Peace Corps
Language Training

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Mission and Goals
To promote world peace and friendship by helping

- The people of interested countries in meeting their need for trained men and women
- Promote a better understanding of Americans on the part of the peoples served
- Promote a better understanding of other peoples on the part of Americans
What Volunteers Do

- Education 35%
- Health & HIV/AIDS 21%
- Business & Development 15%
- Environment 15%
- Youth 5%
- Agriculture 5%
- Other 4%

Figures based on data as of 9/30/08 Percentages do not total 100% due to rounding
Volunteer Demographics

- Average age: 27 years
- Volunteers over age 50: 5% (oldest Volunteer is 79)
- Possess a college degree: 94%
- Active Volunteers and trainees: 7,876
- Gender: 60% women, 40% men
- Marital status: 94% single, 6% married
- Minorities: 15% of Volunteers

Based on data as of 9/30/08
Peace Corps Training Approach
Overview

• Community-based learning
• ~ 4 learners per instructor
• Host country national instructors
• Classroom instruction
• Communicative skills application in the community
  • Walk-arounds
  • Field trips
• Independent learning
Training models

• Traditional Pre-Service Training
• 3-phase model
Principles of PC language training design

• Communicative approach
• Experiential learning cycle (Kolb)
• Adult learning principles (Vella)
I. Concrete Experience

- What happened?
- What did you observe?
- How did you feel about it?

II. Reflection and Observation

- What did you learn?
- What is your interpretation?
- What is the real issue?
- How can it be different?

III. Analysis and Generalization

- What would you like to do with it?
- What options do you see?
- How can you apply that?

IV. Planning and Application

- Apply what you have learned in new experiences

Experiential learning cycle
Training Design & Evaluation

**PEACE CORPS**

**ANALYZE**
- **STEP 1:** Conduct Needs Assessment for KSAs
- **STEP 2:** Analyze KSAs
- **STEP 3:** Create Competencies from KSAs
- **STEP 4:** Create Learning Objectives from KSAs

**DESIGN & DEVELOP**
- **STEP 5:** Plan Training
- **STEP 6:** Implement Training
- **STEP 7:** Assess and Evaluate
- **STEP 8:** Reflect and Revise

**IMPLEMENT**

**EVALUATE**
Data from the field
Training Status Reports

- Annual survey of all posts
- Collects data on all types of training, including language
- Sent out and analyzed each fall
- Data is from FY09 survey
Number of different languages taught

<table>
<thead>
<tr>
<th>Region</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>122</td>
</tr>
<tr>
<td>Europe, Mediterranean, Asia</td>
<td>27</td>
</tr>
<tr>
<td>Inter-America &amp; Pacific</td>
<td>34</td>
</tr>
</tbody>
</table>
Languages per input

• Posts taught between 1 and 15 languages in a given input

• Most posts taught 1 language (26 posts) or 2 languages (15 posts) at their first input

• Most languages per input
  • Togo: 15
  • Ghana: 14
Volunteers learning more than one language

• 28 posts only taught all Volunteers one language

• 12 posts taught all of their Volunteers more than one language
Language Testing
Language Proficiency Interview (LPI)

- Face-to-face interview
- 30 minutes or less
- Rated using *ACTFL Guidelines for Speaking* (Rev. 1999)
Language testing

• Mandatory at end of Pre-Service Training
• Optional at Close of Service
## Benchmarks

### Trainees who meet or exceeded their post’s minimum LPI level

<table>
<thead>
<tr>
<th>Region</th>
<th>Total tested</th>
<th>Total meeting or exceeding benchmark</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>897</td>
<td>815</td>
<td>90.86%</td>
</tr>
<tr>
<td>Europe, Mediterranean, Asia</td>
<td>1061</td>
<td>876</td>
<td>82.56%</td>
</tr>
<tr>
<td>Inter-America &amp; Pacific</td>
<td>962</td>
<td>848</td>
<td>88.15%</td>
</tr>
<tr>
<td><strong>Global Results</strong></td>
<td><strong>2920</strong></td>
<td><strong>2539</strong></td>
<td><strong>86.95%</strong></td>
</tr>
</tbody>
</table>
Challenges

• Hiring and training qualified instructors
• Assisting multilevel learners
• Shortage of or poor quality of language training materials and resources
Promising practices

• Materials development
• New learning activities
• Integrating language and technical learning
Questions?

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