



Bureau For International Language Coordination

Language Training Policy and Overall Program Evaluation

1. What are the principal reasons for language training?
 - Who will receive training and why?
 - Assignments in joint international capacities
 - Peace support operations
 - Military exercises
 - Political / Military assignments
 - Education abroad
 - Operating/maintaining equipment
 - Part of military education and training
 - Military Intelligence
 - Career progression and promotion potential

2. Objectives stated in terms of **standardized** global proficiency test scores
 - Establishment of realistic time requirements for English language courses
 - From zero proficiency (USG Model) to:
 - Technical training: 33 weeks
 - Professional Military Education 43 weeks
 - Advanced flight training 53 weeks

 - How are resources to be allocated?
 - Training what number of students to what levels
 - Language training keyed to actual functions
 - Training large numbers to low levels?



- Training smaller numbers to higher levels?
- How are resources allocated between in country and external language training?
 - Compare expense of sending individual to another country with expense of training at home
 - Basic language instruction
 - Advanced language instruction
 - Specialized language instruction

3. What office is responsible for evaluation of language training?

- At what level is this office?
 - What authority does it have to institute changes?
 - What measurement tools does it use to evaluate individual programs?
 - Proficiency tests
 - Centralized testing developed and conducted independent of curriculum
 - Statistical trends analyses
 - Collect data on national language base
 - Data base of how students progress
 - Compare students' progress against expectations
 - Compare students' progress from one school against other schools
 - Requires standardized tests centrally controlled

4. Are Language Training Operations Policy Guidelines articulated?

- Commitment to intensive training in general language skills
 - Systematically produce large numbers of language-qualified personnel
 - Helps solve problem of language-qualified but specialty unqualified personnel getting wrong assignments
 - Full time: 30 hours/week plus homework
 - Student status not part time students
 - Screening tests to place students in homogeneous classes
- Syllabus standardization
 - Is there a national syllabus based on language proficiency descriptions?



- Are there “STANAG” courses with arbitrary lengths?
 - Or are the lengths based on data from standard lengths of time required for the sample population to achieve the level?
- Do faculty drive all syllabus and curriculum decisions?
- What is the policy on use of technology in language training?
 - Does technology compete for resources with faculty and curriculum?
 - Does technology stand-alone?
 - Does technology augment instruction?
 - Does technology directly support a curriculum?

5. What is the policy concerning foreign language faculty?

- Education and experience
- Platform hours
 - Standardized curriculum can increase platform hours
 - Instructor generated curriculum increases preparation time and leads to fewer platform hours
- Status of instructors
- Professional development opportunities
- Evaluation of performance by trained observers
 - Standard evaluation procedures
 - Unlink student test scores from instructor ratings
- Use of “native speakers”
 - Native speakers trained to teach FL
 - Native speakers for “conversation”

6. What is the policy concerning student comportment and attrition?

- What are the rules for counseling students?
 - For behavior
 - For poor academic performance
 - For poor attendance
- What are the rules for removing students from training?
 - If poor students are not removed there will be lower faculty morale

7. What is the policy concerning external assistance and external specialists?



- How is assistance integrated into the national language program?
 - Is what is offered actually needed?

- How are language-training specialists to be used?
 - Coordinators of bilateral assistance?
 - Teacher training?
 - Program evaluators?
 - Classroom instructors/tutors?

- What is the exit strategy for these forms of assistance?
 - What will replace the assistance?
 - Who will fulfill the functions of the external specialists?

