Crossroads Cafe

Evaluation of the Fall 1995 Pilot Implementation

Submitted to:

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Acknowledgments

The researchers wish to acknowledge the contribution of several groups and individuals. Without their cooperation and support, the evaluation could not have been conducted.

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CROSSROADS CAFE

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Crossroads Cafe is a 26-lesson video-based and workbook-supported course designed to teach English for Speakers of Other Languages (ESOL). The target audience for the course is adults who are literate in their native language, and who have some very basic English reading, writing and listening skills. The course is being developed by Intelecom, a video producer based in Pasadena, CA, with extensive experience in adult distance learning programming.

I. Overview

Each lesson consists of a half-hour video dramatizing the daily activities and relationships among a group of people who work at and visit a neighborhood restaurant called Crossroads Cafe. Most of the main characters have non-U.S. roots. The cafe's owner, for example, is Romanian. The chef, although born in the U.S., grew up in Mexico. The handyman is Egyptian. The delivery boy is Chinese. Only the server and continuing customer were born in and grew up in the United States.

Two segments that are not part of the dramatization are inserted in each video. One—Culture Clips—provides an introduction to topics of relevance in United States culture (e.g., how to apply for a job, the roles of husbands and wives). The other—Word Play—provides more didactic instruction regarding an English language function used in the dramatization.

A 16- to 20-page section of a workbook (which the course developers are calling a worktext) accompanies each video lesson. The worktext contains a variety of exercises—multiple choice, fill in the blank, sentence order, production of writing and more—all designed to support the teaching and learning of English.

Although the course could be used in traditional adult ESOL classroom settings, it was designed to be used by learners working on their own at home or elsewhere outside a formal school setting. In this evaluation of Crossroads Cafe, three delivery modes were studied: in

class, at home and a hybrid model, where students studied the materials on their own but came together once a week to discuss the lessons with a teacher.

This report describes the results of a second phase of evaluation of Crossroads Cafe. Phase I of the evaluation, conducted in spring 1995, focused on program design, not delivery. Representatives of potential learners watched one lesson's video and completed activities in the accompanying worktext in a single four-hour focus group setting. As a result of that evaluation, a number of changes were made in both the video and worktext portions of Crossroads Cafe.

Phase II of the evaluation (the present study) focused on the delivery of the course to its target audience. Students were asked to work with four lessons (videos and worktext sections) over a month-long period in fall 1995. The evaluation included both quantitative and qualitative measures. Cognitive tests and opinion surveys designed specifically for Crossroads Cafe were administered in a pretest-posttest design to ten groups of learners—two groups in each of five sites. Weekly telephone calls to learners were made by native language evaluation assistants, using a set of questions designed by the researchers. Group interviews were conducted in each site by the researchers at the conclusion of the month-long test.

While the results were quite positive (learning did occur, and students were strongly positive when asked if they would like to take the entire Crossroads Cafe course), the evaluation identified areas worthy of further consideration by the course developers and the state representatives who will implement the course. The following report serves as the final documentation of the fall 1995 evaluation and its results, joining an oral presentation made in January 1996 and an Executive Summary delivered in March 1996.

The Sample

As noted, there were ten groups of learners in five sites around the country: Chicago, where the learners were Polish; Los Angeles, where most of the learners were Mexican; Miami, where they were mostly Cuban, Central and South American; New York, where they were mostly Haitian and Russian; and San Antonio, where most of them were Mexican. In each site, the researchers obtained the cooperation of a service provider—either a school system (in Miami, New York and San Antonio) or a community-based organization (in Chicago, Los Angeles and San Antonio). Working with a contact person at the cooperating agency, researchers recruited learners to participate in the evaluation activities. Both the organizations and the learners were paid for their participation in the study.

Developers of the course identified the target audience for Crossroads Cafe as adults who were literate in their own language and had some familiarity with both written and spoken English. Because there is no nationally-accepted method of classifying ESOL students' language proficiency, the researchers operationalized the definition of target audience to ensure that learners in all five sites were roughly comparable in their readiness for the course. Based upon substantial input from the ESOL content expert working with Intelecom, the target

audience was identified as those individuals scoring at levels 4, 5 or 6 on the Literacy Skills Section of the Basic English Skills Test (BEST), a standardized paper-and-pencil instrument developed by the Institute for Applied Linguistics. Appendix A of this report contains a more thorough description of the BEST and the researchers' use of it.1

The following descriptors generalize the meaning of the target BEST levels:

- Level 4 learners can read and write simple English words, phrases and sentences, although there are frequent errors.
- Level 5 learners can read short, simple material in English and can write simple English sentences with some errors.
- Level 6 learners can read simple English materials on their own, and more difficult materials with some help. They can perform basic writing tasks with some errors.

For readers who may be unfamiliar with BEST but familiar with other common methods of classifying ESOL students, Table 1 shows the correspondence between BEST and two other classification methods.

Table 1: Cross-Reference of ESOL Classification Systems

BEST Level	CA Proficiency Level	NY State Placement
4	Beginning High	3
5	Intermediate Low	3—4
6	Intermediate High	4

In order to ensure a sufficiently large sample size, more learners were tested with BEST than were expected to fall within the target range of scores. That, in fact, occurred. In Chicago, Los Angeles and New York, some learners were excluded from the evaluation because their BEST scores were either too low or too high.

In Miami and San Antonio, however, everyone who was tested was included in the study, even if their BEST scores were lower than 4 or higher than 6. This was primarily because they were in intact classes, making it difficult if not impossible to deprive them of the opportunity to participate. While all evaluation instruments were administered to these students, only results from the target audience are included in this report.

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[1] Learners at BEST level 3 were identified by the course developers as ones who could profit from Crossroads Cafe, with special support. A new document, called a photo story, was developed to replace the worktext for these learners. The photo story was not included as part of this phase of the formative evaluation, but concurrently with it, focus groups of BEST level 3 learners were conducted in New York and Los Angeles for the purpose of eliciting feedback on the draft photo story. A brief report of those focus groups appears in Appendix B.

The number of students contained in the evaluation sample is shown in Table 2.

Table 2: Evaluation Sample Size

BEST Level	Total Participants	Cognitive Results Total
lower than 4	11	0
4	26	26
5	31	31
6	79	79
7	45	0
Total	192	135

It should be noted that very few students dropped out during the course of the month-long test of the Crossroads Cafe materials. This was at least partly due, no doubt, to the fact that students were being paid to participate—but only if they fully complied with the evaluation requirements (complete the four lessons, participate in data-gathering activities throughout the month, and attend a concluding meeting with a researcher). Still, according to several of the contact persons at cooperating organizations, if the materials had been of lesser quality or were less engaging, learners would not have persevered.

Who were the 135 "official" participants in the Crossroads Cafe evaluation? Here are some important demographic characteristics:

- They were mostly female: 65% versus 35%.
- They were quite evenly divided according to age: 20% were 25 or younger, 28% were 26-35, 25% were 36-45, 26% were 46 and older.
- Three-quarters had at least nine years of schooling in their home country: 10% had less than 5 years, 18% had 5-8 years, 40% had 9-12 years, 32% had more than 12 years.
- Not quite half had studied English in their home country: 55% had not, 45% had (40% in school, 3% elsewhere, 2% in both school and another location).
- Of those who had studied English in their home country, most had studied it for at least a year: 18% had studied it less than 6 months, 13% had studied it 6-12 months, 37% had studied it between 1-2 years, 32% had studied it more than 2 years.
- Two-thirds had been in the United States for more than two years: 9% had been in the U.S. for less than 6 months, 10% had been here 6-12 months, 14% had been here for 1-2 years, 66% had been here for more than 2 years.
- Three-quarters had studied at least some English since being in the U.S.: 24% had not, 50% had studied it in school, 24% had studied it elsewhere, 2% had studied it in both school and another location.

- Of those who had studied English in the U.S., most (35%) had studied it less than 6 months; 21% had studied it 6-12 months, 26% had studied it between 1-2 years, 18% had studied it more than 2 years.
- The vast majority (92%) had never before studied a school subject by watching a course on TV.
- The majority were Hispanic: 36% had been born in Mexico, 10% had been born in Cuba, 19% had been born in other Spanish-speaking Latin American countries, 8% had been born in Haiti, 19% had been born in Poland, 1% had been born in Russia, 7% had been born elsewhere (China, Middle East, Africa, other Eastern European).

Looking beyond the statistics, these individuals struck the researchers as eager to learn and honored to be participating in the evaluation. They were appreciative of the opportunity to enhance their English skills and, with few exceptions, appeared to take their studying responsibilities very seriously.

The Delivery Modes

Although designed to be a self-contained home study course, three different delivery modes were included in the evaluation: home study, in class and a hybrid model combining home and classroom study. While the home and classroom study modes of delivery are self-explanatory, the hybrid model requires a more thorough description.

In August 1995, the Crossroads Cafe National Leadership Council was grappling with how the state ESOL offices could "support" learners studying at home—motivating them to study and helping them with problems they might have completing the various study tasks. With the Phase II evaluation study poised to begin data collection, it was agreed that some form of support should be tested. Four sites were designated to test a "hybrid" treatment, referring to the fact that it would resemble a hybrid of home study and full classroom study.

Since there was no plan for the hybrid model prior to this time, ESOL administrators in each selected site (Chicago, Los Angeles, Miami and New York) were given the simple instruction to assign a teacher to the hybrid condition who could provide a weekly help session that learners were required to attend. Each site was on its own to devise the details of the sessions.

No site chose the "pure" hybrid model in which students were completely on their own, coming together once a week for the sole purpose of discussing Crossroads Cafe. In Chicago and Los Angeles, an existing ESOL class in each location agreed to study Crossroads Cafe on their own at home. The teachers of these classes led once-a-week discussions of the lessons during regular class time. During the rest of the week, teachers were told by researchers not to teach the Crossroads Cafe content. In New York, similarly, students from existing ESOL classes agreed to study Crossroads Cafe at home. Here, though, students were excused from

an hour of their once-a-week class to meet with an ESOL teacher whose only job was to serve as a Crossroads Cafe facilitator.

The strategy selected by Miami was so minimal that the researchers decided at the end of the study to re-define that hybrid group as a home study group. Chicago, Los Angeles and New York did provide some form of weekly support for students. But even in those sites, it was apparent that local education agencies (including community-based organizations) are unprepared to take responsibility for defining a suitable support program. They need clear direction from others responsible for course implementation.

With that as a background, the number of learners in each delivery mode in each evaluation site is shown in Table 3.

Table 3: Sample Size by Delivery Mode

	TREATMENT				
Site	Classroom	Home	Hybrid	Total	Group
Chicago	—	14	12	26	Polish
Los Angeles	—	10	10	20	Mexican
New York	—	9	10	20	Haitian/Russian
Miami	19	13	—	32	Cuban/Latin Amer.
San Antonio	17	21	—	38	Mexican
Total	36	67	32	135	

These numbers represent the students for whom all data gathering instruments were available: BEST, cognitive pretest, cognitive posttest, affective survey and demographic survey. As noted above, the 13 home study students in Miami were originally intended to be hybrid model students. The researchers discovered, however, that the facilitator who worked with that group did not do anything more than visit the (already existing for another purpose) class and ask if students had questions about what they had done with the Crossroads Cafe materials the previous week. Since no one ever had questions, the facilitator never engaged the group in discussion about the course. As a result, it seemed sensible to consider those 13 Miami students to be in the "at home" delivery mode.

II. Student Results

There were two major parts to the data collection effort. One involved affective surveys, telephone interviews using a standard format, and cognitive tests of learning. These comprise the quantitative portion of the study. The second part involved interviews with students and teachers at the conclusion of the month-long test. This is the qualitative portion. This section

of the evaluation report includes all the quantitative results, plus selected qualitative results. A later section contains additional insights from the qualitative portion of the study.

Evaluation Questions

Among the many questions that could have been asked in this evaluation, the following six seemed to the researchers to be most important at this stage of development of the Crossroads Cafe materials.

- How frequently and for how long do students work with the materials?
- Do students like and understand the materials?
- Would they take the full 26-lesson Crossroads Cafe course?
- How much do they learn in four weeks?
- Does learning vary by delivery type?
- How do teachers and administrators react to the curriculum?

All the data collection methods addressed at least one of these questions. The results for each question appear in the sections below.

Results Related to Time Spent Studying

The intent of the developers of Crossroads Cafe was that its primary audience would be adults not enrolled in ESOL courses, but rather individuals who were willing to study English on their own at home. It is reasonable for those charged with implementing and supporting Crossroads Cafe in the states to wonder how much time such students engaged the materials.

Home Study Students. In this test, home study students reported spending two to five hours per week on the course materials. As Table 4 shows, their video viewing pattern shifted during the course of the month-long test, with the highest percentage of multiple viewing occurring with the last program. (Program developers believe that students will benefit the most from the program if they watch the video more than once.) One logical explanation is that the students were becoming more and more interested in the videos as the month progressed.

Table 4: Home Study Students' Frequency of Viewing Videos

Lesson	Once	Twice	Three+ Times
1	19%	29%	52%
13	20%	34%	46%
14	18%	37%	45%
16	14%	41%	46%

Similarly, these students' effort in the worktext increased with the passage of time, For lesson 1, the most common response during the weekly phone interviews was that students spent more than 90 minutes on the worktext; 43 percent of the students said that. By the fourth lesson (lesson 16), the number saying they had spent over 90 minutes had increased to 53 percent. Again, that would support the assumption that students were enjoying their work on Crossroads Cafe.

In Class Students. When the researchers began to recruit intact classes to participate in the evaluation, they asked the ESOL content expert working with Intelecom about the amount of time each lesson should take a student. She estimated that ten hours might be appropriate. Since she didn't have prior experience with a course with this particular mix of components, however, she was unsure of the accuracy of her estimate.

With that information as a guide, the researchers tried to recruit classes that met three times per week. However, because of the locations they were able to involve in the evaluation, they were only able to use classes that met twice per week. As a result, the in class students worked together on Crossroads Cafe for just five or six hours per week.

Many of the in class students did take videos home to watch them additional times, however. According to the weekly telephone calls made to these students by native language evaluation assistants, around half of them (46 to 57 percent, depending on the lesson) watched the video three or more times; they would have seen the video twice during class time. In addition, the students reported in a survey question that the overwhelming majority of them (94 percent) studied the Crossroads Cafe worktext outside of class time. Thus, we can conclude that most students using the in class delivery mode worked on Crossroads Cafe a minimum of six hours per week.

Hybrid Model Students. Finally, the students included in the hybrid delivery mode were similar to the at home group in that the time they devoted to Crossroads Cafe videos increased as the evaluation progressed through the month. For this group, however, the increase was in the category of three or more times. When they started with lesson 1, only 19 percent of the hybrid group watched the video three or more times. By the last lesson, 40 percent did so. The results are detailed in Table 5.

Table 5: Hybrid Students' Frequency of Viewing Videos

Lesson	Once	Twice	Three+ Times
1	22%	59%	19%
13	17%	50%	33%
14	17%	50%	33%
16	17%	43%	40%

The data on worktext use by this group was more consistent from one week to another. Nearly three-quarters (73 percent) of the students said during the weekly telephone interviews that they spent more than an hour on the first lesson's worktext; 40 percent said they worked on it more than 90 minutes. By the last lesson, the comparable figures were 77 and 47 percent, respectively.

In one of the sites that used the hybrid model, the researchers explored a little more fully the patterns of time devoted to Crossroads Cafe. These students met once a week for 2.5 hours. The pattern of outside-of-class study, combined with the weekly meetings, is shown in Table 6.

Table 6: Weekly Study Time in One Hybrid Site (n=19)

No. of Students Using this Pattern	Study Pattern		
	In Class	Outside Class	Total Study Time
1	2.5 hours	0.5 hour on 1 day	3.0 hours
1	2.5 hours	1.5 hours on 1 day	4.0 hours
10	2.5 hours	1.5 hours: 0.5 hours on 2-3 days	4.0 hours
7	2.5 hours	2.5 hours: 1-2 hours on 1 day; 0.5 hour on 2 days	5.0 hours

Summary. To summarize these data on use of the materials, it appears that very few of the students spent the ten hours or so per week that Intelecom's ESOL consultant first estimated would be required to adequately address the course content. Drawing on the survey and telephone interview results, as well as additional information gathered during the qualitative portion of the evaluation, it appears that most spent in the neighborhood of two to seven hours per week on the course. Not surprisingly, the in class students spent the most time (a result, primarily, of the fact that they were actually in class five or six hours), the at home students spent the least time—with the hybrid students spending an amount in between these two extremes.

Although it is hard to quantify because of the way the questions were asked, it appears that the two groups of learners who studied Crossroads Cafe at home—the home study group and the hybrid group—were approximately equal in the amount of time they spent with the materials. Although there were slight variations (the home study students tended to watch the videos a bit more, the hybrid group worked on the worktext a bit more), overall percentages of time spent studying were quite close.

It should be noted again that, for all groups, attention to the course generally increased as the month-long test progressed. That is, with very few exceptions, more students watched the

later videos three or more times and worked on the later lessons' worktext sections for over 90 minutes than they did with the earlier lessons. This is promising that students using the full series will spend increasing amounts of time studying as they become more familiar with the materials.

Results Related to Liking Crossroads Cafe and Perceived Learning from It

Almost everyone liked Crossroads Cafe. When students were asked on a survey whether they enjoyed the videos, 75 percent said they enjoyed them "a lot" and 22 percent said they enjoyed them "some." When asked the same question about the worktext, 69 percent said they enjoyed it "a lot" and 26 percent enjoyed it "some." There were no differences among the students in the three delivery modes in terms of how well they liked the videos, but the in class students seemed to enjoy the worktexts more than the other two groups of students. Even those two groups, however, were solidly positive about the worktext, with around 60 percent saying they liked it "a lot."

Responding in group interviews conducted at the time of the posttest, learners provided more insights into their reaction to the materials. They particularly liked the didactic inserts in the video: Word Play and Culture Clips. In fact, many students (and teachers, too) felt that Word Play was especially valuable and would like to have seen more of it.

Students also liked the worktext very much, according to their comments in the interviews. They found the exercises easy to understand. They appreciated the variety of tasks; that helped maintain their interest. They liked the use of photos, because that helped them figure out the storyline in the videos.

Perhaps the most irritating thing for students and teachers alike was the errors in the worktext and answer key. But students were dealing with beta versions of the worktext that were rushed into production to meet the evaluation schedule. Presumably, all errors will be caught in the final version of the worktext.

As a group, the only students who seemed less positive about the course were the Polish learners in Chicago. Their major complaint was that the course was not challenging enough—or, at least, that there was a mismatch in the degree of challenge between the video (which they considered quite challenging because of dialogue speed) and the worktext (which they considered more elementary, in comparison). For the amount of effort they put into the course, many of them did not feel they received commensurate benefit. The Polish students' feelings were in the minority, however.

The same end-of-the-evaluation survey asked students how much they felt they had learned during the course, in terms of both English and "how to do things in the U.S." This latter source of information was from both the dramatization and the Culture Clips portion of the videos. Table 7 shows the results.

Table 7: Amount of Perceived Learning

Amount of Learning	In Class Group	At Home Group	Hybrid Group
"A lot" of English	[redacted]	33%	28%
"Some" English	43%	[redacted]	[redacted]
"Not much" English	0%	2%	9%
"A lot" about U.S.	[redacted]	[redacted]	28%
"Some" about U.S.	37%	33%	[redacted]
"Not much" about U.S.	0%	8%	12%

It is not surprising that the in class students would feel they had learned the most, since they had a teacher to support their learning and classmates to reinforce their work, provide opportunities for practice and discussion, and so on. The fact that the home study group is as close as it is to the in class group in terms of their perceived learning is impressive.

Frankly, the researchers cannot hypothesize an explanation for why the hybrid group is more negative than the home study group in their response to these questions. It would have been logical to expect the two groups' responses to be quite similar since, for all intents and purposes, the real "studying" for the course took place at home for both groups. The fact that the home group is substantially more positive than the hybrid group is puzzling. One possible explanation is that the hybrid model students, who are already in an ESOL class, may not "value" the contribution of Crossroads Cafe to their learning. For home study students, however, Crossroads Cafe is the primary—and usually only—English instruction they received.

During the weekly telephone interviews, native language evaluation assistants asked students an open-ended question related to learning: "Think of one new thing you learned by studying this lesson. Tell me about it." Table 8 shows the most common responses.

Table 8: What Students Reported Learning

Type of Learning	Lesson 1	Lesson 13	Lesson 14	Lesson 16
Total comments	99	94	102	94
Vocabulary	47	49	47	39
Content of video (running a restaurant, hospitals)	37	16	30	36
Grammar	9	12	9	7
Writing skills	0	6	4	10

A final measure of students' experience with Crossroads Cafe was determining if they wanted to keep studying the course. As a last question in the end-of-course survey, students were asked if, having now studied four lessons of Crossroads Cafe, they would want to take

the entire 26-lesson course. A strong 65 percent said they definitely would. Another 25 percent said they probably would. Only 11 percent said they would not want to study the course (8 percent "probably not," 3 percent "definitely not"). This is yet another indication that students enjoyed their involvement with Crossroads Cafe.

It is clear from the results presented in this section that students enjoyed the course and felt that they learned something by participating in it. The next section of the report provides data to show whether the students were correct in their perception.

Results Related to Learning

While it is certainly desirable for students to enjoy the courses they are taking and feel they are learning from them, the bottom line for Crossroads Cafe is whether it succeeds in teaching students English. In this study, Crossroads Cafe did have a positive effect on adult students' English reading and writing skills.

Students took a cognitive test at the beginning of the month-long evaluation, and an identical test at the end. The tests were administered by one of the researchers and took approximately 45 minutes for students to complete. They consisted of five-item tests for each of four lessons—20 items in all. The questions were drawn specifically from the content of the lessons; they were not general English skills tests. The researchers drafted the instruments, then shared them with Intelecom staff to ascertain that it was reasonable to assume that a student who diligently applied himself or herself to Crossroads Cafe would learn the content of the test questions.

Each lesson's test had two vocabulary items, six cultural context questions (wherein students were asked what behavior was appropriate in the United States), and one "reading in context" item (for example, reading a job application or medicine label). Three of the four lessons had a writing item in which students were asked to write three or four sentences on an assigned topic (a letter to a friend about being in the hospital, a letter to a landlord about a needed repair).

The items were weighted for scoring so that each item type would contribute approximately the same amount to the total score. Students answering a vocabulary item correctly received 10 points (accounting for 20 points in the overall test, since there were two vocabulary items in each test), a correct cultural context answer received 5 points (accounting for 30 points in the overall test), and a correct reading in context answer received 25 points.

While each of the preceding questions were scored as either right or wrong, the writing items were scored on a four-point scale. The scale was adapted from the one used to score the writing portions of the BEST instrument used in the initial screening of students for this study. The four points on the scoring scale represented the following performances:

0 = No writing or writing completely irrelevant to the assigned topic

1 = Something relevant written, but only a very small amount of writing

3 = Relevant writing, but either too short (directions specified that students should write 3-4 sentences) or sufficiently error-filled to interfere with comprehensibility

5 = An extensive amount of relevant writing; errors could be present if they did not detract from comprehensibility

The writing scores were weighted by multiplying them by five: a score of 1 received 5 points, a score of 3 received 15 points, and a score of 5 received 25 points.

All the writing samples were scored by a research assistant at Interwest. Prior to that, the three researchers and the research assistant had independently scored a sample of student responses. Each paper was discussed, and consensus was reached on what score should be assigned. The research assistant used this training as she scored the papers (which were, by the way, randomly arranged between pre- and posttests). One of the researchers rescored a sample of the papers (not knowing what scores had been assigned by the research assistant) and achieved almost perfect agreement in the scores assigned.

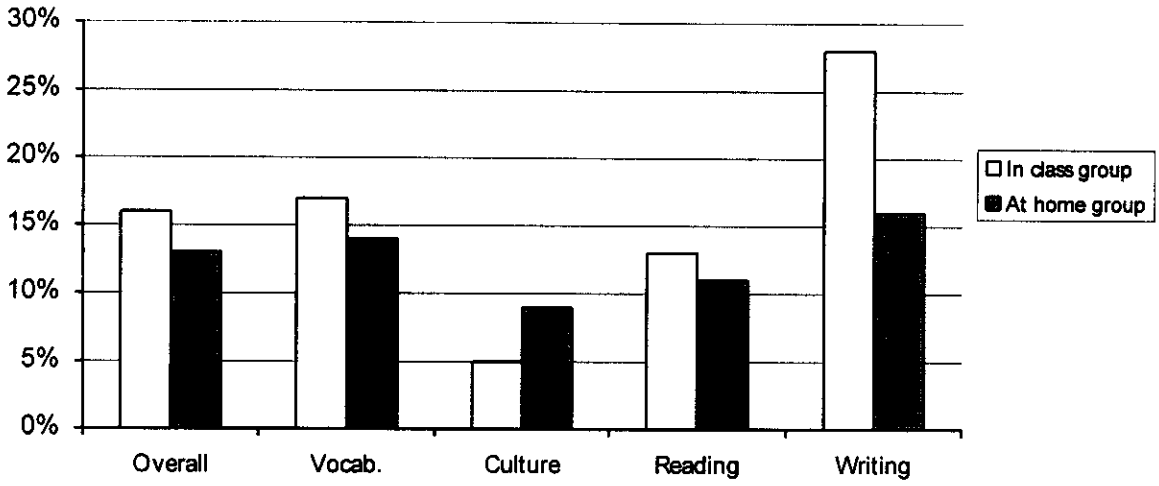
Thus, by the time the weightings were applied, each lesson's test consisted of 100 points. The average pretest score for the total group was 52 percent correct. The average posttest score was 64 percent correct—a 12 percent gain. Is that an impressive gain, or something not to get excited about? Unfortunately, there are not commonly available norms to use to interpret gain scores in studies of this type. But researchers sometimes use a concept called "effect size" to make some estimate of the "value" of gains.

In this case, the effect size was quite large—two-thirds of a standard deviation. This means that if we assume that the Crossroads Cafe students were "typical" adults in need of ESOL classes at the time of the pretest, half of the population they were drawn from would have scored above this group's pretest score and half would have scored below it. But by the posttest, only about a quarter of the population would have scored higher than these students did.

The problem is that, to the researchers' knowledge, there are no other studies of adult distance learning courses that report effect sizes. So we cannot say with certainty that this effect size is substantial. Based on our knowledge of other evaluation results, however, we have to say we believe it is.

Looking at changes from pre- to posttest for various subgroups of students, particularly impressive is the fact that the home study students learned almost as much as the in class students (a 13 percent gain on the cognitive tests for the at home group compared to a 16 percent gain for the in class group). These data are shown in the chart below. The hybrid model group showed only an 8 percent gain, an anomalous result that the researchers have been unable to explain except, perhaps, for the fact that there was a higher proportion of BEST level 4 students (the lowest range of the target audience) in the hybrid model than in the two other

groups. There were no significant differences in the amount of learning based on students' ethnolinguistic background.



In addition to the overall results shown in the first set of columns above, the chart shows that there are marked differences in the success of Crossroads Cafe by item type. Gains in the writing scores from pre- to posttest are particularly noticeable. The in class group, which would have received the most feedback on the writing they produced in the worktext, exhibited a 28 percent increase in scores from pre- to posttest. But the students who worked alone at home exhibited a 16 percent increase in scores. This is quite an accomplishment for what is probably the most difficult English skill included in Crossroads Cafe.

Gain scores in vocabulary and reading are comparable but less than writing gain scores; they fell in the 10 to 15 percent range across the delivery modes. The culture in context items showed the least change from pre-to posttest; they were in the 2 to 10 percent range for the subgroups. These results provide support for comments received during the posttest interviews indicating that, even though students liked Culture Clips, they had difficulty understanding the segments because they were short and had a lot of information packed in them.

The researchers looked at demographic characteristics of the students to see what might have influenced these scores, separate from the amount attributable to participation in the course. For example, might males have been more inclined to show gains from pre- to posttest than did females? The answer to that—and most other similar analyses—was no: there were only two demographic characteristics that seemed to be associated with students' learning.

If students were more proficient in English at the start of the course (as shown by either their BEST score or their pretest score), they were more inclined to show greater gains by the time of the posttest. Second, younger students (those under 26) tended to exhibit greater gains than did older students. Other than that, though, one group of students seemed to learn (as measured by the cognitive instruments) as much as another.

III. Additional Insights From Group Interviews Held After The Posttest

At the time of administering the posttest in each site, a group interview was conducted by the researcher. The purpose of the questioning was to enrich researchers' understanding of the quantitative data. A number of questions were asked in every site regarding the print and video materials, patterns of study, and the instructional processes.

The evaluation questions which guided the interviews appear below. Where results were incorporated in preceding sections of this report, that is so noted. But there are a few topics which came up in the interviews that did not fit the preceding organization structure. Results related to them appear following the relevant question.

In some cases useful insights were obtained in one or two sites, but they could not be confirmed in the other sites because the research was already complete there. That is the explanation for why we sometimes provide information for less than the full complement of research sites. Rather than including these site-by-site results in the body of the report, readers may find that information in Appendix C.

Study Patterns

- **How much time did students spend watching the video and studying the materials?** Results presented earlier noted that students spent from two to seven hours per week on the Crossroads Cafe materials.

- **How did students use the video and worktext at home?** No clear patterns emerged about how students used the materials at home. Some students watched the video straight through, while others stopped the video part way through, rewound it to repeat a particular section, and so on throughout the entire tape. Similarly, regarding the worktext, some students followed the recommendations for when to complete the exercises (e.g., "Before You Watch"). Others, however, did all of the exercises after they had watched the video.

  Both classes participating in the evaluation used the materials in virtually the same way, even though the researchers had not specifically told them to do so. On day 1 of a week, "Before You Watch" worktext exercises were completed, the video was shown and approximately half the remaining worktext exercises were completed. On day 2 of the week, the video was shown again and the remaining worktext exercises were completed. In both classes, students also watched videos and worked on worktext exercises at home.

Reactions to the Worktext

- **What did students like about the worktext? What did they dislike about it?** The only comment made by students about the worktext which was not included in previous results related to the paper on which the worktext was printed. It was a high gloss paper that students found very difficult to write on; neither pen, ballpoint nor pencil seemed to adhere very well. A number of students also complained that there was too much light glare off the page, making it difficult to read from. Negative comments were made about the paper stock in almost every one of the ten groups.

- **What is students' understanding of the meaning of the stars (one, two or three) next to the exercises in each section?** One of the innovative features of the worktext is its use of exercises of varying levels of difficulty within each section. Each exercise is marked with one, two, or three stars to indicate to students its difficulty. Since this has the potential to confuse students, they were asked specifically what their understanding was of the purpose of the three stars.

  After completing four units, students for the most part still did not fully understand the meaning of the "star" system. This is not to suggest that multi-level exercises are inappropriate—only that students have difficulty understanding how they should think about them. For many students, encountering exercises that they are unable to complete is very frustrating and discouraging, but this is to be expected for anyone learning a new skill. The implication for the course designers is probably that students need to be prepared for the idea that they will encounter some exercises that they cannot complete, at least not the first time, but that is acceptable when studying Crossroads Cafe. Presumably, this will be covered in the "How to Study Crossroads Cafe" video or brochure that course developers are planning to produce.

- **Did students work with a partner when doing the exercises in the worktext? Was the strategy helpful? Were there any problems?** Another innovation in the worktext is the suggestion that students find a partner with whom they could work. In the pilot materials, the concept is not well developed. Near the end of each unit there is a lengthy written exercise—a diary entry or letter. At the bottom of the page the student is instructed, "Share your entry/letter with someone." Similarly, there are other exercises where students are told to read their response to a partner, retell something to a partner, and so on.

  Students are not told what this partner should do, whether the person is just to read the entry or provide some feedback. While in class students did often work with a partner, few students in the at home or hybrid modes chose to find and use a partner. This element in the worktext may need additional thought and explanation for the students.

- **Did students locate the documents suggested in the worktext that linked the exercises with real things in the community?** A third innovative dimension in the worktext is linking one of the exercises in each unit with "realia" that can be found in the student's own community. For example, in Unit 1, students are shown a sample job application that one of the TV characters used to get her job in the Crossroads Cafe restaurant. Related exercises ask them to read Katherine's application to find various pieces of information. At the end of the exercise, students are told: "Get a job application from an employer in your community. How is it the same or different from this application?" While this pedagogical strategy has a lot to recommend it, students varied greatly in doing it. Time and ease of finding the documents were the most limiting factors.

- **What do students think about having an answer key in the back of the worktext?** Students were asked their feelings about having an answer key included in the worktext. Many students were unaware that there was an answer key in the back of each unit. It would be fair to say that students were split on the merits of having an answer key. Those who favored having it shared the designers' perspective that it provided an opportunity to check their work. But many were strongly against having the key; they felt that they would, or could, cheat and find the answer without having to write it.

  Many of these students had studied Crossroads Cafe for four weeks in a class situation, and were accustomed to having completed worktext exercises checked by the teacher. In some ways, they viewed things from the competitive class situation where a student is trying to do well relative to other students. They may have felt it unfair that some students could find the answer approved by the teacher without having to work hard. But even some students in the home study treatment said that having an answer key made them "lazy. "

- **Are there additional insights about students' response to the worktext?** In Chicago, the native language assistants offered their perception of how students responded to the worktext, based on the feedback they received when they made their weekly calls. Many of their comments are already incorporated into results presented previously. They did have two insights which the researchers did not hear in other sites, however. While they might have been placed in Appendix C along with other site-specific results, the researchers feel that—although they were made in only one location—these comments may have more generalized applicability.

  First, they said that many students had difficulty with the worktext questions that required them to give an opinion but had no correct answer. These students are accustomed to negative consequences if they answer "I don't know" in other school contexts, so they had trouble realizing that is was acceptable to say so in this case.

Second, the way the workbook exercises are numbered made it difficult for the student and evaluation assistant to communicate about a particular exercise. For example, there could be three exercises on a page numbered "1." That made it confusing if a student wanted to ask a question about one of the exercises. Numbering the exercises sequentially throughout the worktext might be a better idea.

Reactions to the Photo Story

- **What did students like about the photo story? What did they dislike about the photo story?** Close to the start of the evaluation, the photo story's purpose was redefined to be the primary text material for BEST level 3 students; this level of student was not in the target group for the Phase II sample. Two focus groups of Level 3 learners were convened to assess reactions to the photo story, but the format for the publication was changed before the focus groups were completed. (See Appendix B).

  Since the one photo story was an "extra" document, it was merely given to all students who were in the current evaluation sample. They were instructed to read it, but not complete the exercises it contained. In the posttest interview, we asked for their reactions. Students were universally attracted to it and hoped there would be one for each video available in the final version of the materials.

- **How did students use the photo story?** Most students reviewed the photo story before they watched the video. Many also referred to the document as they watched the video, and a few used it to re-cap the story after they finished watching the video.

Reactions to the Video

- **What did students like about the video? What did students dislike about the video?** The video received universal praise, as noted in an earlier section of the report. The speed of speech was a frequent topic of discussion. Many students felt it was too fast, but few felt that the speech was any faster than they heard in daily living in the U.S. If the goal is to provide samples of speech to develop students' comprehension of large units of spoken speech, then the speed is probably just right. If it is to help students develop their own skill at language production, then it is too fast. Students in Chicago who felt it was too fast justified their views on the basis that it doesn't allow the students to hear exactly how a difficult word is pronounced. This is the need of a person who wants to decode each individual word, not comprehend the essence of a whole dialogue.

- **What did students think about the Word Play and Culture Clips segments of the video?** As previously reported, students liked these two segments of the video. The Culture Clips, however, were difficult to understand for many students because they

were so short. It is not clear if they could be improved by making them longer or changing their structure. In favor of leaving them alone are these observations from a group of San Antonio students: Students reported a new understanding of the fact that running a restaurant is not easy. Students learned (in lesson 16) that landlords have certain responsibilities to their tenants. Several students reported actual experiences that occurred with their landlords after they had completed the lessons. One student who worked in a restaurant reported that watching Crossroads Cafe had helped him in his job.

- **How often did students watch the video?** These results were provided earlier in this report.

Teacher Reactions to the Materials

- **What did teachers like about the materials? What did they dislike about the materials?** The two in class teachers and the three hybrid model teachers liked the worktext. They stated that the objectives are clear and the format is easy to follow. Some teachers suggested adding a few oral exercises and several teachers (as well as many students) thought that adding vocabulary lists based on the video would enhance student learning. Although many teachers reported that students liked the exercises in the worktext, one teacher stated the fill-in-the-balloon exercise confused students. Teachers also reported students had trouble with the three innovative dimensions of the program. Teachers stated:
  - Many students did not understand the star system reflecting exercise difficulty;
  - Many students did not complete the exercise with partners, perhaps because many students are not accustomed to working with partners; and
  - Many students did not complete the In Your Community section of the worktext because they do not have enough time.

- **What did teachers think of the video?** Teachers had mixed feelings about the video. Some teachers felt very positively about the video, citing it as a strength of the program. Others teachers made several suggestions for improvement. These teachers thought the video could be more didactic, perhaps by breaking up the video into shorter segments and following each segment with discussion questions, vocabulary reinforcement and repetition of words and phrases for pronunciation. They also stated that the Culture Clips overwhelmed the students and needed to be reinforced by the classroom instructor.

- **What did teachers think about the teachers' guide?** Teachers thought the teacher's guide contains useful information but that its format is confusing and not user-friendly. At the very least, teachers thought the guide should be paginated. All agreed it was

wordy. Some teachers suggested it may help to highlight important activities and some teachers found it difficult to keep referring back to the lesson book for the corresponding sections in the teacher's guide.

- **What did teachers think about the delivery modes?** The three teachers who worked with students in the hybrid model did not receive any guidance about their role. Perhaps as a result, these teachers stated they did not feel very helpful for the students. One teacher stated she "felt like an aide, not a teacher." The teachers reported they limited their role to reminding students about their tasks, but provided little instruction.

  Some of these teachers identified roles they thought they could play, e.g., expand on concepts in the worktext, help students with vocabulary dictation, and converse with students. With little direction, however, these teachers did not know how to proceed.

  The two in class teachers felt mostly positive about the course. A key strength, according to these teachers, is that the program is very structured and requires classes to complete a unit a week. (This was a requirement imposed by the researchers, not the course developers.) One the negative side, though, one teacher stated the course is boring since it limits his role as a teacher.

Readers are again reminded that site-specific comments are provided in Appendix C. In the next section of the report, the researchers draw conclusions from these results and offer recommendations to the course developers and state representatives who will implement Crossroads Cafe.

IV. Conclusions and Recommendations

Most students clearly enjoyed the opportunity to study Crossroads Cafe, and cognitive test results show they learned from the course. Given the severe shortage of classroom space and instructional staff available to teach ESOL students, the strong performance of the home study group in this evaluation is particularly noteworthy.

While the findings are quite positive, a number of cautions need to be made. They are made in the spirit of an evaluation intended to help designers and those responsible for implementing the course achieve its maximum impact when the full 26-lesson series is released. The researchers recognize that the videos are, for all intents and purposes, completed. The worktext—or at least the structure of the worktext—is in virtually the same condition. Thus, it makes little sense to offer recommendations that might have been appropriate a year ago but which, at this point, cannot be implemented.

Still, there are recommendations the researchers can make which are timely. One relates to the "Introduction to Crossroads Cafe" video that is planned for development. Segments on

- the integrated multi-difficulty worktext exercises (the "star system" of identifying exercise difficulties),
- the value of working with a partner, and
- the enrichment of learning experiences offered by completing the In Your Community exercises

would all seem important to emphasize in the introductory video, given the results of interviews with the students who participated in this evaluation. Similarly, a discussion about proper use of the answer key may be warranted.

Additional efforts may be needed to provide guidance to instructors and others in a position to help learners engage Crossroads Cafe. No teacher who participated in this evaluation thought that the teacher guide was ready for widespread distribution; all said it was wordy and arranged inefficiently. Clearly, more work on that document is called for.

Similarly, there were no special instructions for the facilitators who worked with the hybrid model groups of students. It was clear that even experienced ESOL program staff needed such guidance.

Out of fairness to the course developers, two points need to be made. First, the primary audience for Crossroads Cafe has always been home study learners, not in class students. As a result, a teacher guide was not part of the originally envisioned set of materials to be evaluated; the version that was developed for the evaluation suffered from the speed with which it was put together.

Second, the hybrid model was conceptualized just six weeks or so before the evaluation was begun. In fact, it was proposed only as a result of discussions about the evaluation design itself. There was almost no time to develop materials for the instructors who served as the facilitators for those groups. There is no question that the lack of guidance impeded the quality of the experience for the hybrid model students. Given the circumstances of when the model was suggested and when it was implemented, however, there was little alternative.

With benefit of hindsight, however, the researchers offer some suggestions for implementing the hybrid model, if the course designers and National Leadership Council agree that it is a viable delivery mode. Based on the lessons learned during this evaluation, the researchers offer these recommendations:

- Prepare a separate document for Crossroads Cafe facilitators. Do not try to make the teacher guide serve a dual purpose. While there should certainly be some overlap of content between the two documents, there is too much in the teacher guide—designed for an individual working with a group of students for five to nine hours per week—that would have to be ignored by a hybrid model facilitator who would likely see his or

t would have to be ignored by a hybrid model facilitator who would likely see his or her students for only an hour or two each week.

- Develop a format for the facilitator guide that integrates it with the worktext. For example, on a two-page spread of the facilitator guide, there might be a slightly reduced version of a student worktext page on the even-numbered page and, on the facing odd-numbered page, an assortment of discussion topics, dictation or listening exercises, or other "expansions" on the video and worktext which the facilitator can choose to use during a weekly facilitation session.
- Provide some guidance to facilitators on desirable amounts of time to allocate to various activities conducted during the facilitation sessions.
- Develop vocabulary lists for each lesson to be used as advance organizers and practice guides. (These latter two suggestions may, in fact, be things that would apply to all delivery modes.)

Finally, while by no means a certainty, those responsible for implementing Crossroads Cafe in the states need to be aware that the audience that will hear about Crossroads Cafe next fall may be less interested in the course than the audience that participated in this evaluation. The students in this study may have been motivated at least somewhat by the stipend they received for participating fully in the evaluation. Also, the novelty of being in a special study may have affected these learners' motivation in a way that would not be replicated in a general audience.

When judging these evaluation results, the state implementation teams needs to adjust downward some of the estimates of time spent, or they must identify ways to add incentives to entice learners to stay engaged with the materials for an extended period of time.

In summary, though, one would have to conclude that this month-long test of Crossroads Cafe showed the course to be quite promising. It will be interesting to continue observing the impact of the lessons when they are a complete 26-unit course.

Appendices

Appendix A
BEST Proficiency Levels

The choice of the Literacy Skills Section of the Basic English Skills Test (BEST) as a measure of English language proficiency was guided by the need to optimize both the efficiency of test administration and the validity of resulting measures. The researchers do not assume that measures of reading and writing skills can serve as proxies for measures of listening and speaking, or that there will be a direct correspondence between performance levels on literacy and oral/aural measures. The use of additional measures of listening or speaking proficiency were ruled out, however, because the most reliable instruments measuring those skills are time consuming, can be administered only in a one-on-one setting, and require relatively lengthy training for scorers. In addition, the cognitive tests used in this evaluation were paper and pencil instruments that rely on literacy skills. For these reasons, we chose to use the BEST Literacy Skills Section (Form B) as a means of placing learners in proficiency levels.

The Literacy Skills Section is a collection of everyday reading and writing tasks (49 reading items, 19 writing items). It can be administered to groups of learners in one hour, and is easily scored with minimal training required to achieve a high level of interrater reliability.

The BEST is a criterion-referenced test that yields scores which are linked to a taxonomy of specified reading and writing proficiencies. The BEST Literacy Skills Section has been evaluated by experts in communicative language testing to be among the best available instruments for measuring reading and writing skills among adult ESL learners. Scores can be readily translated to other English proficiency scales such as the California Model Standards Proficiency Levels and the proficiency levels of the New York State Placement Test, as shown in Table 1 in the body of this report.

Administration of the BEST

The BEST Literacy Skills Section was administered to all participants in the evaluation immediately following introductory remarks at the initial group meeting in each site. In most sites, learners were seated at individual desks; in some sites, there were several learners seated at large tables. After distributing the test booklets, the session leader (one of the researchers) read the brief instructions on the test booklet cover aloud. Learners were told that they would have one hour to complete the test and that they should write their answers in the test booklet.

As learners worked on the test, the researchers and native language evaluation assistants circulated through the room to make sure that learners understood instructions for different parts of the test. Bilingual assistants were told to respond to learner requests for help by pointing to instructions in the test. They were also directed to not translate instructions into the native language.

Learners who completed all test items before the hour was up were allowed to turn in their test booklets as soon as they had finished. Other learners were asked to turn in their booklets at the end of the hour even though they had not yet completed all items.

Scoring of the BEST Literacy Skills Section is done with the aid of individual scoring sheets. Student research assistants who had been trained in the use of these scoring sheets scored the tests with assistance from the researchers. Scoring was done immediately so that learners' scores would be available by the end of the introductory session.

Writing items were scored according to a 4-point rubric. Whenever scorers had any doubts about the score to assign to writing items, they asked another scorer to evaluate the item and then resolved discrepancies through discussion. Writing items in test booklets of students who scored near the cut point between BEST level 3 and 4 or between BEST level 6 and 7 were re-scored a second time by one of the researchers to ensure that the learners were appropriately placed either in or out of the target population.

Sampling

The goal of this phase of the Crossroads Cafe evaluation was to recruit approximately 40 learners from the target audience in each of the five participating sites. These learners were divided among either in class, home-based or hybrid delivery mode. Each state's sites implemented two of the three delivery modes.

Initial recruitment and screening of learners were handled by local program staff in the evaluation sites. They were instructed to recruit learners in the target proficiency range (BEST levels 4-6). Recruiting was done from existing classes for the in call group, and from existing classes or class waiting lists for the at home and hybrid model groups. If students in existing classes were recruited for either of these two latter delivery modes, they worked on Crossroads Cafe separate from the existing class they were in.

A variety of language and cultural groups were included in the evaluation in order to test reactions to the Crossroads Cafe materials from a diverse audience. Ethnolinguistic groups included in the sample also reflect populations of particular interest to the participating programs and state sponsors, with one omission. The original sampling plan called for one group of Mexican learners and one group of Asian learners. The final mix of evaluation sites resulted, however, in two groups of Mexican learners.

The number of participants and their proficiency levels as measured by the BEST Literacy Skills section is shown in the tables below.

Table A-1: Total Sample Size

BEST Level	In Class	Hybrid	At Home	Total Participants	Cog. Results Total
lower than 4	1	4	6	11	0
4	3	14	9	26	25
5	13	7	11	31	31
6	20	11	48	79	79
7	13	7	25	45	0
Total	50	43	98	192	135

Table A-2: Sample Size in Chicago

BEST Level	In Class	Hybrid	At Home	Total Participants
lower than 4		2		2
4		6	3	9
5		2	1	3
6		4	10	14
7		4	3	35
Total	0	18	17	35

Table A-3: Sample Size in Los Angeles

BEST Level	In Class	Hybrid	At Home	Total Participants
lower than 4		2	2	4
4		5	3	8
5		2	2	4
6		3	5	8
7				0
Total	0	12	12	24

Table A-4: Sample Size in Miami

BEST Level	In Class	Hybrid	At Home	Total Participants
lower than 4			1	1
4				0
5	7		2	9
6	12		11	23
7	7		11	18
Total	26	0	25	51

Table A-5: Sample Size in New York

BEST Level	In Class	Hybrid	At Home	Total Participants
lower than 4			1	1
4		3		3
5		3	1	4
6		4	8	12
7		3	8	11
Total	0	13	18	31

Table A-6: Sample Size in San Antonio

BEST Level	In Class	Hybrid	At Home	Total Participants
lower than 4	1		2	3
4	3		2	5
5	6		5	11
6	8		14	22
7	6		3	9
Total	24		26	50

Appendix B
Results from the Photo Story Focus Groups

To determine the viability of a new Crossroads Cafe document designed to assist a BEST level 3 audience, one of the researchers conducted two focus groups with potential learners—one in Los Angeles, one in New York. Nine of the 11 New York students were Haitian; the other two were Hispanic. In Los Angeles, all 16 students were Mexican. All the individuals were drawn from existing classes in the New York school setting and the Los Angeles community-based organization setting.

The impact of these evaluation results was diminished substantially when, just before the Los Angeles focus group was conducted, the researcher learned from one of the photo story authors that the entire document had been revamped at a meeting held the prior week. As evaluation funds were expended to gather the data, however, it seems appropriate to provide the results at this time, for whatever they may be worth.

The Focus Group Sample

The sample was evenly divided between men and women (19 women, 18 men). A little over half of them said they were over 46. Students were screened with the BEST instrument: 15 of the 27 learners were level 3; the other 12 were level 4. All students participated in the focus discussion allowing a comparison of the two groups. Little difference could be discerned. Because of the lack of level-specific information, data are combined for the two groups in the results that follow.

Results

It was clear that students enjoyed the opportunity they had to view the video and study the photo story. They seemed enthusiastic and eager to see more. It was also clear, however, that the instructions in the photo story were not adequate guidance for these BEST level 3 (and some level 4) students.

The researchers do not know how the photo story has been re-conceptualized. We assume that the basic format of photos from the video, followed by exercises, has been retained. We have some doubt as to whether this level of student can be expected to learn from Crossroads Cafe on their own at home. It seems that, at a minimum, the hybrid model of delivery would be required, with in-class use even better. It seems logical to think, however, that if BEST level 4+ students could be served by at home use of Crossroads Cafe, school/agency staff and space would be available to allow more sections of level 3 classes to be offered.

As an aside, even though the photo story was designed primarily for the BEST level 3 students as a way for them to access Crossroads Cafe, it proved to be a very popular document

with students in the regular Phase II evaluation. The level 4-6 students all found the photo story to be an excellent accompaniment to other course materials. The researchers join them in encouraging that photo stories be produced for each of the 26 Crossroads Cafe lessons, and that they be made a part of the regular course materials.

Appendix C
Site-Specific Response to Course Components

1. Student Study Patterns

Group	Positive	Negative
Miami Home Study (n=24)	One third studied 3-5 hours per week. Two-thirds studied for 1-2 hours per week.	Students spent majority of time viewing video and not working with materials.
Los Angeles Hybrid (n=12)	Eleven of twelve students reported studying one and one- half hours per week in addition to classroom time.	
New York Home Study (n=18)	Some students studied as much as 10 hours per week. Some students integrated watching the video and competing activities from the worktext.	Other students spent one hour watching the video and completing exercises in the worktext per week.
New York Hybrid (n=13)	All watched at home at least once. Some stopped and started the video when watching	

2. *Student Reactions to the Worktext*

Group	Positive	Negative
Miami Hybrid (n=24)	Easy to understand. Variety of exercises maintained interest. Photos helped students figure out the video storyline. Being able to take it home	Paper too shiny; glare made it difficult to read.
Miami Classroom (n=30)	Clear; easy to understand. Learned a lot about the U.S. Useful vocabulary.	Paper very hard to write on with a ball point pen. Answer key All exercises are written; come to class to speak. A number of errors in the pilot print materials.
Los Angeles Home Study (n=10)	Easy to understand. Interesting stories. The pictures.	Writing sentences and a complete letter to someone was too difficult for many. Never used the answer key.
Los Angeles Hybrid (n=19)	Easy to understand. Interesting stories. The pictures.	Writing sentences and a complete letter to someone was too difficult for many. Most did not use the answer key.
New York Home Study (n=18)	Very helpful. Variety of exercises. Chance to practice writing; practice the things you need to do in life.	Not enough vocabulary or grammar drills. Too low-level and easy. Mistakes in the worktext and answer key. Some say answer key makes them lazy; others say is helped them.
New York Hybrid (n=13)	(More positive affect than home study group, but they could not identify why.)	

Table continues, next page

Chicago Combined (Group 1: n = 25)	Starts because they serve as guide to difficulty. Easy to read. Most liked the answer key, although some preferred that the teacher provide answers.	Not enough correlation with video. Some sentences too hard. Paper too glossy and difficult to write on. Errors in the answer key. Lack of a vocabulary list.
Chicago Combined (Group 2: n = 12)	Variety of exercise types. "Fill-in-the-dialogue" balloons (e.g., Lesson 14, p. 42).	Paper too slippery; difficult to write on. Half liked the answer key, half preferred that the teacher provide the answers. Errors in answer key. Grammar was too elementary; emphasis is on present tense in the workbook, past tense in the video. Lack of a vocabulary list.
San Antonio Home Study (n=28)	Opportunity to practice written English. New words. Multiple levels of difficulty. Favorite exercises: scrambled words.	Paper too shiny; glare made it difficult to read. Half wanted the answer key; half didn't. Answer key contained errors. Lack of a vocabulary list.
San Antonio Classroom (n=24)	Writing letters, filling out a job application, reading a lease and medicine label. How to make complaints. Multiple levels of difficulty.	Lack of a vocabulary list.

3. *Student Reactions to the Photo Story*

Group	Positive	Negative
Chicago Combined (n=27)	Photo Story helps students understand the video. Suggest developing a Photo Story for each video. Everyone looked at Photo Story before the video.	
Los Angeles—both groups (n=29)	Liked it very much. Want a Photo Story for each video.	
New York Home Study (n=18)	Very helpful to understand units. Want a Photo Story for every unit. Want more vocabulary and definitions in Photo Story before watching the video.	
San Antonio—both groups (n=52)	Want a Photo Story for every lesson.	

4. *Student Reactions to the Video*

Group	Positive	Negative
Chicago Group 1 (n=25)	Enjoyed watching the videos.	Hard to understand - English is too fast, accents difficult to understand. Videos not necessary component of Crossroads Cafe. Did not help them learn English
Chicago Group 2 (n=12)	Quality is very good and stories are interesting.	Characters speak too fast. Accents difficult to understand. Video did not help them learn English. Word Play section is too easy. Culture Clip section is too fast. Add closed captioning. Need more explanation of grammar rules.
Los Angeles Hybrid (n=19)	All liked videos. Most thought Word Play and Culture Clip sections helped.	
Miami Classroom (n=30)	Very enthusiastic. Wants longer inserts of the "professor". Liked Culture Clips.	
New York Hybrid (n=13)	Liked Culture Clips - helped learn about America.	
New York Home Study (n=18)	All liked video. Word Play segments very helpful.	Speech a little fast. Rosa hard to understand at times. Needs more grammar instruction. Culture Clips were difficult to understand.

Table continues, next page

San Antonio Classroom	Videos of high quality. Easy to understand and portrayed realistic situations. Actors spoke clearly and were expressive. Vocabulary was easy. Enjoyed interactions between Rosa and Kathryn. Liked the grammar and Culture Clips sections.	Rosa talked too fast.
San Antonio Home Study n =28)	Some liked hearing conversation with different accents.. Liked Culture Clips. Did not like the interruptions when Culture Clips and grammar sections were inserted -- interferes with continuity and understanding.	Others felt the accents made it difficult to understand.

5. *Teacher Reactions to the Materials*

Group	Positive	Negative
New York	Mixed feelings about video; entertaining but not didactic enough..	Suggests more direct instruction in the video. Not enough reinforcement of vocabulary Video geared towards immigrants: both strength and limiting factor to appeal. Culture Clips overwhelming for students. Nothing in Worktext to support Culture Clips.
Miami	Thinks video is strong point of course. Worktext is excellent: format is excellence and objectives clear.	Answer section contains many wrong answers. Wants to see more current events and realia. Thinks speech is normal and at correct pace, even though students may find it too fast. Suggests adding a few oral exercise to Worktext. Some exercise are confusing, e.g., fill-in-the-balloon. Three Star system is very confusing. The partner idea does not work because of culture. "Find something in the community" did not work because of a lack of time and culture fit. Teachers' Guide is too long and confusing.

6. *Teacher Reactions to the Delivery Modes*

Group	Positive	Negative
Los Angeles Hybrid	Materials, such as the photo story, make good sense if teacher role is adequately defined.	Not a strong intervention model. Need to define teacher role more e.g., expand on concepts presented in video, dialogue with students.
Miami Classroom	Course structure very helpful. Thought that scheduled class time (7.5 hours per week) was sufficient to cover the materials.	Could use more vocabulary work in-class. Course may bore teachers because of limited role.
San Antonio Classroom	Teacher was very positive about course	