

Can-dos and oughta-dos:
Designing and predicting final learning outcomes
for LCTLs
beyond and within United States Government
(USG) settings

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Focus of discussion

- “BEYOND”: The Interagency Language Roundtable (ILR) Self-Assessments of Speaking, Reading and Listening Proficiency
- “WITHIN”: Analysis of time needed to reach various ILR proficiency levels based on period of instruction in an initial acquisition course

Acknowledgments

- “BEYOND”: Maria Brau, FBI (ret.)
- “WITHIN”: Ivy Gibian, DLI-W (ret.)

	CEFR	ACTFL	ILR	Proficiency Levels*			
Proficient	C2	Distinguished	5	"Diplomat"	FNP		
			4/4+		APP/+		
	C1	Superior	3+	"Thinker"	GPP+		
			3		GPP		
Independent	B2	Advanced Plus	2+	"Storyteller"	LWP+		
		Advanced	2		LWP		
	B1	Intermediate High / Pre-Advanced	1+		EP+		
	A2	Intermediate Mid	1		EP		
		Intermediate Low					
	A1	Novice High	0+			"Parrot"	MP
		Novice Mid	0				NP
		Novice Low					

Interagency Language Roundtable (ILR)

- www.govtilr.org

Some applications of the Self-Assessments outside of USG

- University of Alaska Anchorage: Inclusion of self-assessments as part of student e-portfolios when job-hunting
- Universidad del Este, Puerto Rico: Use of self-assessments in creating preliminary screening for professors (towards a goal of developing Dual Language program for students)
- New Mexico State University: Doctoral student researching language barriers in health care (specifically regarding medical providers utilizing medical translation app during assessment of LEP patients)
- Adler University: Graduate student in organizational psychology writing final paper/thesis regarding bilingualism and empathy
- Rosslyn HS (NY): Junior's research project "The Effects of Priming on the Memory and Response Structure of Bilingual Participants"

Defense Language Institute-Washington Office (1)

- Created in 1974 when DLI Headquarters moved to Presidio of Monterey, CA (current DLIFLC)
- Training conducted with the administrative support and oversight of DLI-W
 - Defense Attaché System (DAS)
 - Afghanistan/Pakistan Hands (APH) Program
 - Low Enrollment Languages
 - Contingency/Rapid Response
- Only one instructional mission “in-house” at DLI-W (MOLINK, aka “hot line” to Moscow – secure communication system)
- All other training done at one of four commercial schools or Foreign Service Institute (FSI) within Washington and northern Virginia

Defense Language Institute-Washington Office (2)

DLIFLC

- 17 languages
- ~ 3500 students
- Primarily Initial Entry Training (IET) personnel

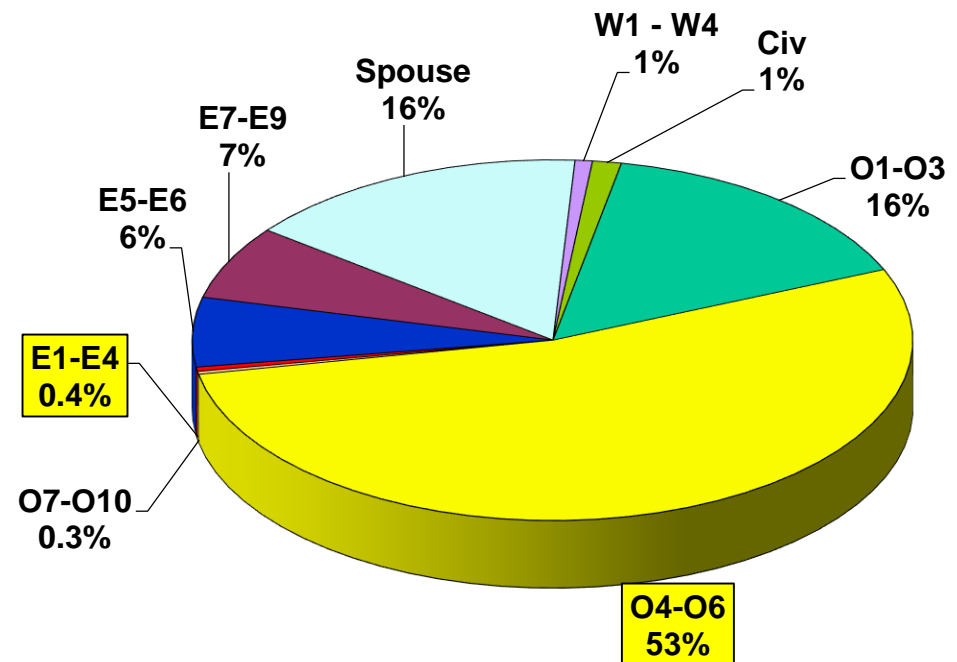
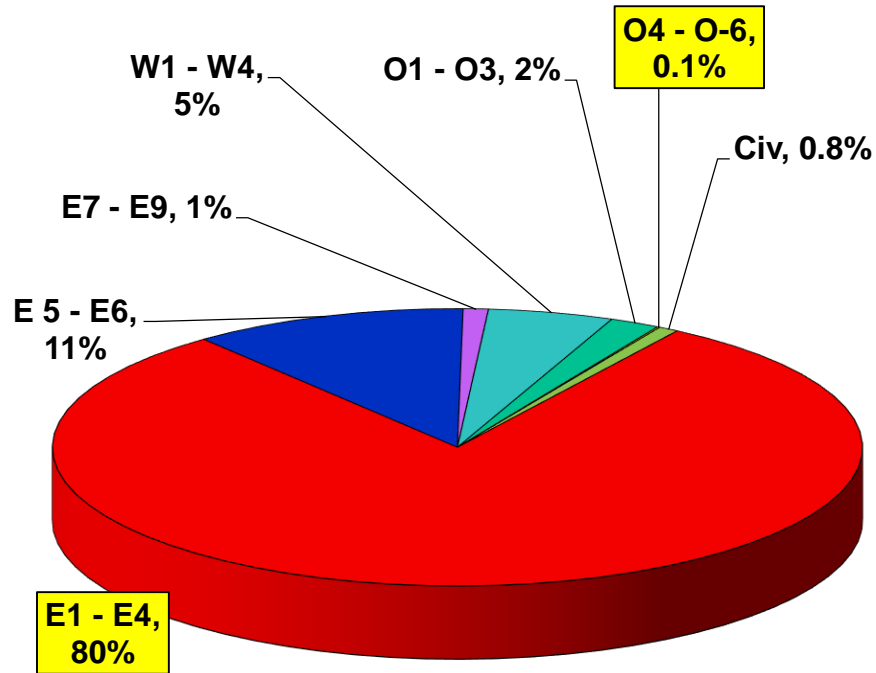
DLI-W

- 64 languages (FY18)
- ~ 270 students at any time
- Primarily field-grade officers & NCOs

Student Profile Comparison

DLIFLC

DLI-W



CFLTP Languages

FY18 = 64 languages

Cat I <i>DLAB: 95</i>	Cat II <i>DLAB: 100</i>	Cat III <i>DLAB: 105</i>		Cat IV <i>DLAB: 110</i>
DA Danish DU Dutch FR French JT Italian NR Norwegian Portuguese - PQ Brazilian - PT European QB Spanish SY Swedish	GM German JN Indonesian ML Malay RQ Romanian	AB Albanian AR Armenian AX Azerbaijani BT Baluchi BU Bulgarian BY Burmese CK Chechen CX Czech PG Dari (Persian) ES Estonian FJ Finnish GR Greek HS Hausa HE Hebrew HJ Hindi HU Hungarian KE Kazakh KU Kurdish (Kurmanji) LC Lao LE Latvian	LT Lithuanian -- Maay-Maay PL Polish RU Russian SC Serbian/Croatian SK Slovak SL Slovenian SM Somali SW Swahili TB Tadjik TA Tagalog MH Tausug TH Thai -- Tuareg (Berber) TU Turkish UJ Uighur UK Ukrainian UR Urdu VN Vietnamese	Arabic - AD MSA - AE Egyptian - AL Libyan - AP Levantine - AM Maghrebi - AN Saudi - AU Yemeni - AV Sudanese Chinese - CM Mandarin JA Japanese KP Korean PV Pashto

Languages in blue are also taught at DLIFLC

Complicating factors for DLI-W students

- Non-qualifying Defense Language Aptitude Battery (DLAB) scores – in some cases “severely non-qualifying,” but still can be waived
- In some cases, **no** DLAB score
- Highly variable course configurations, due to majority of students being trained for the Defense Attache System (DAS), requiring four months out of language training (before, in middle of, or at end of language training)
- **Only ~16% of students having full basic course**

Training Timetable Validation Project

- Based in part on original (2007) analysis of then-existing data, primarily based on variables of DLAB, Language Difficulty Category (LDC), Defense Language Proficiency Test (DLPT) scores, and number of weeks of study
- Current (commencing in 2018) study adds many more independent variables (e.g., Oral Proficiency Interview (OPI) scores, vendor, pay grade/student status)

“Legacy Matrix”

Cat	0+	1	1+	2	DLAB
I	7.2	12	20.4	27	95
II	9.6	16	27.4	35	100
III	13.2	22	37.6	48	105
IV	17.4	29	50	64	110

Current “working model”

- Implement mandatory DLAB for all incoming students
- Maintain weeks for ILR 0+ and 1, rounding up to next highest whole week
- Maintain weeks for ILR 2 for Language Difficulty Categories (LDCs) II-IV, adjusting only for LDC I

Category	0+	1	1+	2	2+ (LC/RC)
I	8	12	28 (+7)	32 (+6)	40
II	10	16	28**	35	49
III	14	22	38	48	58
IV	18	29	55 (+5)	64	n/a

Comments & Concerns

- Is DLAB really a good predictor of success in an intensive course of language study (cf. DLAB2, which also integrated motivation into testing battery, but has yet to be implemented)
- Experience of DLIFLC with regard to time needed to reach limited working proficiency for on the job needs in Spanish in particular (hence additional 6 weeks for the Spanish basic course in Monterey, with very positive results)
- Inherent problem with multiple generations of DLPTs, some dating back to DLPTIs from the late 1950s/early 1960s
- Inherent problem of lumping together Category III languages with non-Roman orthographies with those with Roman orthography

THANK YOU!

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