coherent structures onger utterances.</p>	<p>interest, give directions for get- ting from one place to another. The client has sufficient vocabulary and grammatical accuracy in elementary constructions such as subject-verb agreement and noun- adjective agreement and their inflections. But any interaction calling for advance structures or vocabulary outside of experience produces fractured syntax.</p>	<p>time. Fluency and ease of spee during topics generated by t learner are generally smooth, but the interlocutor pushes the top beyond the learner's parameter the may be a deterioration of synt even in the most basic structures.</p>
<p style="text-align: center;">15</p>	<p style="text-align: center;">20</p>	<p style="text-align: center;">25</p>
<p>Able to understand and carry simple step-by-step instructions tools, machines and equipment. Able to understand the follow- : short dialogs, simple classroom erials and simple notices and ns directed to the general lic. Can read familiar structures ying on lexical meaning, but in e complex forms has difficulty ing-in on cohesive elements sisting of matching pronouns with erents. Understands main ideas in mate- l that parallels structures and tax taught and used in the ssroom . Can read short instruc- ns messages, and greetings. understandings arise when struc- es and use of vocabulary diverge m denotational to connotational ormation.</p>	<p>Able to read and understand more detailed instructions and comprehend standard form of routine business letters, inquiries, vis- itor's cards, and money order forms. Can adapt and apply classroom learn- ing to outside reading and real life. Can read uncomplicated prose on familiar subjects such as straight forward newspaper stories describing frequently occurring events.</p>	<p>Able to read and understa material related to own work a study area. He/she can use English-English dictionary fair comfortably. Can handle busihe letters and reports in own and so related fields for information a transfer acquired skill qui effectively to other texts. C make sensible guesses abo unfamiliar vocabulary if high contextualized. In material writt for the general reader he/she able to locate and comprehend t main ideas . May have to read some materi several times to fully comprehe the contents.</p>
<p style="text-align: center;">15</p>	<p style="text-align: center;">20</p>	<p style="text-align: center;">25</p>
<p>Able to construct simple ques- ns, statements and paragraphs ated to work environment, accom- ation seeking, and procurement ng situations, structures and abulary taught in class. Can te simple letters and other iliar correspondence; though lty it is comprehensible to ive readers not used to dealing h foreigners attempting to write ir thoughts in the target guage. Generally the learner has good trol of elementary syntax. Can press present, past and future ses but not always accurately as ic cohesive elements of discourse : not yet under control. Major rs occur when expressing more plex thoughts. Can take dictation it is given in slow and articu- ed speech. Assigned composition exceeding words on topics unfamiliar to learner may take more than five rs to produce the finished icle.</p>	<p>By checking an up-to-date dic- tionary and the company's manual of style the client can produce rough drafts of simple routine correspon- dence and prepare documents containing a variety of simple constructions. Improved control of basic constructions, inflections of verbs, nouns and tenses allows the reader to easily comprehend self chosen topics voluntary written by the learner. The writer usually needs an average time of two and half hours to complete a 300 word self generated activity. It may take a learner more than five hours to produce an assigned task of 300 words on subjects unfamiliar to him/her. Such assignments usually lack articles, prepositions, concord, and contain stiff and wordy constructions. Cohesion errors usually occur through lifting material straight from the dictionary.</p>	<p>Able to write statement questions, and instructions relat to own filed of work according to standardized format, notes in br using short forms, abbreviation paraphrase and write in rough dr. form brief summaries on data : work progress and simple rout: letters. Has competence to produ social correspondence in fiel relating to particular interest Can express fairly accurately v three tenses and produce their v forms, but not always with corr usage. Writing though faulty understandable to native read: not used to seeing the language u in such a foreign style. Check and editing will be necessary bef final release.</p>

<p>Fluency and ease of speech in writing topics generated by the learner are generally smooth, but if the interlocutor pushes the topic beyond the learner's parameter there may be a deterioration of syntax and structure in the most basic structures.</p>	<p>Vocabulary is adequate in that the learner rarely has to search for a word. Syntax though still faulty does not interfere with the interlocutor's comprehension. Basically able to handle him/herself linguistically and fulfill overseas job duties.</p> <p>Maybe capable of undergraduate work in an overseas university.</p>	<p>hesitancy and circumlocutions which limit the level of communication.</p> <p>Young learners in this area are potential candidates for an overseas university scholarship.</p>
<p style="text-align: center;">25</p> <p>Able to read and understand material related to own work and study area. He/she can use an English-English dictionary fairly comfortably. Can handle business letters and reports in own and some related fields for information and transfer acquired skill quite effectively to other texts. Can make sensible guesses about unfamiliar vocabulary if highly textualized. In material written in the general reader he/she is able to locate and comprehend the main ideas.</p> <p>May have to read some material several times to fully comprehend contents.</p>	<p style="text-align: center;">30</p> <p>Able to read and act on the majority of routine correspondence, general reports related to own field of work, and understand non-routine straight forward abbreviated messages such as telexes, telegrams, notes, and journal articles related to own field of work and interest; all of which include grammatical structures and vocabulary not usually encountered in classroom reading texts.</p> <p>Demonstrates an ability to guess at the meaning of unknown words from the context.</p> <p>Misunderstandings may still occur with more complex structures due to the inability to deduce the contextual meaning of known lexical items. Idioms still pose a challenge</p>	<p style="text-align: center;">35</p> <p>Able to read and understand material related to field of work and understand non-routine telexes and telegrams, comprehend and act on articles containing specialized language related to own profession and grasp general meaning of complex articles outside field of work.</p> <p>Can read edited text such as fiction and contemporary cultural material. Increased ability to comprehend a variety of styles and forms of language pertinent to professional needs. However, may miss some inferences, nuances and subtleties concealed in idiomatic and complex phrases.</p>
<p style="text-align: center;">25</p> <p>Able to write statements, questions, and instructions related to own field of work according to a standardized format, notes in brief form, short forms, abbreviations, paraphrase and write in rough draft form brief summaries on data and make progress and simple routine letters.</p> <p>Has competence to produce professional correspondence in fields relating to particular interests. Can express fairly accurately the main points and produce their verb forms, but not always with correct tense. Writing though faulty is understandable to native readers and used to seeing the language used such a foreign style. Checking and editing will be necessary before final release.</p>	<p style="text-align: center;">30</p> <p>Ability to organize paragraphs on subjects related to business correspondence, summarize and paraphrase somewhat technical material in own field of work. Write minutes of meetings, reports and simple presentations using more complex structures by paying attention to writing principles and checking the company's manual of style.</p> <p>Using a variety of structures the learner is able to use the language effectively in most formal and informal written exchanges. Spelling is usually under control and general vocabulary is adequate to communicate, but style may be obviously foreign.</p> <p>What errors there are in the writer's social correspondence do not interfere with the reader's comprehension.</p> <p>Business correspondence may be stiff and ponderous with errors occurring in low frequency complex structures.</p> <p>Material will need checking and editing before final release.</p>	<p style="text-align: center;">35</p> <p>Able to write business correspondence, memos, notices, announcements, minutes of meetings and draft rough reports in English from original material in own language. Summarize and paraphrase somewhat abstract reading matter.</p> <p>Paragraphs are reasonably unified and coherent but when expressing subtleties and nuance organization may suffer due to lack of variety in cohesive devices.</p> <p>Has control of most common formats, but when transcribing complex thoughts, expressions may be circumlocutory requiring further checking, editing and rephrasing before release.</p>

<p>and circumlocutions which level of communication. learners in this area are candidates for an university scholarship.</p>	<p>asset to the company in an overseas situation.</p>		<p>d</p>
<p>35</p>	<p>40</p>	<p>45</p>	
<p>read and understand material to field of work and non-routine telexes and comprehend and act on containing specialized related to own profession general meaning of complex outside field of work. read edited text such as id contemporary cultural Increased ability to a variety of styles and language pertinent to nal needs. However, may inferences, nuances and s concealed in idiomatic x phrases.</p>	<p>Able to read and act on written materials related to various aspects of the company's overseas projects. The learner has a large passive technical vocabulary that helps him/her to read with a high degree of comprehension most legal documents. Able to read literature written in English describing the current social and political situations that exist in various foreign countries. Can comfortably use a college-level English-English dictionary. Can read more difficult prose and follow unpredictable turns of thought in non-technical material. Able to read and comprehend factual information written in precise and extensive vocabulary including the nuances and subtleties. Able to recognize most vocabulary that is relevant to the aspects of his/her job. Can read with a high comprehension most magazines such as News Week. Time. Digest etc.</p>	<p>Able to read with a very high degree of comprehension publications concerning his/her own profession written in English. Can act on and translate specialized material when related to own area of work. Can read publications for information and discussion purposes. He/she is able to select the main ideas in written articles from the lessor ideas. Has increased ability to read and understand a variety of vocabulary found in most articles in quality magazines covering international themes. can with two or more readings understand colloquialisms, slang, idioms and cultural references. Reading accuracy is approaching that of a mature native reader.</p>	<p>e n c j k n a c l v s j i j i</p>
<p>35</p>	<p>40</p>	<p>45</p>	
<p>to write business corre- memos, notices, announce- nutes of meetings and can gh reports in English from material in own language. and paraphrase somewhat reading matter. graphs are reasonably and coherent but when g subtleties and nuance ion may suffer due to a ariety in cohesive devices. control of most common but when transcribing oughs, expressions may eutory requiring final editing and rephrasing lease.</p>	<p>Able to write consistently well organized sentences and paragraphs employing a variety of cohesive devices. Able to write reports and business correspondence in various tones ranging from polite tones to more aggressive tones. Some misuse of vocabulary is still evident and occasional errors such as tense usage, passive voice, syntax and relative clauses occur in more complex structures. The writer is able to implement action on received correspondence and write on all topics normally pertinent to company business. Written material will probably require final proofreading and editing before release to the outside world.</p>	<p>Able to write telexes, reports, letters and various types of instructions and regulations with good sentence control and paragraph organization in a limited variety of modes pertinent to own professional needs. Demonstrates the ability to write precisely and accurately with flexibility within the company's style of writing. Can write complex sentences and structures to express ideas clearly and coherently. Written notes and memos for inter-office information may be released without first being checked. Material for work manuals and publicity for press release may require final proofreading and editing.</p>	

	international native speakers as a dedicated learner can achieve.
45	50
<p>to read with a very high comprehension publications on his/her own profession in English. Can act on and specialized material when to own area of work. Can publications for information purposes. He/she is select the main ideas in articles from the lessor as increased ability to read understand a variety of y found in most articles in magazines covering interna-emes. can with two or more understand colloquialisms, idioms and cultural es. Reading accuracy is ng that of a mature native</p>	<p>Able to comprehend general expository and highly specialized material in own and related fields of work, and with two or more readings can understand ideas expressed by non-native writers where meaning may be obscure. Can read and comprehend extremely difficult and abstract prose, technical papers, colloquial and literary forms of the language. Read and understand a wide variety of written styles; understand a wide range of vocabulary, idioms, slang pertinent to cultural references.</p> <p>The client's reading accuracy is indistinguishable from the reading ability of mature native readers.</p>
45	50
<p>to write telexes, reports, and various types of ions and regulations with ence control and paragraph ion in a limited variety of rtinent to own professional onstrates the ability to cisely and accurately with ity within the company's writing.</p> <p>write complex sentences and s to express ideas clearly ently.</p> <p>ritten notes and memos for fice information may be without first being checked.</p> <p>erial for work manuals and y for press release may final proofreading and</p>	<p>Able to write formal letters of citation, technical documents, contracts, patents applications and minutes of meetings, and check these for intelligibility when written by others. Translations from own language into the target language employing a wide range of stylistic devices are clear, explicit and informative.</p> <p>Able to tailor correspondence precisely to a variety of readers needs.</p>

This system consists of three wall charts and an evaluator's chart i.e., The EVALUATION CHART, the PROFICIENCY CHART, the LENGTH and DENSITY CHART, and the EVALUATOR'S CHART. This is the

LENGTH AND DENSITY CHART

This chart is directed primary at the three following communities: teachers, syllabus designers and textbook authors.

1. Teachers--who deserve a farther instrument to help assess current skill the learners have with the target language.

2. Syllabus designers--who must estimate results for hours expended and coordinate material suitable for the level of learners coming into a language learning program.

3. Textbook authors--who desire to produce texts with more realistic targets, and need to know the capacity of the clients they are writing for, plus the average time it takes average learners to achieve a targeted proficiency.

DESCRIPTION OF THIS CHART

AREA; the first line of boxes from left to right across the top of the chart contain names to initially identify the respective areas of this chart.

SHORT DEFINITIONS; the contents of each box in the second line of boxes across the chart describe a learner's general ability at each level.

ESTIMATED HOURS; the integer in the top of each box in the third line of boxes projects the average number of hours of study needed for the average learner to progress out of one value into the next value.

CONVERSATIONAL ABILITY; the decimal point 0 0 through to 5 0 in the bottom of each box in the third line of boxes is used to pinpoint a composite value of the following five areas (comprehension, self-expression, syntax, vocabulary, and fluency) of a learner's active proficiency. Starting from 0 1, each box has a value of two percent control of the target language.

GLOSSARY OF INTERACTIONS; the information contained in the fourth line of boxes from left to right across the chart indicates the average client's capacity for learning and producing at the given levels.

This glossary of interactions is not a presupposed comprehensive syllabus. It is a guide intended only as an aid in evaluating learners' skill with the target language.

Note: The interactions are transcriptions of tape recordings made in the classroom and other locations.

The LENGTH and DENSITY of the interactions (0 1 to 2 7) represent the memory load clients of average aptitude are able to comfortably accommodate in a 45 minute instruction period; their gradual expansion of parameters i.e., a stage by stage acquisition and production of longer recognizable patterns which they are able to produce on demand in appropriate forms at later dates. The LENGTH and DENSITY of the interactions from 2 8 on up are representative of the load clients can handle in their respective areas.

Taking into account the average new learner's short term power of language storage for reproduction, limited ability to associate new utterances with familiar sounds, minimal possibility of using the language outside the classroom, it is not surprising that without massive reinforcement and self motivation adult

AREA	MINIMAL		
SHORT DEFINITIONS	Use minimal su cation phrases and mined responses suc basic autobiographic make basic wants and Produce a limite imperatives. The interacti consist of two, three phrases that seek m: mined information thought provoking in part of the learner.		
ESTIMATED HOURS CONVERSATIONAL ABILITY	00	01	03
	1 4 1 6 1 8 Such as Identificati A. My name's John I'm (Nationalit I live in (Plac I'm a/an (Occup Such as Greetings: A. Good morning. B. Good morning. A. How are you? B. Fine thank you. A. Fine Thank you ***** A. Good afternoon B. Good afternoon are You? A. Fine, thank yo B. Fine, thank yo isn't it? A. It certainly is ***** A. Hi, X. How are B. I'm fine, Y. A A. Just fine. Was last night? B. Yes, very cold Such as Asking and A. What is the ti B. It's 9:00 A.M. ***** A. What time is t B. It's at 10:30. A. Is lunch at p		

MINIMAL SURVIVAL						BASIC SURVIVAL					WORKING SUB		
<p>Use minimal survival communication phrases and their predetermined responses such as greetings, basic autobiographical information, make basic wants and desires known. Produce a limited number of imperatives.</p> <p>The interactions generally consist of two, three and four word phrases that seek minimal predetermined information requiring no thought provoking interaction on the part of the learner.</p>						<p>Ask and answer simple Yes/No questions. Give and ask for personal information. Make primitive introductions. Basically use the language for transit purposes and make personal wants and desires known.</p> <p>The interactions generally consist of two to four short sentences that seek limited information exchange.</p>					<p>Act in predetermined such as introductions, escort people. Produce connected discourse on single or double phrases content. Verb conjugation</p> <p>The interactions consist of four to six situational exchanges.</p>		
14	16	18	20	22	24	26	28	30	32	35	38	41	
01	02	03	04	05	06	07	08	09	10	11	12	13	
<p>Such as Identification.</p> <p>A. My name's John Doe. I'm (Nationality). I live in (Place). I'm a/an (Occupation).</p> <p>Such as Greetings:</p> <p>A. Good morning. B. Good morning. A. How are you? B. Fine thank you. And you? A. Fine Thank you. ***** A. Good afternoon, Mr.X. B. Good afternoon, Ms.Y. How are You? A. Fine, thank you. And you? B. Fine, thank you. Nice day, isn't it? A. It certainly is. ***** A. Hi, X. How are you? B. I'm fine, Y. And you? A. Just fine. Wasn't that cold last night? B. Yes, very cold.</p> <p>Such as Asking and Telling Time:</p> <p>A. What is the time? B. It's 9:00 A.M. ***** A. What time is the meeting? B. It's at 10:30.</p>						<p>Such as:</p> <p>A. What would you like to eat? B. I'd like a mixed sandwich, please. A. White or rye? B. Rye, please. ***** A. Good afternoon. Can I help you? B. Yes, I'd like a room, please. A. A single or a double? B. A double, please. ***** A. How much is it? B. It's sixty-five dollars for the XX and nine dollars for the YY. A. I'll take it. B. Is it cash or card? A. credit card. B. Thank you, sir. ***** A. What kind of food would you like? B. I'd like Italian. A. Do you like spaghetti? B. Yes, I do. But, I'd rather have pizza today. ***** A. Excuse me? B. Yes? A. Could you tell me where the XX is?</p>					<p>Such as:</p> <p>A. Would you like another coffee? B. Yes, please. A. Just help yourself sugar. B. Thank you. A. How about another ? B. No, thank you. It's but I've had more ***** A. What do you do at B. I get up at 7 a.m. breakfast. A. What do you do after B. I go to the office and work till 5:30 A. What do you do in B. I have supper then watch T.V. ***** A. What are you going week end? B. I'm going bowling. going to do? A. I'm going to the leaves in ten minutes B. When are you coming A. Three days from now B. Have a good time. A. Thanks. ***** A. When did you arrive</p>		

LENGTH AND DENSITY CHART

	WORKING SURVIVAL						ELEMENTARY					PRE-INTERMEDIATE		
s/No onal tro- uage per- ally sen- tion	<p>Act in predetermined situations such as introductions, meet and escort people. Produce fragmented, connected discourse consisting of single or double phrases with simple content. Verb conjugation is weak.</p> <p>The interactions generally consist of four to six short conversational exchanges.</p>						<p>A person in this area can give basic descriptions of tasks and directions to accomplish them. Can carry on a conversation of very limited length within own interests, and rudimentary handle predictable requirements.</p> <p>The interactions are usually general non-technical and consist of six to eight short conversational exchanges.</p>					<p>A person in this area can handle basic work situations, understand and write simple business letters. Sustains conversation if the other carries the greater burden favorably in business situations of the burden.</p> <p>The interactions include some idioms and colloquialisms, single and double</p>		
32	35	38	41	44	47	50	53	56	59	62	66	70	74	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	
?	<p>Such as:</p> <p>A. Would you like another cup of coffee? B. Yes, please.</p> <p>A. Just help yourself to cream and sugar. B. Thank you.</p> <p>A. How about another slice of cake? B. No, thank you. It's delicious, but I've had more than I should.</p> <p>*****</p> <p>A. What do you do at 7 a.m.? B. I get up at 7 a.m., and have breakfast.</p> <p>A. What do you do after that? B. I go to the office at 9 a.m., and work till 5:30 p.m.</p> <p>A. What do you do in the evening? B. I have supper then I study or watch T.V.</p> <p>*****</p> <p>A. What are you going to do this week end? B. I'm going bowling. What are you going to do?</p> <p>A. I'm going to the beach. My bus leaves in ten minutes. B. When are you coming back?</p> <p>A. Three days from now. B. Have a good time.</p> <p>A. Thanks.</p> <p>*****</p> <p>A. When did you arrive?</p>						<p>Such as:</p> <p>A. Could you do me a favor? B. Sure, I'll be happy to.</p> <p>A. I've got a problem. I have to fix a tap and I don't have a wrench. Could I borrow your's? B. I'm sorry. I'm afraid I don't have one.</p> <p>A. Do you know anybody who does? B. Yes. Let's call Tim. I'm sure he'll lend you one. His phone number is 123-4567. I'll give him a ring for you.</p> <p>A. Thanks. I'll buy you two a beer.</p> <p>*****</p> <p>A. Is that the only check you could find? It's dirty. B. Oh, I wouldn't say that. It's not that dirty. We can use it.</p> <p>A. Couldn't you find a cleaner one than that? B. No, I looked all over the place, and this is the only one I could find.</p> <p>A. Anyway, what's the check for? B. It's for the coming business dinner.</p> <p>A. Well I hope it's enough. B. Don't worry. It is.</p> <p>*****</p> <p>A. Good morning. May I help you? B. Our names are Mr.Bo and Mr.Ne. We have a reservation.</p> <p>A. Ah yes. A double with twin beds and a bath. You'll be staying for three nights.</p>					<p>Such as:</p> <p>A. Gee, but this tra sardine can! B. It certainly is. worse than this d hour.</p> <p>A. It's dreadful the people push and c others in getting B. In Tokyo? If you you'd never get</p> <p>A. I'm sorry I sugge train. It would,v to have taken a t B. Hang in there! Th is ours. We'ed b moving toward the Excuse me.</p> <p>A. Whew! What a reli of there. B. You can say that where's your bag?</p> <p>A. Oh! I left it on What shall I do? B. Don't worry. Let stationmaster's report the lose.</p> <p>A. Do you think I'l B. A ninety nine pe</p> <p>*****</p> <p>A. Right. This is w to do. Move this from the truck t B. Where does this A. In the back of t away from the wi B. And these two me A. One on each side</p>		

DENSITY CHART

	PRE-INTERMEDIATE					INTERMEDIATE					HIGH-INTERME			
	<p>A person in this area can handle basic work situations, understand and write short routine business letters. Sustain social conversation if the other partner carries the greater burden. Interact favorably in business by taking more of the burden.</p> <p>The interactions may contain some idioms and colloquial expressions, single and double sentences.</p>					<p>A person in the top part of this area can initiate and carry a greater load of communicative events. Conduct business with lengthy and involved explanations. Sustain interactions with native speakers. Sense nuance and exactness of expression. Handle general discourse with some idiomatic and colloquial expressions. Handle technical descriptions and presentations within own field of work.</p>					<p>A person in the top part of this area can generally handle technical and specialized vocabulary effectively with near accuracy in most business situations in their field of work. Sometimes use long and descriptive sentences and descriptions. Use formulas for meetings, discussions, debates and express clear opinions on issues. Socialize with appropriate vocabulary.</p> <p>People in this area have generally resided in an English speaking country; worked in an English speaking environment; had extended study.</p>			
	66	70	74	78	82	86	90	94	98	102	107	112	117	122
	21	22	23	24	25	26	27	28	29	30	31	32	33	34
	<p>Such as:</p> <p>A. Gee, but this train is like a sardine can!</p> <p>B. It certainly is. And it's worse than this during rush hour.</p> <p>A. It's dreadful the way some people push and cut ahead of others in getting on the train.</p> <p>B. In Tokyo? If you didn't push you'd never get on.</p> <p>A. I'm sorry I suggested the train. It would've been better to have taken a taxi.</p> <p>B. Hang in there! The next stop is ours. We'd better start moving toward the door.... Excuse me.</p> <p>A. Whew! What a relief to get out of there.</p> <p>B. You can say that again! Say, where's your bag?</p> <p>A. Oh! I left it on the rack. What shall I do?</p> <p>B. Don't worry. Let's go to the stationmaster's office and report the loss.</p> <p>A. Do you think I'll get it back?</p> <p>B. A ninety nine percent chance.</p> <p>*****</p> <p>A. Right. This is what we've got to do. Move this furniture from the truck to the office.</p> <p>B. Where does this desk go?</p> <p>A. In the back of the room facing away from the window.</p> <p>B. And these two metal cabinets?</p> <p>A. One on each side of the win-</p>					<p>Such as:</p> <p>A. Do you have anything to declare?</p> <p>B. Only this case of samples.</p> <p>A. Do you have an T.A.C?</p> <p>B. What's an T.A.C?</p> <p>A. It's an international guarantee for duty and tax should samples not be reexported from the host country.</p> <p>B. I see. No, I don't. Where can I obtain one?</p> <p>A. If you wanted to be exempt from tax and duty you should have obtained a Temporary Admission Carnet in your own country.</p> <p>B. I see. Well can I bring them in as personal effects?</p> <p>A. I'm afraid not. Samples and commercial commodities are not included in personal effects.</p> <p>B. All right. I'll pay the duty on them.</p> <p>A. For such a large number of samples, you'll have to take the necessary customs procedures to clear them.</p> <p>B. And what's that?</p> <p>A. As the procedures are rather complex, you had better have a Broker take care of it for you. Just a moment please. I'll call one over to help you.</p> <p>B. Thanks.</p> <p>A. You're welcome.</p> <p>*****</p> <p>A. I check out the computer and the printers you wanted know about.</p> <p>B. Oh?</p>					<p>Such as:</p> <p>A. Excuse me, sir. May I speak with you?</p> <p>B. Certainly. What do you need?</p> <p>A. I'm a university student.</p> <p>B. What kind of work do you do to do after graduation?</p> <p>A. I don't know yet.</p> <p>B. You don't know? How long?</p> <p>A. A university graduate here. Getting a good job in Japan depends very much on one's educational background.</p> <p>B. Can you go into more detail?</p> <p>A. There are three main types of employment in Japan. One is for people that graduate from Junior High School; that isn't so good in those days. Jobs for people that graduate from Senior High School pay is a little better than those jobs. And then there are the jobs for people that graduate from college. Those are the best jobs.</p> <p>B. You speak English very well. You should be able to get into a first class college.</p> <p>A. It's not as easy as it sounds. In September of every year, university students from all over the world come to Japan in masse for interviews and take tests. Generally they have to choose what is offered and what they want.</p> <p>B. I didn't know that. I thought you should have a good chance for a job, don't you?</p> <p>A. It's not sufficient to have college education to get a good job. Companies that hire from the university you graduate from. Students from</p>			

HIGH-INTERMEDIATE					PRE-ADVANCED					ADVANCED			
<p>A person in the top half of this area can generally use technical and specialized vocabulary effectively with near accuracy for most business situations in own field of work. Sometimes explanations and descriptions may be lengthy and involved. Can handle formulas for meetings, discussions, debates and express clear opinions on issues. Socialize with appropriate vocabulary.</p> <p>People in this area and up have generally resided in an English speaking country; worked in an English speaking environment or have had extended study.</p>					<p>People in top half of this area can interact appropriately and effectively in unrelated fields of study and work which do not involve jargon and excessive use of words with special meanings. Can contribute greatly to interviews, debates, meetings and discussions. Can elaborate on general and technical subjects.</p>					<p>A person in the top of this area can function at approaching that of an intermediate native speakers. Can handle business and social situations with ease. Can exchange points that involve sensitive issues effectively (trouble-shoot) with the company's on site problems.</p>			
107	112	117	122	127	132	137	142	147	152	158	164	170	176
31	32	33	34	35	36	37	38	39	40	41	42	43	44
<p>Such as:</p> <p>A. Excuse me, sir. May I speak with you?</p> <p>B. Certainly. What do you do?</p> <p>A. I'm a university student.</p> <p>B. What kind of work do you want to do after graduating?</p> <p>A. I don't know yet.</p> <p>B. You don't know? How come?</p> <p>A. A university graduate is never sure. Getting a good job in Japan depends very much on ones educational background.</p> <p>B. Can you go into more detail?</p> <p>A. There are three main levels of employment in Japan. Jobs for people that graduate from Junior High School; the pay isn't so good in those jobs. Jobs for people that graduate from Senior High School; the pay is a little better in those jobs. And then there are the jobs for people that graduate from college; they are the best jobs.</p> <p>B. You speak English very well. You should be able to get into a first class company.</p> <p>A. It's not as easy as that. In September of every year university students visit companies en masse for interviews and take tests. Generally they have to accept what is offered and not what they want.</p> <p>B. I didn't know that. But you do have a good chance for a plumb job, don't you?</p> <p>A. It's not sufficient to have a college education to get a good job. Companies consider the university you graduated from. Students from first</p>					<p>Such as:</p> <p>A. That was a very interesting debate Mr. Tanaka. How were the participants coached and the topics chosen?</p> <p>B. Well, we are very careful to select materials that parallel the participants command of English and their increasingly mature thinking in the language.</p> <p>A. Yes, of course. I see the need for mature persons with the language ability to seriously challenge the definitions of designated topic at the outset of the debate. Tell me. How did debate originate?</p> <p>B. There's some indication that it arose more than a thousand years ago in the Isle of Man where the form of government was democratic, and the public as individuals was involved in public policy making.</p> <p>A. Am I to understand that the individual's right to assert his point of view is a tradition with roots going back more than a thousand years to a small island in the Irish Sea?</p> <p>B. Yes, whereas we as a group society have no such tradition and have difficulty in separating, adjusting to and understanding an individual's act or point of view. This deficiency creates some problems in conducting international business.</p> <p>A. Now, I see. Your company is bridging this cultural gap by promoting the debate game. How do you ensure such courteous participation?</p> <p>B. It's a combination of having the participants eradicate attitudes that interfere with presenting strong opposition to another's rationale, plus adherence to a set of rules such as one would in a game of</p>					<p>Such as:</p> <p>A. Things seem to be in a bad way. Don't they?</p> <p>B. Oh, I wouldn't say that.</p> <p>A. It seems to me it's about the government did something. It's been in power long enough. All it's done is give us one problem after another.</p> <p>B. That seems to be true, but I think the papers exaggerate things a lot. If you take notice of all they say, the government is good.</p> <p>A. Yes, you're right. But it seems as if this government is unable to cope with our current plight.</p> <p>B. Well these are difficult times and blaming the government for being inefficient does not help very much. Why, it's like the parent I was talking to the other day. He said was about time we got back to the good old days, and use the stick in the classroom. He blamed the teachers for current bad behavior of the students.</p> <p>A. He blamed the teachers for deterioration of the student manners?</p> <p>B. Well, he seems to think the teachers are responsible for teaching social manners.</p> <p>A. I thought that was the responsibility of parents.</p> <p>B. Well, we all have different views of what is happening around us.</p> <p>*****</p> <p>A. Your company's attracted considerable attention and have been interviewed by</p>			

ADVANCED

FLUENT

A person in the top half of this area can function at a level approaching that of an international native speakers. Can handle normal business and social situations with ease. Can exchange points of view that involve sensitive issues and effectively (trouble-shoot) cope with the company's on site overseas problems.

A person in this area can compete on equal or near equal terms with most mature international native speakers. Can handle on a par as much of the spectrum of the target language as most natives are able to.

This parameter is usually reached by people accustomed to studying, working or living for a long time in an English speaking environment.

158 164 170 176 183

186 195 201 207 213

41 42 43 44 45

46 47 48 49 50

Such as:

- A. Things seem to be in a bad way don't they?
- B. Oh, I wouldn't say that.
- A. It seems to me it's about time the government did something. It's been in power long enough. All it's done is give us one problem after another.
- B. That seems to be true, but I think the papers exaggerate things a lot. If you take notice of all they say, no government is good.
- A. Yes, you're right. But it does seem as if this government is unable to cope with our tax plight.
- B. Well these are difficult times and blaming the government as being inefficient does not help very much. Why, it's just like the parent I was talking to the other day. He said it was about time we got back to the good old days, and used the stick in the classroom. He blamed the teachers for the current bad behavior of the students.
- A. He blamed the teachers for the deterioration of the student's manners?
- B. Well, he seems to think the teachers are responsible for teaching social manners.
- A. I thought that was the responsibility of parents.
- B. Well, we all have different views of what is happening around us.

Such as:

- A. To continue what with I was saying. We cannot ignore the general principle that no people can govern themselves, if they are not left with a free hand to govern. Foreign intervention is not advisable as it could cause a greater upheaval. In dealing with this point the powers that be dismiss the matter too freely.
- B. Yes, I agree with what you say. International jealousies and suspicions could surely be allayed, or else modern statecraft is bankrupt indeed. The nations which would benefit most by the ending of the peril of a great conflagration in that small country, and self-interest alone should make it possible for the two sides to reach a reasonable agreement.
- A. Self-interest can hardly work for agreement and harmony. I wonder whether government minds function differently than that of ordinary human beings or even if they have knowledge of international developments of economic as well as political activities.
- B. Yes, one could describe the entire confrontation as "The Renaissance, and Reformation, the War of Independence, the Industrial Revolution, the Bolshevik Revolution, and the Family Revolution as being combined in a titanic upheaval which is now rocking that small country.
- A. Yes, perpetuation of the principle that social convulsions have always been accomplished by chaos and strife certainly have turned that part of the world in to a state of disturbance and restlessness.
- B. You are certainly right there. The process of transforming

- A. Your company's attracted considerable attention and you have been interviewed by many

reinforcement and self motivation adult clients retain only about 5% of what they were exposed to 24 hours previously. You can help them increase their memory and production span by having them dynamically perform the interaction from the very first lessons.

Encourage them to listen to and learn from each other. A phrase heard from a peer will often stick. This is the "If she can say it, I can say it.", syndrome.

Constantly spot checking clients for proficiency, reviewing, revising and relating interactions that were presented days, weeks, and even months ago are prerequisites before clients are able to recall, produce and adapt on demand stored material for their own needs.

Introduce creativity as soon as possible and remember to give the clients the prerequisite knowledge and practice to participate effectively. In other words, clients must draw on their knowledge; verbally USE the language and hear it spoken in order to imprint it in their mind's eye in recognizable patterns for later retrieval.

If clients are unable to interact when called on it is obvious that they need more dynamic work in the basic forms and concepts. Practice and more practice is the answer, but only PERFECT practice makes perfect.

Evaluating is performed in class (using the EVALUATOR'S CHART) during regular class sessions, regular reviews revision sessions, role simulations, and interviews. Keep in mind that any given stimulus that elicits an utterance or an action is a authentic testing feature.

Remember that the target is NATIVE fluency with all its own imperfections, not those of the client.

See the Evaluation Chart for evaluating reading and writing.

HOW TO ESTIMATE THE NUMBER OF HOURS OF INSTRUCTION AND STUDY THE AVERAGE LEARNER NEEDS TO REACH A TARGETED PROFICIENCY.

In the third line of boxes from the top of the chart, ESTIMATED HOURS and CONVERSATIONAL ABILITY, from values 0 0 to 5 0, you can find our sample learner's evaluation of 2 2. In the top of this box you can see the number 70. To estimate the average number of hours of instruction our average learner would need to reach a 2 8 intermediate level the inquirer just has to add the numbers that are in the top of the boxes from box 2 2 to box 2 8. The numbers are 70 + 74 + 78 + 82 + 86 + 90 + 94 = 576. The number 576 represents the average number of hours that the average learner would need to progress from a 2.2 proficiency to a 2.8 proficiency.

Educational and other authorities who may wish to use the "Estimated Hours and Conversation Ability" norms as a guide for producing a course and evaluating the results should keep in mind that the norms are based on a 1,200 hour two year course conducted at a language school and on 200 course conducted at an international business company.

The distribution of course time in the former was 3 hours a day, 5 days a week, 40 weeks a year divided into two twenty week semesters. In the later the distribution of course time was 7.5 hours a day, 5 days a week including one week of total immersion in the language at the company's country training center. Any significant deviation from such a distribution of course hours could adversely effect the accuracy of the norms.

GLOSSARY OF INTERACTIONS

- A. Is lunch at noon?
- B. No, it's at 1:00.
- Such as Information se
- A. What's your name?
- B. John Doe.
- A. Where do you live?
- B. I live in Anytown
- A. What do you do?
- B. I'm an engineer.
- *****
- A. Are you a doctor
- El. No, I'm a dentist
- A. What do you do M
- Do. I'm a nurse.
- Such as Introductions
- A. Let me introd
Mr. El. This
Mr.Do This is
- Mr.El. How do you do
- Mr.Do. How do you do
- *****
- A. Let me introduce
name is Tomy Atk
- B. My name is John
- A. How do you do.
- B. Pleased to meet
- Such as partings:
- A. It was a wonderf
- B. Thank you. I'm g
come.
- A. Good night. Take
- B. Good night. You
- *****
- A. Well goodbye, X.
vacation.
- B. All right. I wil
- A. Don't forget to
- B. I won't. I'll se
- A. Well, goodbye. H
time.
- B. Thanks. Goodbye.

A. Is lunch at noon?

B. No, it's at 1:00.

Such as Information seeking.

A. What's your name?

B. John Doe.

A. Where do you live?

B. I live in Anytown.

A. What do you do?

B. I'm an engineer.

A. Are you a doctor Mr.El?

El. No, I'm a dentist.

A. What do you do Mr.Do?

Do. I'm a nurse.

Such as Introductions.

A. Let me introduce you.
Mr. El. This is Mr.Do.
Mr.Do This is Mr.El.

Mr.El. How do you do, Mr.Do.

Mr.Do. How do you do, Mr.El.

A. Let me introduce myself. My name is Tomy Atkings.

B. My name is John Doe.

A. How do you do.

B. Pleased to meet you.

Such as partings:

A. It was a wonderful party.

B. Thank you. I'm glad you could come.

A. Good night. Take care.

B. Good night. You to.

A. Well goodbye, X. Have a nice vacation.

B. All right. I will.

A. Don't forget to write.

B. I won't. I'll send you a card.

A. Well, goodbye. Have a nice time.

B. Thanks. Goodbye.

B. Yes, go straight down this road. It's on the left. You can't miss it.

A. Thank you.

A. Excuse me, but can you tell me how to get to the post office?

B. I'm afraid I don't know. I'm a stranger here myself.

A. I see. Thanks just the same.

B. Sorry I can't help you.

A. Who are you writing to?

B. I'm writing to Jane.

A. How often do you write her?

B. I write her about once a month.

A. Here's one of your cases.

B. No, that's not mine. Mine have red strips.

A. Red strips?

B. Yes. Here they come now. I'll get the big one and you get the small one.

A. Ok.

A. Is the window open?

B. No, it's closed. Shall I open it?

A. { Yes. Open it, please.
No. Leave it as it is. }

A. Could you tell me where the Club is?

B. Well, walk one block this way. Turn right at the first corner.

A. And then?

B. Cross the bridge. Turn left.

A. Then I go on?

B. Yes, walk two blocks. Go under the railway bridge.

A. I go under the railway bridge?

B. Yes, it's the big building on your right.

A. Thank you.

A. When did you a

B. Yesterday. At

A. What did you d

B. I went down to

A. Did you go to supper?

B. No, I listened

A. You look tired. What have you been doing?

B. I've been writing for ten o'clock this

A. Really? How much have you written?

B. Believe it or not, twenty pages.

A. Twenty pages! You must be tired.

A. Are you going to the party tonight?

B. No, I've already

A. Oh, when did you

B. I saw it three

A. Where did you

B. I bought them

A. Oh? Can you buy

B. Yes, my neighbor told me to go there when he was there to a show.

A. Well, I'd bet you had a good time. It was nice to see you.

B. Glad to have you. Please say hello to my family for me.

A. Thanks I will do that sometime.

B. I'll stop by soon.

A. Bye. Be seeing you.

A. Oh, It's after 10. I realize it was late. I'd better be going. Must you?

A. Yes, I must.

B. Please come again.

A. Thanks. See you on Monday. Good night.

B. Good night.

<p>his You</p>	<p>A. When did you arrive? B. Yesterday. At 3:00 p.m.</p>	<p>staying for three nights, won't you? B. Yes, that's right. Your rates are European plan, aren't they?</p>	<p>A. One on each side down; and the cl the desk B. And--er this s</p>
<p>** tell me office?</p>	<p>A. What did you do before supper? B. I went down town for a drink.</p>	<p>A. Yes. Meals are not included in the rates. B. What are the meal hours in the dining room?</p>	<p>A. In the corner. typewriter goes B. What about all and papers?</p>
<p>. I'm a same.</p>	<p>A. Did you go to a movie after supper? B. No, I listened to some records. *****</p>	<p>A. Breakfast is from seven to ten, lunch is from twelve to two, and dinner is from six to eight. The grill is open twenty four hours a day. B. Oh, that's fine. May we have our keys please?</p>	<p>A. Put the folder cabinets, and the other. B. Well, that abo Anything else?</p>
<p>** her?</p>	<p>A. You look tired. What have you been doing? B.. I've been writing a report since ten o'clock this morning.</p>	<p>A. Here you are. Your room is 131; that's on the first floor. Checkout time is twelve noon. B. Thank you. *****</p>	<p>A. No, that's it. helping. ***** A. Welcome to the you think of i</p>
<p>a month. **</p>	<p>A. Twenty pages! No wonder you're tired. *****</p>	<p>A. What are you looking like that for? Have you seen a ghost? B. Look what they've sent. Tons and tons of paper.</p>	<p>A. It seems very that big build A. That's the Cit</p>
<p>S. ne have</p>	<p>A. Are you going to see the play to night? B. No, I've already seen it.</p>	<p>A. Yes, they do seem to have over done it. How much did you order? B. Five reams. That's how it is sold you know.</p>	<p>A. Many? There's north side of B. That's where y isn't?</p>
<p>w. I'll I get the</p>	<p>A. Oh, when did you see it? B. I saw it three days ago. A. Where did you buy the tickets? B. I bought them at the Club House.</p>	<p>A. No, I didn't know. What's a ream? B. A ream is 500 sheets of paper.</p>	<p>A. That's right. two blocks fro B. I see. Is ther near your offi</p>
<p>*** I open</p>	<p>A. Oh? Can you buy tickets there? B. Yes, my neighbor buys them there when he wants to go to a show. *****</p>	<p>A. Well it looks as if they have sent 500 reams. B. They should known I didn't want that quantity. They must be crazy.</p>	<p>A. Sure. There's place for din: the office and *****</p>
<p>*** e the his way. it corner.</p>	<p>A. Well, I'd better be on my way. It was nice to see you again. B. Glad to have seen you too. Please say hello to your family for me. A. Thanks I will. Come and see us sometime. B. I'll stop by next month. Bye.</p>	<p>A. What are you going to do? Send it back? B. No. Tell them to come and get it</p>	<p>A. We had a great Golf Club las B. I'm glad to h A. You should ha You would hav B. I had some wo the house las why I couldn'</p>
<p>left. Go under y bridge? lding on</p>	<p>A. Bye. Be seeing you. ***** A. Oh, It's after ten. I didn't realize it was so late. I'd better be on my way. B. Must you? A. Yes, I must. B. Please come again. A. Thanks. See you at the office on Monday. Good night. B. Good night.</p>	<p>A. We had one pr club reservat B. Oh? What happ A. They didn't r gram in time rooms we want B. They didn't? A. The service w though. Food the weather f was great. B. If it was all I'm sorry I w</p>	

A. One on each side of the window; and the chair goes behind the desk

B. And--er this small table?

A. In the corner. Just there! The typewriter goes on top of it.

B. What about all these folders and papers?

A. Put the folders in one of the cabinets, and the papers in the other.

B. Well, that about does it. Anything else?

A. No, that's it. Thanks for helping.

A. Welcome to the city. What do you think of it?

B. It seems very active. What's that big building over there?

A. That's the City Museum.

B. Are there many museums in the city?

A. Many? There's one more on the north side of the city.

B. That's where your office is, isn't?

A. That's right. Our office is two blocks from the museum.

B. I see. Is there a restaurant near your office?

A. Sure. There's an excellent place for dining just between the office and the museum.

A. We had a great time at the Golf Club last weekend.

B. I'm glad to hear it.

A. You should have come with us. You would have enjoyed it.

B. I had some work to do around the house last weekend. That's why I couldn't.

A. We had one problem with the club reservations, though.

B. Oh? What happened?

A. They didn't receive our telegram in time to reserve the rooms we wanted.

B. They didn't? Too bad!

A. The service was perfect, though. Food was excellent, the weather fine and the game was great.

B. If it was all you say it was, I'm sorry I wasn't able to go.

B. Oh?

A. Both printers have a large memory. And the price is the same.

B. I see.

A. The dot-matrix has a numerous fronts and is very good for in-house publications, but daisy wheel is better for business letters.

B. Yes, I know.

A. I told the salesman that we needed an eleven-inch carriage for the daisy-wheel, and a fifteen-inch carriage for the dot-matrix.

B. That's right.

A. But they don't have a fifteen-inch carriage machine in stock. It will take them two weeks to get one from the manufacture.

B. That won't do, will it?

A. I told him that we needed it right away.

B. What did he say?

A. He offered to lend us an old model till the new one could be delivered.

B. That will be acceptable.

A. That's what I told him.

A. Hello. This is Mr. Doug of dAb Engineering Ltd.

B. Hello Doug. Doe speaking. What can I do for you today?

A. I hear you have that vessel ready for checking.

B. Yes, ready and waiting.

A. Our inspector said he would like to take a look at it.

B. Good. He's welcome anytime. When is he coming over?

A. I'll ask him to go over right away.

B. Let's see. It takes about an hour from your office to ours, doesn't it?

A. Yes, just about.

B. Then I'll have time to get things ready before he comes. Thanks for calling.

A. Not at all. I'll get back to you later. Bye.

B. Bye.

from. Students fr
class universitie
first class jobs.

B. Then it is very
Japan to go to a
university.

A. You are right. Bu
many students col
enter those pres
universities, and
easy to get in.

B. It must be a fin
for parents to s
children to a go
must be very tha

A. Yes, I am.

B. Excuse me, but I
at this station.
talking to you.

A. Thank you. It wa
to you too.

A. Hey, Jiro, What
you doing in a
this?

B. Dave, I haven't
ages. How are t

A. I can't complai
the state of th
business these
you? Still in t
business?

B. Oh, I sell a fe
apartments now
Speaking of hou
still living in
hutch near the

A. Yeah, been ther
years now. It's
and we've gott
noise. Been loc
a litter bigger

B. Well, you know
the job, I'll
house we've go
Six rooms, all
surrounded by
of the best lo
Interested?

A. Well, I don't
persuade me or
let you buy me
you try.

B. It's a deal. (C
more than a gc
sale, I might
drinks. What'!

from. Students from first class universities get the first class jobs.

B. Then it is very important in Japan to go to a prestigious university.

A. You are right. But there are many students competing to enter those prestigious universities, and it is not easy to get in.

B. It must be a financial burden for parents to send their children to a good school. You must be very thankful to them.

A. Yes, I am.

B. Excuse me, but I'm getting off at this station. It was nice talking to you.

A. Thank you. It was nice talking to you too.

A. Hey, Jiro, What's a guy like you doing in a nice place like this?

B. Dave, I haven't seen you for ages. How are things?

A. I can't complain, considering the state of the import export business these days. How about you? Still in the real estate business?

B. Oh, I sell a few houses and apartments now and then. Speaking of houses, are you still living in that rabbit hutch near the railway line?

A. Yeah, been there for about five years now. It's a little small and we've gotten used to the noise. Been looking around for a litter bigger place, though.

B. Well, you know me. Always on the job, I'll sell a real nice house we've got in the suburbs. Six rooms, all modern utilities, surrounded by trees, quiet, one of the best locations around. Interested?

A. Well, I don't know if you can persuade me or not, but I'll let you buy me a drink while you try.

B. It's a deal. Considering I've more than a good chance of a sale, I might buy you two drinks. What'll you have?

reference to a set of rules such as one would in a game of chess.

A. You mean debate is a serious maneuvering to find a position of thought which the opponent has no answer for and the observers find convincing.

B. And it must be accomplished in a honorable way not causing humiliation on anybody's part.

A. Thank you, Mr. Tanaka for your enlightenment on the subject of debate.

B. You'er welcome Mr. Yoshida.

B. You wanted to see me, Mr. Akita?

A. Ah, Bob. Let's find another room... Come in and sit down. As you know we had a staff meeting last Friday and your name came up.

B. As long as they didn't say anything bad, I don't mind.

A. You don't have to worry about that. It was complimentary. We talked about you and Smith... Our States Side assistant manager.

B. Oh, yes.

A. He has given us three months termination notice. We need someone that is bilingual to take his place, and we thought about asking you.... Interested?

B. I'm overwhelmed. It's a big jump for me. When do I start?

A. As soon as possible. He said as far as he was concerned, he could train a permanent replacement in two months.

B. Then this will be a permanent position for me?

A. Yes. That's the way it looks now. I know it's short notice, but we'd like you to start as soon as possible. Will two weeks be sufficient to clear up your work at this end?

B. Yes, I'll can do that this week and next week I'll have time to pack, ship personal effects, and clear up private matters. Who's taking my place?

A. Your colleague, John. Since we hired him six month ago, he's been learning fast and seems to have a lot going for him. What do you think?

B. I agree. He has some good ideas.

A. Ok, sometime tomorrow why don't you make an outline for him of what your job entails? And show him the ropes while you are here.

B. All right, Mr. Akita. I'll do that first thing in the morning.

have been interviewed by national newspapers and television stations. Did you expect to become a source of interest to the media and public in general?

B. We had been warned that what we were doing was very unconventional and would cause some raising eyebrows.

A. How did you manage to persuade the Ministry of Labor and the public to allow this phenomenon?

B. We had to demonstrate that the work our foreign employees would do was absolutely essential for the national economy and that we as a small company had great difficulty attracting top quality graduates that were necessary for their expansion.

A. What kind of work visa did the government provide for foreign personnel?

B. They've responded with a one year renewable visa. We had to offer other hand supply a two year contract.

A. Oh, then the foreign personnel are not life-time employees? Does the salary you offer compensate for that in some way?

B. They receive the same benefits as our regular life-time employees do if they are sent on an overseas assignment.

A. How do you feel about working with foreigners. Do you think it's worth the extra contributions to your company?

B. Some already have. The growth in sales is such that we have had to open overseas branches to cope with after sales service.

A. This growth would give you a chance of becoming branch manager?

B. Yes, a very good chance.

A. Well, thank you for your help and I wish you profit in your company's venture.

B. Thank you.

have been interviewed by many national newspapers and a few television stations. Did you expect to become a source of interest to the media and the public in general?

B. We had been warned that what we were doing was very uncommon and would cause some raising of eyebrows.

A. How did you manage to persuade the Ministry of Labor and Justice to allow this phenomenon?

B. We had to demonstrate that the work our foreign employees would do was absolutely essential for the national economy and that we as a small company had great difficulty attracting top quality graduates that are necessary for their expertise.

A. What kind of work visa has the government provided for your foreign personnel?

B. They've responded with a one year renewable visa. We on the other hand supply a two year contract.

A. Oh, then the foreign personnel are not life-time employees. Does the salary you offer compensate for that in some way?

B. They receive the same benefits as our regular life-time employees do if they are sent on an overseas assignment.

A. How do you feel about working with foreigners. Do you expect them to make substantial contributions to your company?

B. Some already have. The growth in sales is such that we have to open overseas branches to cope with after sales service.

A. This growth would give your foreign personnel a chance of becoming branch managers?

B. Yes, a very good chance.

A. Well, thank you for your time and I wish you profit in your company's venture.

B. Thank you.

The process of transforming some countries into a unified, educated, prosperous, free and peaceful nation is certainly a staggering undertaking, one which is painful and slow.

A. But it need not be prolonged if the rest of the world admits that it should offer peaceful aid for all.

B. Yes, you have a point there. More diplomacy and less military muscle.

of
is
tion
ent

d in
g
art.

*
Akita?
her
own.
ff
our

y any-

bout
y. We
h....
;

nths
sed
l to
hought
erested?

big
tart?

said as
he

is.
anent

ooks
tice,
art as
wo
lear up

is week
time to
acts,
sters.

ince we
, he's
seems to
n. What

od ideas.
hy don't
him of
And show
are

'll do
morning.

EVALUATION SCALE	0	0.5 0.5 1 1.5
AURAL COMPREHENSION	The client can comprehend one or two greetings.	Recognizes some daily greetings, and simple questions seeking minimal autobiographical information. Able to pick out a limited number of words from various questions.
SELF EXPRESSION	<p>The client is limited to a few random words and a sporadic phrase or two.</p> <p>The material for the interactions usually originates from domestic and foreign enterprises using the target language as an advertising gimmick.</p>	Utterances are limited to basic autobiographical information, greetings, and a few words and memorized phrases needed for basic wants and desires.
SYNTAX	The structures used defy grammar rules and challenge the recipient's cognition.	Is limited to a few memorized elementary patterns necessary for minimal interactions. Self generated utterances rarely exceeding four words at a time contain fractured syntax.
VOCABULARY	<p>Active vocabulary can be counted on ones' fingers.</p> <p>Note:</p> <p>By the age of two, the typical child can already utter nearly 300 different words. By three it has tripled this figure, and by four it can manage nearly 1,600. By the age of five, the child has a vocabulary of more than 2,000 words, all learnt at an astonishing rate and providing it with a form of infantile signaling that permits ever-increasing complexity in its relationships with its parents and its other human</p>	<p>Active vocabulary is limited to key words necessary for communication on a word-phrase level related to personal information, greetings, immediate survival needs, plus time, days of the week, months of the year. Cardinal and ordinal numbers to at least 100 are under control.</p> <p>Note:</p> <p>By age five, our ability to generate grammatical sentences that can be understood (by people other than doting parents) is firmly in place. We also have a several thousand word vocabulary by that time.</p> <p>People are capable of hearing and processing approximately 800 to 1,000 words a minute. Most people, on the other hand, speak at the</p>

1

1.5

2

2.5

3

Recognizes some daily greetings, and simple questions seeking minimal autobiographical information. Able to pick out a limited number of words from various questions.

Understands some phrases such as How are you? How much is it? Where is the toilet? It's over there. It costs five dollars. There is one near ...etc. Understands questions seeking more detailed autobiographical information, and a few short conversational exchanges spoken slowly supported by realia and kinetic devices.

Understands simple familiar subjects spoken at a slow speed. Some repetition is needed to impart understanding. Can recognize essential words in public announcements or in dictated passages and, if enunciated clearly can grasp the contents of a short story presented in monolog form.

Utterances are limited to basic autobiographical information, greetings, and a few words and memorized phrases needed for basic wants and desires.

Communicates with memorized material. Autobiographical information and courtesy greetings are exchanged, but they are not an integral part of own interaction. Uses very basic questions and answer patterns related to time, locations, simple likes and dislikes. Ability to express easily identifiable and state-able needs supported by kinetic gestures.

Responds compensatorily in the content and take of courtesy expressions greetings and basic survival language. Uses fractured key phrases rather than complete thoughts. Able to ask about and describe habit actions. In a somewhat fragmented fashion can give simple direct and simple descriptions of his own job, and produce acceptable imperfect responses to questions supported by realia.

Utterances are limited to a few memorized elementary patterns necessary for minimal interactions. Self generated utterances rarely exceeding four words at a time contain fractured syntax.

Basic sentence, subject verb object statements and their question forms are under control. Longer sentences initiated with "WH" question words tend to contain word-order and tense errors. Self generated utterances exceeding five words usually contain fractured syntax and other grammatical errors.

Basic grammatical patterns consisting of the interrogative "WH" question words and their appropriate answer forms are partially under control.

In prolonged unfamiliar situations client usually cannot sustain coherent structures exceeding a (seven) words at a time.

Receptive vocabulary is limited to key words necessary for communication on word-phrase level related to personal information, greetings, immediate survival needs, plus time, days of the week, months of the year. Cardinal and ordinal numbers at least 100 are under control.

Sufficient vocabulary to primitively express basic wants and desires, but most of the vocabulary used is centered around common concrete nouns with little or no verb variation.

Sufficient vocabulary to interact in predetermined situations. Able to substitute or attach new vocabulary in or to memorized interactions.

Note:

By age five, our ability to generate grammatical sentences that can be understood (by people other than dotting parents) is firmly in place. We also have a several thousand word vocabulary by that time.

Note:

Educational testing indicates that ten year old children who have grown up in families in which English is the native language have recognition vocabularies of over twenty thousand words--And these same ten-year-olds have been learning new words at a rate of many hundreds a year since the age of four.

Note:

The complete English vocabulary consists of 500,000 words, and more are added each year. The average adult knows between 35,000 and 70,000 of these English words. But an average adult uses or speaks about 7,500 of them, even though speaks about 18,000 words in a day.

Bob Talbert.
Farmers Almanac, May 1983.

Note:

All definitions and examples of more than 28,000 words in the Learner's

EVALUATOR'S CHART

3	3.5	4	3.5	4	5
<p>Understands simple familiar subjects at a slow speed. Some repetition needed to impart understanding. Recognizes essential words in announcements or in dictations and, if enunciated clearly, can grasp the contents of a story presented in monologue.</p>	<p>He/she understands short personal questions uttered at normal speed, but adjustments in speed and vocabulary are necessary for meaningful interactions on less familiar topics. Can follow speech directed at him/her in response to own elicitation, and grasp key words in unfamiliar situations.</p>	<p>Understands general subjects fairly well at slower than normal speed with some repetition and adjustment in vocabulary. Humor and other emotional qualities encountered are partially understood. Can grasp main facts from interactions outside of own experience.</p>			
<p>Compensatorily in the give and take of courtesy expressions, requests and basic survival language. Uses fractured key phrases rather than complete thoughts. Able to describe and describe habitual activities. In a somewhat fragmentary way can give simple directions and simple descriptions of his/her environment, and produce acceptable responses to questions asked by realia.</p>	<p>Able to use the language in its simplest form for communication of simple ideas, traveling, dining, shopping, appointments, imperatives and comparisons. Able to interpret simple sentences from and into the target language. Tends to use short single sentence utterances.</p>	<p>Able to make requests, express needs and desires. Casual conversation about current events are more easily generated. In spite of word-order errors the client is able to chronologically relate past events. Attempts to express feelings and abstract thoughts are primitive but successful.</p>			
<p>Grammatical patterns consisting of the interrogative "WH" questions and their appropriate forms are partially understood. Usually cannot sustain coherent structures exceeding a few words at a time.</p>	<p>Many basic sentence patterns are known but are not used with any dexterity. Longer sentence formulation is characterized by omission of words, improper tenses and faulty word-order. Has some capacity for self correction.</p>	<p>Most basic grammatical patterns are under control and a marked reduction in complex structural errors is noticeable, but proper use of verbs and tenses still needs developing.</p>			
<p>Does not have sufficient vocabulary to interact in predetermined situations. Able to learn or attach new vocabulary to memorized interactions.</p>	<p>Demonstrates an increasing usable vocabulary enabling more detailed explanation of personal history, introductions, job, and directions. Has sufficient active vocabulary to give basic description in chronological order of simple on-going activities.</p> <p>Note:</p> <p>You need a large vocabulary in order to be able to use the right word at the right time. The right word may not be--indeed, in most cases, will not be--the longest word.</p> <p>A vocabulary of about 1,000 words can express any message. However, you need ten times that, or a vocabulary of 10,000 words, to read with adequate comprehension.</p>	<p>Although there is little use of idioms, a limited solid base includes practical vocabulary for on the job use, and everyday social communication. Sufficient vocabulary to sustain a conversation if the other participant carries the burden.</p> <p>Note:</p> <p>Authorities have estimated that a minimum of 5,000 to 14,000 words is required to read a newspaper.</p> <p>Smith S. Stephenson, The Command of Words, page 1. New York: Thomas Y. Crowell Company.</p> <p>Note:</p>			

IR'S CHART

5	5.5	6	6.5	7	7.5
<p>Understands general subjects fairly well at a slower than normal speed with some repetition and adjustment of vocabulary. Humor and other special qualities encountered are usually understood. Can grasp main points from interactions outside of experience.</p>	<p>Understands much of what is said at normal speed if clearly enunciated, but if speaker makes no allowance for limitation there will be some need for rephrasing, vocabulary adjustment and repetition. Beginning to catch nuances and single unexpected sentences spoken quickly. Can grasp information efficiently if lines of argument are not too complex.</p>	<p>Can with concentration understand most general topics at normal speed, but as nuances and find distinctions of words are not totally understood, repetition or rephrasing may be needed. When dealing with one partner the client is able to cope with sudden change of topic with little loss of detail if full attention is given. When the interaction involves two or more native speakers occasional loss of detail can be expected as listening is not yet totally trained for quick colloquial conversation.</p>			
<p>Can make requests, express needs and desires. Casual conversation on current events are more easily understood. In spite of word-order errors the client is able to logically relate past events. Attempts to express feelings and thoughts are primitive but successful.</p>	<p>Using normal courtesy protocol the client is able to answer routine business inquiries by telephone. Can make various business and social arrangements in/on someone's behalf. Able to handle short impromptu speeches, explain things and express most thoughts and desires even if awkward or in a round-about way. May fail to respond to unfamiliar expressions and words. Can transmit accumulated information.</p>	<p>Can express ideas on all topics connected with own field of work and interest, and discuss a variety of technical and business topics for prolonged periods. At times language limits surface in situation foreign to the client and produce peculiarities, but quick formation and the ability to construct chains of reasoning indicates increasing ability to think in the target language.</p>			
<p>Basic grammatical patterns are under control and a marked reduction in complex structural errors is evident, but proper use of verb tenses still needs developing.</p>	<p>Simple sentence construction and tenses are under control. Complex sentences produced under favorable conditions are usually well formed, but under adverse conditions fractured syntax, tense errors and strange usage can be expected as the client hurriedly strings thoughts together. However, this condition generally does not seriously interfere with intended meaning when received by a person accustomed to fractured syntax.</p>	<p>Under favorable conditions complex structures and abstract ideas are well formed, but under adverse conditions some strange patterns and word usage, word-order, articles, and prepositional errors occur which do not interfere with the business at hand or other arrangements.</p>			
<p>Although there is little use of idioms, a limited solid base of useful practical vocabulary for job use, and everyday social interaction. Sufficient vocabulary to sustain a conversation if the participant carries the burden.</p>	<p>Has a good general active vocabulary including technical expressions. The client's control of normal social expressions, work related vocabulary and simple everyday conversation vocabulary seems strong. Able to handle general discourse with some idiomatic and colloquial expressions.</p> <p>Note:</p> <p>According to the English Language Testing Department of The University of Michigan, the range of 4,000 to 6,000 high frequency English words was selected from the Thorndike and Lorge general word count "The Teacher's Word Book of 30,000 Words" as the minimum working vocabulary students need to function efficiently</p>	<p>Able to use some idioms, slang and some cuss word, but these are not used with great dexterity. He/she has adequate varied vocabulary to participate in most discussions. Able to express and elaborate on own opinions. Has a knowledge of idiomatic phrases and colloquialism. He/she is able to handle formulas for conducting debates and discussions.</p> <p>Note:</p> <p>Edward L. Thorndike and Irving Lorge recommend a 6,000 word vocabulary for American students in grades 5 through 6.</p> <p>Note:</p> <p>The complete English vocabulary</p>			

Researcher's studies have estimated that a vocabulary of 5,000 to 14,000 words is needed to read a newspaper.

S. Stephenson, *Command of Words*, page 1. New York: Thomas Y. Crowell Company.

7

7.5

8

8.5

9

n with concentration understand st general topics at normal speed, t as nuances and find distinctions words are not totally understood, petition or rephrasing may be eded. When dealing with one part- r the client is able to cope with dden change of topic with little se of detail if full attention is ven. When the interaction involves o or more native speakers occa- onal loss of detail can be expect- as listening is not yet totally ained for quick colloquial nversation.

Client Understands almost every- thing, although occasional repeti- tion may be necessary as it is at times with a native speaker. Can comprehend conversation between native speakers even if not directly involved. Humor and other emotional qualities are generally understood even when two or more native speakers are involved in the interaction

Understands most everything utt- at normal speed. Slight problems occur due to quick speaking, str- accent, sloppy pronunciation noise. Idioms and specialized vo- ulary may cause problems.

n express ideas on all topics nconnected with own field of work and terest, and discuss a variety of chnical and business topics for onged periods. At times language mits surface in situation foreign the client and produce peculiari- es, but quick formation and the ility to construct chains of rean- ing indicates increasing ability think in the target language.

Can argue a point effectively and answer queries in most spheres of company business. Can converse on cultures, life styles, politics and other complex and sophisticated topics. Give verbal translations for general communication. Able to reformulate some ideas in different linguistics forms for emphasis and react at a natural speed to the give and take of conversational demands.

The client is able to verba- handle complex or delic- situations. He/she can disc- abstract topics and m- generalizations about them. Has trouble in expressing a full ra- of thoughts and feelings wh- making speeches, responding- proposals and negotiating. Unus- situations may result in some rc- about expressions.

nder favorable conditions complex ructures and abstract ideas are ll formed, but under adverse con- tions some strange patterns and rd usage, word-order, articles, d prepositional errors occur which ot interfere with the business and or other arrangements.

Although the fundamental rules of grammar are understood and employed well, there are one or two minor errors in very complex and long sentences, However, such errors do not interfere with ability to present a case or negotiate with accuracy.

Has very good grammar. Occasic- errors, if any, do not conf- meaning. Immediate on-the-s- formulation regarding complex involved topics is handled v- ease and near perfect grammar.

le to use some idioms, slang and me cuss word, but these are not ed with great dexterity. He/she s adequate varied vocabulary to rticipate in most discussions. le to express and elaborate on own inions. Has a knowledge of idio- tic phrases and colloquialism. /she is able to handle formulas r conducting debates and scussions.

Rarely has trouble using appropriate vocabulary and idioms. However, at times, the client's use of words may be a trifle stiff and formal for the situation. Can handle some nuances, i.e., "I might buy it." as compared with the greater possibility, "I may buy it." Words are readily available for use in rarely encountered situations.

Has control in terms of quantity appropriate usage of vocabul- approaching that of a mature nat- speaker.

te:
ward L. Thorndike and Irving Lorge commend a 6,000 word vocabulary r American students in grades 5 rough 6.

Note:
A recent count, by computer, of the combined vocabulary used in the English language tests of all National and Private Universities' annual entrance examinations exceed- ed 8,000 unique words.

Note:
People with a high school educat- or its equivalent are known to h- a reading vocabulary of betw- 9,000 and 10,000 words, sometimes even more.

te:
e complete English vocabulary nsts of 500,000 words, and near

J.B. Harris, Executive Director, Editorial Adviser. Obunsha. Tokyo.

Helen M. Patterson, Associate Professor of Journalism University of Wisconsin Writing

8.5	9	9.5	10
<p>t every- l repeti- it is at ker. Can between directly emotional nderstood native in the</p>	<p>Understands most everything uttered at normal speed. Slight problems may occur due to quick speaking, strange accent, sloppy pronunciation or noise. Idioms and specialized vocabulary may cause problems.</p>		<p>Understands most that is heard and not within previous experience. Is able to quickly assimilate new idioms and slang. Able to understand most forms of speech normally understood by native speakers. Problems of comprehension are the same as those of a native speaker encountering regional language differences for the first time. Also, lack of the intrinsic inborn contextual cognition that is usually the sole realm of the native speaker can still cause gaps in comprehension.</p>
<p>lvely and pheres of erse on itics and sticated tions for Able to different asis and the give demands.</p>	<p>The client is able to verbally handle complex or delicate situations. He/she can discuss abstract topics and make generalizations about them. Has no trouble in expressing a full range of thoughts and feelings while making speeches, responding to proposals and negotiating. Unusual situations may result in some round about expressions.</p>		<p>Highly articulate and persuasive, lacking only in the inborn native ability to instantly call upon obscure sources in support of a dialog. Able to simultaneously interpret using the target language with a considerable degree of native accuracy. Able to respond immediately to verbal stimuli and handle various styles and needs in the target language as a native would. Expression takes cultural factors into consideration.</p>
<p>rules of employed two minor and long errors do lity to ate with</p>	<p>Has very good grammar. Occasional errors, if any, do not confuse meaning. Immediate on-the-spot formulation regarding complex or involved topics is handled with ease and near perfect grammar.</p>		<p>Use of vocabulary including natural expressions and idioms is used with the accuracy of a mature native speaker. Vocabulary peculiarities based on cultural differences are mainly under control.</p>
<p>ropriate ever, at ords may l for the nuances, compared , "I may available ounterred</p>	<p>Has control in terms of quantity and appropriate usage of vocabulary approaching that of a mature native speaker.</p> <p>Note:</p>		<p>There are no glaring errors in the client's spoken English. Prepositions, verb tense, articles and plural forms are under control. Direct translation from mother language to target language is no longer evident in grammatical structures and word forms.</p> <p>Note:</p>
<p>, of the in the of all rsities' xceed-</p> <p>irector, okyo.</p>	<p>People with a high school education or its equivalent are known to have a reading vocabulary of between 9,000 and 10,000 words, and sometimes even more.</p> <p>Helen M. Patterson, Associate Professor of Journalism University of Wisconsin, Madison</p>		<p>Mr. Soobei Arakawa's dictionary of loan-words has more than 25,000 entries, more than half of which have been adopted into the Japanese vocabulary since the end of the World War II. The majority of loan-words are from English, and because many of them have been</p>

<p>VOCABULARY</p>	<p>By the age of two, the typical child can already utter nearly 300 different words. By three it has tripled this figure, and by four it can manage nearly 1,600. By the age of five, the child has a vocabulary of more than 2,000 words, all learnt at an astonishing rate and providing it with a form of infantile signaling that permits ever-increasing complexity in its relationships with its parents and its other human companions.</p> <p>Desmon Morris, Man Watching, Page 408. Triad Publications.</p>	<p>By age five, our ability to generate grammatical sentences that can be understood (by people other than doting parents) is firmly in place. We also have a several thousand word vocabulary by that time.</p> <p>People are capable of hearing and processing approximately 800 to 1,000 words a minute. Most people, on the other hand, speak at the rate of 140 to 250 words a minute.</p> <p>Communications That Work American Management Associations, Extension Institute. Christine Bingaman, Ralph Graham & Mardy, Wheeler.</p>
<p>FLUENCY</p>	<p>Speed of speech cannot be measured due to lack, of basic language skills.</p>	<p>Formation of sentences is slow and characterized by pauses and inarticulated utterances.</p>

This system consists of three wall charts and an evaluator's chart i.e., The EVALUATION CHART, the PROFICIENCY CHART, the LENGTH and DENSITY CHART, and the EVALUATOR'S CHART. This is the

EVALUATOR'S CHART

This chart is directed at two communities, the teachers and the examiners who deserve a finer instrument in establishing uniformity in their evaluations and helping them to eliminate the pure "I HAVE A GUT FEELING OF WHAT THE CLIENT IS ABLE TO DO," approach. To accomplish this I have attempted to classify a labyrinth of interrelated language skills into seven isolated areas and eleven parameters. A total of seventy seven boxes. The contents of each line of boxes, identified by values 0 through 10, provide the evaluator with a graphic stage by stage progression from zero ability to near mature international native speaker ability.

Any written classification of language acquisition can only project a frozen picture of a living, changing process. To interject life into this classification, half VALUES have been included (fractions of .5) to indicate that a client is processing from one parameter to the next.

INFORMATION
FOR THE
EVALUATOR

age five, our ability to generate grammatical sentences that can be understood (by people other than dotting parents) is firmly in place. We also have a several thousand word vocabulary by that age.

People are capable of hearing and processing approximately 800 to 1000 words a minute. Most people, on the other hand, speak at the rate of 140 to 250 words a minute.

Communications That Work
 American Management Associations,
 Extension Institute.
 Kristine Bingaman, Ralph Graham &
 Rudy, Wheeler.

Educational testing indicates that ten year old children who have grown up in families in which English is the native language have recognition vocabularies of over twenty thousand words--And these same ten-year-olds have been learning new words at a rate of many hundreds a year since the age of four.

In astonishing contrast, students show that adults who are no longer attending school increase their vocabularies at a pace slower than twenty-five to fifty words annually.

Norman Lewis,
 Word Power Made Easy, page 3.
 Published by Pocket Books New York.

and 70,000 of these English words. But an average adult uses only about 7,500 of them, even though speaks about 18,000 words in a day.

Bob Talbert.
 Farmers Almanac, May 1983.

Note:
 All definitions and examples of more than 38,000 words in the Longman Dictionary of Contemporary English are written within a controlled vocabulary of approximately 2,000 words which were selected by a thorough study of a number of frequency and pedagogic lists of English, particular reference has been made to "A General Service List of English Words" (Longman, 1953 reprinted 1977) by Michael West.

Formation of sentences is slow and characterized by pauses and inarticulate utterances.

In responding to other people's utterances the client's interaction is slow and uneven except for a very few short memorized phrases.

Speed of speech and length of utterances in creative interaction are slow and fragmentary making meaningful sustained conversation a challenge to both participants.

Mother tongue utterances drift in and out of speech, but more frequently used expressions flow more freely.

and an evaluator's PROFICIENCY CHART, the PROFICIENCY CHART. This is the

DESCRIPTION OF THIS CHART

Evaluation Scale, the first line across the chart supplies VALUES (whole numbers) from 0 to 10. Listed below and directly related to the values (whole numbers) are seventy seven boxes which contain subdivisions of estimated language proficiency.

You will find seven areas - Comprehension, Self Expression, Syntax, Vocabulary, Fluency, Reading, and Writing - listed down the left hand column of the chart.

The criteria in the eleven boxes in line with each of the seven areas (comprehension, Self Expression, Syntax, Vocabulary, Fluency, Reading and Writing) progressing from left to right attempt to indicate a client's proficiency in each of the areas.

ALL VALUES of "0" from top to bottom in the seven areas approximately describe a client who has little or no ability in the target language.

ALL VALUES of "10" from top to bottom in the seven areas approximately describe a client whose mastery of the language is approaching that of a mature international native speaker.

The VALUES and criteria are approximate. They are only reference points. NO CLIENT WILL EXACTLY FIT EVERY CRITERIA OF A BOX. Rate the clients according to the definitions in each box to which they most closely resemble. You may add .5 (point five) to a value (whole number) to show that the client has more command of that area than the criteria indicates.

, the teachers and attempt in establishing a program to eliminate the "WHAT IS ABLE TO DO," and to classify a client into seven isolated categories by seven boxes. The values 0 through 10: stage by stage international native

Acquisition can only be a process. To inter-VALUES have been that a client is

Average adult knows between 35,000 and 70,000 of these English words. But an average adult uses only about 7,500 of them, even though he speaks about 18,000 words in a day.

Bob Talbert.
Farmers Almanac, May 1983.

Note:

All definitions and examples of more than 38,000 words in the Longman Dictionary of Contemporary English are written within a controlled vocabulary of approximately 2,000 words which were selected by a thorough study of a number of frequency and pedagogic lists of English, particular reference having been made to "A General Service List of English Words" (Longman, 1953, reprinted 1977) by Michael West.

You need a large vocabulary in order to be able to use the right word at the right time. The right word may not be--indeed, in most cases, will not be--the longest word.

A vocabulary of about 1,000 words can express any message. However, you need ten times that, or a vocabulary of 10,000 words, to read with adequate comprehension.

Communications That Work
American Management Associations,
Extension Institute.
Christine Bingaman, Ralph Graham & Mardy, Wheeler.

Note:

Authorities have estimated a minimum of 5,000 to 14,000 words required to read a newspaper.

Smith S. Stephenson,
The Command of Words, page 1.
York: Thomas Y. Crowell Company

Note:

The program, named Writing to teaches 5- and 6- year-olds how to write virtually every word they say (about 4,000 of them).

PCjr. Magazine Volume 1 number 8
September 1984. Page 46.
Martin Porter.

Speed of speech and length of utterances in creative interaction are slow and fragmentary making meaningful sustained conversation a challenge to both participants.

Mother tongue utterances drift in and out of speech, but more frequently used expressions flow quite freely.

Short sentence patterns and memorized phrases are uttered at a relatively good pace, but any topic, situation or response calling for unfamiliar vocabulary immediately causes hesitation.

Simple sentences are uttered at a good pace, whereas some complex sentences continue to cause hesitation as the speaker searches for a memory image of the construction or seeks the assistance of the listener. Speaker responds to conversational exchange with increasing ease during topics generated by self.

HOW TO USE THE EVALUATION CHART

THIS CHART

Aural oral evaluation is quite subjective and a set of rules of thumb are offered.

A horizontal line across the chart supplies the criteria. Listed below and directly under the line are seventy seven boxes representing language proficiency.

Comprehension, Self Expression, Grammar, and Writing - listed down the left side.

Boxes in line with each of the criteria are numbered from 1 to 10, progressing from left to right to indicate proficiency in each of the areas.

At the bottom in the seven areas the client has little or no ability in that area.

At the top in the seven areas the client has mastery of the language as a functional native speaker.

The values are approximate. They are only recommended. They do not EXACTLY FIT EVERY CRITERIA OF A CLIENT. To the definitions in each box list the value. You may add .5 (point five) to the value that the client has more competence than the value indicates.

From one of the eleven boxes in line with each of the criteria, you (the evaluator) must choose definitions that closely resemble the client's ability. At first glance that you must make fine distinctions, but you must keep in mind that the values and the criteria on the Evaluation Chart are a range, and not specific and isolated language proficiency. After carefully appraising and weighing the whole picture, judge a client to be between two values (whole number values). The client the lesser value plus the half point (.5).

Some clients being evaluated will show more skill in some areas and less skill in others. Thus it is possible for a client to receive differing values in each area.

To give you an example case. On the evaluation chart, to 10, excluding reading and writing, you award the client Doe a "6" for comprehension, a "5" for self-expression, a "4" for syntax, a "4" for vocabulary and a "3" for fluency.

You enter these values "6, 5, 4, 4, and 3" in the appropriate columns on the Class and Individual Evaluation Chart, then add them. The sum total is 22. See the sample form in the next column.

authorities have estimated that a minimum of 5,000 to 14,000 words is required to read a newspaper.

with S. Stephenson, The Command of Words, page 1. New York: Thomas Y. Crowell Company.

te:
The program, named Writing to Read, teaches 5- and 6- year-olds how to write virtually every word they can say (about 4,000 of them).

Ejr. Magazine Volume 1 number 8. September 1984. Page 46. Martin Porter.

According to the English Language Testing Department of The University of Michigan, the range of 4,000 to 6,000 high frequency English words was selected from the Thorndike and Lorge general word count "The Teacher's Word Book of 30,000 Words" as the minimum working vocabulary students need to function efficiently in an English speaking university, so that they would not be unduly burdened by excessive dictionary work.

It is also suggested that in order to use an advance all English dictionary, this range is the minimum vocabulary requirement learners need to have at their command.

Edward L. Thorndike and Irving L. recommend a 6,000 word vocabulary for American students in grades through 6.

Note:
The complete English vocabulary consists of 500,000 words, and more are added each year. The average adult knows between 35,000 and 70,000 of these English words. But an average adult uses only about 7,500 of them, even though speaks about 18,000 words in a day.

Bob Talbert. Farmers Almanac, May 1983.

Simple sentences are uttered at a good pace, whereas some complex sentences continue to cause hesitation as the speaker searches for a better image of the construction or asks the assistance of the person addressed. Speaker responds to conversational exchange with increasing ease during topics generated by self.

Speech sounds much more natural as habitual interactions are conducted with greater confidence, but uncertainty of structure and vocabulary may persist in rarely encountered situations.

Complex sentences, although chosen are uttered at a fair speed. They or situations outside of interpersonal exposure or field of work lead to pauses and hesitation in speech, imposing no strain on either participant. Beginning to overcome and rhythm problems.

THE EVALUATION CHART

is quite subjective and only a few

boxes in line with each of the seven must choose definitions that most fit the ability. At first glance it appears simple, but you must keep in mind that the criteria on the Evaluation Chart reflect both isolated language proficiency and overall language proficiency. If you are weighing the whole picture you award two values (whole numbers), award one plus the half point (.5).

evaluated will show more skill in some areas. Thus it is possible for a client to score high in each area.

sample case. On the evaluation scale of 0 to 6, you award the client Jane Doe a "5" for self-expression, a "4" for fluency and a "3" for fluency.

values "6, 5, 4, 4, and 3" in the appropriate areas and Individual Evaluation Report and total is 22. See the sample form in the

CLASS EVALUATION REPORT

INSTRUCTOR (S) NAME (S) <i>John Smith</i>		DATE OF EVALUATION <i>APRIL</i>				
Where Not Applicable, Write NA.		TOTAL COURSE HOURS <i>(100)</i>		COURSE DATE		
LEARNER'S NAME & ID. NUMBER	AREA OF EVALUATION: CONVERSATION					Total Points
	Compre	Self Ex	Syntac	Vocab	Fluency	
<i>JANE DOE 123</i>	<i>6</i>	<i>5</i>	<i>4</i>	<i>4</i>	<i>3</i>	<i>22</i>
<i>TOMMY ATKINS 45</i>	<i>6.5</i>	<i>5</i>	<i>5.5</i>	<i>3.5</i>	<i>3.5</i>	<i>24</i>

Use NUMBERS for Conversation, Reading and Writing. See Evaluation Chart.

Use LETTERS for Fro (Pronunciation) and Into (Intonation):

NW
Needs Wc

<p>age ity to rds and ea- as tu- ly, uly. ary</p> <p>order lic- imum need</p>	<p>Note: Edward L. Thorndike and Irving Lorge recommend a 6,000 word vocabulary for American students in grades 5 through 6.</p> <p>Note: The complete English vocabulary consists of 500,000 words, and many more are added each year. The average adult knows between 35,000 and 70,000 of these English words. But an average adult uses only about 7,500 of them, even though he speaks about 18,000 words in a day.</p> <p>Bob Talbert. Farmers Almanac, May 1983.</p>	<p>Note: A recent count, by computer, of the combined vocabulary used in the English language tests of all National and Private Universities' annual entrance examinations exceeded 8,000 unique words.</p> <p>J.B. Harris, Executive Director, Editorial Adviser, Obunsha. Tokyo.</p>	<p>People with a high school or its equivalent are known a reading vocabulary 9,000 and 10,000 words sometimes even more.</p> <p>Helen M. Patterson, Associate Professor of J University of Wisconsin. Selling Special Features Prentice-Hall, Inc. New</p>
<p>1 as cted ncery- lary ered</p>	<p>Complex sentences, although choppy, are uttered at a fair speed. Topics or situations outside of interest, exposure or field of work lead to pauses and hesitation in speech, but imposing no strain on either participant. Beginning to overcome pace and rhythm problems.</p>	<p>Speech is flowing more naturally as complex sentences are uttered at a pleasant rate. Rhythm and pace are smooth as interactions are handled with ease and variation.</p>	<p>Speech is quite smooth as spontaneous responses are given and take in actions. In delicate (as it is with native) occasional pausing at the right word or phrase result in any great he</p>

CLASS EVALUATION REPORT

NAME (S) John Smith DATE OF EVALUATION APRIL 1, 1999 CLASS D.A. 131

Applicable, Write NA. TOTAL COURSE HOURS (100) COURSE DATES: From MARCH 1 to APRIL 1

STUDENT ID. NUMBER	AREA OF EVALUATION: CONVERSATION					Total Points	Fro	Into	Read		Write		Total Points	Hours Attended
	Compre	Self E	Syntax	Vocab	Fluency									
<u>123</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>4</u>	<u>3</u>	<u>22</u>	<u>G</u>	<u>A</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>100</u>		
<u>TKINS 45</u>	<u>6.5</u>	<u>5</u>	<u>5.5</u>	<u>3.5</u>	<u>3.5</u>	<u>24</u>	<u>G</u>	<u>A</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>75</u>		

for Conversation, Reading and Writing. See Evaluation Chart.

for Fro (Pronunciation) and Into (Intonation):

NW	A	G
Needs Work	Acceptable	Good

Because teachers as their teaching hours vary, there are discrepancies in the scores of different teachers. To evaluate the same teachers, divide the totals by the number of clients. The resulting figures are the skill.

The solitary examination of Jane Doe's overall ability is shown in the CONVERSATION ABILITY box Length & Density Chart.

As you can see on the chart for Jane Doe in the lower left, ask yourself these two questions:

One. "Is the client's score at least 80 percent of the criteria?"

Two. "Does the client's score show that percent of the criteria as listed in the Length & Density Chart?"

If in either of the above categories the client's ability is grossly overvalued, go back to the Class and adjust the value(s) up or down in a final total that is realistic of the client's ability.

REMEMBER - THE CRITERIA ARE NOT PASSIVE KNOWLEDGE.

<p>of the in the of all ersities' s exceed-</p> <p>irector, Tokyo.</p>	<p>Note: People with a high school education or its equivalent are known to have a reading vocabulary of between 9,000 and 10,000 words, and sometimes even more.</p> <p>Helen M. Patterson, Associate Professor of Journalism University of Wisconsin. Writing and Selling Special Feature Articles, Prentice-Hall, Inc. New York.</p>	<p>Mr. Soobei Arakawa's dictionary of loan-words has more than 25,000 entries, more than half of which have been adopted into the Japanese vocabulary since the end of the World War II. The majority of loan-words are from English, and because many of them have been abbreviated, their original meanings changed and are pronounced in the Japanese way you may or may not be able to put them to use.</p>
<p>turally as ered at a l pace are re handled</p>	<p>Speech is quite smooth and natural as spontaneous responses facilitate the give and take in general interactions. In delicate interactions (as it is with native speakers) occasional pausing to search for the right word or phrase does not result in any great hesitation.</p>	<p>Speech speed and sentence length are comparable to those of a mature native speaker. Rhythm and pace of newly learned idioms, expressions and slang are smooth.</p>

Because teachers assignments cover different subjects and their teaching hours vary with each class there is bound to be discrepancies in the correlation between the points awarded by different teachers to the same learner. Therefore, if two or more teachers evaluate the same client, add the respective results and divide the totals by the number of teachers that assessed the client. The resulting figure represents the learner's speaking skill.

The solitary examiner can verify his/her evaluation of Jane Doe's overall ability, by checking the number 22 in the CONVERSATION ABILITY boxes on the Proficiency Chart, and also on Length & Density Chart.

As you can see on the Proficiency Chart the value of 22 puts Jane Doe in the lower half of the Pre-Intermediate column. Now ask yourself these two questions.

One. "Is the client's general active ability equal to this percent of the criteria indicated in that column?"

Two. "Does the client's general active interaction match that percent of the length, density and inferred fluency of communication as listed in the Pre-Intermediate column on the Length & Density Chart?"

If in either of the following cases the client's active ability is grossly over evaluated or grossly under evaluated, go back to the Class and Individual Evaluation Report and adjust the value(s) up or down in the appropriate area(s) till you arrive at a final total that is compatible with the client's estimated ability.

REMEMBER - THE CRITERION FOR EVALUATION IS ACTIVE COMMUNICATION, NOT PASSIVE KNOWLEDGE.

CLASS EVALUATION REPORT

INSTRUCTOR (S) NAME (S) _____ DATE OF EVALUATION _____ CLASS _____

Where Not Applicable, Write NA. TOTAL COURSE HOURS () COURSE DATES: From _____ To _____

LEARNER'S NAME & ID. NUMBER	AREA OF EVALUATION: CONVERSATION							Total Points	Pro	Into	Read	Write	Total Points	Hours Attended
	Compre	Self Ex	Syntax	Vocab	Fluency									

Use NUMBERS for Conversation, Reading and Writing. See Evaluation Chart.

Use LETTERS for Pro (Pronunciation) and Into (Intonation):

NW		A		G
Needs Work		Acceptable		Good