

APEC Policy Survey on the Teaching of English and Other Languages as a Foreign/Second Language

Purpose

The survey is designed to learn about APEC members' policies and reforms, progress, challenges and future directions to improve the teaching and learning of English or other languages among students in primary and secondary education, implemented in the last five years. The survey results will be used to:

- a) Characterize APEC members' education systems to describe main policy features and trends at central and/or local levels regarding improving the teaching and learning of English and other languages.
- b) Describe APEC members' reform policies, progress, challenges and future directions to improve English as a second or foreign language (or other languages)
- c) Provide source documents for English as second or foreign language (or other languages) to enter into the APEC knowledge bank, allowing all economies to gain deeper understanding and wider access via the Internet.

Scope of information

This survey will gather information on three main areas. These are:

- a) Foreign/Second Language (English) Curriculum Standards
- b) Standards for Professional Development/Accreditation of teachers
- c) Measuring of Standards

NOTE: A related survey was conducted within APEC in late 2003. The original questions and your economy's original answers (if any were provided) are being sent to you in an additional file. Please check and provide updated answers to these questions on the following pages. There are four new questions for 2007. Please complete these to the best of your knowledge, and provide reference paper/URLs whenever possible.

~~ 2007 NEW SURVEY QUESTIONS ~~

- a. To what degree are foreign/second language (English) assessment tools currently applied among your students, teachers in your economy? Are there consequences/rewards for not meeting/meeting the set standards? If so, what? How strictly is this enforced? Is there a paper (in English) describing this, or is the information available online? If so, please attach a copy or link. If not, is there someone we may contact for further information?
- b. Upon which language learning framework are your economy's foreign/second language (English) assessment tools based? What, if any, internationally recognized standards/tools are your locally used foreign/second language (English) assessment tools benchmarked to? (e.g. IELTS, TOEFL, TOEIC...) Is there a paper (in English) describing this, or is the information available online? If so, please attach a copy or link. If not, is there someone we may contact for further information?
- c. In your economy, what results have been observed from setting/assessing standards for foreign/second language (English)? Is there a paper (in English) describing this, or is the information available online? If so, please attach a copy or link. If not, is there someone we may contact for further information?
- d. What, if any, standardized framework or assessment exists for the mother tongue/native language(s) in your economy? Is there a paper (in English) describing this, or is the information available online? If so, please attach a copy or link. If not, is there someone we may contact for further information?

Basic Information

Economy: _____

Contact Name: _____

Institution/Government Unit: _____

Position: _____

E-mail Address: _____

Telephone Number: _____

This survey form is completed for

English as a Foreign-Second Language.

Other Language(s): _____ (please specify)

Section 1: Current National Policies and Reform Directions

This part of the survey provides baseline information on current policies and on reforms currently underway. Key policy features include components such as development of standards, testing systems to measure standards, professional development of teachers, school support.

Q1. Does your education system have national-level reform policies underway to strengthen teaching and learning of English as a Foreign/Second Language (or other language)?

No_____ Yes_____

If your answer is Yes, please provide the following information in no more than two pages:

- a. Describe the major reasons for undertaking these policies and how they depart from past policies.
- b. Describe its/their key features.
- c. Is there an English-language summary of these policies that could be placed on the web? If yes, please list the documents which you are including with this survey or list the documents along with their URLs for linking to the Knowledge Bank.

The remaining questions in this section elicit information about specific features of current policies and reform directions for Teaching/Learning of English as a Foreign/Second Language.

Q2. In which grade is English (or other language) first taught in the public/state subsidized schools?

1 2 3 4 5 6 7 8 9 10 11 12

Q3. How many hours of English (or other language) are assigned for each grade level per week?

Grade	1	2	3	4	5	6	7	8	9	10	11	12
N° of hours per week												

Q4. Are any languages other than English widely taught as a second foreign language?
 no yes If so, which languages:

Language	In which grade first taught?	Hours of instruction/week?	Standards in place for learning outcomes?
Spanish			<input type="checkbox"/> no <input type="checkbox"/> yes
French			<input type="checkbox"/> no <input type="checkbox"/> yes
Japanese			<input type="checkbox"/> no <input type="checkbox"/> yes
Chinese			<input type="checkbox"/> no <input type="checkbox"/> yes
German			<input type="checkbox"/> no <input type="checkbox"/> yes
Russian			<input type="checkbox"/> no <input type="checkbox"/> yes
Korean			<input type="checkbox"/> no <input type="checkbox"/> yes
Other:			<input type="checkbox"/> no <input type="checkbox"/> yes
Other:			<input type="checkbox"/> no <input type="checkbox"/> yes

Q5. Do you have national or state standards to measure students' English (or other language) learning outcomes?
 No Yes

Q6. If Yes, what is the role of the national government in setting academic standards in English as a Foreign/Second language (or other language)?
 a. Has primary responsibility for setting national standards
 b. Requires States/Provincial government to set local standards
 c. Has no role in setting standards

Q7. Which of these skills are emphasized by the standards?
 a) Reading b) Listening c) Speaking d) Writing

Q8. Is cultural understanding addressed in your standards?
 No Yes If so, how?

Q9. Are your standards aligned with international standards?
 No Yes, which? _____

Q10. Are your standards measured through national or state tests?
 No Yes

Q11. If Yes, where were these tests developed?
 a) the tests were developed locally
 b) the tests were developed by foreign companies/universities Which? _____

Name of the Test	Developed by	Required for Learners in grades...

Q12. Which of these skills are measured with the tests?
 a) Reading b) Listening c) Speaking d) Writing e) Cultural Understanding

Q13. What grades are tested with national/state exams? Please circle the appropriate number(s).

Grade(s): 1 2 3 4 5 6 7 8 9 10 11 12

Q14. How often are these students tested?

- a) every year
- b) every two year
- c) every three years
- d) every four years
- e) every five years or more

Q15. What do you do with test results? Please check all that apply.

- a) results are given to teachers
- b) results are given to individual students
- c) results are given to parents
- c) results are used for certification purposes
- d) results are used for system evaluation and monitoring purposes
- e) Other _____

Q16. Which, if any, of these subjects are taught in English? Please check those which apply:

- Most subjects are taught in English in grades: _____
- Math is taught in English in grades: _____
- Science is taught in English in grades: _____
- None

Q17. Regarding English (or other language) textbooks, please check all that apply.

- a) the use of standard textbooks is mandated
- b) approved (standard) textbooks are available
- c) the use of textbooks is optional
- d) the national/state government pays for textbooks for students in public/subsidized schools
- e) costs of textbooks are shared by the national/local government and the parents
- f) costs of textbooks are paid by the parents

Q18. Do you have English (or other language) proficiency standards for English teachers?

- No
- Yes

Q19. Are your language proficiency standards for teachers aligned to international standards (eg ALTE)?

- No
- Yes

If yes, indicate to which international standards they are they aligned: _____

Q20. If you have language proficiency standards for English (or other language) teachers, how are these standards tested? Please check all that apply

- a) Standards for (accredited/licensed) teachers are not tested.
- b) Any college/university degree is recognized as sufficient indicators of meeting the required standards.
- c) College/university degree in _____ (academic field) are recognized as sufficient indicators of meeting the required standards.
- c) In addition to college/university degrees, teachers need to pass a test to demonstrate meeting the standards.

Name of the Test	Developed by	Required for teachers of grades...	Skills Assessed by this Test

Q21. If yes to Q17. are there consequences for teachers if they do not meet the standards? Please check all that apply.

- a) there are no consequences when teachers do not meet the standards
- b) teachers are not allowed to teach if they do not meet the standards
- c) teachers are asked to enroll in training courses to meet the standards
- d) teachers are not promoted when standards are not met

Q22. Is in-service training required by the national/state government to ensure appropriate quality of English teachers?

No Yes

If yes, how many hours of training per year are teachers required to have?

hours every year(s)

Q23. How are in-service development and training programs delivered? Please check all that apply.

- a) training courses
- b) teacher networks
- c) mentoring programs
- d) e-learning training
- e) other _____

Q24. Are there incentives in place for teacher professional development?

No Yes

If Yes, check all that apply

- a) training is connected to obtaining higher education degrees
- b) training is connected to financial incentives
- c) training is connected to obtaining promotions within the education system
- d) Other _____

Q25. Does your national (i.e.) government have specific funding designated to support and improve English as a Foreign/Second language? Check all that apply.

- a) No national government funds are specifically directed to English teachers
- b) National government provides support specifically to recruit and/or strengthen the training of teachers in English
- c) National government provides support for development of English textbooks
- d) National government provides support to defray the costs of assessment and reporting on English performance at the national level
- e) National government provides support to assist lower performing students to improve in English
- f) National government provides other support for general instruction in English
Please give specifics: _____

Section II: Progress in English as a Foreign/Second Language Reform

Q26. Please rate the progress of your economy's Learning English as a Foreign/Second language reforms, completing the following table.

	Excellent	Very Good	Good	Fair	Poor
1.Improving students´ learning outcomes					
2.Developing measuring systems to test standards for students					
3.Distributing textbooks for students					
4.Using of E-learning technology for student learning					
5.Improving the quality of teachers					
6. Measuring teachers´ achievement of required standards					
7.Developing in-service training programs for teachers					
8.Improving results of in-service training programs					
9. Improving the curriculum					
10.Using E-learning technology for in-service training programs					
11.Increasing the public budget to improve English as a Foreign/Second Language reforms					
12. Other:					
13. Other:					

Request: Please provide online resources that describe and assess progress of relevant national reforms on the teaching and learning of English as a Foreign/Second Language or enter them directly into the Knowledge Bank.

Section III: Challenges in Implementing Teaching English as a Foreign/Second Language Reforms

Q27. Please rate the extent to which the following challenges have affected the implementation of your economy's Teaching English as a Foreign/Second Language reforms.

	Very High	High	Medium	Low
1. Resistance of teachers				
2. Finding qualified teachers				
3. Lack of teacher time for professional development				
4. Implementation of appropriate professional development strategies				
5. Providing lower-performance schools with adequate professional development and technical assistance				
6. Use of technology in teacher training				
7. Measuring standards for teachers				
8. Use of technology in classroom instruction				
9. Measuring progress of students				
10. Lack of financial resources				
11. Monitoring and evaluation of reforms				
12. Lack of solid research evidence to support reform directions				
13. Communicating/conveying the underlying principles in the Reform				
14. Other:				

Request: Please provide online resources that describe and discuss problems and challenges of relevant national reforms on the Teaching of English as a Foreign/Second Language or enter them directly into the Knowledge Bank.