

Bureau for International Language Coordination

Language Training Study

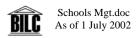
Discussion Topics

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?	
	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

- (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?
- 1. 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 o 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?

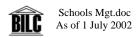
4. PROFESSIONALISM OF INSTRUCTION.

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?



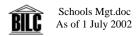
- b. Do instructors demonstrate sufficient preparation by
 - (1) Making instruction flow smoothly
 - (2) Demonstrating knowledge of materials and subject matter?
 - (3) Giving appropriate answers?
 - (4) Identifying and resolving language issues and problems?

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?



6

- (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?