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FOREIGN LANGUAGE CENTER
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**GUIDELINES, POLICIES AND PROCEDURES
FOR DoD COMMAND LANGUAGE PROGRAMS**

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INTRODUCTION

As the proponent for the Defense Foreign Language Program (DFLP), the Defense Language Institute Foreign Language Center (DLIFLC) provides assistance to Commanders in developing a unit Command Language Program (CLP), as well as in maintenance and local evaluation of unit CLPs.

In response to requests from the field, DLIFLC published DLI Pamphlet 351-1 (Evaluation Guidelines for DoD Command Language Programs) in July 1990, to furnish potential users with practical guidelines or questions-to-be-addressed for assessing the status of CLPs in the field environment. This pamphlet combines the contents of that document with the the old DLIFLC Pam 350-9 (Guidelines, Policies and Procedures for DoD Command Language Programs) and the Command Language Program Managers Handbook (Draft Edition) to provide a comprehensive guide for Commanders and CLP Managers in the establishment, maintenance and evaluation of their programs.

This pamphlet will provide the following guidance:

- (1) a definition of CLP, including its purpose, applicability, responsibility and functions;
- (2) an overview of available language training resources;
- (3) recommended instructional objectives;
- (4) a summary of individual linguist profiles, characteristics, needs, motivating factors and learning styles;
- (5) information on Reserve Component applications;
- (6) references to other potential training resources; and
- (7) guidelines for CLP evaluation

This manual is intended to place at the users' immediate disposal all information necessary to establish and maintain a functional and quality CLP.

This document does not fully conform to the format requirements of AR 310-20. It has been written to explain criteria relevant to foreign language training and evaluation and is directed at Program Managers with a broad range of instructional/training background and experience. Suggestions for improving this document should be addressed to: Defense Language Institute, Foreign Language Center, ATTN: ATFL-OPP-PP, Presidio of Monterey, CA 93944-5006.

CHAPTER 1. ESTABLISHING, MAINTAINING, AND CHANGING A COMMAND LANGUAGE PROGRAM

A. Glossary of Terms/Acronyms:

CLP Command Language Program
CLPC..... Command Language Program Council
CLPM..... Command Language Program Manager
DFLP..... Defense Foreign Language Program
DLI..... Defense Language Institute
DLIFLC.. Defense Language Institute, Foreign Language Center (in this pamphlet, same as DLI)
DLAB..... Defense Language Aptitude Battery
DLPT..... Defense Language Proficiency Test (four generations: I, II, III and IV)
FLPP Foreign Language Proficiency Pay
OPP-PP .. Operations Plans and Programs - Programs and Proponency Division
SPM Service Program Manager

B. Command Language Program (CLP) - Definition

1. A Command Language Program is any foreign language training program, or course of instruction, operated by Service/Agency installations, active duty or reserve component Commanders. Units which have personnel assigned to language-required positions are directed by the joint service regulation, Management of the Defense Foreign Language Program (see Appendices A, B, C, D, E), to conduct language training. This training may include remediation, refresher, maintenance, sustainment, and job enhancement training, with assistance from DLIFLC, MACOMs/MAJCOMs, and their SPM. Courses may be full or part-time, on- or off-duty, group or self-study, mandatory or voluntary, in-house or contracted.

DLIFLC is the proponent for most basic acquisition language training. However, some acquisition programs may need to be established in low density languages for which DLI cannot provide acquisition training.

2. The unit's language mission will dictate the kind of CLP you must organize. Compare the proficiency requirements of the mission with the actual proficiency levels of your assigned linguists. If some of your linguists are below the proficiency level necessary to perform their jobs, you must arrange for remediation training. Linguists whose proficiency level is sufficient to accomplish the mission must be placed in a regular training program to maintain their proficiency and ultimately enhance it to prepare them for future contingencies. This is critical as we struggle with less common or uncertain missions associated with Operations Other Than War (OOTW).

You must also arrange for enhancement training for your linguists so that they improve their skills and are able to assume new challenges as your mission evolves.

If you are a new CLPM, the first step is to assess your unit's language mission in order to determine what language requirements you must fulfill and determine exactly what language skills you have at your disposal.

Next, determine your training resources. What training materials are available for each language you deal with? What capabilities do you have to provide language instruction? What sources do you have to obtain additional materials or instruction?

Determine what constraints exist to prevent you from training people. Your unit's training cycle may affect when you can offer courses. Your mission and manning may require you to train small numbers of linguists at a time.

A very important step is to determine what plans and programs already exist. Also, what is the command policy regarding the importance and priority of language training? This pamphlet will assist you in establishing and maintaining a CLP, and help you overcome the varied obstacles to successful linguist management.

The Operations, Plans and Programs Directorate of DLIFLC is tasked with providing support to CLPs.

3. Support of CLPs includes both DLIFLC global language training support and job specific training support (Advance Individual Training [AIT] or service specific training).
4. DLIFLC will also provide instructional for host nation, basic interoperability and acculturation programs in accordance with AR 621-5.
5. The DLIFLC responsibility includes development and fielding of language training support materials, providing on-site periodic advice to MACOMs/MAJCOMs and evaluation and formal instruction concerning CLP conduct and administration. Additionally, DLIFLC (ATFL-OPP-PP) can provide short-term language training assistance for selected units on a reimbursable basis. (See Chapter 2 and Appendices H and I)
6. DLIFLC nonresident training support will be resourced based on training support requirements that have been forecasted by field activities, reviewed by MACOMs/MAJCOMs and validated by the respective service SPM, and headquarters Training and Doctrine Command (TRADOC).

C. Model Command Language Program

The most important element of a CLP is the Commander. The CLP plays a vital role in maintaining unit readiness and it is definitely to the advantage of the Commander (as well as being his responsibility) to have a healthy CLP functioning in his unit.

Where a CLP does not have visibility or the attention of the Commander, and language skill maintenance is relegated to a matter of "personal initiative," language skills are lost, unit readiness suffers and years of training time and dollars are wasted. Personal initiative is necessary but it is almost never sufficient for maintenance of such a complex skill as foreign language proficiency. On a unit level, language proficiency cannot be maintained without the support of the Commander.

A CLP consists of more than training. A viable program must address several areas, including the following:

1. Development of a Command Language Program Council (CLPC) - The existence of a CLPC ensures visibility for the program and for the needs of the linguists served by it. It facilitates integrating the program with other education, training and operational requirements and resources. Optimally, a CLPC includes representatives of the Commanding Officer, Operations Officer(s) to whom linguists are assigned, Operational Training Officer, Education Services Officer, Resource management Office and of the operational elements or units for which the linguists work. The key to the effectiveness of this council is the Commander's direct involvement. Without command emphasis, the program will be unsuccessful.

Some commands combine CLPC functions with those of general training councils already in place. Care should be taken to ensure that the special challenges involved in language training and skill maintenance are understood. To do so usually requires that linguists be included on the council.

2. Selection of a Command Language Program Manager (CLPM) - Operational commands may elect to split this function between an in-house training supervisor and the Educational Services Officer. This split is particularly useful at commands where operational needs may require some language work to be kept separate because it is classified, highly specialized, etc. Regardless of how the program is set up, all elements should be aware of each other's involvement in order to avoid unnecessary duplication, and to ensure that all elements are aware of all available resources.

An effective program includes tracking the training needs and progress of each individual linguist as well as evaluating the effectiveness of the type of training provided. Ordering and preparing training material, scheduling training, and contracting for instructors, if needed, add to the responsibilities of the CLPM. Some services, and specialties within services, require periodic testing of linguists in addition to whatever evaluation is done as part of the on-station training program. This testing also usually requires considerable record keeping and follow-up.

For those reasons, the CLPM should also be a linguist. In any command with more than fifty linguists, the CLPM should be a full-time job and will need administrative assistance.

The CLPM may be able to function adequately without administrative assistance for fewer than fifty linguists. It is usually very difficult for a part-time CLPM to be effective unless the number of linguists assigned is very small. For the same reasons, the longer the incumbent is kept in the CLPM position the

better. Continuity in running the program is essential to tracking linguist readiness, following up on ordering and distribution of materials, conducting testing and training, learning the operational regulations and procedures for language training, establishing contacts and sources of help, judging the program's strengths and weaknesses, etc. A station that rotates its CLPMs frequently risks never getting an effective program into operation.

The Program Manager should consider the following:

- a. Maintain consistent hours for dedicated instruction time. Work with the Commander to pick a convenient time. Have it put on the training schedule.
- b. Maintain student attendance and record of lesson completion for each student.
- c. Maintain current inventory of materials available and issued.
- d. Assign a monitor to assist the students during study hall and class hours.
- e. Invite speakers of the foreign language to visit with, or speak to the students in the foreign language. (These can be DLI graduates, military wives, husbands, neighbors, etc).
- f. Periodically schedule videos in the foreign language or in English for cultural enrichment and discuss the topics after the viewing. Maintain attendance records of these sessions.
- g. Post news items about the foreign country (countries).
- h. Submit a yearly report (DLIFLC Form 17-R) about the training conducted and the areas that need improvement. Include the number of enrolled students that complete the program (Sample form at Appendix G).
- i. Prepare a continuity book for your successor so the program can continue with little disruption.

3. Regulatory Guidance - Directives must be developed which explain the basis for establishing and maintaining a comprehensive CLP. This represents the blueprint for subsequent steps in the CLP development. (For pertinent DoD and service-specific regulations see Appendices A - E) Contact DLIFLC (ATFL-OPP-PP) for assistance and guidance in establishing and maintaining your training program.

4. Language Management Data Base - A data base is necessary to track linguists' progress or regress, and to identify those individuals or units which need additional training resources or oversight.

5. Resources - Resources must be allocated to each component of the CLP to ensure their independence from the education centers' resources. This ensures availability of training equipment during the times when the linguists actually have time to train. A dedicated language learning center is required to accommodate the disparate working schedules of linguists and ensure that they have an environment that is conducive to language training. One significant point for consideration under this topic is the need for a separate budget. A separate budget distinct from other training/mission funds needs to be developed and justified. Unless this is accomplished, funds for language training might be diverted to other programs which will significantly degrade any CLP.

The CLP budget plan should include the following:

- a. A yearly funding plan;
- b. Methods of disbursement;
- c. Information on contracting. A contract should include a statement of work (see Appendix P). A contracting officer will be required to monitor compliance.
- d. MIPR Coordination: used to transfer funds from one organization to another.
- e. Unfinanced Requirements (UFR) submissions:
UFRs are solicited from Commands throughout the year. They are used to make your requirements known so that when monies become available they can be distributed to those in need.
- f. Procedures for identifying “non-conventional” funding sources

For more information on budgeting, see Appendix H.

6. Instructional Methodology - The methodology used to upgrade or sustain linguists' language capabilities must be chosen carefully. Hours of instruction in a language do not necessarily equate to increased language skills. Rather, the focus of selection should be on the flexibility of a program and its capability for tailoring to a linguist's unique proficiency and mission requirements. (For more information see Chapters 3, 5 and Appendix J)

7. Training Opportunities - There already exists a panoply of training opportunities ranging from DLIFLC training support to commercially produced, self-paced programs. A menu of these programs is necessary to match linguists to the most appropriate program for their proficiency level. (For more information see Chapter 2)

8. Evaluation of Language Proficiency (Testing) - Two aspects of the linguist's proficiency are of interest: “global” or general language proficiency, and job-specific language proficiency. Global proficiency is evaluated by the Defense Language Proficiency Test (DLPT). While each service has its own unique testing program for determining job-specific proficiency, we recommend that the DLPT be given to all linguists at least every year to identify those individuals/units which need additional training and assistance. (For more information see Chapter 4)

9. Evaluation of Instructional Effectiveness - (see Chapter 3 and Appendix K)

10. Evaluation of Program Effectiveness (see Chapter 6)

11. Linguist Retention and Incentives - This is one of the most important aspects of a CLP. There have already been notable increases in the "global" proficiency of DoD linguists since the advent of the Foreign Language Proficiency Pay (FLPP). This kind of incentive, when coupled with additional monetary rewards or recognition programs, is a valuable tool which taps the individual motivation of linguists, and increases retention. Some examples of achievement which warrant recognition are:

- Improvement on the DLPT;
- Reaching the unit's DLPT standard for the first time;
- Mentoring/teaching another linguist which resulted in DLPT improvement for that linguist;
- Developing or creating new training materials in support of the local CLP;

- Achieving or maintaining a DLPT score of L3/R3.

The following are examples of possible incentives; be creative and take advantage of other opportunities as they arise.

- 3/4 day passes;
- Exemptions from the duty roster;
- Selection for full-time external language training (i.e, in-country immersion training);
- Selection to compete at the Worldwide Language Olympics;
- Permissive TDY to attend a language-related event;
- An award for Linguist of the Year/Quarter;
- Selection for participation in special study programs (SLANG).

12. Foreign Language Proficiency Pay (FLPP) - FLPP is a program funded by Congress through DoD to reward individuals for attaining and maintaining their foreign language proficiency level. FLPP ranges from \$25 to \$100 and is generally applied based on the difficulty level of the language and language proficiency levels attained. Each service administers the FLPP program individually. Specific service regulations are the source documents to be used to fully understand each service program.

13. Marketing - Publicizing the program to the service seniors and key staff officers completes the CLP circle. Continuous senior officer-level support is necessary to sustain the CLP, and this cannot be gained without documenting and presenting both successes and failures in terms of both administration and mission readiness. The following methods can be used to publicize the CLP:

- Information through the MACOM, Service and Chain of Command
- Periodic Updates to Commander on status of linguist proficiency, training plans, FLPP status, budget expenditures, etc.
- Local publications, including newsletters, briefing bulletins, and posters
- TV/Radio exposure through local stations
- Development and implementation of high-visibility events, such as Language Day and award ceremonies
- Community involvement in unit language events

D. Establishing a CLP

DLIFLC assistance and support may be established by submitting a request in accordance with DLIFLC Pamphlet 350-5 (DLIFLC Catalog of Instructional Materials). Units may obtain this catalog by writing to Commandant, Defense Language Institute, Foreign Language Center, ATTN: ATFL-OPP-PP, Presidio of Monterey, CA 93944-5006. Approved non-resident foreign language programs will be reviewed annually by DLIFLC to determine continued need and effectiveness.

DLIFLC Form 1054-R (Nonresident Foreign Language Program Approval Request):

Units need to submit this form to The Commandant, DLIFLC when establishing or changing a CLP. In preparing the form (sample at Appendix F) follow these instructions (in cases where requested information is classified, do not provide it; write "classified" in the appropriate box.):

Date: Enter date of submission.

Establishment: Mark **X** on the ESTABLISH block to establish a new program.

Change: Mark **X** on the CHANGE block to add languages or change an existing program.

Cancel: Mark **X** on the CANCEL block to cancel your program.

MACOM/MAJCOM: A command directly subordinate to each military service.

Service Program Manager (SPM): Each military service is represented by an SPM for the Defense Foreign Language Program (DFLP). SPMs serve as focal points for all service language matters and are identified as follows:

- (1) **USA:** HQDA,ODCSINT, ATTN: (DAMI-POD), The Pentagon,
Rm 2B479, Washington, DC 20310-1061
- (2) **USN:** CNO (N13F), FOB #2, Bureau of Naval Personnel,
Washington, DC 20370-5000
- (3) **USAF:** HQ USAF/INXFM, 5113 Leesburg Pike, Ste 600,
Falls Church, VA 22041-3230
- (4) **USMC:** HQ USMC C4I/CRT, FOB #2, Rm 3227,
Washington, DC 20389-0001

FROM: Address of the unit submitting this request.

1. LANGUAGE: Do not use language codes listed in the catalog. Enter full names of the languages required to be taught.

2. # OF STUDENTS STARTING TRAINING: Number of students starting the first class. If there are no classes as such planned, indicate the number of students to be trained in program.

3. START DATE: Expected starting date of class instruction or program.

4. TRAINING TIME: Number of instructional hours per day, per week, and number of weeks per year. Even if it is a self-study program, estimate training time available for students enrolled.

5. TO BE TRAINED: Number of students to be trained during this fiscal year. Project the number of students to be trained for the following fiscal year if the training requirements remain unchanged.

6. FACILITIES, MATERIALS AND EQUIPMENT AVAILABLE: Indicate whether classrooms, language labs (including an Education Center), tape recorders, video tape or disk machines, computers or language materials are available.

7. INSTRUCTOR QUALIFICATION: Indicate instructors' qualifications in terms of education, target language proficiency level and experience.

8. OBJECTIVE(S) OF EACH LANGUAGE TRAINING PROGRAM: Indicate the desired outcome of your CLP, which should be in consonance with your assigned and potential missions. State your training goal in terms of proficiency level and type of training (a special program such as the Sinai orientation and interoperability program, a basic acquisition program for linguist MOS', a refresher/maintenance program or an enhancement program such as a Professional Development Program.)

9-12. Self-explanatory.

DLIFLC Form 1055-R (Training Support Requirements)

CLPMs prepare this form to inform DLIFLC of their projections for training requirements in terms of training materials and services. DLIFLC prepares its nonresident training budget based on this input. (Sample form at Appendix F. This form may also be duplicated from DLIFLC Pam 350-5.)

DLIFLC Form 17-R (Annual Training Report)

CLPMs prepare this form to inform DLIFLC of unit's language training activities, number of linguists involved in language training and the DLPT results. (Sample form at Appendix F.)

DLIFLC Form 877-R (Requisition for Instructional Materials):

CLPMs prepare this form when they actually need to order the instructional materials projected on DLIFLC Form 1055-R. (Sample form at Appendix F)

E. Utilization and Sustainment of Unit Linguist Assets

Acquiring the lowest functional level of global language skill takes most linguists about one year of intensive, full-time training. Augmenting that with requisite basic technical applications skill takes many additional months of training. These skills are highly perishable. Experience and numerous studies have shown that language skill attrition is rapid when the linguist does not engage in a broad spectrum of continual language work or study.

The need for regular exposure and study to maintain minimum skills should be considered when the command formulates plans for how best to utilize and maintain its linguist assets. Many units have only a limited language mission. In these cases, a vigorous command program is critical in helping assigned linguists to maintain skills that were acquired at considerable expense, and must be usable on demand in emergencies, contingencies or sudden change of mission requirements. There may be no time for the extensive remediation that is invariably required when language skills have been allowed to atrophy.

These programs need not be elaborate, expensive and time-consuming to provide effective language maintenance, but they can be expected to work best only if they are continuous and well managed. Some field units have had reasonable results from programs that devote an hour a day to global language maintenance (twenty minutes per session appears to be the minimum time that is productive). From half an hour to an hour a day extra may be needed in units requiring a high level of applied (technical) language skill in some specialized area. Of course, these figures will change depending on the skills of the students. Linguists who are below level 1+ or the equivalent in applied skills will benefit most from full-time training for a minimum of six weeks at a time. Exceptional linguists who are at 2 + or higher

may be able to maintain their skill with only a few hours a week of well organized study. Chapter 4 describes some simple programs and the principles behind their design.

F. Dedicated Instructional Time

Language training should be programmed in the same manner as other training requirements. It should be projected on long- and short-range training plans (with appropriate resourcing), and eventually reflected on monthly and weekly training schedules. Language study should be scheduled. This can range from setting up a formal class, with classroom hours blocked out over a specific period, to designating a period of time during the workday to be set aside for some sort of organized study. At the formal extreme where language study involves a full-time break from work with a teacher in a classroom, a six week, six hour a day class is the usual minimum considered to make a significant impact on the learner and remain cost effective. At the opposite extreme, twenty minutes during each work shift as a time to work on the language in a group may work well. This less intensive approach has a better chance of success if it is augmented by other forms of language use or training.

G. Designated Space and Other Training Program Resources

As a minimum, a CLP should provide easy access for all work shifts to an organized collection of work-related language training material, tape recorders and other appropriate technology. Grammar books, dictionaries and other reference material, foreign language material on a variety of general subjects and at various levels of difficulty, specialized job-related language material, as appropriate, such as classified working aids or technical background information should also be made readily available.

A better program will also include organized, clean, quiet, comfortable, convenient training areas that evidence constant administrative involvement. It will help morale, and increase the effectiveness of the program if it is apparent that command training personnel monitor program use, and periodically provide updated training material.

The most elaborate programs include regularly scheduled courses with classrooms, hired teachers and formal evaluations of program objectives and teacher performance.

This pamphlet includes advice on how to maintain all of these different levels of programs. Chapter 4 describes informal programs that can be used by small groups, or even individual linguists, in the work area. Other parts of this pamphlet, especially Chapter 3 and Appendix J, will be particularly useful for managing formal programs

H. Provisions for Continuity

In order for a CLP to be able to sustain itself, learn from and build on its past experiences, preserve its past accomplishments and in general to effectively serve the linguists of its unit over the long run, the CLPM should:

- a. maintain self-explanatory records (student participation and performance, test results);
- b. establish clear SOPs (e.g., how to set up a classroom, scheduling classes, getting students, follow-up procedures, to include instructions on whom to send grade reports, how to prepare thank-you memos, commendations, etc.);

- c. maintain a log of lessons learned;
- d. develop a specific orientation program for his successor.

The unit CLP SOPs should contain contingency provisions to allow for continuity in the event of unforeseen changes in mission requirements, loss of the CLPM, budget cuts, disestablishment of the language council, functional reorganization, or the loss of established training options.

CHAPTER 2. LANGUAGE TRAINING

A. Explanation of Terms

Initial Acquisition Language Training - Basic instructional program designed for personnel who have no measurable proficiency in the target language.

Refresher Training. - Instruction and study designed to return someone to a previously attained level of proficiency in the foreign language. Although the term can apply to any level of second language learning, refresher training predominantly targets linguists below proficiency level 2.

Maintenance Training. - A program of language use and contextualized reinforcement in grammar, syntax, vocabulary, and job-related tasks designed to strengthen language abilities and to prevent attrition of skill and knowledge.

Sustainment. - A generic term, frequently used in connection with CLPS, which involves refresher, remedial, and maintenance training, as defined herein, to prevent loss of foreign language skills.

Enhancement. - A generic term, frequently used in connection with CLPs, which involves increasing foreign language skills.

Language Category. - A system has been developed to categorize languages according to difficulty for a native speaker of English. The current test to determine a person's ability to learn a language is the Defense Language Aptitude Battery (DLAB). DLAB scores are used to predict the likelihood of success in learning a foreign language; the higher the score, the greater the likelihood a person can learn a more difficult language. Additionally, Foreign Language Proficiency Pay (FLPP) and college credits (as recommended by the American Council on Education (ACE)) are awarded based on the language categories. The categories are assigned as follows:

Category I (Least difficult)	French Portuguese	Italian Spanish
Category II	German Romanian	Indonesian
Category III	Czech Persian Russian Tagalog Vietnamese	Hebrew Polish Serbian-Croatian Turkish
Category IV (Most difficult)	Arabic Korean	Chinese Japanese

Conversion Training. - Formal retraining from one language to another in a different language family (e.g., from a Slavic language to an Asian language.)

Cross-Training. - Formal retraining from one language to another in the same language family (e.g., from one Slavic language to another.)

Remedial Training. - A language program designed for the linguist who has fallen below the minimum standard. The objective of this program is to return the linguist's proficiency to at least the minimum standard of proficiency.

B. Language Training Options

Before considering training options, the Program Manager should answer the following questions:

- What needs to be done? (Unit training needs)
- Why? (Objective of the training/mission)
- Who is going to do it? (the student himself, the instructor)
- For whom is the training? (student population)
- When and for how long? (starting and closing dates, total number of hours)
- With what? (funds for salaries, TDY, materials, equipment)
- Where? (training facilities, classrooms, labs, library)
- How much support? (involvement and backing of command)
- Who can assist? (guidance, advice)

The answers to these questions will determine the scope of the program and the training options. These options are: self-instructional mode, or training with an instructor.

1. Self-instruction, as the name indicates, places the total responsibility for learning on the student, including the evaluation of his progress and achievement. There is practically no accountability or measure of the training objectives except for the personal satisfaction of the student enrolled in a self-instructional course who has completed the assignments and done well in the program's quizzes. It should be kept in mind that even the best self-instructional programs do not teach themselves, and for this reason, considerable self-discipline and good study habits are needed to succeed in the self-instructional mode.

2. Language Training with an Instructor:

a. Contract Instructors:

This kind of a program can be cost effective and provide good accountability of results if the Program Manager has:

- (1) a qualified instructor who knows the basic principles of teaching for proficiency and has command of the foreign language (test it; don't assume that a degree in the language insures command of it). This instructor must also be competent to develop the achievement tests of the course he is going to teach;
- (2) a POI (Program of Instruction) based on the training objectives & language skills for the program to be implemented;
- (3) schedule of class activities hour by hour;
- (4) appropriate instructional materials and dictionaries;
- (5) strict control of students' attendance and progress record of each student for the duration of the program;
- (6) tests to evaluate the academic progress;
- (7) suitable classroom and lab facilities; and

- (8) authentic foreign language sources such as newspapers, magazines and videos to supplement the course materials.

For a sample set of guidelines you may consider in contracting for foreign language instruction, see FORSCOM Regulation 350-22, FORSCOM Command Language Program, Chapter 4. Most of these guidelines are applicable to all services or can be easily modified. A sample Command Language Program is also included in this document at Appendix P.

b. Military Training Assistants: Even with qualified civilian contract instructors on board, important benefits may be gained by using the best available military linguists in the unit as instructor assistants for the following reasons:

- (1) Military trainers are more familiar with the service member's job and specific language requirements.

- (2) As trainers, NCOs and Warrant Officers offer successful role models to younger service members, and they function entirely within their respective units and training systems.

- (3) Military trainers supplementing outside civilian instructors can provide the positive support and feedback necessary to complete their training as rapidly and successfully as possible.

c. Language Training via Mobile Training Team (MTT) Assistance from DLI: DLI MTTs consist of one or more training specialists on temporary duty status, who provide on-site language training of the following types:

- (1) Refresher Maintenance/Remediation (at proficiency levels 1 to 1 + in listening and reading in DLPT);

- (2) Special job related content programs to meet limited specific objectives, e.g., Medical Corps, Military Police, (at proficiency levels from 0 to 2+ in listening, reading and speaking). Note that DLI MTTs cannot provide classified training.

MTT requirements should be submitted as far in advance of needed training dates as possible to DLIFLC, ATFL-OPP through channels. FORSCOM unit requests must be sent through Headquarters Forces Command, Ft McPherson, GA, DSN: 367-7064. Cryptologic unit requests must inform NSA CSS/E3 and appropriate Service Cryptologic Element HQ. All other requests must be routed through the appropriate MACOM/MAJCOM channels.

Except in cases of emergency deployment or other contingencies, MTT requests are considered in the following order of priority:

Priority 1: Approved language program units that have submitted their MTT requirements per TSR (Training Support Requirements, DLIFLC Form 1055 part 11), and are prepared to pay expenses for travel, per diem, car rental and contract instructor salary. Reimbursement of instructor salary may not be required if the DLIFLC resident staff is available. Temporary hire of instructors may also be used to fill MTT requirements. However, a minimum of two additional weeks is needed for preparation and

training of temporary hire instructors. Transferring of funds to DLIFLC for MTTs is effected by fund cite via written letter or message.

Priority 2: Program units who have submitted their MTT requirements but are not prepared to pay for MTT expenses listed under priority 1. MTTs will be provided only if DLIFLC has instructors and funds available for the time period required.

Priority 3: Program units who have not submitted their MTT requirements via TSR nor have the funds needed for the MTT expenses listed under priority 1.

Units requesting DLIFLC MTTs should identify funding sources [Readiness Training (REDTRAIN), The Army Language Program, etc.] and procedures in order to avoid cancellations or delays. Adequate lead time will allow DLIFLC, ATFL-OPP-PO to coordinate and prepare for a successful MTT.

Units anticipating a need for Mobile Training Teams should contact one of the DLIFLC ATFL-OPP-PP Service Representatives at DSN 878-5319/5112 or Comm (408) 242-5319/5112 to discuss the request informally and to tailor the program according to mission objectives.

To request an MTT and finalize the details, CPLMs should call the DLIFLC, ATFL-OPP-PP Service Representatives at DSN 878-5112/5319 or Comm (408) 242-5112/5319.

3. For additional information on linguist lifecycle and professional development see Appendix L.

C. Language Training Resources

1. DLIFLC Training Services and Materials

a. Training Services. DLIFLC provides many services that may be useful to CLPMs. Units may request any of these services or may ask for further information by contacting OPP-PP.

(1) Types of Training Services:

(a) Short-Term Intensive Foreign Language Training - designed to conduct on-site foreign language training for familiarization/orientation or remediation/maintenance objectives. The length of training time can be one (1) to twenty (20) weeks, depending upon training requirements, and may be conducted either through MTT, Video Teletraining (VTT), or contract instruction.

(b) Field Assistance Visit - conducted by a nonresident training specialist or team of training specialists sent to field units to assist commanders in assessing their training needs and establishing/upgrading Command Language Programs.

(c) Foreign Language Teacher Training - designed to provide hands-on knowledge of teaching for proficiency to unit language instructors and program managers. These "train-the-trainer" workshops usually last for two weeks. However, they may be tailored according to unit needs.

(d) Foreign Language Curriculum Training - designed to provide three (3) to fourteen (14) days of practical guidance in foreign language program design and materials adaptation with emphasis on strategies for enhancing proficiency.

(e) Foreign Language Proficiency Standards Training - designed to provide an orientation workshop on language proficiency testing programs and the interagency Skill Level Descriptions.

(f) DLPT Oral Interview Test Administration - designed to provide DLPT speaking tests for linguists whose job specialties require speaking skills.

(g) Command Language Program Managers' Seminar - an annual five day seminar, designed to provide a forum for Command Language Program Managers to share information and ideas in formulating effective unit foreign language training programs.

(h) Test Control Officer (TCO) Training - designed to provide hands-on guidance in administering the DLPTs.

(i) Language Training Detachment - an arrangement through which DLIFLC provides overseas commands with foreign language specialists/coordinators to assist in conducting long-term foreign language training programs.

(j) Command Language Program Managers Course - a one-week course for new CLPMs designed to give them an overview of the basic skills they need in order to manage their CLPs.

b. Training Materials

(1) DLIFLC - Developed Materials. DLIFLC-developed instructional materials are listed in DLIFLC Pam 350-5 (Catalog of Instructional Materials). Commercial textbooks purchased by DLIFLC for resident training are not available to field units from DLIFLC. Program and Proponency Division will assist units in identifying non-government materials and provide information regarding how they may be acquired.

(2) Other Government Language Materials. National Archives Fulfillment Center (NAFC) makes available many of the foreign language materials developed by other government agencies. For an NAFC catalog, contact Customer Services Section, NAFC, 8700 Edgeworth Drive, Capitol Heights, MD 20743-3701, phone: (800) 788-6282.

For a list of related forms, see Appendix F. For instructions on how to request training services and materials, see Appendices G and H, respectively.

D. Video Teletraining (VTT)

Video teletraining presents a promising foreign language training option that has evolved as a spin-off of teleconferencing. In essence this technology allows live training and interactive communications to take place between two or more locations, using satellite antennae, video cameras and television terminals with multiple audio, video and graphics capabilities.

Emphasis on VTT foreign language training as an outreach tool for DLIFLC nonresident training has substantially increased since 1989, when it was first tested as a potential training option. (Egyptian-Arabic VTT to Fts Campbell and Stewart, Sep 1989). Interest in, and support for this program on the part of TRADOC and the major commands has been steadily growing ever since, with training projects now in progress or under consideration in multiple languages, multiple training applications and multiple non-resident sites. Urgent training needs, arising often on moment's notice, (e.g., Iraqi-Arabic training connected with Operation Desert Shield) further enhanced the appeal of this manner of training.

Inquiries concerning the possibility of arranging for and coordinating VTTs should be addressed to: DLIFLC, ATTN: ATFL-OPP-PP, Presidio of Monterey, CA 93944-5006, or by phone to the Service Representatives, DSN 878-5112/5319; Comm (408) 242-5112/5319.

E. Computer Assisted Study (CAS)

While computers are already an integral part of most educational institutions and programs, software development for foreign language instruction purposes has been lagging behind other applications. Joining the growing number of companies and institutions working to fill this void, DLI is currently also developing a variety of software in a number of languages to meet the specialized needs.

Computer Assisted Study (CAS) entails the use of automated data processing technology in support of foreign language training. CAS products can be directly incorporated into classroom activities or serve as resources for military linguists in the field.

The Office of the Dean for Curriculum and Instruction (DCI) at the DLIFLC is responsible for overseeing the design, development and utilization of computer based training materials to enhance the acquisition and maintenance of foreign language skills. The latest courseware development initiatives undertaken by the Technology Integration Division (TI) and the Technology Training Branch clearly reflect an increased awareness of the importance of customer service in bringing foreign language training technology to the classroom or the community of linguists in the field.

The use of multi media technology, extensive pedagogic review of new CAS materials and cost effective resource allocation constitute the underlying themes of current courseware design strategy at DLIFLC. DLIFLC is moving away from large development projects that seek to replicate entire foreign language courses within a CAS initiative and focusing on smaller projects with shorter development times. TI is paying particular attention to production steps such as beta testing, quality control and copyright clearance.

Continued institutional proficiency in the acquisition and fielding of foreign language training technology can only be achieved by a systematic approach to technical research and development. Forward-looking software oriented initiatives undertaken by DLIFLC include the use of new authoring software such as WINCALIS 2.0, the technical enhancement of the DLI Toolbook Authoring Templates and a comprehensive review of the Windows 95 operating system. TI is assessing the potential of video capture technology to achieve hardware device standardization through the use of digitized audio and video files as a storage medium for foreign language training materials, and monitoring developments in the area of voice recognition technology in anticipation of the time when that technology can become a significant asset to foreign language instruction.

Requests for more information concerning the feasibility of site-specific CAS training, assistance in software development and design, equipment requirements, pilot test results, etc., should be addressed to DLIFLC, ATFL-DCI-TI, Presidio of Monterey, CA 93944-5006, or by phone to Training Specialists at DSN 878-5138/5323, Comm (408) 242-5138/5323.

CHAPTER 3. QUALITY INSTRUCTIONAL PROGRAM

Nearly every linguist or language technician in all services and specialties requires special skills, knowledge of technical terms or "terms of art," and understanding of special operations that limit, to some extent, the range of language most commonly encountered under normal working conditions.

Numerous studies over the years have shown conclusively that, in addition to these special areas, a strong foundation in general language skills is necessary not only to deal with the unexpected language situation, but also to build to professional levels of language competence. The heaviest demands may be placed on those who could be called "language technicians" because they must combine general language competence with a high degree of specialized knowledge.

Unfortunately, it is just these linguists who are often deprived of opportunities to develop necessary skills because it is often assumed that "technical" skills can be developed effectively in the absence of "linguist" skills. In actual fact, this approach is the least efficient; it increases the burden of learning on the linguist by focusing on an ever-expanding universe of individual "language situations" instead of on general language principles that have many applications, from ordering a meal to ordering an air strike. It guarantees that language processing tasks, such as transcribing spoken material, understanding oral reports or directions and conducting interviews, will be done inefficiently, with a sometimes excessive need for clarity and repetition, unless the "technician" has tediously mastered a vast repertoire of possible variant scenarios. The introduction of an unexpected turn of a phrase can cause even a normally competent linguist serious confusion when his competence in certain content areas has been relied on as a substitute for language capability. The true need for global competence is often not recognized until the linguist finds himself "in over his head" in what can be an embarrassing, if not life-threatening, situation.

A. Curriculum

DLI can sometimes provide or develop training material for some specific technical area, although it cannot deal in any direct way with classified material or missions. DLI's strength is in developing and maintaining global proficiency. DLI has a variety of exportable materials which can be used for unit training. Basic courses, intended for use by a trained language teacher, are designed to be taught full-time for as much as a year to students who have little or no familiarity with the language. They are not usually appropriate for field use.

DLI also has refresher material, some of which is self-paced and some designed to be taught by a trained teacher. This material can be used as is, or adapted to the particular needs or schedule of the unit linguists. DLI will provide advice on how best to use it if the units describe the conditions under which it will be used, and the general skill level of the linguists to be trained.

B. Learner-Centered Instruction - The Autonomous Learner Goal

The most conducive environment for language learning, maintenance and enhancement is one in which the needs, interests, learning styles and strategies of the learner drive the acquisition process.

The role of the instructor is that of a facilitator who:

- views himself/herself as a resource rather than a source; provides challenging goals;
- builds cultural bridges;
- finds ways to monitor and correct errors in a productive manner;
- gives support and guidance;
- provides timely feedback;
- enables learners to prepare for real world situations;
- is perceptive to the wants and needs of learners;
- helps learners set priorities;
- systematically helps learners reach desired proficiency levels;
- personalizes activities so that learner can relate to them;
- lowers levels of anxiety and builds confidence;
- helps learners improve study habits/skills;
- helps learners develop skills for independent language learning;
- and is willing to give up "territory."

More detailed information on the role of the instructor is provided at Appendix J, "Instructor Evaluation Guidelines".

For the individual learner it means acceptance of being the focus of the instructional process and of the personal responsibilities that role entails. Consequently, autonomous learning goals should include:

- accepting primary responsibility for learning the language
- studying the language to be able to use it;
- developing a feel for the language;
- experiencing the language and culture by becoming actively involved;
- getting to know available resources;
- organizing own program of study;
- regularly interacting with native and skilled speakers, including the instructor;
- listening to and reading in the language regularly;
- not letting errors interfere with willingness to use the language;
- learning to make intelligent guesses;
- learning to tailor the language.

(For more on the role and responsibilities of the individual learner see CHAPTER 5)

For the unit or command it means providing any possible assistance to the learner, in particular: material, time, physical space, encouragement.

C. Evaluation of Instructional Effectiveness

Once you have your program in place, money in hand, instructors hired, curriculum chosen, students enrolled, and equipment in use, it is time to evaluate what you have done in a systematic and objective way, i.e., to sort out what is working and what is not. Evaluation is a requirement for a comprehensive training program in any field, and evaluation of instruction is no exception.

Even in the best of programs, an evaluation effort always pays a dividend. A comprehensive evaluation will turn up more than just successes and failures in a program. It can also point out ways to improve or expand the best program. Something as simple as a subscription to a training bulletin, for example, can lead to expanding outside training opportunities for your personnel.

A structured data collection plan is the first step in evaluating your instructional program. For evaluation purposes, consider using any of the following instruments.

Questionnaires for collecting information from individuals affected by the program or process;
Interview protocols, for collecting information from individuals associated with or affected by the program or process;
Checklists, for observing training programs or for reviewing documents or processes; and
Tests, for measuring student learning.

As a Language Program Manager, consider the following before developing any instruments or requesting any assistance from DLI:

Why is the questionnaire/interview being developed?
What decision(s) will be made based on the information collected?
What facts will be needed to make the decision(s)?
What information will be collected?

For more information on evaluation of instruction and sample evaluation instruments, turn to Appendix J.

Chapter 6 of this pamphlet contains comprehensive guidelines for conducting a program evaluation. It contains a series of questions on the different elements of a successful CLP. These questions are designed to provide a framework for internal review and often clearly point to the answers. For example, "Are unit linguists regularly enrolled in regional resident military training programs, such as the I Corps Language Program at Fort Lewis or the Foreign Language Training Center Europe (FLTCE)?" The topics cover both administrative areas and instructional objectives. Additionally, this pamphlet provides up-to-date lists of DoD and service-specific regulations and guidance relevant to Command Language Programs, and Defense Language Proficiency Test (DLPT) availability and Procedures for DFLP Languages. It was written specifically for Command Language Program Managers, taking into account the difficulty of looking objectively at one's own program and instructors. It is designed to highlight areas that may be of specific concern to the program. (For more details on data collection instruments, see Appendix K. For information on evaluating instructors, see Appendix J.)

D. DLI Assistance For Evaluation Purposes

The Evaluation Division, Directorate of Evaluation and Standardization (ATFL-ESE) is the DLIFLC point of contact for many evaluation services, including questionnaire preparation and review, on-site evaluation visits, and speaking proficiency test administration.

ATFL-ESE personnel are available to provide assistance in the development or review of questionnaires. Copies of the program and instructional effectiveness questionnaires used at DLIFLC are available upon request. You can use them as is or tailor them to your own program. Address questions or requests to:

Commandant
DLIFLC
ATTN: ATFL-ESE
Presidio of Monterey, CA 93944-5006

Commander, Headquarters, United States Army Training and Doctrine Command (TRADOC) has produced a set of Training Evaluator Common Core Materials. Included in these materials are a number of job aids designed to assist personnel in the evaluation of a training program. Job Aid 2B, Development and Administration of Questionnaires and Interviews, is one example of this specific guidance. For more information write to:

Commander
HQ TRADOC
ATTN: ATTG-CS
Fort Monroe, VA 23651-5262

(For information on Resupply of Test Material, see APPENDIX M)

CHAPTER 4. RECOMMENDED INSTRUCTIONAL OBJECTIVES AND PROGRAM DESIGNS

A. General Proficiency Language Training

For the reasons discussed in Chapter 3, commands with linguists assigned must usually provide training in general language skills as well as in specialized job-related applications. There are three main purposes for training in general skills: refresher (to return a linguist to some previously attained skill level), maintenance (to keep the linguist at the present level) and enhancement (to raise the linguist above the present level). Job-related language training may have any of those purposes but may also be needed to acquaint linguists with new areas of skill or knowledge.

B. Job-Related Language Training

Job related training is designed to familiarize a linguist with special terminology, scenarios or relevant background information that may be particularly likely to be encountered in the course of the linguist's duty. DLIFLC has some language material of this sort already available through our catalogue. We can also help units to prepare unclassified study guides or learning material or to evaluate and improve already existing job-related material. Units wanting our help should write to us, info MACOMs/MAJCOMs, Area or Element HQ and SPM, describing the type of service and material desired. DLIFLC cannot provide any classified material or services. Such material does exist, however. Units needing classified job related training should contact their respective SPM for information.

Because job-related language training consists mainly of language pieces (terms, special constructions) and material that is related but is not essentially linguistic (scenarios, background information), it is truly effective only when it forms a part of a more comprehensive CLP. To understand why this is so, it is helpful to know a bit about how language works.

Almost any situation can bring linguistic surprises - terms or turns of phrase that no one could have predicted would have occurred in a particular spoken or written text. The more the person is familiar with the possibilities of the language, the less disturbing those surprises will be to getting the real message being conveyed.

Language researchers have long known that a great deal of our understanding, in fact a great deal of what we think of as simply seeing or hearing, is really a matter of our expecting to see or hear some way of expressing a thought and mentally checking to see if our expectation has been met. We appear to set a scene in our heads and then relate parts of the incoming message to the action already in progress in our minds. The parts that don't relate we either overlook (don't hear) or we use to reorganize the scene. This is why we can be so thrown off by incongruities: "Did he say what I think he said?" and why we trust our own judgment when we say things like: "Well, I didn't catch that part but he must have said...".

Of course, if we don't know the language very well, we can't tell which parts are hard to understand because they are truly incongruous (requiring a reorganization of what we think is going on) and which parts are simply things we can't relate to because they are beyond our linguistic knowledge. We expect that there will be much we don't really understand and, unfortunately, we often rely too much on what our experience suggests is probably going on.

What this means to the working linguist or trainer is that there is an important distinction between knowing the scenario and knowing the language - in spite of the extent to which they overlap.

Scenarios and the expectations that they give form to are very important. In fact, for people whose control over the language is limited, they can be more important than the particular vocabulary or linguistic structure used to express them. People who simply do not know a great variety of words, phrases or ways of saying things, have to rely much more on their knowledge of what sorts of things are usually expressed in certain circumstances. "I did not catch everything he said, but he said 'ten o'clock (it's nine-fifty now), 'the General,' and 'headquarters' so I assumed he was here to pick up the General and take him to HQ." That sort of reasoning may work well for the MP at the gate but it is important to realize that it is not language work. It is using linguistic clues to verify an educated guess based on professional experience. The greater the degree of experience and the more adept the person is at guessing, the more it appears that the person is a linguist relying on linguistic skills. The person himself and his supervisors may believe that he has used linguistic competence deal with the situation.

Clearly, guessing of that sort may not always work well. There are a great many situations that could include the General, headquarters, nine o'clock and whatever other clues the MP used: location, official looking driver in official-looking car, driver's bearing and attitude, normal schedule, and so on. The driver may have been telling the MP to tell the General that the car was here. That may be a change from normal routine which the MP would not recognize, waving the car through, leaving the driver to think that the inevitable delay was caused by the General, the General wondering when his car would get there and fretting because he was already late.

Eventually the MP may come to realize that he probably missed some important linguistic clue that should have told him that his mental picture was faulty (before the General does, we hope). How quickly he realizes that may depend to some degree on his alertness and professional understanding of the scenario: he sees the car waiting at the curb, he knows the General hates to be late, he notices that it is now nine fifty-five, he takes the initiative to call the General to "remind" him that the car is here.

Things do not work out as well as they would have if he had understood more of the foreign language message in the first place, but his exceptional presence of mind and professional knowledge have saved him from disaster. This is often the case when we rely on job-related skills to the exclusion of global language competence. If the linguist is less than exceptionally conscientious and "technically" competent in addition to being weak in general language skills, the potential for serious misunderstanding is great. The easiest way to remedy that is to combine the two types of training.

At the end of this chapter are recommendations for basic programs to maintain language skills. Job related language training can be added to those programs. For example, an additional half-hour period could be included on days four and five to be spent studying important scenarios and then related terminology could be studied at home. The study periods could include discussions of the scenario and comparison of different versions of it from different sources. The texts in the global portion of the program could be selected for their relationship to the scenario to be discussed at the end of the cycle. Often classified material can be reinforced with unclassified and vice-versa.

Some more mechanical skills, such as transcribing numbers or gisting, can be practiced just as effectively using short-wave radio broadcast schedules or weather reports as they can with specially prepared material that may not be available in sufficient variety or may require special handling. At

least, the specialized training material can be augmented with similar, but more readily available material. Using current material ensures that the linguist will be working with material he has not heard so many times that he has memorized it.

C. Testing

Whatever the scope of your specific instructional objectives may be, you will periodically need to assess how well those objectives are being met. To that end you will need to design or procure testing instruments that will give you a clear picture of what has been accomplished and what is yet to be achieved.

Language tests may be categorized on the basis of

- the purposes for which they are developed (e-g., diagnostic, aptitude, proficiency tests)
- how their results are interpreted (criterion-referenced vs. norm-referenced tests)
- how the examinees are expected to provide their responses (supply tests vs. selection tests)
- scoring procedures employed (objectively scored vs.- subjectively scored tests)
- whether they are timed (speed tests vs. power tests)
- scope of learning outcomes measured (mastery vs.- survey tests)
- whether they are designed to measure knowledge of discrete points of the language or ability to use language for functional purposes (discrete point vs.- integrative tests)
- their use in classroom instruction (e.g., placement, formative, summative tests).

While this list does not exhaust all of the factors whereby language tests can be categorized, it does provide the frequent ones. Each of these factors may influence one or more aspects of test design, development, administration, scoring, and score interpretation procedures. Further, the above categories are not necessarily mutually exclusive. For example, a single language test can simultaneously be a proficiency test, a discrete point test, and a norm-referenced test. Of the many forms of classification, the one that draws a distinction between formative and summative testing may be the most relevant to the CLP instructional objectives. The following are some facts and characteristics you need to consider as you proceed to assess how well your instructional objectives have been met:

1. Formative Tests.

Purpose: formative tests are usually teacher made instruments used to monitor learning progress during instruction. They serve two major purposes:

- a. provide feedback to teachers about effectiveness of instruction and help them determine when some remedial instruction may be required or when students are ready to begin another unit of instruction, and
- b. provide students with necessary feedback to help them monitor their learning, identify specific learning errors, and reinforce successful learning. Usually these tests are designed to measure intended outcomes of specific instructional units (e.g., chapter, module). Moreover, since the primary

aim of formative tests is to improve learning/teaching, their results are not typically used for assigning course grades.

Testing techniques: both discrete-point and integrative tests can be used in formative evaluation. Discrete point tests are instruments designed to measure knowledge of language elements (e.g., components of phonology: pronunciation, stress, intonation, etc.; components of vocabulary: word meanings, word structure, etc.,- components of grammar: verb tense, parts of speech, etc.). Integrative tests typically measure functional use of language (e.g., comprehending the main idea of a passage in a reading comprehension test or giving directions in the target language in a speaking test). Each of these functions requires simultaneous use of a number of language elements and skills, hence the name integrative test. These two test types, however, are not dichotomous; rather, they represent both ends of a continuum with most language tests falling somewhere in between. Examples of tests used for formative evaluation include observation techniques, teacher made quizzes, and sometimes customized tests.

2. Summative Tests.

Purpose: summative tests are also usually teacher made instruments, administered at the end of a course or unit of instruction. The main purpose of summative evaluation is to determine the extent to which objectives of instruction have been achieved and to assign grades/ratings to students. The results of these tests can also be used to evaluate appropriateness of objectives and effectiveness of the instruction.

Testing techniques: as in formative evaluation a variety of testing techniques and item types can be used. These may include oral interview tests, composition tests, multiple-choice tests, matching tests, selection and supply tests, and constructed response tests.

3. Content of Formative and Summative Tests

Both formative and summative tests are intended to determine the extent to which objectives of an instructional unit have been achieved, even though the scope of learning outcomes measured in summative tests is usually much broader than the range typically measured in a formative test. While the content of discrete-point formative/summative tests is delivered directly from what has been covered in the instructional unit, the content of proficiency-oriented tests represents language functions that may only be similar to those covered. In this case, knowledge of discrete points of the language and being able to perform specific linguistic tasks are considered enabling skills that one needs to possess to be able to function in the language. In other words, language functions (e.g., ability to order a cup of coffee, ability to narrate an experience) rather than knowledge of language elements (e.g., parts of speech, tense, word order) become the focal point of instruction and measurement.

Knowledge/skills measured: formative and summative tests reflect the theory of language proficiency upon which the instructional unit and the tests are based. If this theory defines proficiency in terms of knowledge of language elements (e.g., elements of grammar and lexicon), competence in elements will be the focal point of teaching and testing. If proficiency is defined in terms of functional language use, language functions will be emphasized.

In the initial stages of language learning, the language functions that learners can perform are very limited. However, this does not mean that formative testing at this stage should be limited to discrete point type tests only. Using a combination of discrete-point and functional tests from the very beginning stages of language teaching/learning will help put the ultimate goals of language learning in perspective.

In addition, both tests serve other purposes such as monitoring learning progress, diagnosing learning errors, etc.

4. Service Specific Testing

The Navy's Cryptologic Training and Evaluation Program (CTEP) includes Cryptologic training materials and annual testing for all Navy and Marine Corps cryptologic linguists up to the grade/rank of E7. The test is titled the Cryptologic Diagnostic Exam (CDE) and provides specific feedback on Command and Navy-wide ranking within each language community. Additionally, it gives tailored feedback for each individual linguist, specifying areas requiring study. The Air Force has developed the Air Force Exportable Linguist Training Program (AELTP), which is colocated with the Navy's CTEP office at Fort Meade, MD. The AELTP mirrors the Navy's CTEP, providing testing and training materials in several languages.

5. Backwash Effect

Tests frequently have a significant effect on how things are taught and learned. This phenomenon, usually referred to as backwash effect, can be good or bad- A test can be said to have a good backwash effect if it exerts a beneficial influence on learning/teaching. On the other hand, a test that misguides learning or teaching can be said to have a bad backwash effect. For example, a class progress evaluation program that places too much emphasis on discrete-point testing, at the expense of language functions, may exert a bad backwash effect on language learners, in the sense that it may give them the impression that the ultimate goal of language learning is to master elements of grammar or vocabulary (e.g., verb tense, parts of speech, word meanings, etc.), rather than to develop the skills necessary for communicating adequately in the target language.

6. Validity

In developing or selecting tests for both summative and formative evaluation, one should keep in mind the purpose for which a test is developed/selected, ascertain that those purposes and goals reflect current views in second/foreign language learning/teaching, and make sure that the test on hand actually measures what it is intended to measure. For example, a reading comprehension test should measure only reading comprehension and not other irrelevant factors such as ability in math, world knowledge, memory, or test taking skills.

a. Content validity. Content of an instructional unit may be broadly defined to include learning objectives and subject matter topics. A formative or summative test can be said to have content validity to the extent that it measures a representative sample of the learning objectives and topics in the instructional unit for which it was intended. In addition, in order for a test to have a high degree of content validity, the distribution of items in the test should reflect the amount of emphasis placed on various content areas during instruction.

b. Face validity. The tasks prescribed in test items designed to measure functional language use should resemble real life uses of language as closely as possible (e.g., drawing inference in a reading comprehension test, discussing plans for an upcoming holiday in a speaking test). Students are more motivated to put forth their best performance on tests where the prescribed tasks are related to their

communicative needs and interests, and when they see a resemblance between those tasks and real life uses of the language.

7. Effect of Test Instrument on Examinee Performance/Score

Research in testing has shown clearly that test instruments can significantly influence examinee test performance and score. Since the purpose of language testing is to obtain scores that reflect language ability only, preference should be given to techniques that are not unnecessarily complicated, do not require lengthy administration directions, and measure intended outcomes as directly as possible.

Actual samples of test types that can be used in formative and summative testing, and instructions on how to develop such tests may be found in the following sources:

Groot, Peter J.M., "Validation of Language Tests" in 'Papers on Language Testing,' ed. Leslie Palmer and Bernard Spolsky, TESOL 1975.

Harris, David P., "Testing English as a Second Language," New York, McGraw-Hill Book Co., 1969

Omaggio, Alice C., "Teaching Language in Context," Heinle and Heinle Publishers, Inc., Boston, 1986

Vallette, Rebecca M., "Modern Language Testing: A Handbook," New York, Harcourt, Brace and World, 1967

D. The Defense Language Proficiency Test (DLPT)

The DoD primary vehicle for measuring general language proficiency is the DLPT. It measures proficiency on the Interagency Language Roundtable (ILR) scale from level 0 to level 3 with " + " level increments in between each step to indicate slightly lower proficiency than the next full level. The amount of training required to make a difference of a " + " step on the ILR scale depends on a number of variables, the main ones being the motivation and aptitude of the learner, the relative difficulty of the language, and the type and intensity of training available. There are many other variables as well. An intensive program, such as those taught in residence at DLI where training lasts from six to sixteen months, may require a third of the total course length to move the student from level 0 to level 1 and, added to that, as much as half of the total course to move from level 1 to level 2. Each successive " + " step usually takes longer than the " + " step preceding it. For that reason, the DLPT may not be an appropriate test to measure the effectiveness of a short or part-time command program. The program may improve a student's language skills but not enough to register a difference on the DLPT.

Refer to DLIFLC Pam 350-14 (DLPT IV Familiarization Guide) for information on proficiency testing and the Interagency Language Roundtable (ILR) Skill Level Descriptions. It provides passage samples and specifications pertaining to the newest generation of DLPTs.

E. Test Control and Administration

Service-specific instructions pertaining to test control procedures (test control officers, security, records, etc.), test administration, scoring and other relevant matters are contained in the following references:

ARMY:	AR 611-5, Army Personnel Selection and Classification
AIR FORCE:	AFI 36-2605, Air Force Personnel Testing System, Jun 94
NAVY	CNETINST 1550.9B, Management of the Defense Language Program MILPERSMAN 6650. 1 00, Safeguarding Enlisted Classification Test Materials
MARINE CORPS:	MCO POOO.6 Assignment, Classification, Testing, and Standards (ACTS) Manual (Foxtrot Edition)

Individual linguists and CLPMs of all services may also request further information about testing, TCOs, getting DLPTs, etc., by contacting the Soldier Supports Center, Ft Benjamin Harrison, IN, DSN: 221 5098/5078 or COM: (202)325-5098.

F. Time-on-Task.

A word of caution about tests and unrealistic expectations: language acquisition is a complex process which even under ideal conditions seldom produces miracles. Slow progress is the norm. Both the global language and its job applications require years to master. As the amount of time spent in training declines from the six or seven hours a day of a formal classroom and daily contact with an experienced trainer also decreases, it takes longer and longer for measurable improvement to be made. This is compounded by the fact that learning is always accompanied by forgetting and the need for review becomes more insistent as a training program progresses. However slow the linguist's progress may appear, the command training environment will be most productive if there is a positive, helping attitude on the part of the training department. Training may be rigorous, and mandatory if necessary, but the intention to help must be apparent to the participants. This positive attitude can be expressed in simple ways such as posting the names of those who passed tests rather than those who failed them or complimenting students on the progress they have made rather than reprimanding them for not meeting a program goal.

G. Sample CLP Program Designs, Principles

1. The following designs are outlines. They can be modified to suit local needs or can be augmented with more formal programs or materials. As described, they are for maintenance. They can be made into enhancement programs by increasing the length of study sessions, assuming the work is done conscientiously. On request, DLI will provide specific advice on how to adapt them and on how to evaluate language material for appropriateness for particular student skill levels.

a. Linguist global language skill is less than 1

Day 1 Half-hour of reading for comprehension/information and fluency in group with skilled linguist mentor.

Half-hour analysis of morphologic/syntactic (grammar) elements in reading passage.

Student homework: review grammar items in more depth, learn most important vocabulary.

Day 2 Half-hour review of items from day 1 that students are not sure of.

Half-hour of reading for comprehension/information and fluency in group with mentor.

Day 3 Half-hour listening to video or tape and taking notes.

Half-hour discussing video or tape with mentor.

Student homework: grammar and vocabulary as with Day 1 material.

Day 4 Half-hour reviewing questions raised by work so far.

Notes: This cycle can be repeated throughout the linguists' tour. Assignments for days off can consist of reading or listening for comprehension, doing more work on grammar (e.g. find out how the language expresses completed actions; or, in your reading, you've come upon a particle, a helping word of some kind: what is it for, what does it do, how does it affect other words in the sentence?). Mentors will best be able to help groups of no more than five or six students in such a program. Students at this level of skill usually need formal classes to show real improvement. This is a bare minimum maintenance program but can prove beneficial if pursued conscientiously throughout a tour of duty. It allows considerable flexibility in adapting to student's needs, learning styles and interests.

b. Linguist skill is 1 + to 2.

Day 1 Half-hour reading for comprehension/information and fluency.

Half-hour reading for accuracy.

Homework: finish reading for accuracy, review major grammar questions, important vocabulary.

Day 2. Hour translating reading passage, discuss grammar.

Days 3 and 4. Same as above, but with listening comprehension.

Day 5 Discuss points raised in previous days, including word formation, character or writing system issues, if appropriate (e.g. in non-Roman script systems).

Notes: Work in groups or pairs during scheduled time; this allows for more effective sharing of reading and listening strategies. Have access to advanced linguist or good reference material. Students might want to divide up homework in advance, each individual doing a part of it and all discussing it the next day. Days off: do reading for comprehension, minimum half-hour per day. As with lower skilled linguist program, above, this should be continued throughout tour.

Higher skilled linguists should do similar work but should include speaking (no matter what the job requirement is for speaking skills - there is hardly any more efficient way to become proficient in language use, particularly in listening, than to speak). Make the needed effort to speak accurately, though. Speaking a pidgin is not helpful (unless you're studying Pidgin) and bad habits are very hard to break. Use the language as much as possible!

2. Reading for Comprehension or Accuracy

Here is what is meant by reading for comprehension. Choose a text on a topic you are interested in (something you would read if it were in English). Divide it into sections that are only two or three short paragraphs long. Now, **WITHOUT LOOKING UP ANY WORDS**, read through to the end of an entire section. Using clues in illustrations, captions, titles or other parts of the text, this first reading should give you at least a vague idea of what the passage is about. Notice things like endings that give you clues to connections with other words, make sure you know what nouns can go with what verbs or prepositions, watch for cases, genders, numbers. Even if you don't know what a word means, very often you can tell what part of speech it is and what it fits with. "Three white (something) were (something) on the (sticks? poles? ropes?)."That, at least, is a start. Reading it through again will start to bring some of those "somethings" into focus.

Once you've read all the way through a couple of times, and talked about it all with your group, **THEN** (and only then) look up one or two of what appear to be key words - ones that are repeated or appear to tie several sets of words together. Look them up, that is, only if you haven't been able even to guess a possible meaning for them.

Live with a bit of uncertainty! It's not critical that you understand every nuance of these readings. We often don't even understand every word we read in English, but it rarely makes a serious difference. The main problem with reaching for the dictionary as soon as you read the first three words is that it's a waste of time. The word you spend your time looking up may be explained in the next line anyway and, when you do look it up, it may have half a dozen meanings listed, which is of little help since you can't pick one until you understand the general sense of the passage. You won't get the general sense until you read it all the way through. Besides, if you rely on the dictionary to get you to the end of the sentence and you look up four words, each with five possible meanings, you'll have hundreds of combinations to choose from (not to mention that the rest of the passage waiting for you is full of more sentences just like that one).

Use knowledge of "scripts" (i.e., stereotypical formats - weather forecasts have a different format than advertisements or political reportage) to determine what the unknown element ought to be.

Rely on background world knowledge to fill gaps in linguistic knowledge and to ascertain accuracy of comprehension (i.e., does the interpretation of the information in the article/listening passage make sense?)

In reading for comprehension, we don't rely on the dictionary: we just plow through and get what we can from the clues in and around the text itself.

This approach is the same one that experienced transcribers take when first sitting down to work. First, they use all the external clues - notes, titles, source, etc. Then they listen through the whole unit (however it may be divided up). Then they begin transcribing or translating. That's how the student should approach both the reading and the listening part of these suggested programs.

Reading for accuracy is the next step. If you really need to, and only after you've read it thoroughly for comprehension, look up anything you aren't completely sure of. Make sure you know what words mean as they are used in this context and why they appear the way they do.

Something to keep in mind in both sorts of reading is that often it is not the words themselves that carry the meaning you are looking for, it is the phrases they are in or the order they come in. Be alert for that sort of thing, particularly if you think you know all the words, but it still does not make sense. Sometimes, too, you may have confused a part of speech - that thing that looks like a noun may really be an infinitive or even a preposition. Sometimes it helps just to remember that what you're reading really does make sense in the original language, so it should make sense in English (assuming, of course, that you have chosen a reasonably normal reading passage).

3. Reading for Fluency and Information

Reading for fluency as an integral part of language training is often overlooked even for persons whose primary job will be to read vast amounts of print. The skills acquired by reading for comprehension and accuracy are not necessarily those which are required for the rapid reading of many texts. For this extensive, not intensive, reading is needed.

Reading for information should be designed to enhance the ability to locate specific information in a larger text. Some of the skills needed for other types of reading-reading for fluency and comprehension-are transferable; others need to be developed. Of special importance are recognition of scripts, as well as skimming and scanning techniques.

(An excellent comprehensive source of information on reading techniques, and reading comprehension in general is: Francoise Grellet, "Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises," Cambridge University Press, 1980.)

CHAPTER 5. THE INDIVIDUAL LINGUIST

A. What the Individual Can Do

First, any learner must realize that the primary responsibility for learning is personal: no one can put knowledge or skills into our heads for us. Learning, particularly learning an interactive skill like a foreign language, is active, not passive. Next, a language learner must understand that there are no shortcuts the sense that no technology or technique is a substitute for memorization and practice. Memorization need not be accomplished by endlessly repeating lists of words. Most studies suggest that vocabulary is more efficiently acquired when it is encountered often in context, and particularly if the learner finds ways to use it. The most effective vocabulary-learning device may be the personalized dictionary in which learners decide for themselves what vocabulary they want to retain. Vocabulary can also be developed relatively painlessly via multiple readings and listenings on the same general topic, e.g., following the reportage on an event, such as the Middle East crisis in several newspapers over several days. With this method, the student should make an effort to relate the word to the context. However you go about it, you eventually do have to absorb several thousand words and assimilate the ways to use them to convey or understand meaning.

Learning is a highly individualized process- how it works for you depends very much on who you are. There is no "best" way to learn a language except in the sense of what most suits your learning style. There are, however, things done by successful language learners that seem to contribute to their success. The following is a short list of some conditions and approaches that appear to help. Obviously, not all can be used by all military linguists, but the more of these elements that are present, the more successful the learner is likely to be. (These are not listed in order of importance, since that depends on what and how much the learner already knows.)

1. Conditions:

- a. Immersion in the language
- b. Contact with native speakers
- c. Good sources of help
- d. Environment that stimulates and encourages language learning
- e. Support and encouragement from seniors, supervisor and coworkers

2. Personal qualities:

- a. High inherent interest (desire to learn)
- b. High personal motivation (desire to do what it takes to learn or enjoy)
- c. Learner personality: it usually seems to help if the learner is uninhibited, creative, and has a strong desire to communicate
- d. Learner background knowledge: the more information the learner knows in general about a wide variety of topics, the easier it is to understand an equally wide variety of topics in the foreign language

- e. Possession of processing strategies in the native language. For example: learners who are avid readers in general, usually become better readers in the foreign language (they already possess good reading processing strategies).

The learner can modify nearly all of these to his or her own advantage. 1.a. and b. may be hard, but can be approximated by listening to tapes and radio, watching movies and TV, reading extensively in the language (about the culture, arts and sciences, military developments, daily news), thinking and speaking to yourself in the language, forming groups or designating areas in which only the target language is used (at meals, for instance, or in the language study area). Military linguists of several foreign countries even conduct daily operations in the target language to the extent possible (given that they have to communicate with their own fellow workers who are not linguists). They write logs and operator notes in it. With activities of this sort, the linguist should balance using the language (communicating) with studying the language (monitoring). Practice as much as possible but stand back from time to time to check for accuracy. The idea is to master the real language, not to develop a limited pidgin, however useful that may be for the needs of the moment.

1.c. usually means teachers or fellow linguists who can provide you with valuable insights. Lacking these, though, a variety of reference material is indispensable. Work and study areas alike should be supplied with several different grammar reference books and a number of dictionaries. The reason for the variety is that no reference work is complete and each gives different explanations: what is missing or confusing in one may be clear in another. This applies as well to technical study: a variety of classified and unclassified sources of instruction is usually better than just one. A newspaper article can provide a helpful perspective to round out an outline given in a classified working aid on some military activity, for example. For some language specialists, such as attaches or interrogators, the broader the background, the better. Transcribers, even of normally stereotyped material, find that their speed and accuracy improve when they have studied a wide range of language material.

1. d & e. depend largely on factors beyond the individual linguist. Where they are lacking, patience and a constructive attitude on the part of the linguist are called for. Confronting an unresponsive system is rarely successful. But you can make doubters into believers by showing a supervisor who is juggling many conflicting demands that self-help and minimal investment of time and resources can produce good results in terms of individual and unit readiness. Don't wait for THEM to do it: it's your life and your skill you want to improve.

2. a., b., & c. are psychological factors that the learner can influence. It helps motivation and improves inherent interest to focus on the positive aspects of the culture or on the benefits of learning the language. It may help to expose the linguist to many aspects of the language and culture in English as well as in the foreign language. In particular, it helps if the student can tie learning the language to areas of life that he or she is already interested in: music, sports, history, food, cars, philosophy - whatever the linguist likes doing or learning about in English. The linguist should try to understand what mental roadblocks he or she is encountering and deal with them constructively. Positive motivation can be enhanced by

- (1) having the linguists keep track of what they can do, not what they cannot do;
- (2) periodically returning to a previous listening or reading exercise to see how much easier comprehension has become.

It is important for linguists, trainers and supervisors to have realistic expectations for progress through non-resident programs. A full year of all-day instruction with a professional staff in an environment designed for language learning is required to get most students up to professional entry level skill in the global language. To raise that skill by a " + " level takes most students an additional six months in those same circumstances. Learning a language takes consistent effort over a long period of time and it does not usually yield immediately obvious results. That does not mean that the results are not there or that the program is faulty. It simply means that the linguist and linguist supervisor should not be discouraged if the rate of return does not seem commensurate with the effort.

Available data suggest that one hour of training a day with limited work-related use of the foreign language will allow learners at Level 3 or higher to maintain, but not enhance their skills. Less than Level 3 learners usually lose proficiency, even while in-country. Enhancement usually only occurs with active use on the job plus near daily training.

Individual Linguist Training Plan (ILTP) The ILTP is a plan developed by the CLPM together with the individual linguist. The ILTP is used to outline training goals and objectives and monitor individual language training. The following elements are critical to the successful implementation of an ILTP:

- Basic biographical information
- Assessment and documentation of training
- Individually tailored Training Plan
- Periodic consultation sessions with the linguist to discuss progress

B. Learning Styles and Strategies

There are many ways to take information in, retain it and be able to use it. The way or ways an individual does it best is that person's learning style. For example, some people do not easily retain information that is presented orally; they may need to take extensive notes and review them later, or see the information in print. Others do better with oral interaction than with written material. Some need time to absorb and think about what has been presented, others must practice and reinforce it immediately.

When learners are aware of the existence of different styles and have some insight into their own style, they can develop learning strategies that take advantage of their strengths and compensate for their weaknesses. They can learn to adapt language material to suit their own style and can begin to modify their style to take advantage of a wider variety of material. In short, they can take control of their own learning once they understand better how it works. This pamphlet will not attempt to describe styles, strategies or how to diagnose and use them, except to point out that language programs that also address the issue of learning strategies tend to fare better than those that do not. It is a good idea, for example to:

1. incorporate and integrate strategy instruction with regular coursework
2. select material that is challenging and representative of the language/culture
3. teach strategies that are most effective in the language skill(s) to be practiced

4. discuss what it is like to read (write, listen and speak) in one's native language
5. teach strategies to beginners as well as to advanced students
6. keep it simple; do not try to teach too many strategies at the same time
7. model the strategies for students
8. make the instruction explicit,- mention strategies by name
9. practice strategies throughout the training

CHAPTER 6. PROGRAM EVALUATION

A. Introduction

An effective language program requires close attention to and work in three major areas, all of which interact to help ensure that the resulting program will fulfill the goal of maintaining and enhancing the performance of linguists in the field. The three areas are:

- (1) the provision of a high degree of command-and installation-level support for the CLP;
- (2) the specification of detailed instructional objectives for the program and the ongoing, valid measurement of the accomplishment of these objectives; and
- (3) the development and delivery of a quality instructional program, explicitly based on the established learning objectives and fully supported in both concept and resources by the installation command and all other levels of the organization.

Provided below are checklists for each of these major areas, so that the CLPM can conduct assessments of the CLP's status. The questions are designed to be applicable to all services. CLPMs should be able to answer each question positively; a negative answer indicates an area where adjustments may be necessary.

If you determine you need some assistance, contact your Service Representatives in the Programs and Proponency Division of DLIFLC. Our telephone number is DSN 878-5048/5319/5112. We can offer advice and assistance, and in some cases arrange to come to your location for a Field Assistance Visit (FAV). The FAVs are designed to assist the CLPM with the upgrading of the CLP.

B. Command Support

Command-Level Considerations

	Yes	No
1. Is the Commander accountable for linguist proficiency?	_____	_____
2. Does the Comamnder's job description contain specific functions and responsibilities regarding the CLP?	_____	_____
3. Does the Commander receive regulary scheduled briefings and other reports on the CLP?	_____	_____
4. When problems arise in the CLP, is the Commander receptive to the issues and willing to provide needed support?	_____	_____
5. Are there identifiable gaps in the chain of command that affect the nature or level of CLP support?	_____	_____

6. Do the Commander and others in the chain of command have an accurate picture of the language mission requirements of the personnel under their control? _____
7. Is the Commander aware of potential sources of assistance and support to the CLP through his or her reporting chain, to include DLIFLC or other DoD agencies? _____
8. Does the Comamnder authorize regularly scheduled training time, especially for sub-proficient linguists? _____

Language Council

1. Does the unit have a standing Command Language Council? _____
2. Has the council been formally established via an appropriate unit charter/Standard Operating Procedure (SOP)? _____
3. Does the council include at least the following unit members (or their representatives): Personnel Officer, Operations Officer, Logistician, Resource Manager, Command Language Program Manager(s) and Commanders? _____
4. Does the council consist of all unit members who have an interest in the CLP? _____
5. Is council membership recognized and documented as an official duty for all members? _____
6. Is the council chairperson selected based on the criteria of DFLP knowledge and experience vs. position and rank? _____
7. Does the council meet regularly (quarterly or more often)? _____
8. Does the council follow by-laws or other procedural guidelines? _____
9. Does the council prepare and follow an agenda? _____
10. Does the council prepare and distribute meeting minutes? _____
11. Are council recommendations integrated into policy? _____

Command Language Program Manager

1. Does the unit have an identified and filled Command Language Program position? _____
2. Is the CLPM position full-time and authorized on the personnel/manning tables/authorizations at the unit level commanded by an O-6? _____
3. Has consideration been given to using a full-time civilian CLPM with a specified job description? _____

4. Does the CLPM have some academic background and/or experience in foreign language education or a related area? _____
5. Is the CLPM position at a level of authority within the organizational structure that is compatible with the language requirements of the unit's mission? _____
6. Does the CLPM take part in command quarterly/annual training briefs? _____
7. Is the CLPM's continuous tenure assured for at least a year, preferably longer? _____
8. Have all substantive functions of the CLPM been documented through job descriptions, SOPs, or other means? _____

Linguist Record-Keeping and Tracking

1. Does the CLPM maintain a database with, as a minimum, the following elements for each linguist:
 - Basic demographic data, including duty assignment & MOS/job title, all language training completed, ongoing language training, ETS and PCS dates, FLPP status;
 - Administration dates and results of all DLPTs taken, including version taken;
 - Required retesting dates for the DLPT; and
 - Individual Linguist Training Plans (ILTPs), including language maintenance/improvement objectives?

2. Do the entries in the database match the linguist's records on file at the Military Personnel Office? _____
3. Are personnel available to keep the records in the database current? _____
4. Is a historical database maintained in order to be able to measure long-term changes/progress and assess the effectiveness of the CLP? _____

Linguist Retention and Incentives

1. Is an incentives and awards program in place that carries promotion points or other tangible benefits, for example, Linguist of the Year/Quarter or three-day passes for superior accomplishments? _____
2. What percentage of the unit's linguists are eligible for FLPP? _____
3. Has the unit established a specific target percentage of linguists who will qualify for FLPP? _____
4. Are linguists routinely alerted and advised on linguist life cycle training opportunities, such as the Summer Language Program (SLANG), Military Language Instructor Program? _____

5. Does the CLP offer unique opportunities, such as Signal Intelligence Operational Training (SOT) or Live Environment Training (LET)? _____

Standard Operating Procedures (SOPs)

1. Is a detailed SOP in place covering all aspects and standards for the CLP? _____

2. Does the SOP meet the following criteria:

Is it self-explanatory? _____

Is it specific in task assignments? _____

Does it explain the rationale for the program as well as outline procedures? _____

Does it specify POCs for issues not specifically addressed? _____

3. Is the SOP updated regularly to reflect changes in the unit's mission, personnel, procedures, etc _____

4. Is the language training SOP an integral part of the unit/command SOP? _____

Adequate Funding

1. Are CLP budget needs adequately identified and documented routinely? _____

2. Are CLP funding requirements explicitly addressed in annual unit budget planning? _____

3. Are the CLPM or other CLP Council members knowledgeable about procedures necessary to obtain the required funding? _____

4. Is the CLP involved with and represented in long-range unit budget planning? _____

5. Are CLP funding requirements separate from other training budgets? _____

Access to Current Regulations

1. Are the appropriate regulations and information pamphlets readily available? _____

2. Is it clear as to where additional or updated regulations can be obtained? _____

3. Does the CLP regularly receive the DLIFLC CLP Newsletter? _____

Utilization and Sustainment of Linguist Assets

1. Does the CLP's SOP allow for the use of qualified military linguists to serve as instructors? _____

2. Can linguist assets not assigned to the unit with the CLP (i.e., from a different company or battalion) be utilized to serve as instructors or assistants in the classroom? _____
3. Is there a development program for linguists in the unit? _____
4. Does the Commander require all linguists to participate in the program? _____
5. Are the linguists allowed and encouraged to provide input to curriculum development or teaching done by others in the unit program? _____

Dedicated Instructional Time

1. Is language training time designated regularly on the unit training schedule? _____
2. Does the CLPM participate in the development of the training schedule? _____
3. Does scheduled language training take priority over competing, unscheduled training? _____
4. Is every linguist assured the opportunity to attend a specified amount of language training at specified intervals with specified training objectives? _____
5. Is the amount of dedicated time n task sufficient enough for measurable proficiency improvement? _____

Designated Space and Other Training Program Resources

1. Does the unit have adequate, dedicated space for language training activities? _____
2. If the current facility is not adequate, are there plans to upgrade it? _____
3. Is the facility conducive to learning (i.e., quiet, well-lit, comfortable, kept at the proper temperature, open when the linguists are free)? _____
4. Are foreign language texts, newspapers, magazines and other resources which are current and relevant available in the training facility? _____
5. Is it clear as to where training materials can be obtained? _____
6. Are the furniture and equipment adequate for classroom instruction and self-study? _____
7. Does the language training facility have space and equipment for individual listening, reviewing and studying? _____

Utilization of Options

1. Is there a program of in-unit refresher-maintenance-platform instruction? _____

2. Are self-study materials available to linguists for use at their convenience? _____
3. Is the use of self-study materials encouraged? _____
4. Can linguists check out self-study materials to use during off-duty hours? _____
5. Does the CLPM enroll linguists in appropriate local adult education courses during the duty day and/or encourage off-duty enrollment? _____
6. Are the linguists regularly afforded training opportunities for operational readiness as part of the CLP, i.e. Live Environment Training (LET) and the Cryptologic Training and Evaluation Program (CTEP)? _____
7. Does the CLPM receive training bulletins or journals from other CONUS/OCONUS training opportunities, such as colleges/universities or commercial programs? _____
8. Do the linguists have the chance to make use of the different opportunities? _____
9. Does the CLPM make use of any job-specific foreign language training and evaluation programs, such as Voice Intceptor Comprehensive Evaluation (VICE), Interrogator Comprehensive Evaluation (ICE), or Technical Support Package (TSP)? _____
10. SIGINT only: Does the unit have a TROJAN system? Are the linguists regularly scheduled to work in it? _____
11. Are unit linguists regularly enrolled in regional resident military training programs, such as the I Corps Language Program at Fort Lewis or the Foreign Language Training Center Europe (FLTCE)? _____
12. Does the CLPM/unit Training Coordinator regularly request enrollment in DLIFLC intermediate/advanced courses for the linguists? _____
13. Does the CLPM know what refresher/enhancement courses are available? _____

Use of DLIFLC Services

1. Has the CLPM sought assistance from DLIFLC in the following areas:
 - Advice/guidance on establishing/maintaining a CLP? _____
 - Curriculum selection or development? _____
 - Availability of DLIFLC Instructional Materials? _____
 - Teacher training workshops? _____
 - “Train the Trainer” workshops for CLPMs/platform instructors? _____
 - Interagency Language Roundtable (ILR) Skill Level Descriptions Familiarization Workshop? _____
 - Command Language Program Managers Course ? _____

- On-site language training through Mobile Training Teams (MTTs)? _____
- Course-specific testing and CLP evaluation? _____
- Clarification on DLAB, DLPT evaluation and/or administration issues? _____
- Telephonic or face-to-face speaking proficiency interviews? _____
- Information on current DLIFLC developments in training and testing materials, educational technology, and class scheduling and enrollment policies, including intermediate and advanced courses? _____

(For additional information on available DLIFLC services, contact your Service Representatives in the Directorate of Operations, Plans and Programs. Their telephone numbers are DSN 878-5112/5319. The commercial numbers are (408) 242-5112/5319.

C. Recommended Instructional Objectives

Introduction

The first step in designing an instructional program, or appraising the quality and effectiveness of an existing program, is to have available, or prepare as necessary, a detailed set of operational specifications for the intended linguistic performance outcomes of the instruction. Once these instructional objectives have been clearly specified - in explicit terms of what the student would be able to do with the language as a direct result of the instruction - it becomes possible to:

- (1) plan and implement the instruction so as to maximize the likelihood that the students will attain these objectives
- (2) implement the instruction in a straightforward, efficient manner, and
- (3) develop and administer end-of-training evaluation instruments that will accurately indicate the extent to which the instructional objectives of the training have been met.

The exact nature of the instructional objectives, as well as of the instruction itself, will be influenced by the answer to the following question:

- Is the intent of the instruction to develop (or refresh) the linguists' general language proficiency, as defined by the ILR Skill Level Descriptions,

OR

- Is the intent of the instruction to teach a limited, specialized subset of the language for a particular, highly discrete, job-related purpose?

In the former case, appropriate end-of-training evaluation tools are available in the Defense Foreign Language Test (DLPT) batteries, which include test of listening and reading comprehension. In the latter case, the CLPMs must develop or otherwise obtain specialized tests which zero in on the particular elements of language that constitute the instructional objectives of the program. DLIFLC can assist in this effort by working with unit personnel to develop the necessary instruments or by playing a

coordinating or quality-control role with outside contractors charged with test preparation and/or curriculum development on behalf of the CLP.

The following part of the checklist is divided into two sections - the first to determine the effectiveness of a program pursuing general proficiency, and the second for a program pursuing specialized training in job-related elements of the language.

General Proficiency Goal

Yes No

- 1. Does the command use the most current versions of the DLPT for the relevant languages?

- 2. Does the unit have a designated and properly trained Test Control Officer who administers the DLPT?

- 3. Is the testing facility adequate to ensure high-quality test administration (quiet location, working tape recorders, individual headsets with individual volume control for the listening comprehension test, good lighting, proper room temperature, etc?)

- 4. Are DLPTs regularly administered to all linguists upon completion of of the proficiency development/maintenance training program?

- 5. Have provisions been made for, and are speaking proficiency test routinely accomplished, using the DLPT-based tape-and booklet-based speaking tests?

- 6. Since DLPT scores are routinely reported up to ILR level 3, has provision been made for the telephonic testing of linguists who require demonstrated proficiency above level 3 to meet mission requirements?

- 7. Is a local database of DLPT results, including numerical converted scores as well as ILR level scores, maintained?

- 8. Does this database contain DLPT scores on every linguist from arrival in the unit to departure?

- 9. Is a mechanism in place to interpret and use these results in the ongoing evaluation of the CLP?

Job-Related Elements Goal

- 1. Has the unit (or a training contractor working on the unit's behalf) developed and promulgated a detailed set of instructional course/program objectives for the CLP, in which the intended linguistic performance outcomes are clearly and operationally defined?

- 2. Have achievement testing instruments, directly based on and embodying the instructional objectives, been developed, either locally or through an outside contractor?

3. Have the achievement testing instruments been reviewed by an external agency (DLIFLC or other qualified organization) with respect to their technical measurement characteristics, as well as their linguistic content? _____
4. Are the achievement tests routinely administered upon completion of the instructional course/program? _____
5. Do students, instructors, and others involved in the language course/program receive feedback obtained from the achievement tests? _____
6. Does the CLPM regularly use the results of the end-of-training testing to track and document deficiencies or improvements in the training course/program over time? _____

Ongoing (Course-of-Training) Testing

It is important, in both general proficiency-oriented and in job-related programs, to be able to determine student progress during frequent points during the course of instruction, not simply upon the completion of training. The following considerations are relevant:

1. Are mechanisms in place to test student progress periodically during the course/program? _____
2. For proficiency-oriented courses: Are the progress tests themselves proficiency-oriented, in the sense that they require the students to carry out the same general types of real-life tasks that will be at issue in the end-of-course proficiency assessment? _____
3. For job-related courses: Do the progress tests comprise a subset of those particular performance elements (to be tested again at the end of the course) which are relevant for that particular point in the course? _____
4. Are the test results provided to the student and instructors as quickly as possible following test administration, so as to permit adequate attention and remediation over the balance of the course? _____

D. Quality Instructional Program

Curriculum

1. (General Proficiency) Does the curriculum make specific provision for teaching language skills as defined in the ILR guidelines? _____
2. (General Proficiency) Is the program of instruction based on the entering proficiency levels of the linguists (e.g., advanced linguists do not have to return to a basic course of instruction, but are given enhancement-level tasks that build upon their current level)? _____

3. (General Proficiency) Are current, appropriate, and authentic audio/video materials used for structured tasks which strengthen learners' proficiency? _____
4. (General Proficiency) Are learners provided opportunities to use the foreign language in real-life situations outside of the classroom? _____
5. (Job-related) Is the curriculum based on a detailed analysis and specification of the job-specific language use tasks the linguists will be expected to perform? _____
6. (Job-related) Do the instructional materials and teaching context attempt to replicate the specific linguistic environment encountered in the operational setting (with respect to acoustic conditions, use of specialized terminology or expressions, speed of delivery, etc.)? _____
7. (Job-related) Do field exercises incorporate language use? _____
8. Are lesson plans routinely prepared, and are they operating documents? _____
9. Is the curriculum regularly revised to incorporate lessons learned from previous iterations of the instruction? _____
10. Are diagnostic and remedial procedures established to assist individual students with their particular learning problems? _____
11. Is learner performance monitored through regular performance testing and feedback? _____
12. Are self-study materials available to support the instructional process? _____

Instructors

1. Does the CLP have a detailed instructor job description, including performance standards? _____
2. Do program instructors have the following qualifications:
 - (General Proficiency) At least ILR Level 3 proficiency in the target language? _____
 - (Job-related) Direct and detailed knowledge of the operational language use requirements at issue in the linguists' field assignments? _____
 - A sufficient level of English proficiency to communicate adequately with English-speaking students (usually ILR level 2)? _____
 - Demonstrated successful foreign language teaching experience and/or formal education in foreign language teaching? _____
3. Does the CLP provide pre-and in-service training for the instructors? _____
4. Do instructors work with the CLPM in planning the curriculum, sequence and scheduling of instruction, and development of individual training plans (ILTPs)? _____

5. Does the CLP provide instructors sufficient administrative support, including access to the chain of command? _____
6. Are supervisory channels for instructors clear? _____
7. If the CLP has contract instructors, who monitors contract compliance? _____
8. Do instructors receive periodic performance reviews or contract compliance feedback? _____
9. Does a positive rapport exist between instructors and students? Between the instructors and the chain of command? _____

Time on Task

1. Does all time spent in language instruction demonstrably support curricular goals already established? _____
2. How is the amount of time spent on language training determined? _____
3. Is the amount of time spent on student contact with the language based on a realistic analysis and estimate of the time needed to attain specific training objectives? _____
4. Are linguists receiving scheduled time on task for language training? _____
5. Is time on task documented and reported to the Commander? _____
6. Is a mechanism in place to effectively protect time on task from interference? (Is time on task effectively assured from interruption?) _____

Provision for Continuity

1. Are all SOPs and other records self-explanatory for a CLPM successor? _____
2. Does the CLPM have an orientation program for a successor? _____
3. Are there procedures in place to allow for continuity in the event of:
 - Unforeseen changes in the event of a change in mission requirements _____
 - Loss of the CLPM _____
 - Budget cuts _____
 - Disestablishment of Language Council _____
 - Functional reorganization, or _____
 - Loss of established training options? _____

The proponent agency of this pamphlet is the Director of Operations, Plans and Programs. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to Commandant, DLIFLC, ATTN: ATFL-OPP-PP, Presidio of Monterey, CA 93944-5006.

FOR THE COMMANDANT:

xxxx NAME xxxxxx
xxx RANK xxxx
Adjutant

DISTRIBUTION:

c

APPENDIX A

Department of Defense Regulations and Guidance Relevant to Command Language Programs

DoD Dir 5160.41, Defense Foreign Language Program

DOD Dir 5210.70, DoD Cryptologic Training

DoD Dir 3305.2, General Intelligence Training

DoD 1322.8-C3, Defense Activity for Non-Traditional Education Support (DANTES) Catalog for Education and Learning Centers

Defense Intelligence College Catalog

Defense Intelligence Agency Training Course Catalog

National Cryptologic School Course Catalog (for SIGINT linguists only)

NSA/CSS Circulars-Cryptologic Training System: 40-1

NSA/CSS Circular 40-5, Military Linguist Development Program

NSA/CCS Circular 40-18, Title Classified

NSA/CCS Regulation 60-38, Support for External Language and Language Related Programs, 11 April 1983

DD Forms Related to Foreign Language Training:

DD Form 282 (DoD Printing and Requisition Order)

DD Form 448 (Military Interdepartmental Purchase Request)

DD Form 1155 (Order for Supplies or Services)

DD Form 250 (Material Inspection and Receiving Report)

DD Form 1556 (One Time Purchase Request)

APPENDIX B

U.S. Army Regulations and Guidance Relevant to Command Language Programs

The SPM AO address and telephone number:

Army Language Program Manager
HQ DA, ODCSINT (DAMI-POD)
Room 2B479, The Pentagon
Washington, D.C- 20310-1061

DSN: 225-4211/2120 COMMERCIAL: (703)695-4211/2120

DA Pam 611-16, Handbook of Army Personnel Tests

DA Circular 350-85-2, Language Training for Enlisted Personnel

AR 108-2, Army Training and Audiovisual Support

AR 140-1, Mission, Organization, and Training

AR 220-1, Unit Status Reporting (with appropriate MACOM supplements)

AR 350-1, Army Training

AR 350-3, Tactical Intelligence Readiness Training (REDTRAIN) Program (with appropriate MACOM supplements)

AR 350-12, Cryptologic and Signal Intelligence Training

AR 350-20, Management of the Defense Language Program (revision pending)

AR 351-1, Individual Military Education and Training

AR 351-9, Interservice Training, I Jul 86

AR 600-200, Enlisted Personnel Management System

AR 611-5, Army Personnel Selection and Classification Testing

AR 611-6, Army Linguist Management

AR 611-101, Commissioned Officer Specialty Classification System

AR 611-112, Manual of Warrant Officer Military Occupational Specialties

AR 611-201, Enlisted Career Management Fields and Military Occupational Specialties

AR 621-1, Training of Military Personnel at Civilian Institutions

AR 621-5, Army Continuing Education System (ACES)

FLPP Guidance (Message 95-42, to be incorporated in AR 611-6)

FORSCOM/TRADOC Regulation 135-3, US Army Reserve Forces Schools

FORSCOM 3SO-22, FORSCOM Command Language Program, Annex 4 to Appendix D, Reserve Component Goals and Standards

User Guide for FORSCOM REFRESHER PROGRAM of the FORSCOM Command Language Program (FORSCOM Reg 350-22)

FORSCOM/ARNG 3SO-2, Reserve Component Training

INSCOM 350-3, INSCOM Command Language Program

INSCOM Project Babel

REDTRAIN Handbook (INSCOM)

Unit SOP (at battalion or brigade-level)

USAREUR Regulation 621-1, Education. The Foreign Language Instruction Program

USAREUR Regulation 350-1, USAREUR Training Directive

USAREUR Regulation 351-2, Schools HQ USAREUR/FA Proponent Responsibilities for Seventh Army
Combined Arms Training Center Courses of Instruction

USAREUR Regulation 621 - 1, The Foreign Language Instruction Program

USAREUR Regulation 621-5, Education. Army Continuing Education System (ACES)

USASOC Regulation 350-22, USASOC Command Language Program (UCLP)

TRADOC Regulation 350-27, Training Trainers

DA Forms Related To Language Training:

DA Form 330 (Defense Language Proficiency Test Results)

DA Form 3595 (Purchase Request and Commitment)

APPENDIX C

U.S. Air Force Regulations and Guidance Relevant to Command Language Programs

The SPM AO address and telephone number:

Force Management & Training Branch
Directorate of Plans, Policy, and Evaluation
Assistant Chief of Staff for Intelligence, USAF/INXFM
Washington, D.C. 20330-5110

DSN 761-4784 COMMERCIAL: (202)694-4784

AF Intelligence Reserve, Foreign Language Program, Team Leaders Guide, 1989 (pending revision)

AFJI 14-107, Management of the Defense Foreign Language Program

AFI 36-2110, Personnel Assignments, Jul 94

AFI 36-2201, Developing, Conducting, and Managing Military Training Programs.

AFI 36-2230, Interservice Training (Joint)

AFI 36-2605, Air Force Personnel Testing System, Jun 94

AFI 36-2605, Attachment 12, Foreign Language Proficiency Pay (FLPP)

AFI 36-8001, Reserve Education and Training (pending)

AFFD 36-80, Reserve Education and Training, Aug 93

AFCAT 36-2223, Formal Schools Catalog

APPENDIX D

U.S. Navy Regulations and Guidance Relevant to Command Language Programs

The SPM AO address and telephone number:

Navy Foreign Language Program Manager
Chief Naval Operations N13F
FOB #2
Bureau of Naval Personnel
Washington, D.C. 20370-2210

DSN: 224-6851 COMMERCIAL: (703)614-6851
FAX: 224-6502 COMMERCIAL: (703)614-6502

CNETINST 1550.9B, Management of the Defense Language Program (update pending)

MILPERSMAN 6650.100, Safeguarding Enlisted Classification Test Materials

NAVSECGRUINST 1550.6, Cryptological Training Enrichment Program

OPNAVINST 1500.27D, Interservice Training

OPNAVINST 1550.7B, Management of the Defense Foreign Language Program

OPNAVINST 7220.75, Foreign Language Proficiency Pay (update pending)

NAVSECGRUINST 1550.9, NSG Language Readiness Program, Jan 95

APPENDIX E

U.S. Marine Corps Regulations and Guidance Relevant to Command Language Programs

The SPM AO address and telephone number:

HQ USMC
Foreign Language Officer (C4I/CRT)
Federal Bldg #2, Rm 3022
Washington, D.C. 23080-0001

DSN: 224-2115/6561 FAX 224-1410

COMMERCIAL: (703)614-2115/6561

MCOP 1200.7P, MOS Manual

MCO 1230.5, Classification Testing

MCO 1510.50, Individual Training Standards

MCO 1550-25, Marine Corps Foreign Language Program

MCO 1550.4, Management of the Defense Foreign Language Program

MCO 1580.7, Interservice Training

MCO 7220.52A, Foreign Language Proficiency Pay

MCO 11540.33, Cryptological Training

MCO P1000.6, Assignment, Classification, Testing and Standards (ACTS) Manual

NSGINST 1550.6B, Cryptological Training Enrichment Program

APPENDIX F

DLIFLC Pamphlets and Forms Related to Establishing, Maintaining and Changing a Command Language Program

DLIFLC Pam 350-5, Catalog of Instructional Materials

DLIFLC Pam 350-8, General Catalog of the Defense Language Institute Foreign Language Center

DLIFLC Pam 350-14, DLPT IV Familiarization Guide

DLIFLC Pam 350-13, Foreign Language Services

DLIFLC Pam 350-15, Lingnet Introductory Guide

DLIFLC Form 1054-R, Command Language Program Approval Request

DLIFLC Form 1055-R, Training Support Requirements

DLIFLC Form 877-R, Requisition for DLIFLC Instructional Materials

DLIFLC Form 17-R, Command Language Program Training Report

APPENDIX G

How to Request DLIFLC Training Services

1. Validated Training Support Requirements (TSR) - When units submit MACOM and SPM validated TSRs (DLIFLC Form 1055-R) with Part 11 (On-Site-Training Services) completed, DLIFLC OPP-PO Division coordinates with DLIFLC language schools/staff offices and MACOM for actual training schedule, training site, class size, number of instructors and funding requirements. Units will be informed in advance of the training services to be provided by DLIFLC. When DLIFLC has personnel and budgetary resources available, field units that have submitted validated training requirements will be given priority for training assistance.

2. Unvalidated Training Support Requirements (TSR). When units submit unvalidated TSR (DLIFLC Form 1055-R) they must directly coordinate with their MACOM/MAJCOM and SPM and inform DLIFLC OPP-PP in writing as soon as possible of validation of training requirements. Unvalidated training requirements submitted to DLIFLC will be considered on a resource available basis after validated training requirements are met.

3. Training Report.

a. Activities/Commanders conducting foreign language programs must submit an Annual Training Report (ATR, DLIFLC Form 17-R), through command channels to DLIFLC with an information copy to Service/Agency Program Manager. The report will be forwarded annually, reflecting program data current as of 30 September of the completed FY, so as to arrive at DLIFLC no later than 31 January.

b. If a CLP is discontinued, a final report will be filed with the Service/Agency Program Manager, or his or her designee who will notify DLIFLC of the change of status.

APPENDIX H

Budgeting Timeline

1 OCT - NEW FISCAL YEAR BEGINS

1 OCT - ?- CONTINUING RESOLUTION DOLLARS, IF NO BUDGET HAS PASSED

FEB-MAR - BUDGET CALL FOR FOLLOWING YEAR'S REQUIREMENTS (RECURRING COSTS, NEW REQUIREMENTS, UNFINANCED REQUIREMENTS)

MAR-APR - MID YEAR REVIEW (HOW YOU ARE EXECUTING CURRENT YEAR, AS WELL AS PLANNING FOR REMAINING MONTHS (THRU 30 SEPT) AND ADJUSTING CURRENT YEAR UNFINANCED REQUIREMENTS

APR-MAY - INSTALLATION COMMAND OPERATING BUDGET/COMMAND BUDGET ESTIMATE DUE TO HIGHER HEADQUARTERS

AUG-SEP - END OF YEAR SPENDING (AS OF 1 JUL) YOU CAN MAKE MISCELLANEOUS OBLIGATIONS THRU RMO

PROCUREMENT TIME LINES

APR/MAY - SET BY LOCAL CONTRACTING, LOGISTICS OFFICES. CUTOFF DATES FOR PROCUREMENT DEPEND ON LOCAL RULES AND THE SIZE OF THE REQUEST. CALL YOUR RESOURCE MANAGEMENT OFFICE IF YOU DO NOT HEAR ANYTHING BY MID-MAY.

BEGINNING OCT-SEPT - REVIEW EXECUTION OF BUDGET ON A MONTHLY BASIS. IDENTIFY SHORTFALLS, EXCESSES PROMPTLY. MAINTAIN LEDGERS, ADJUST TO RM OBLIGATION REPORTS AS RECEIVED.

DEFINITIONS:

Continuing Resolution Authority (CRA): An interim appropriation until permanent appropriations are enacted. Authorizes continuation of normal operations at a rate not to exceed the latest congressional action or the previous year's rate, and there will usually be no new starts or expansions to a program.

QUARTERLY - ALLOWANCES FOR QUARTER RECEIVED

ANNUAL FUNDING PROGRAM (AFP) - TOTAL FUNDS AVAILABLE FOR THE YEAR, ISSUED QUARTERLY

COMMITMENT - A FIRM ADMINISTRATIVE RESERVATION OF FUNDS, BASED UPON FIRM PROCUREMENT DIRECTIVES, ORDERS, REQUISITIONS, OR REQUESTS THAT

QUTHORIZE THE CREATION OF AN OBLIGATION. AVAILABILITY OF FUNDS IS ASSURED BEFORE A COMMITMENT IS MADE.

OBLIGATION - A LEGAL RESERVATION OF FUNDS GENERALLY RECORDED AT THE TIME A LEGALLY BINDING AGREEMENT HAS BEEN REACHED BETWEEN AN AGENT FOR THE US GOVERNMENT AND A SECOND PARTY

DISBURSEMENT - THE EXPENDING OF GOVERNMENT FUNDS TO SATISFY A LEGAL LIABILITY OF THE GOVERNMENT. AN EXPENDITURE OF MONEY MADE BY THE ACCOUNTABLE OFFICER ON THE BASIS OF A CERTIFIED VOUCHER.

PBAC - PROGRAM BUDGET ADVISORY COMMITTEE

ADP - AUTOMATED DATA PROCESSING

CAPR - CAPABILITY REQUIREMENT - USED TO REQUEST TELECOMMUNICATIONS/OFFICE AUTOMATION HARDWARE AND SOFTWARE

MIPR - MILITARY INTERDEPARTMENTAL PURCHASE REQUEST

UFR - UNFINANCED REQUIREMENT (USED BY ARMY UNITS TO REQUEST FUNDING FOR PROGRAMS THAT WERE NOT ORIGINALLY FUNDED BY THE COMMAND OPERATING BUDGET)

APPENDIX I

How to Order DLIFLC Training Materials

1. An initial stock of instructional materials needed for a nonresident foreign language program will be provided on a non reimbursable basis at the time the CLP is approved by the DLIFLC Commandant. Additional instructional materials will also be provided on a non reimbursable basis up to the projected Training Support Requirements for the fiscal year (See Chapter 1, D; App F, TSR) during the lifetime of the approved program. In this case, units will send DLIFLC a completed DLIFLC Form 877-R (Requisition for DLIFLC Instructional Materials) as they need the materials during the fiscal year.
2. In case units' language training requirements change, they should send DLIFLC a completed DLIFLC Form 1054-R (CLP Approval Request) for a new program and initial materials.
3. Individual linguists not associated with an approved Command Language Program will be provided refresher/maintenance materials when the requisition is authenticated by the individual's servicing personnel officer. The authenticated document can be any form used by the services. The Army currently uses DA Form 330 (Language Proficiency Questionnaire) for this purpose.
4. For Individual Mobilization Augmentee/Individual Ready Army Reserve linguists and Reserve Component Foreign Area Officers (FAOs), the Linguist Program Manager, US Army Reserve Personnel Center will authenticate the request, at Toll Free (800) 325-1874, Extension 2330 or 2301).
5. Nonlinguist service members wishing to study a foreign language will be able to purchase most of the basic course materials listed in the catalog of instructional materials by sending a personal check or money order made payable to the TREASURER OF THE UNITED STATES. For further assistance, they may call the Service Representatives at DLIFLC, ATFL-OPP-PP at DSN 878-5319/5112. The commercial number is (408) 242-5319/5112.

APPENDIX J

Instructor Evaluation Guidelines

In hiring an instructor, it is important to specify as clearly as possible what you want the instructor to be able to do in the light of what you can expect for the money you are able to spend. As suggested in DLIFLC Pam 351-1, some common instructor requirements at the time of hiring include.

- A minimum ILR (Interagency Language Roundtable) level 3 proficiency in the target language;
- A sufficient level of English to communicate adequately with English-speaking students and administration (usually considered to be ILR Level 2);
- Demonstrated successful foreign language teaching experience and/or formal education in foreign language teaching.

Meaningful instructor evaluation presumes that the instructor has the opportunity to understand and adapt to unit expectations. For the short term, an evaluator needs to observe whether the instructor is able and willing to do what has been mutually agreed upon. In evaluating teacher classroom performance, keep in mind the performance conditions under which the instructor is presently working. Be aware of whether aspects of classroom instruction and teacher preparation that you observe have or have not already been addressed, either as part of conditions for hire, during subsequent consultations, or during discussions following previous class observations. When much improvement is needed it may be best to use a plan that requires no more than 1-3 specific improvements, then move on to a second plan with 1-3 areas of improvement. (Too many requirements at once tend to diffuse the teacher's focus and may result in very limited improvement in each area. Smaller units of requested improvement may result in substantive improvement, albeit only in 1-2 areas at a time.) Observed needs for improvement in areas not already addressed should be followed by a plan for remedying the situation. Both performance against established criteria and observed need for modification of criteria should be indicated in instructor performance reviews.

In establishing or modifying evaluation criteria, the following issues commonly surface, and should be clarified with the instructor:

- How often, when and how will instructor performance be reviewed?
- What would be the purposes of instructor review?
- Does the language program have a detailed instructor job description, and if so, whether the instructor understands all aspects of the job description?
- Which specific qualifications and abilities are required from the instructor in this position?
- Will the instructor pursue a plan of self-development, and if so, what milestones will be completed when?
- Will the unit offer pre and in-service training?
- Is pre-and in-service training provided for in the instructor contract?
- To what extent will the unit and the instructor bear responsibilities for curriculum, program of instruction and schedule of instruction?

- How are the unit and the instructors expected to work together in planning curriculum, sequencing and scheduling of instruction?
- To what extent should the instructor tailor materials to unit needs?
- The Interagency Language Roundtable language proficiency skill level descriptions-
- Operational language-use requirements at issue in the linguists' field assignments, including: global proficiency requirements (DLPT scores); global language requirements of linguists' MOS; specific language tasks called for in linguists' MOS; relationships between linguists' specific MOS language tasks and global language development;
- What has already been taught and developed by previous instructors?
- Is the instructor expected to develop and submit lesson plans?
- Are lesson plans to serve as working documents?
- Will the instructor be directly compensated for classroom instruction preparation time?
- Is the lack of direct compensation to the instructor for preparation for classroom teaching considered a factor in setting expectations for the content and delivery of instruction?
- What is the instructor's role in preparation, assignment and feedback on student work outside of class?
- Can the instructor expect regular student attendance?
- What will be the instructor's responsibilities in light of irregular student attendance; will the instructor be responsible for designing, assigning and tracking out-of-class language work?
- Is the instructor expected to prepare individual learning packets or individual training plans for students who cannot attend class regularly, and track students' progress in them?
- To what extent will the instructor and the unit work together in designing individual training plans for students?
- To what extent is the instructor to provide language development diagnosis and remediation for individual students?

For the long term, it is necessary to determine whether what the instructor is being asked to do really meets linguists' needs. Both in-class instruction and out-of-class activities should give evidence of addressing global proficiency enhancement and, where possible, military-related and MOS skills. In general, this means that linguists' language encounters observed during instruction should be recognizable as part of a developmental progression in the language proficiency scale. Functions and topics dealt with in any activity should also be as compatible as possible with military needs. At elementary levels of language, basic generic language is also the groundwork for language for military purposes; even at this level, however, an evaluator may spot opportunities, either seized or missed by the instructor, to deal with topics or scenarios which would be useful for both generic and military purposes. As students' proficiency develops, language instruction can increasingly incorporate topics and scenarios either of a military/MOS-specific nature or of an adjunct nature (e.g., geography in target language in support of map-tracking)

Meeting linguists' needs also means that instructional time should be reserved as much as possible for activities requiring the classroom format: Listening, reading and speaking skills often support each other in the real world, as seen, for example, in conversations about menu selections, which involve reading, active listening and speaking. As psychomotor processes in their own right, however, the various language skills are seen as either productive skills (speaking and writing), requiring responses, decisions and active language production from the linguist, or receptive skills (listening and reading), which require responses and decisions from the linguists, but not language production. The classroom is usually the best place for giving the linguists opportunity for spontaneous interaction with other FL speakers. Some aspects of listening and reading require interaction with other individuals; these are the ones which should be emphasized during training time. In providing instruction in listening and reading, making best use of training time would include:

- Preparatory or lead-in activities, such as

- succinct explanations, if needed, of language structure contained in the text(s) to be read or heard;

- brainstorming/ mind-mapping activities and other advance organizers;

- development of scripts/schemata to comprehend the text (e.g., cultural and general background information on the topic in the form of mini lectures, pictures, slides, videos and other realia); in short, what the native speaker brings to the task that the second language learner does not, and that is critical for comprehension;

- adjunct activities in topical or lexical domains which supplement those in the receptive skills being dealt with;

- guidance in learning strategies and strategies for coping with unfamiliar reading and listening material.

- Real-life tasks and feedback activities, to include gisting, scanning, skimming, prioritizing, chronological sequencing, expressing preferences, predicting and anticipating, filling in charts/forms, note taking, reconstructing of text, matching, answering open-ended questions, transcribing, translating, decision making, editorializing/expressing an opinion, etc. In designing the task(s) to go with a particular piece of authentic reading or listening material, careful attention must be paid to the proficiency level of the students; the difficulty level of the text, and the performance requirements set in the proficiency guidelines. Only a clear understanding of all three of these areas will yield tasks that are challenging, and interesting as well as effective.

- Follow-up activities (preferably personalized), such as interactive target language discussions or explanations which tie into and expand upon material dealt with earlier, and which if possible relate to the learner's personal experiences, areas of interest and/or job requirements.

- Good classroom instructors avoid using large amounts of time in activities that are best performed elsewhere or are contrary to the purposes of the types of texts involved. Examples of such less-desirable uses of time would include:

- Routinely having students read extended text passages aloud: Normally, students should be performing the bulk of their reading as part of structured assignments outside of class. Reading aloud can indeed be required in real world language use (e.g., reading information over radio or loudspeaker), but texts which were written primarily to be read silently should be used in the manner for which they were intended. In

reading, the reader and the text interact, but the act of reading in itself does not normally include processing the language in its spoken form.

- Using large amounts of instructional time for listening to audio or video recordings without meaningful preparatory, task/feedback or follow-up activities designed around them, or without a clear communicative purpose for the learner.

- Translating texts when the purpose of the activity is to develop global reading or listening skills. For general reading, a reader who must make a native language translation of a given text in order to deal with it is not successfully reading at the level which the text represents. In practical terms, linguists who do not read without translating likely will not read much at all.

- Translation, along with transcription and gisting, can be useful when applied to development of military-related skills in listening and reading. Because these skills are sometimes required by military linguists, skill-specific foreign language activities should be developed to teach the requisite techniques. These activities should be performed as much as possible in lab or as homework, with preparatory instruction, feedback, follow-up activities and certain adjunct tasks performed during class time. Transcription, translation and gisting of texts likely to be encountered in the field require a substantial global proficiency in order to be performed effectively. It is advisable to start teaching requisite techniques early, using simple, albeit unrepresentative, spoken and written texts and increasing realism of text and task sophistication as learners' language proficiency progresses.

Classroom speaking instruction can take on many forms; whatever the form involved, good speaking instruction should emphasize establishing a flow of information in speaking activities, so that some sort of information-gathering and getting or negotiating and establishing of meaning is involved. This can be accomplished at various proficiency levels, either in the form of structured speaking activities or in routine classroom interaction done in the target language. Whereas not every single language act performed by students in class will necessarily be part of an actual information flow, all speaking activities should in some way contribute to development of their ability to verbally interact. In proceeding to design effective speaking activities and designing their objectives instructors should keep in mind the following general assumptions about real-life oral communication:

In real life:

- people do not always speak in complete sentences;
- they often speak to more than one person at a time;
- they do not always speak face-to-face;
- they are seldom asked to repeat things verbatim;
- they change topics, often in mid-sentence;
- they often stop to interject comments, jokes and stories;
- they may stumble, grope for words;
- they use fillers and other discourse devices (e.g., in English: "hm", "to put it another way", "watchamacallit", "you know");
- they do not always go directly to the point; and
- conversation is not always a question/answer type of exchange.

Examples of speaking activities ideal for the classroom include:

- Any comment, explanation, clarification or discussion involving learners or learners and instructor in which the language functions called for are at a level useful for the learners. This can include both language instruction activities as well as incidental matters related to class management or to the students. Conversational interaction should involve tasks at or slightly above the present level of the speakers involved. Evaluators should look for evidence of instructor tailoring language so that it is a reasonable challenge for and profitable to the learners.
- Task-based conversational scenarios. Depending on learners' developmental level, scenarios should call for as much language recombination, innovation and active listening as possible.
- Spoken activities which give evidence of contributing to spoken military-related skills. These could include such activities as practice in asking and answering questions and responding to answers with followup questions, giving briefings, and interpreting. The activities should be appropriate for the learners' level, and should be expanded upon at intervals as students' speaking proficiency develops.
- Building "islands" in which students establish set phraseology that they can draw on, adapt, or use as a respite while thinking of how to go on.
- Exercises which require students to paraphrase and/or develop synonyms;
- Exercises which build discourse competence (i.e., use of language appropriate fillers, culturally appropriate turn-taking, formation of responses, e.g., in some cultures, the last piece of information mentioned by the interlocutor is repeated by the second interlocutor before going on).

Usually to be avoided during instructional time are such oral activities as:

- spoken drills which require little or no concern about what is being said;
- extensive spoken practice with language samples which serve only to illustrate grammar points.

Students expect and appreciate explanations from the instructor about Target Language (TL) grammar and vocabulary which are clear and complete enough to help them understand what to do with or be aware of in the language in performing a given function. Evaluators should look for explanations that are clear and practical. To be discouraged are instructor explanations which go unnecessarily far beyond what the students can use for their present needs, or which give evidence that the instructor is trying to fill class time with a lengthy explanation or is showing off mastery of complex topics. Instructors should also apply techniques for steering students away from wasting class time with questions about peripheral matters or with otherwise "holding forth" at the expense of language learning. Often-needed explanations, paradigms and vocabulary lists should be posted in the classroom or be readily available to learners to use on their own; instructors should encourage and require learners to actively use grammar books and the dictionary, and to be willing to experiment with the language without necessarily having been primed beforehand for the language act in question.

In addition to observing whether the instructor is engaging in activities appropriate for the classroom, the evaluator should be looking for evidence that classroom activities support, contribute to, derive from and in general relate to each other and to the program as a whole.

Practical suggestions for classroom observation

Whatever the class visitation procedure used, the instructor should understand the class visitation policy. Both announced and unannounced class visits by supervising evaluators have their place in program evaluation: Visits coordinated beforehand are especially useful in allowing the supervising evaluator to help the instructor work through changes and improvements already discussed and planned, or to diagnose and advise on certain problems at the request of the instructor. If the evaluator is primarily interested in observing characteristics and behavior of students, the instructor might be informed of this so as to be relieved of unnecessary stress. To the extent that random sampling of classroom instruction is desired, unannounced visits are also appropriate. Instructors should be fully aware of the rationale for and possibility of such visits. Even here, evaluators should make an effort to determine that they are visiting at an appropriate and representative time by informing themselves about such things as:

- whether the instructor is or has been ill very recently or is otherwise under unusual duress;
- whether the normal mix of students is likely to be present during the visit;
- whether the class period will involve a substantial amount of non-instructional activity such as handing back and discussing a test or dealing with a particularly difficult administrative or disciplinary problem.

If the unit has a policy of admitting unannounced outside visitors to the classroom, the instructor should be fully aware of this. Normally, seating arrangements for one or more visitors are made ahead of time. Unless arranged beforehand, a visitor to the class, whether evaluator or observer, should not become involved in classroom instruction or activities. Evaluator's note-taking should be as inconspicuous as possible, and evaluator's facial expressions and body language should be neutral or positive.

Criteria for Instructor Evaluation

The aspects discussed above can be used for selection of criteria important for the evaluating supervisor. Further considerations are itemized as follows:

1. Some evaluation guidelines are based on considerations about how well the instructor can design the types of instruction addressed above. Some of the criteria for good lesson design would be:

- design addresses learners' needs;
- it addresses DLPT, MOS, general military needs as much as possible or as much as is appropriate;
- goals are challenging without being unreasonably high;
- interesting material;
- maximally authentic materials;
- originality of design;
- creative use of media;
- procedures for activities are transparent and clear;
- estimated time required is well thought-out and accurate

- timely feedback provided for;
- maximal simulation of real-world environment and conditions;
- clear rationale for each component;
- strong linkage among components;
- strong linkage between classroom instruction and out-of-class assignments;
- in-class and out-of-class activities appropriate;
- recycling and expansion of previously-taught elements in new contexts;
- designed with the present students in mind;
- clear policy on expectations for task performance, degree of precision;
- provides a way for making maximum use of the target language;
- provision for training learners to take necessary responsibilities for their language learning;
- provision for helping learners develop skills for later independent language progress.

Intensive instruction in lesson design for interactive classroom instruction in field language programs is available from the Defense Language Institute. Details about this are given in Chapter 2 and Appendix H of this publication.

2. Other evaluation guidelines are based on considerations about how well the instructor can execute the types of instruction addressed above. Factors influencing how successful the instructor will be in executing a good plan include:

- having needed materials on hand and in the right place;
- ability to judge ahead of time how much time an activity will require;
- awareness of how much time is passing;
- ability to stick to the point;
- ability to prioritize when improvisation is necessary; and
- ability to remember the main point when improvisation is necessary.

3. Factors influencing an instructor's effectiveness with students would include:

- ability to actively listen to students;
- rapport with the students;
- appropriate liveliness;
- appropriate monitoring of errors and error correction;
- ability to be facilitator rather than sole source when appropriate;
- ability not to dominate activities inappropriately;
- awareness of learner styles, ability to differentiate among and adjust teaching to them;
- awareness of appropriate learner roles, evident help given to students in performing these roles;
- influence on anxiety level of class;
- influence on learners' confidence level;
- provision of timely feedback;
- calmness under stress;

- evident fairness, impartiality; and
- persistence and seriousness in using the Target Language for communication.

All the categories of evaluative criteria are interrelated and interdependent.

APPENDIX K

Structured Data Collection Instruments

QUESTIONNAIRES

Student feedback is one of the most important tools in evaluating a program. If there is no student feedback, there is no real first-hand knowledge of how the program was received. Pre- and post-tests may tell you the training outcome, but only the students themselves can tell you about the experience. Therefore, the best and least expensive way to survey students is using questionnaires. Additionally, questionnaires assure an absence of interviewer bias, offer the best format for multiple response alternatives, and provide a high rate of accuracy. DLI currently uses one questionnaire to evaluate instructors and another to evaluate the programs; these are used across all languages.

In designing your questionnaire, keep in mind the following points:

1. When will you give the questionnaire to the students?
 - a. Mid-course questionnaires are a useful tool if the data is compiled immediately, reported in group fashion to avoid attribution, and cover a variety of issues which can be corrected quickly if necessary. Don't solicit opinions at mid-term on those areas that cannot be changed.
 - b. End-of-course questionnaires provide more data than mid-course questionnaires because students feel freer to express opinions.
2. What do you want to know?
 - a. Define your topic areas first. If you are not interested in an issue, don't ask about it.
 - b. Write a few concise, relevant, and clear questions on each topic, with a limited number of possible responses. Make sure the questions and responses are not open to different interpretations by different people. Use positive language whenever possible.
 - c. Ask as few open-ended questions as possible. Try to ask questions with categorized responses for ease of tabulation. These questions also provide specific information. While open-ended questions provide more in-depth information, they are difficult to interpret or summarize.
 - d. Keep the questionnaire short and simple. Most people dislike questionnaires and will appreciate brevity.
3. Do you want the questionnaires to be anonymous or attributive? You must either guarantee anonymity in reporting the data or state that names can or will be used prior to administering the questionnaires.
 - a. Anonymous questionnaires have the advantage of putting the student at ease in making statements that might be critical of the program, the instructors, or his/her superiors. Anonymous questionnaires often result in more honest responses than in an attributive questionnaire or a face-to face interview.
 - b. Attributive questionnaires allow you the advantage of conducting specific follow-on interviews.

4. How will you tabulate the information you receive?
 - a. Manually. This is labor-intensive and often results in errors. This is the only way to analyze quantitative data.
 - b. Computer. The best way to tabulate data, once certain questions are answered:
 - (1) Will you use a mainframe or a personal computer?
 - (2) How will you get the data entered? Will you use an optical scanner, manual data entry, or have students answer the questionnaire on screen?
 - (3) What software will you use?
 - (4) Who will develop the database or the scanning/scoring routine?
5. Do you want to survey others involved in or affecting the training, such as instructors, military supervisors, or course developers? If so, develop questionnaires aimed specifically at these roles.

INTERVIEW PROTOCOLS

Students, instructors, course developers, and others involved in the training can be interviewed at various times, using a standard interview protocol. The interview protocol is simply a list of questions. The guidance for developing an interview protocol is the same developing a questionnaire, except more open-ended questions can be asked

Interviews are usually conducted one-on-one and reported in the same manner. Develop a structured interview guide to use. Begin with an introduction to the soldier and include the questions to be asked. It is recommended that there be space below each question for the interviewer to record the response. Ask each respondent the same questions in the same manner. However, be prepared to adjust subsequent questions to probe significant areas or clarify ambiguities at the completion of the protocol.

Interviews have some definite advantages over questionnaires. (Keep in mind, however, time constraints and the staffing required to conduct interviews.) Some of the most important advantages include:

1. The response rate is higher in a face-to-face interview, often as high as 80 to 90 percent.
2. Many people cannot or will not complete a questionnaire, but almost anyone can be interviewed.
3. Ambiguous or confusing questions can be clarified on the spot in an interview.
4. Interview data tends to be more in depth than questionnaire data.
5. Respondents are less likely to leave questions unanswered during interviews.

CHECKLISTS

Checklists, (or work sheets, observation forms, and job aids) are used for collecting information during the evaluation of any training program, product or process. Training observation ensures that the right things are being trained and being trained well, and the observation checklist is the tool to doing it.

Like the interview protocol, a checklist should have a space to record information in support of the basic questions, "Are we doing the right kind of training?" and "Are we training them well?" To be thorough, you will also need to record administrative information, general comments and the observer's recommendations. Use either the Program of Instruction (POI) or Lesson Plans prepared for the classes to develop specific questions concerning what should be taught. Then, to answer questions about training well, develop questions that answer the following:

- Is the environment conducive to learning?
- Are the materials, methods, and media effective? Is the instructor effective?
- Are students actively involved in the learning? Is the overall training strategy effective?

Classroom observation techniques and criteria are discussed in depth in Appendix J of this pamphlet. However, it is appropriate to discuss some practical concerns for this data collection tool. Make sure that the instructor understands your class visitation policy. Both announced and unannounced class visits are appropriate.

1. Planned visits allow you to help the instructor with planned changes and improvements, or to diagnose and advise on certain problems at the instructor's request. If you are only interested in observing student behaviors, tell the instructor in order to avoid causing unnecessary stress.
2. Unannounced visits are also appropriate. Instructors should be fully aware of the rationale for and possibility of such visits. Determine an appropriate and representative time to visit by trying to find out the following:
 - a. Has the instructor been ill recently or otherwise under unusual duress?
 - b. Is the normal mix of students likely to be present?
 - c. Will the class period involve a substantial amount of non-instructional activity such as handing back and discussing a test or dealing with a particularly difficult administrative or disciplinary problem?
3. If the unit has a policy of admitting unannounced outside visitors to the classroom, the instructor should be fully aware of this. Normally, seating arrangements for one or more visitors are made ahead of time. Do not become involved in the instruction or activities. Keep your note-taking discreet and your facial expressions and body language neutral or positive.

APPENDIX L

Resupply of Test Material

Test material is ordered from the Baltimore Publications Distribution Center as are all other publications and forms. However, it is imperative that the account number used is a valid Test Control Material Account Number. This number will always start with "T" and have four digits, e.g. T1234. The cover memorandum describing the order must also be signed by the authorized Test Control Officer (TCO) or Alternate Test Control Officer (ATCO) for that account number. A copy of the duty appointment order for the TCO or ATCO must be on file with the Baltimore Publications Distribution Center. If it is uncertain whether the Distribution Center has these orders on file, it is recommended that a copy of these appointment orders be forwarded along with the request for test material.

As in ordering any publications, there are several ways to prepare the requisitions. The most commonly-used is the DA Form 4569, the USAAGPC Requisition Code Sheet. A cover memorandum signed by the TCO or ATCO and providing the following information is then attached to the filled-out DA Form 4569:

1. Request the enclosed DA Form(s) 4569 be processed.
2. The following information is provided:
 - a. Date of Requisition
 - b. Number of DA Forms 4569
 - c. Total number of line items
 - d. Account number
 - e. Phone number

Requisitions may also be prepared using a DD Form 173, Joint Message Form. This must be prepared very carefully to align exactly with the numbered blocks of the DA Form 4569. The "To" addressee will be "CDR USAAGPC BALTIMORE MD."

Detailed information on requisitioning and correct use of DA Form 4569 and DD Form 173 are to be found in DA Pamphlet 310-10, The Standard Army Publication System (STARPUBS) Users Guide, dated October 1982.

APPENDIX M

POINTS OF CONTACT FOR CLPMs

At DLIFLC:

COMMANDANT
DLIFLC & POM
ATTN: ATFL-OPP-PP
PRESIDIO OF MONTEREY, CA 93944-5006

DSN: 878-5112/5319 COMMERCIAL: (831) 242-5112/5319

Army SPM:

HQ DA
ATTN: DAMI-POD
2511 Jefferson Davis Hwy., Ste 9300
ARLINGTON, VA 22202-3910

DSN: 329-0708 COMMERCIAL: (703)601-0708

Air Force SPM:

HQ AIA/DPAT
ATTN: MR VIDAURRI
102 HALL BLVD
SAN ANTONIO, TX 78243-7019

DSN: 969-2807 COMMERCIAL: (512)977-2807

Navy SPM:

CNO
N132D8
ATTN: Language Program Manager
Navy Annex, FOB #2
Washington, DC 20370-5000

DSN: 225-6851 COMMERCIAL: (703)-695-3379

Marine Corps SPM:

HQ USMC C4I/CRT
ATTN: Capt Sparks
FOB #2, Navy Annex Rm 3022
Washington, DC 20380-1775

DSN: 224-2115 COMMERCIAL: (703) 614-1410

APPENDIX N

LINGUIST JOB CLASSIFICATIONS

ARMY

97B - Counterintelligence Agent
97E - Interrogator
97L - Linguist (USAR only)
96B - Analyst
98G - Voice Intercept
98C - Traffic Analyst
18x - SOF
40x - Foreign Area Officer

NAVY

CTI NEC's

9192 - Thai
9193 - Indonesian
9194 - Cambodian
9195 - Burmese
9196 - Malay
9197 - Serbian-Croatian
9198 - Polish
9201 - Russian
(202 - Tagalog
9203 - Spanish
9204 - French
9207 - German
9208 - Albanian
9209 - Persian Farsi
9211 - Chinese
9212 - Korean
9213 - North Vietnamese
9215 - Hebrew
9216 - Arabic

AIR FORCE

AFSC's

1N3X1A - German
1N3X1C - Flemish
1N3X2A - Spanish
1N3X2B - Portuguese
1N3X2E - Romanian
1N3X3A - Russian
1N3X3B - Polish
1N3X3C - Czech
1N3X3D - Serbian-Croatian
1N3X3 - Hungarian
1N3X3J - Bulgarian
1N3X4A - Chinese
1N3X4B - Vietnamese
1N3X4C - Thai
1N3X4D - Cambodian
1N3X4E - Laotian
1N3X4G - Korean
1N3X4J - Tagalog
1N3X5A - Arabic
1N3X5C - Hebrew
1N3X5d - Persian Farsi
1N3X5E - Turkish

8D000 - Interrogator/Debriefing
9L000 - Interpreter/Translator

MARINE CORPS

SIGINT:

2671 - Arabic
2673 - Korean
2674 - Spanish
2675 - Russian
2643 - Low Density

HUMINT:

0251 - Interrogator/Translator

0210 - Counterintelligence Officer (No language required)

0211 - Counterintelligence Specialist (No language required)

Secondary MOS:

8611 - Interpreter

994X - Foreign Area Officer

APPENDIX O

SAMPLE COMMAND LANGUAGE PROGRAM

APPENDIX P

SAMPLE STATEMENT OF WORK