This survey was developed in 1991 by Marilyn Gillespie, David Spener, and JoAnn Crandall at the Center for Applied Linguistics (CAL), and was used for a 2-year project with funding from the National Center for Adult Literacy, established at the University of Pennsylvania by the U.S. Department of Education. The survey was used to collect information about the nature and extent of native language literacy instruction being offered in the United States. The survey was designed to elicit responses that would help practitioners, researchers, and policymakers in their efforts to plan native language and English-as-a-Second-Language literacy instruction for adults and out-of-school youth. (Author/CK)
Mother Tongue and ESL Literacy Program Survey
Marilyn Gillespie
1991

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For more information about the project and related publications, please contact the National Clearinghouse for ESL Literacy Education.
Mother Tongue and ESL Literacy Program Survey

Thank you for taking time out to complete this survey. Your program is one of more than a hundred U.S. programs we have identified as offering instructional services in non-English mother tongues. As one of many research projects undertaken through the National Center for Adult Literacy (established by the U.S. Department of Education at the University of Pennsylvania) we hope the findings of this survey will help practitioners, researchers and policy makers in their efforts to plan native language and ESL literacy instruction for adults and out-of-school youth.

PLEASE RETURN AS SOON AS POSSIBLE.

Program Name:_________________________ Person completing survey:_________________________

1. In what year did your program begin offering adult educational services? ________

2. In what year did you begin providing literacy services in your students' native language(s)? ________

3. How would you describe your program? (Circle those that apply.)

   a. Community-based
   b. Public school-based
   c. Volunteer
   d. Library-based
   e. Workplace
   f. College/Community College
     f. Comprehensive services
     g. Limited English speakers only
     h. Youth only
     i. Vocational training
     j. Family/intergenerational literacy
     k. Amnesty/citizenship
     l. Other (Please describe.)

4. What are the native languages (mother tongues) of your ESL and native language literacy learners?

   a. Spanish
   b. Haitian Creole
   c. Vietnamese
   d. Portuguese
   e. Arabic
   f. French
   g. Khmer/Cambodian
   h. Lao

5. Among your students who are native speakers of languages other than English, what nationalities (e.g. Brazilian, Mexican, Egyptian) are represented? (If possible, please indicate the approximate percentage of your students in each nationality.)

6. In what languages do you offer native language classes?
7. Please circle the various kinds of ESL, native language or mixed ESL and native language classes you offer. If the categories below do not apply please add your own list at the bottom of each category. Next to each category please estimate the cumulative yearly enrollment in that category.

<table>
<thead>
<tr>
<th>Kind of Class</th>
<th>Yearly Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Circle those that apply)</em></td>
<td><em>(Please estimate)</em></td>
</tr>
</tbody>
</table>

**A. Classes Taught Only in English**

a. Initial ESL literacy classes
b. Intermediate literacy classes
c. Pre GED/GED in English
d. Beginning level(s) ESL
e. Intermediate level(s) ESL
f. Advanced ESL
g. ESL Vocational/pre-employment training
h. Workplace literacy
i. Family/intergenerational literacy
j. ESL Amnesty/citizenship

Other ESL configurations:

**B. Classes Taught Only in the Native Language**

a. Initial literacy
b. Intermediate literacy
c. Pre-GED/GED
d. Vocational/pre-employment training
e. Workplace literacy
f. Family/intergenerational literacy
g. Amnesty/citizenship

Other native language configuration(s):

**C. Classes Taught in English and Native Language**

a. ESL and native language literacy in the same class
b. Simultaneous enrollment in separate ESL and native language literacy classes
c. Native language in conjunction with vocational ESL class
d. 1-to-1 tutoring in conjunction with an ESL class

Other mixed language configuration(s):
8. Can you estimate the percentage of women in your English language classes? ________
   In your native language classes? ________

9. Can you estimate the average class size of your ESL classes? ________
   Of your native language classes? ________

10. How many of your native language teachers are native speakers of the language being taught? ________
11. How many of your native language teachers speak the language being taught as a second language? ________

12. What are three reasons your organization teaches literacy skills in your students' native language(s)?

13. What are three ways your students use the native language literacy they develop in their local communities and daily life?

14. What instructional approaches do your ESL teachers use (e.g. competency based/life skills, Freirean/participatory, whole language, phonics/syllabary)?

15. What instructional approaches do your native language teachers use (e.g. competency based/life skills, Freirean/participatory, whole language, phonics/syllabary)?

16. How do you assess your ESL students' achievement and progress? (Circle all that apply.)
   a. commercial test(s) __________
      name and date of test
   b. test developed by your own program
   c. teacher observations/comments on student progress
   d. portfolios of students' written work
   e. no assessment conducted
   f. other:
17. How do you assess your native language students' achievement and progress in your native language instructional programs? (Circle all that apply.)

a. commercial test(s)___________________________
   name and date of test
b. test developed by your own program
c. teacher observations/comments on student progress
d. portfolios of students' written work
e. no assessment conducted
f. other:

18. What kinds of instructional materials do you use to teach native language literacy? Please name commercial materials and those you have developed within your own program.

19. What do you see as positive outcomes of learners' participation in native language literacy classes?

20. What have been the three greatest obstacles, difficulties or negative outcomes you have encountered in offering native language literacy classes?

Thanks again for your time. We'll make sure you're on the mailing list to receive information about the findings. PLEASE RETURN AS SOON AS POSSIBLE to Marilyn Gillespie at The Center for Applied Linguistics, 1118 22nd St. N.W., Washington, D.C. 20037.