

Paperwork Reduction Act Statement:

The information solicited on this survey is requested pursuant to the Government Performance and Results Act of 1993 (P.L. 103-62) and the Mutual Educational and Cultural Exchange Act of 1961, as amended, also known as the Fulbright-Hays Act (22 U.S.C. 2451 *et seq.*). In order to ensure that the U.S. Department of State's international exchange programs meet statutory program requirements (22 U.S.C. 2460(c)), the Department's Bureau of Educational and Cultural Affairs (ECA) regularly monitors programs, gathers data about program accomplishments, and evaluates selected ones. This evaluation survey will help assess the impact and effectiveness of the English Language Specialist Program in achieving its goals and objectives.

Public reporting burden for this collection of information is estimated to average forty (40) minutes per response, including time required for searching existing data sources, gathering the necessary documentation, providing the information and/or documents required, and reviewing the final collection. You do not have to supply this information unless this collection displays a currently valid OMB control number. If you have comments on the accuracy of this burden estimate and/or recommendations for reducing it, please send them to: A/GIS/DIR, Room 2400 SA-22, U.S. Department of State, Washington, DC, 20522-2202.

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IMPORTANT NOTE: All personal information collected through this survey is considered confidential. Survey data and findings will only be reported in aggregate form.

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Thank you for taking the time to participate in this survey. The survey questions examine the impacts and outcomes of the English Language Specialist Program for host country English language professionals, English language teaching institutions, and Specialists themselves. Please note that all questions ask you to respond based on the Specialist assignments that you undertook from 2004 to 2009, our evaluation period for this study. If you do not wish to answer a question, or if a question does not apply to you, you may leave your answer blank.

1. In total, approximately how many Specialist assignments did you complete between 2004 and 2009?

2. Please confirm that you completed a Specialist assignment in the following countries during the 2004-2009 time period:
[Country/Countries to be piped in from participant database]

- Yes, I completed a Specialist assignment in all of the countries listed above
 No, I did not complete a Specialist assignment in one or more of the countries listed above

2a. If you did not undertake a Specialist assignment in one or more of the countries listed in the previous question, please identify which of these countries you did not visit during the 2004-2009 time period.

Countries Not Visited

3. If you completed a Specialist assignment in any additional countries not identified in the previous question, please indicate which additional country/countries you visited as a Specialist between 2004 and 2009.

Additional Countries Visited

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4. Before departing for the Specialist assignment(s) you undertook between 2004 and 2009, how did you generally prepare for your activities in-country? (Select all that apply)

- Researched country-specific English language teaching practices and needs
- Reviewed English language teaching materials available through the ECA Office of English Language Programs
- Prepared assignment-specific materials (e.g. speeches, workshops, trainings)
- Consulted with RELO, Embassy or Post about country-level English language issues and needs
- Something else (please specify)

5. In total, approximately how many hours do you generally spend preparing for your Specialist assignment(s) prior to your departure?

- 10 hours or less
- 11 to 20 hours
- 21 to 30 hours
- 31 to 40 hours
- More than 40 hours

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6. To what extent did you provide technical assistance as a Specialist in each of the following areas between 2004 and 2009?

	Not At All	Small Extent	Moderate Extent	Great Extent
Curricula design or revision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment/Testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diffusion of instructional technology (CALL, CELT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials or textbook development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English for Specific Purposes (ESP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program monitoring or evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Something else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you provided technical assistance in some other area as a Specialist, please specify here.

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7. To what extent has the technical assistance you provided between 2004 and 2009 supported English language teaching efforts at the following levels?

	Not At All	Somewhat	Mostly	Entirely
National level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. In your Specialist assignment(s) between 2004 and 2009, how frequently did you interact with each of the following types of groups while on assignment?

	Not At All	Occasionally	Often	Very Often
English language professionals with little direct prior contact with an American expert in TESOL/TEFL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language professionals with low levels of English language proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language professionals located in remote areas with little access to professional development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other members of the general public with an interest in English language teaching or American culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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9. In your Specialist assignment(s) between 2004 and 2009, did you do any of the following conference-related activities while in-country?
(Select all that apply)

- Delivered a Plenary or Keynote Speech at a conference
- Presented a workshop or training at a conference
- Consulted with conference organizers regarding content, speakers, or organization
- Something else (please specify)

10. Between 2004 and 2009, did you use or share any of the following ECA materials either during or after your Specialist assignment(s)?

	Did Not Use	Distributed While In-country	Distributed After Completing an Assignment	Recommended But Did Not Distribute At Any Time
Books-in-a-Box	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shaping the Way We Teach English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Teaching Forum magazine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language and Civil Society E-Journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language and Life Sciences E-Journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other ECA materials not listed above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you used or shared any other ECA materials not listed above, either during or after your Specialist assignment(s), please specify here.

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11. In your work as a Specialist between 2004 and 2009, to what extent did you provide training to any of the following groups of English language teachers or other professionals?

	Not at All	Small Extent	Moderate Extent	Great Extent
Primary school teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-service teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University or college faculty in disciplines related to English language teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University or college faculty in disciplines unrelated to English language teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ministry of Education officials or staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of professional English language organizations (e.g. local TESOL, National Federations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Another group not listed above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you provided training to another group not listed above, please specify here.

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The following questions ask about your experience in training or directly interacting with teachers in-country between 2004 and 2009. If you have not worked in such a capacity as a Specialist, please click below to skip this series of questions.

- Yes, I have trained or directly interacted with teachers as a part of my Specialist assignments
- No, I have not trained or directly interacted with teachers as a part of my Specialist assignments

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12. Between 2004 and 2009, to what extent, if any, did you train host country teachers in each of the following?

	Not At All	Small Extent	Moderate Extent	Great Extent
Teaching more effectively to large classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with learners at varying levels of English language proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopting more student-centered teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching English to younger learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching English for Specific Purposes (e.g. labor force training, business professionals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching English to learners with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing and teaching to those with different types of learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using more web-based resources in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using English language instruction to augment students' critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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13. In your interactions with host country English language teachers between 2004 and 2009, how much prior knowledge or familiarity would you say these teachers typically had of each of the following TESOL/TEFL pedagogies?

	No Knowledge or Familiarity	Limited Knowledge or Familiarity	Moderate Knowledge or Familiarity	Considerable Knowledge or Familiarity
Content-based instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task or project-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicative language teaching (CLT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer-assisted language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. To what extent do you feel your training or interactions with host country teachers increased their knowledge of the following pedagogies?

	I Did Not Address This	Slightly	Somewhat	Considerably
Content-based instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task or project-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicative language teaching (CLT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer-assisted language learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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In the following section, you will be asked to provide detailed information on one individual Specialist assignment completed between 2004 and 2009 that you feel is representative of your work as a Specialist during this time period.

15. Where did this assignment take place?

Country Name

15a. If this assignment included a visit(s) to multiple countries, please enter below.

Country 1

Country 2

Country 3

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16. Which of the following best describes the primary purpose of this assignment?

- Conference Speaker
- Curricula design or revision
- Teacher training
- Assessment or Testing
- Performance Standards
- Instructional Technology
- Textbook or materials development
- English for Specific Purposes
- Program Evaluation
- Something else (please specify)



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17. In addition to the primary purpose of this assignment, you may select up to 2 additional activities you undertook during this assignment.

	Activity #1	Activity #2
Conference Speaker	<input type="radio"/>	<input type="radio"/>
Curricula design or revision	<input type="radio"/>	<input type="radio"/>
Teacher training	<input type="radio"/>	<input type="radio"/>
Assessment or Testing	<input type="radio"/>	<input type="radio"/>
Performance Standards	<input type="radio"/>	<input type="radio"/>
Instructional Technology	<input type="radio"/>	<input type="radio"/>
Textbook or materials development	<input type="radio"/>	<input type="radio"/>
English for Specific Purposes	<input type="radio"/>	<input type="radio"/>
Program Evaluation	<input type="radio"/>	<input type="radio"/>
Something else	<input type="radio"/>	<input type="radio"/>

If you selected something else for Activity #1, please specify here.

If you selected something else for Activity #2, please specify here.

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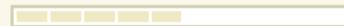
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18. Please think back to the various groups you assisted or supported as part of this assignment. Which of the following best describes your level of interaction with each of the following groups?

	Not Applicable (I did not interact with this group during my assignment)	A Short-term Basis (e.g. 1 to 2 days)	A Longer Term Basis (e.g. up to a week or more)	My interaction with this group was part of a series of repeated assignments to this country
Primary school teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-service teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University or college faculty in disciplines related to English language teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University or college faculty in disciplines unrelated to English language teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University or college administrators (e.g. Program Coordinators, Academic Directors, Advisors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Ministry teacher trainers or supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational Ministry officials involved in English language education policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of the General Public (e.g. non-English language professionals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Another group not listed above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you assisted or supported another group not listed above as part of this assignment, please specify here.



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19. During this assignment, were you interviewed by the media?

- Yes
- No

20. What do you feel was the main English language teaching need(s) that you addressed during this assignment?

21. How did you address these needs?

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22. Approximately how many English language professionals and/or members of the general public attended or participated in all of your trainings, presentations or consultations during this assignment?

	Number of Individuals
English Language Professionals (including ESP audiences)	<input type="text"/>
Members of the General Public (e.g. non-English language professionals)	<input type="text"/>

22a. Please briefly describe any notable interactions with members of the general public during this assignment.

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22. Approximately how many English language professionals attended or participated in all of your trainings, presentations or consultations during this assignment?

	Number of Individuals
English Language Professionals (including ESP audiences)	<input type="text" value="26-50"/>

- 25 or less
- 26-50**
- 51-75
- 76-100
- 101-150
- 151-200
- 201-250
- 251-300
- More than 300

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Please respond to the following questions based on your overall experience as a Specialist between 2004 and 2009.

23. As a result of your participation in the English Language Specialist Program between 2004 and 2009, did you form new professional relationships with any of the following groups or individuals?

			Has this relationship continued after completion of the assignment?	
	Yes	No	Yes	No
Other English Language Specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fellow TESOL/TEFL experts from your host country/countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language teachers or others who participated in your trainings, workshops, consultations, conferences, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RELOs, English Language Fellows or other U.S. Embassy/Post staff involved in English language programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Another individual or group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you formed new professional relationships with another individual or group, please specify here.

24. How frequently have you assisted host country nationals in any of the following ways, after your return from an assignment?

	Never	Rarely	Occasionally	Often	Very Often
Served as a resource (e.g. providing materials, answering questions, maintaining contact via email)	<input type="radio"/>				
Identified/recommended specific Department of State programs/exchange opportunities (e.g. Humphrey Fellowship, Fulbright Programs, or other professional exchanges)	<input type="radio"/>				
Identified/recommended other more general opportunities to study, visit, or work in the United States	<input type="radio"/>				

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25. In terms of your own professional standing or activities, has your participation in the English Language Specialist Program resulted in any of the following?

	Yes	No
Publications directly related to your host country assignments	<input type="radio"/>	<input type="radio"/>
Presentations at a conference on TESOL/TEFL	<input type="radio"/>	<input type="radio"/>
Greater recognition or enhanced professional reputation at your home institution	<input type="radio"/>	<input type="radio"/>
New opportunities for your own students to do research or publish in TESOL/TEFL	<input type="radio"/>	<input type="radio"/>
Formal collaborations between your home institution and a host country organization or institution that you supported	<input type="radio"/>	<input type="radio"/>

26. In what ways, if any, have you continued to work with or support host country colleagues in the field of TESOL/TEFL after your Specialist assignment(s)? (Please provide up to 2 examples of any such ongoing relationships.)

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27. Please indicate the extent to which you agree with the following statements about the professional or personal impacts of the English Language Specialist Program on you.

As a result of the English Language Specialist Program...

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
I have gained deeper insights into the issues and challenges that impact English language teaching around the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had new opportunities to educate or inform the general public about my work in TESOL/TEFL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested and motivated to pursue research or work opportunities that lie outside the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have acquired significant new insights into different countries, cultures or societies that I would not have had otherwise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am better prepared to meet the needs of English language professionals in countries with little exposure to American pedagogies or American English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences have allowed me to enrich my teaching or work in TESOL/TEFL with concrete examples from my assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. To what extent do you feel that your work as a Specialist has contributed to opportunities for cross-cultural learning?

- Not at all
- A small amount
- A moderate amount
- A significant amount

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29. Please rate the value of the following aspects of the English Language Specialist Program to the teachers or English language professionals you have worked with, on a scale of 1 to 5, with "1" being not at all valuable and "5" being extremely valuable.

	1 - Not at All Valuable	2	3	4	5 - Extremely Valuable
Introducing English language professionals to new trends, methods and practices in TESOL/TEFL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing teachers with a chance to model or practice specific skills and techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering teachers the chance to increase their own proficiency through direct interaction with a native English speaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving host country TESOL/TEFL professionals the opportunity to receive advice and feedback from an American expert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a stronger sense of community among TESOL/TEFL professionals worldwide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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30. Which of the following best describes your primary area(s) of specialization in the field of TESOL/TEFL?

- Curricula design or revision
- Teacher training
- Assessment/Testing
- Performance standards
- Instructional technology (CALL, CELT)
- Materials or textbook development
- English for Specific Purposes (ESP)
- Program monitoring or evaluation
- Something else (please specify)

31. What is your highest level of education completed?

- Bachelor's degree
- Master's or another professional degree (e.g. J.D.)
- Doctoral degree
- Something else

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32. Which of the following best describes the institution with which you are affiliated or employed?

- A high school, middle school or elementary school setting
- A university setting
- A non-profit organization or setting (e.g. research center, think tank)
- A for-profit/corporate organization or setting
- Self-employed (e.g. an independent consultant)
- Employed part-time
- Retired or not otherwise actively employed
- Something else (please specify)

33. Approximately how many years have you been employed or professionally involved in the field of TESOL/TEFL?
(Please do not include the time period you were a student or graduate student.)

Less than 5 years
5 to 10 years
11 to 15 years
16 to 20 years
More than 20 years

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34. Is there anything else you would like to add about the English Language Specialist Program or your own experience as a Specialist?

35. How long did it take you to complete this survey?

Number of Minutes

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Thank you for completing this survey. We appreciate your time and valuable input on the English Language Specialist Program.