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Standard Guide for Use-Oriented Foreign Language Instruction[1]

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1. Scope

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

2. Terminology

2.1 *Definitions of Terms Specific to This Standard:*

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

2.1.2 *class(room) hour*—fifty minutes of instruction plus a 10-min break.

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

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

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

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

2.1.7 *program*—a system of instruction.

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

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

2.1.10 *student*—the one who studies the language.

2.1.11 *use-oriented instruction*—language instruction directed at satisfying the communication needs of the students.

3. Significance and Use

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

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

3.3 The following components are addressed:

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

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

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

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

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

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

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

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

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

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

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

[1] This guide is under the jurisdiction of ASTM Committee F15 on Consumer Products and is the direct responsibility of Subcommittee F15.35 on Use-Oriented Foreign Language Instructions.

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