Approaches to Low-Density Language Training

DLI-Washington Office
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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

Monterey

- E1 - E4, 80%
- E5 - E6, 11%
- E7 - E9, 1%
- O1 - O3, 2%
- Civ, 0.8%
- O4 - O6, 0.1%
- W1 - W4, 5%

Washington

- O1 - O3, 16%
- E1-E4, 0.4%
- E5-E6, 6%
- E7-E9, 7%
- Spouse, 16%
- W1 - W4, 1%
- Civ, 1%
- O4-O6, 53%
- O7-O10, 0.3%
“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

- Basic: 90%
- Spec Projects: 5%
- Intermediate: 1%
- Advanced: 0.4%
- Pre/Post Enh: 0.03%
- DTRA: 0.8%
- Conversion: 2%
- Sustainment: 1%

Washington

- Basic: 24%
- Abbreviated: 31%
- Familiarization: 6%
- Dialect or Conv: 0.4%
- Refresher: 7%
- APH: 32%
- MOLINK: 0.3%
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 - FY17

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
### CFLTP Languages

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|   |   | LT | Lithuanian |
|   |   | MA | Macedonian |
|   |   | PL | Polish |
|   |   | RU | Russian |
|   |   | SC | Serbian/Croatian |
|   |   | SJ | Sinhala |
|   |   | SK | Slovak |
|   |   | SL | Slovenian |
|   |   | SM | Somali |
|   |   | SW | Swahili |
|   |   | TB | Tadzik |
|   |   | TA | Tagalog |
|   |   | TH | Thai |
|   |   | TU | Turkish |
|   |   | UJ | Uighur |
|   |   | UK | Ukrainian |
|   |   | UR | Urdu |
|   |   | VN | Vietnamese |

Languages in blue are also taught at DLIFLC.

DLI-W in FY17 = 64 languages.

Languages in blue are also taught at DLIFLC.

DLI-W in FY17 = 64 languages.
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
• 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, proficiency-oriented 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
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
• 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

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<tr>
<td>I</td>
<td>7.2 weeks</td>
<td>12 weeks</td>
<td>20.4 weeks</td>
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<td>9.6</td>
<td>16</td>
<td>27.4</td>
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<td>13.2</td>
<td>22</td>
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<td>IV</td>
<td>17.4</td>
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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: 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**

**a) Teaching configuration and supervisory team. Please list the instructors and the supervisors who will be responsible for executing instruction under this TO. If there are multiple instructors, how will class hours be split (by day, by month, by week, etc.)?**

**Teaching configuration**

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Meets Two Year Teaching Requirement?</th>
<th>Highest Degree</th>
<th>Years Teaching Adults in a DLI-like Environment</th>
<th>Experience with DLI students?</th>
<th>Number of Hours Taught at Vendor</th>
<th>Formal Certification as a Tester?</th>
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<tbody>
<tr>
<td>Name</td>
<td>Degree</td>
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**Education**

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<th>Degree</th>
<th>Field of Concentration</th>
<th>Date</th>
<th>School and Location</th>
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**Relevant Experience**

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<tr>
<th>Employer</th>
<th>Position/Title</th>
<th>Start Date MM/DD/YY</th>
<th>End Date MM/DD/YY</th>
<th>Type of Training</th>
<th>Details</th>
<th>Total Hours Taught</th>
</tr>
</thead>
</table>

**Other Relevant Experience/Information (please use bullet points)**

**Other Experience**
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.
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