



Bureau for International Language Coordination

Language Training Study

Discussion Topics

Program (Schools) Management

1. TRAINING MANAGEMENT.

- a. Are the program managers available on a full-time basis?
- b. Are students being entered into the school on an orderly and timely basis?
- c. Are students tested/evaluated upon entry to determine which materials are best suited to their needs?
- d. Are students placed in class homogeneously?
 - (1) If not, what is the reason?
 - (a) Too few students?
 - (b) Too few instructors?
 - (c) Shortage of classroom space?
 - (d) Lack of intent/knowledge?
 - (e) Pedagogical/philosophical objections?
 - (f) Lack of a screening mechanism?



- e. How are students grouped homogeneously?
 - (1) Proficiency levels?
 - (2) Achievement test scores?
 - (3) Instructor Assessment?
 - (4) Other appropriate input?
- f. Are students in control of language skill objectives before advancement?
- g. Are students required to meet reasonable standards of
 - (1) Proficiency?
 - (2) Achievement?
 - (3) Behavior?
 - (3) Attendance?
- h. Are students who fail to meet progress/achievement/proficiency standards appropriately
 - (1) Counseled?
 - (2) Provided remedial/extra help?
 - (3) Provided individual/individualized instruction?
 - (4) Washed back?
 - (5) Eliminated from training?
- i. Are students given a sufficient number of hours of instruction to meet course standards?
- j. Does school administration maintain student academic records?
- k. Do student academic records document
 - (1) Student placement test scores?



- (2) Student achievement test scores?
 - (3) Student proficiency test scores?
 - (4) Student attendance (absences and tardies)?
 - (5) Counseling given to students who are having academic or disciplinary difficulties?
 - (6) Which materials the student has studied?
 - (7) Remedial/extra help given to the student?
 - (8) Instructor assessment of student abilities and progress?
- l. Are student records, present and sampled over last 6-12 months complete?
- m. Do student records reflect responsive instructor and management action to support and account for academic progress ?
- n. Any anomalies in student training?
- o. Are program delays minimized and documented?
- p. Are students available for full intensive training day, week?
- (1) Are students free from out-of-class demands (i.e. fire watch, guard duty, area police, etc.) that detract from language learning?
 - (2) Are attendance records kept and responsively reacted to by appropriate student control authority?
- q. Are there provisions for student out-of-class learning?
- (1) Is there a library or learning center available?
 - (2) Is homework assigned/reviewed daily?
 - (3) Are there suitable language magazines/books tapes, videotapes available to supplement and support in-class



learning?

- r. Is there effective counseling/extra help available to students having difficulties?
- s. Are there any academic, military, financial, etc. incentives for students to succeed?
- t. Is the time between student qualification and dispatch to international assignment or training effectively managed to safeguard against language skill degradation?

2. TESTING.

- a. Are there clear guidelines for the administration of proficiency and achievement tests?
 - (1) Are the guidelines followed?
- b. Are test security procedures adequate?
 - (1) Are the procedures followed?
- c. Is there any evidence that proficiency or achievement tests are compromised?

3. PROGRAM EVALUATION

- a. Does school management maintain statistical data that show the efficiency and effectiveness of the language program?
 - (1) Is there any effective mechanism in place to analyze student performance trends and attrition?
- b. Is there an effective feedback program to solicit recommendations for improvement of the language program from
 - (1) Students?
 - (2) Instructors?
- c. Is effective follow-up action taken on student and instructor feedback?



4. PROFESSIONALISM OF INSTRUCTION.

a. CLASSROOM MANAGEMENT. Do instructors

- (1) Begin and end classes on time?
- (2) Keep records showing absent and tardy students?
- (3) Maintain discipline in the classroom?

b. CLASSROOM INSTRUCTION. Do instructors

- (1) Speak grammatically correct language?
- (2) Speak naturally?
- (3) Speak at a rate of speech appropriate to the level of the students?
- (4) Use the target foreign language as the medium of language instruction?
- (5) Treat the students courteously?
- (6) Provide clear instructions for student activities?
- (7) Ensure that students follow instructions?
- (8) Establish/maintain rapport with students?
- (9) Correct inappropriate student behavior?
- (10) Keep students attentive, active, and involved?
- (11) Keep instruction student centered?
- (12) Personalize material to encourage student interest and participation?
- (13) Offer encouragement and positive reinforcement?
- (14) Make effective and appropriate corrections of student errors?
- (15) Ask questions that are clear and related to the objectives?
- (16) Vary techniques to suit lesson objectives and the level of the students?



- b. Do instructors demonstrate sufficient preparation by
 - (1) Making instruction flow smoothly
 - (2) Demonstrating knowledge of materials and subject matter?
 - (3) Giving appropriate answers?
 - (4) Identifying and resolving language issues and problems?

5. CURRICULUM

- a. Are available curriculum materials appropriate to program goals and objectives?
 - (1) Does each student have his/her own copy?
 - (2) Do students all have the same edition of the materials?
- b. Are the curriculum materials used effectively?
 - (1) Does the instructor modify the order and depth of coverage to suit student capabilities and needs?
- c. Are there training aids available?
 - (1) Are training aids appropriate to training objectives?
 - (2) Are the training aids used effectively?

6. FACILITIES.

a. CLASSROOMS.

- (1) How many classrooms are dedicated to foreign language use?
- (2) Are the classrooms well
 - (a) Ventilated?
 - (b) Heated?



- (c) Cooled?
- (d) Lighted?
- (3) Are the classrooms clean and well maintained?
- (4) How are the classroom acoustics?
- (5) Is there a board/markers in each classroom?
- (6) Is there audiovisual equipment available for classroom use?

b. LANGUAGE/COMPUTER LABS.

- (1) Is the level of the laboratory appropriate for the program?
- (2) How is the lab actually used?
 - (a) As an integral part of the syllabus and curriculum?
 - (b) As a “resource room” for students
 - (c) A testing facility
 - (d) A place to show visitors?
- (3) Is the lab fully operational?
- (4) Is preventive maintenance systematically performed on the language laboratory equipment as required by the manufacturer?
- (5) Does the lab require a climatically controlled environment?
- (6) Are there sufficient spare parts on hand?
- (7) Who maintains the language laboratory?
- (8) Is a new language lab(s) required?
- (9) Will it be necessary to train technician(s)?



c. STORAGE ROOMS

- (1) Is there a secure area in which to store tests and quizzes?
- (2) Is there a storage area sufficient to store curriculum materials?
- (3) Is the storage area environmentally sufficient to prevent deterioration of books tapes, videos etc?

