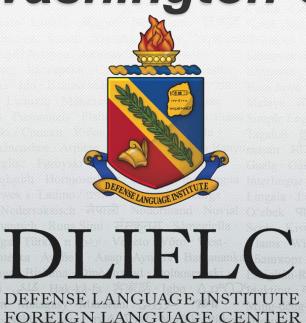
# Approaches to Low-Density Language Training

**DLI-Washington Office** 





## Disclaimer

This presentation is authorized by the Defense Language Institute Foreign Language Center and the Department of Defense. Contents of this presentation are not necessarily the official views of, or endorsed by, the U.S.Government or the Department of the Army.

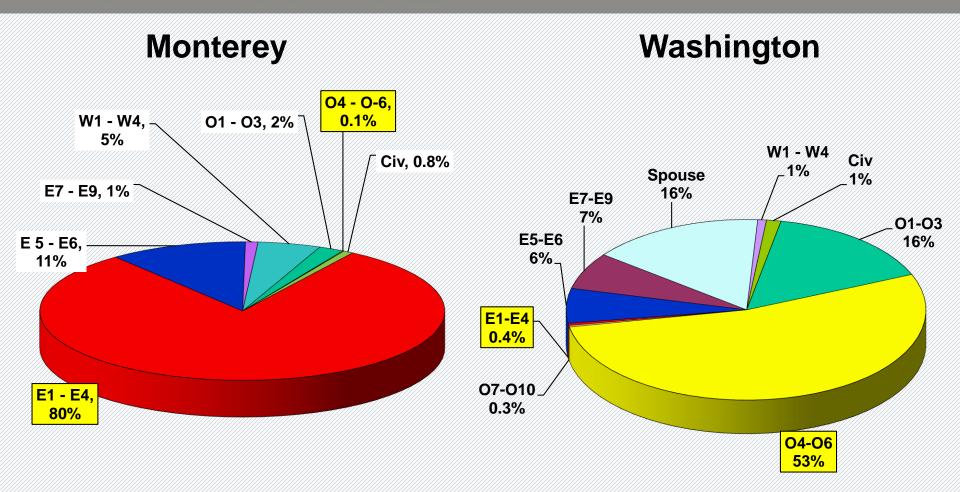


## Agenda

- Comparison of DLI-W to Monterey
- Overview of DLI-W instruction
- Defining low density
- Challenges of low density language training
- Current actions
- Future plans



# Student Profile Comparison





## "Typical" DLI-W Student

- Majority are field grade officers (Major-Colonel/Lt. Cmdr.-Captain) and NCOs coming to DLI-W mid-career
- In language training to prepare them for overseas follow-on assignment:
  - Defense Attaché Service
  - Foreign Area Officer trainees
  - Personnel Exchange Programs
- Re-languaging cryptologic language analysts

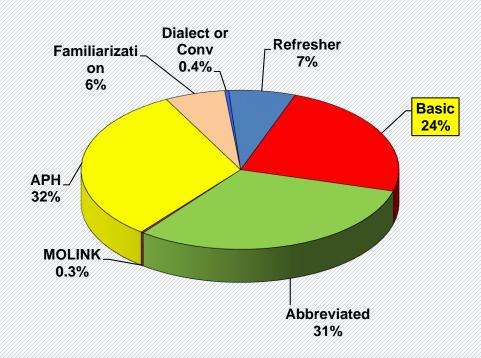


# Mission Profile Comparison

#### **Monterey**

#### Pre/Post Intermediate Enh 0.03% 1% Advanced **DTRA** 0.4% Refresher Spec 0.8% 0.03%\_ **Projects** 5% Conversion 2% Sustainmen 1% Basic 90%

#### Washington





## FY17 Statistics

- Taught 825 students in 64 languages (throughput)
  - 64% Officers
  - 45% Defense Attaches
- Besides Dari (APH), the top languages were:

- Russian: 88 students

- French: 57 students

Spanish: 53 students

Portuguese: 37 students

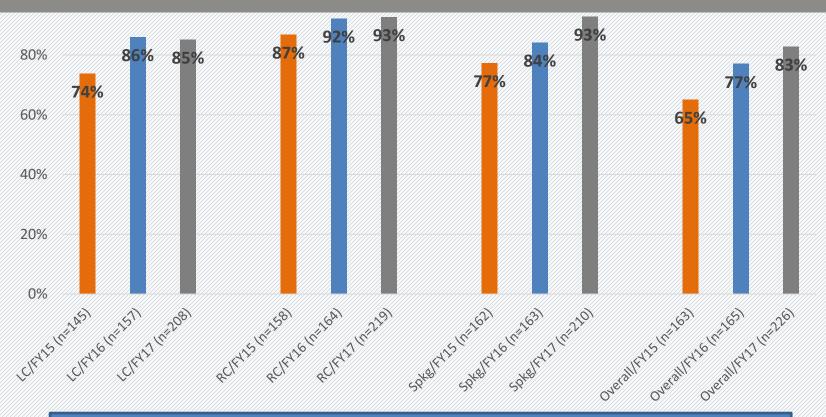
- 226 non-APH students tested after finishing initial acquisition training
  - 83% met end-of-course objectives
  - 78% listening; 93% reading; 93% speaking



## Proficiency Results: FY15 -

Papiamentu Qaraqalpaqsha Quimtatarca Papiamentu Qaraqana Quimtatarca Quimt





#### Factors contributing to the 18% increase in overall performance over the last 3 years:

- 6-hour training day
- Academic Advisor Program
- 40-hour workweek/emphasis on professionalization of the workforce
- Best Value over Lowest Price Technically Acceptable
- Building of Programs



## **Contract Instruction**

- 5-year (1+4 option years) indefinite delivery, indefinite quantity contract (2017-2021)
- 5 vendors; Instruction occurs at vendor premises
- Minimum course length of 5 weeks
- Full-time instruction: 6 hours/day + homework
- Unscheduled v. scheduled classes
- Group v. 1:1 instruction
- Competition for individual or program requirements



## **Evaluation Factors**

- Past Performance
- Instructional Capability
- Curricular Capability

#### DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER **DLI-Washington Locations** Washington DONALDSON Golf RUN Club M St NW DOWNTOWN Waterfront The Washington Harbour National Building MAYWOOD The John F. Kennedy EAST END Center for the. Ronald Reagan Building and International Trade Office Building United States Capitol 0 US Marine Library of Congress @ Corps War Memorial (110) United States Holocaust Memorial Museum WOODLAWN Franklin FORT MYER Arlington Arlington ( SOUTHWEST National Cemetery BLUEMONT ASHTON The Tomb of SOUTHWEST the Unknowns WASHINGTON BUCKINGHAM The Pentagon @ (50) East Potomac Park **Fashion Centre** at Pentagon City Army Navy Country Club Ronald Reagan Washington National Airport



# CFLTP Languages

Cat I Cat II			Cat III DLAB: 105			Cat IV				
DLAB: 95		DLAB: 100						DLAB: 110		
AA	Afrikaans	GM	German	AB	Albanian	LŤ	Lithuanian	Arabic		
DA	Danish	JN	Indonesian	AR	Armenian	MA	Macedonian	- AD	MSA	
DU	Dutch	ML	Malay	AX	Azerbaijani	PL	Polish	- AE	Egyptian	
FR	French	RQ	Romanian	BU	Bulgarian	RU	Russian	- AL	Libyan	
JT	Italian			BY	Burmese	SC	Serbian/Croatian	- AM	Maghrebi	
NR	Norwegian			CK	Chechen	SJ	Sinhala	- AP	Levantine	
Portuguese			CX	Czech	SK	Slovak	- AU	Yemeni		
- PQ Brazilian			PG	Dari (Persian)	SL	Slovenian	- AV	Sudanese		
- PT	- PT European			ES	Estonian SM Somali		Chinese			
QB	Spanish			PF	Farsi (Persian)	SW	Swahili	- CC	Cantonese	
SY	Swedish			FJ	Finnish	ТВ	Tadjik	- CM	Mandarin	
				GG	Georgian	TA	Tagalog	JA	Japanese	
				GR	Greek	TH	Thai	KP	Korean	
				HE	Hebrew	TU	Turkish	PV	Pashto	
<u>,                                    </u>				HJ	Hindi	UJ	Uighur			
Languages in blue are also taught at DLIFLC			o taught	HU	Hungarian	UK	Ukrainian			
				KE	Kazakh	UR	Urdu			
DLI-W in FY17 = 64 languages			ges	LC	Lao	VN	Vietnamese			
			<u> </u>							



# What is low density?

- Past decade
  - Students in 83 different languages/dialects.
  - Six of those languages had only one student enrollment (Nepali, Tamil, Uighur, Uzbek, Maay, Zulu)
  - An additional 23 languages had fewer than 10 enrollments.
- Calendar Year 2017
  - 56 languages
  - 15 languages with enrollments of 10 or more students



## Current Language Snapshot

- As of 30 April:
  - 43 languages/dialects
  - 4 with enrollment ≥10
  - 11 with enrollment of 5-9
  - 14 with enrollment of 2-4
  - 14 with enrollment of 1 (Egyptian Arabic, Saudi Arabic, Azerbaijani, Bulgarian, Czech, Danish, Finnish, Hausa, Indonesian, Kurdish, Malay, Slovak, Slovenian, Tamil)



# Challenges with low-density language instruction

- (Non-)Availability of standardized tests
  - Older generation DLPTs
  - FSI testing
- Lack of commercial materials
- Variable access to authentic materials
- Lack of qualified instructors
- Lack of ongoing work
  - It is why we contract, but good teachers may not be available for future requirements.
- Lack of student peer support and language group language practice/interaction



## **CURRENT EFFORTS**



## Compensation Plans

- Allows DLI-Washington to accept instructors without the requisite education/experience (standard B.A. + 2 years intensive, proficiencyoriented foreign language instruction)
- Tailored to particular instructor
- Best compensation plans are for instructors with some transferable experience and with a specific plan for pre- and in-service training



# Academic Advising



DLI-Washington expanded its academic advising program in 2016.

Four academic advisors have a dedicated portfolio of contract schools/programs.



### Academic Advisor Roles

#### **Student Support**

- Orientations for school personnel on DLIFLC and DoD requirements
- Classroom observations and feedback to supervisory personnel
- Meetings with school staff

#### **Student Support**

- Student in-processing
- Student workshops
- Classroom observations
- Monthly progress report review/targeted advising
- End-of-course questionnaire review

#### **DLI-W Contract Team Support**

- Vendor quality assurance surveillance plan monitoring
- Evaluation of vendor proposals for training requirements
- Development of academic policies



## Actions

- FY Contracting of Programs
- Enhancement Instructors
- Student Workshops
- Monthly Progress Reports
- Mid-Course Assessment
- Six-Hours Class Day



### **FUTURE PLANS**



## DLI-W 2021

- Four-year strategic plan
- Three lines of effort
  - Prepared Student
  - Trained and Ready Faculty
  - Dynamic and Flexible Curriculum



## Academic Attrition Policy

- Developing policies for determining student academic status
- Standardizing grading (developing GPAs and standards)
- Revising monthly progress report form
- End-of-course reviews when proficiency objectives are not met





# Reviewing End-of-Course Objectives Matrix

- Matrix for setting ILR proficiency objectives by LDC/course length
- Working with DLIFLC Training Analysis to review 10 years of outcomes data to revalidate or recommend adjustments

Category	0+	1	1+	2
1	7.2 weeks	12 weeks	20.4 weeks	26 weeks
II	9.6	16	27.4	35
Ш	13.2	22	37.6	48
IV	17.4	29	50	64



# Enhancing vendor access to DLIFLC materials

 Providing vendors with access to DLIFLC basic course materials, LC/RC materials contract items, Universal Curriculum and Assessment Tool lessons



# Questions

#### THANK YOU!



### **BACK-UP SLIDES**



## The context

- Most of DLI-Washington language instruction is at least somewhat low density for us
  - But some are more low density than others
  - Some are not low density for the government language community
  - Some are low density but a recurring requirement
  - Some are rare, infrequent requirements both for us and the government language community on the whole





# Factor 1: Past Performance

Factor 1: Overall Past Performance
Relevant training in the Target Language in the last three years (include specific hours and type of training):
Relevant training in TL
Relevant institutional Results in the Target Language from the last three years:
Relevant institutional results



# Factor 2: Instructional Capability

Factor 2: Instructional Capability  I) Teaching configuration and supervisory team. Please list the instructors and the supervisor esponsible for executing instruction under this TO. If there are multiple instructors, how will plit (by day, by month, by week, etc.)?  Teaching configuration		naae (and only one	page) per in	structor, click	on the 'plus'	sian at the right of the	rows to add raws for
	education or experience. C		the bottom rigit Highest Y Degree A			ock to add additional ins	
	Name		Degree \	/ears		# Hrs	
	Education						
	Degrees	Field of (	Concentration	Date	:	School and Lo	ocation
	Degree	Field		Date	Sc	thool	
	Relevant Experience	:					
	Employer	Position/Title	Start Date MM/DD/YY	End Date MM/DD/YY	Type of Training	Details	Total Hours Taught
	Employer	Position	Start	End	Туре	Details	Hrs Taught
	Other Relevant Expe	erience/Informatio	n (please use	bullet point	s)		
	Other Experience						



# Factor 3: Curricular Capability

#### Factor 3: Curricular Capability (limit one page)

#### a) Curriculum and Tailoring

Curriculum and Tailoring



# FY Contracting of "Programs"

- Contracting selected higher throughput languages on a fiscal year basis
- Simplifies contracting
- Enhances program oversight
- Improves learning outcomes
- Allows retention of quality instructors



### Enhancement Instructors

- Allocations of additional instructional hours
- Supports:
  - Splitting up groups
  - Providing 1:1 practice
  - Supporting immersion activities
  - Tailored instruction
  - Remedial instruction



## Student Workshops

- Required one-day Introduction to Language Studies workshop for most students
- Optional workshops offered by academic advisors, e.g., DLPT/OPI Readiness, Pronunciation, etc.



## Monthly Progress Reports

- Contract requires each vendor to submit a monthly progress report on each student each month
- Monthly feedback session between school personnel and student
- Opportunity for student and school to document concerns
- Reviewed each month by DLI-W academic advisors



## Mid-Course Assessment

- Use of VLR DLPTs where feasible (full basic courses, VLR available)
- Encouraging vendor use of commercial tests (e.g., ACTFL listening and reading proficiency tests)



## Six-Hour Class Day

- Transition in 2016-2017 from 4-hour to 6-hour class day
- Encouraging use of semi-autonomous activities for up to two hours per day
- 2-hours of on-site paid preparation for instructors