Foreign Language Teacher Preparation: The Overlap between the Government and the University?

The Defense Language Institute

Foreign Language Center

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O Aligned with No Child Left Behind (2002), a focus area in the foreign language education over the last 10 years has been on teacher effectiveness and student learning or achievement. (Darling-Hammond, 2000; Stronge, Ward & Grant, 2011)

O Proficiency-oriented language instruction has been a major highlight.

O Especially after 9/11, growing needs for advanced proficient foreign language speakers exist, and the federal government has taken more initiatives in promoting well-established foreign language education and research. (Kramsch, 2005)

O No Child Left Behind requires high students' achievements, more accountability on teachers, schools, and school districts.

O To promote higher learning outcomes in foreign language education, the recognition to transform language teacher education has increased.

O American Council on the Teaching of Foreign Languages (ACTFL)/National Council for Accreditation of Teacher Education (NCATE) launched Program Standards for the Preparation of Foreign Language Teachers in 2002 to support rigorous, high quality teacher preparation.

O This presentation explores similarities as well as differences in foreign language teacher preparation programs between the government (e.g. DLIFLC) and private sectors (e.g., universities) through:

-1. Introduction of standards and requirements adopted by ACTFL/CAEP for foreign language teacher certification and teacher preparation program

-2. Teacher certification standards at the Defense Language Institute Foreign Language Center (DLIFLC) and pre-service teacher education program

Why standards?

"Standards have provided a framework for assessing the scope of curricula and the types of courses and clinical experiences that the pre-service teacher needs to have and for establishing specific and transparent program outcomes."

(Donato, 2009: p. 268)

History of Foreign Language Certification

O ACTFL/NCATE Certification is a joint project of the National Foreign Language Standards Collaborative and ACTFL.

O The standards reflect expected knowledge, skills, and dispositions of foreign language professionals entering the classrooms.

O Accreditations of foreign language teacher programs in American universities are based on these standards.

History of Foreign Language Certification

O National Council for Accreditation of Teacher Education (NCATE) became the Council for the Accreditation of Educator Preparation (CAEP) in 2013

O ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers have been revised in 2013 and will be in full effect starting spring 2016.

COMMUNICATION

COMMUNITIES

CULTURES

COMPARISONS

CONNECTIONS
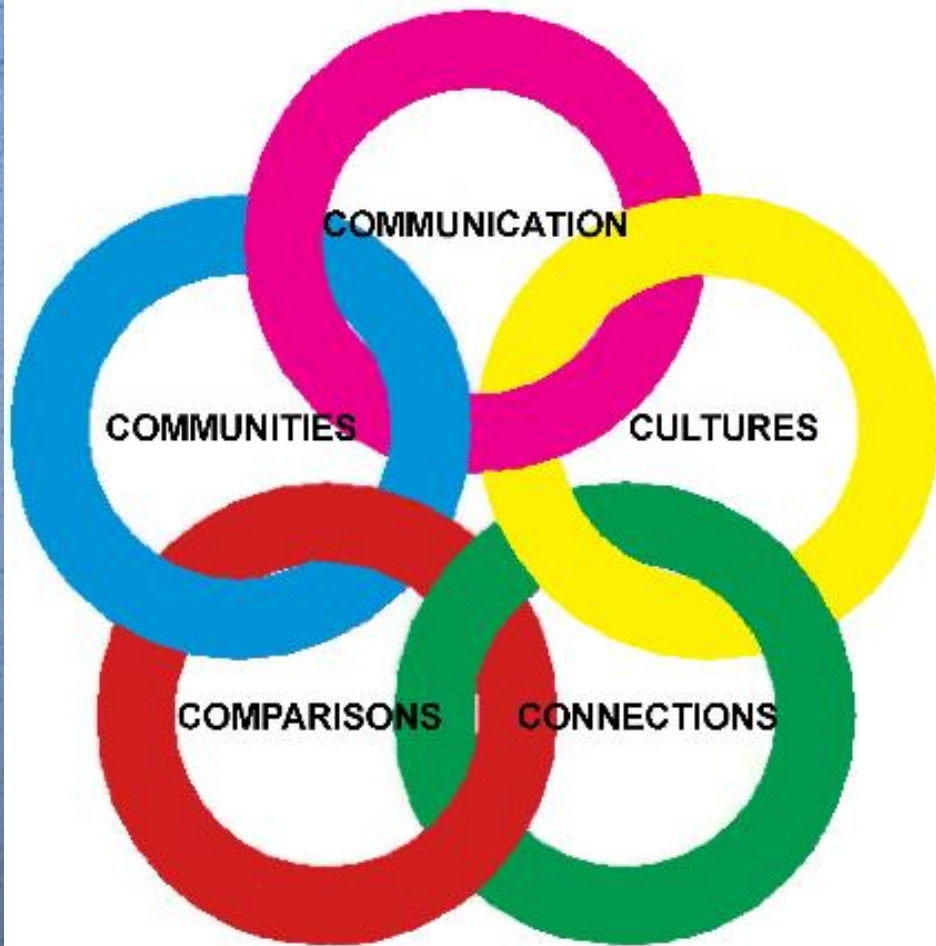
ACTFL's Standards for Foreign Language *Learning*

-5Cs-

ACTFL/CAEP Standards for Teacher Preparation

Teacher candidates' performance should address each standard:

o *Standard 1*: Language, Linguistics, Comparisons

o *Standard 2*: Cultures, Literatures, Cross-Disciplinary Concepts

o *Standard 3*: Language Acquisition Theories and Instructional Practices

o *Standard 4*: Integration of Standards into Curriculum and Instruction

o *Standard 5*: Assessment of Languages and Cultures

o *Standard 6:* Professionalism, Advocacy, and Ethics

Requirements for Foreign Language Teacher Preparation Program

O 1. The development of candidates' foreign language proficiency in all areas of communication

O 2. An ongoing assessment of candidates' oral proficiency and provision of diagnostic feedback on candidates' progress.

O 3. Language, linguistics, culture, and literature components.

O 4. A methods course on teaching foreign languages taught by a qualified faculty member knowledgeable about current instructional approaches and issues.

Requirements for Foreign Language Teacher Preparation Program

o 5. Field experiences prior to student teaching

o 6. Field experiences supervised by a qualified foreign language educator knowledgeable about current instructional approaches and issues.

o 7. Incorporation of technology in teaching

o 8. Opportunities to participate in study abroad program and/or intensive immersion experience.

Defense Language Institute Foreign Language Center (DLIFLC)

O DLIFLC is a premier foreign language teaching institution of the U.S. Government.

O 23 languages and two dialects are taught as resident courses in the Presidio of Monterey.

O 98% of faculty are native speakers of the foreign language of instruction.

DLIFLC

- Resident Program in Monterey

  (Basic, Intermediate, & Advanced)

- Non-Resident Program

- Students at DLIFLC will assume positions in national security upon graduation.

- DLIFLC's language curricula place significant emphasis on promoting learners' advanced level proficiencies in the target language and culture and enhance learners' performances and survival skills in assigned countries

DLIFLC

To prepare new teachers for DLIFLC classrooms, DLIFLC conducts pre-service teacher education program called Basic School Instructor Certification Course (ICC).

 - ICC is a 160 hours of intensive workshop that provides an overview of the institution's mission & goals, learners, and curriculum as well as current learning theories and methodologies.

DLIFLC

Pre-service program ICC curriculum include:

-Student-centered instruction

-Communicative language teaching

-ILR proficiency language scale

-Task-Based Instruction

-Lesson planning & Field experience

-Learning style

-Culture

-Teaching reading, speaking, listening, grammar, vocabulary and technology

ICC WEEK 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	**Welcome to ICC** • Introductions • Admin. Matters • Rationale • Course Schedule • Norms • Role of T/S in TL country • Intro to Reflective Journal	**Issues of Learning/Teaching** • Safety Norms • Non-Language Demo • Principles of Adult Learning (Knowles)	**Communicative Language Teaching (ctd.)** • Spotters Meet #1 • Methods Demo • Methods and CLT • Guidelines of Classroom Observation	**Applying CLT to the DLI Context** • Spotters Meet #2 • Intro to ILRs • What are FLOs anyway?	**Task Design (ctd.)** • Spotters Meet #3 • Bloom's Taxonomy • Authentic Materials • Lesson Planning
PM	**American Military Learner** • DLI • Barracks Visit & Interviews (video) • Am. Military Learner Activity	**Introduction to Communicative Language Teaching** • Activity: A Day in • Principles and Practices of CLT • Journal Entry #1	**Class Observation**	**Textbook Analysis & Task Design** • Intro to TBI • Book Fair • Tasks vs. Exercises • Principle of Task Design • Exit Cards	**Lesson Planning** • Lesson Planning • Preparing for Teaching Day #1
	Assignment: *Prepare for non-language teaching demo.* *Bring textbook*	***Assignment:*** *Read Omaggio handout.* *Bring textbook*	***Assignment:*** *Reflective Journal Entry #2* *Bring textbook*	***Assignment:*** *Textbook Analysis Lesson Planning*	***Assignment:*** 1. *Reading Assignment* 2. *Reflective Journal Entry #3*

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	**Teaching Reading** • Spotters Meet #4 • Activity: Stranger than Fiction • Schema Theory • Reading Skills • Activity: Reporter/Writer	**Teaching Day #1** **(Reading)**	**Classroom Management** • Spotters Meet #5 • Activity: Classroom Management Scenarios **Teaching Culture** • Classroom Cultures • Activity: Defining Culture • Sharing Cultural Items	**Teaching Speaking** • Spotters Meet #6 • Activity: Info Gap on Brown Article • Activity: "Alibi" • 5 Speaking Activities • Types of Speaking	**Teaching Day #2** **(Speaking)**
PM	**Teaching (ctd.)** • ILR Levels for • Matching Level of Text/Task/Student • Preparing for Teaching Day #1	Class Observation Form II Post Teaching Self-Survey I Reflective Journal Entry #4	**Teaching Culture** • Activity: Trompenaar's Onion • Activity: Value Identification • Activity: "Spring Vacation" • Activity: Task Design incorporating Culture	**Teaching Speaking (ctd.)** 1. Error Correction 2. Preparing for Teaching Day #2	Class Observation Form III Post Teaching Self-Survey II
	Assignment: *Prepare for Teaching Day #1*	*Assignment:* *Post-Teaching Self-Survey* *Reflective Journal*	*Assignment:* *Reflective Journal Entry #5*	*Assignment:* *Reflective Journal Entry #5*	*Assignment:* *1, Read: articles on Listening, technology, grammar*

ICC WEEK 3

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	**Teaching Listening** • ILR Skill Levels for Listening • Textbook Adaptation • Selecting and Designing Listening Tasks	**Teaching Day #3** **(Listening)**	**Introduction to Technology** • Discussion of Reading Assignment • Value Statements • Activity: SMARTBoard Project	**Teaching Grammar** • Activity: Tech Tutor • Grammar and Communication • Activity: Grammar Round-Robin • Grammar Teaching Demo • Activity: Presenting Grammar I	**Teaching Day #4** **(Grammar)**
PM	**Teaching Listening (ctd.)** • FLO Activities for Listening • Preparing for Teaching Day #3	Class Observation Form IV Post Teaching Self-Survey III	**Technology (ctd.)** • Review Activity • Textbook Adaptation • Technology and Lesson Planning	**Teaching Grammar (ctd.)** • Activity: Presenting Grammar II • *Reflective Journal Entry #7* • *Preparing for Teaching Day #4*	Class Observation Form V Post Teaching Self-Survey IV
	Assignment: Prepare for Teaching Day #3	*Assignment: Review reading assignments distributed on Friday*	*Assignment: Reflective Journal Entry #6*	*Assignment: Prepare for Teaching Day #4*	*Assignment: 1. Reflective Journal Entry #8 2. Reading Vocab assignment 3. Personal Statement of Purpose*

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	**Teaching Vocabulary** •Spotters Meet #7 •Discussion of Reading Assignment •Vocabulary Teaching Demo •Learning Stations	**Teaching Day #5** **(Vocabulary)**	**Learner Types** •Discussion of Teaching Day #5 •Finding learning types of self and students (SOS) •Identifying strengths and weaknesses (SILL) •Teaching to type	**Testing Issues at DLI** •Types of DLI Tests •Proficiency and Achievement Testing •Use of question types •Observable outcome •Relationship between teaching and testing •Tasks vs. Wh-questions	**Final Day Activities** •Project Presentations •ICC Certification Procedures •Workshop evaluation
PM	**Teaching Vocabulary (ctd.)** •Issues of Vocabulary Teaching •The DLI Challenge •Preparing for Teaching Day #5	Class Observation Form VI Post Teaching Self-Survey V **(15:30-16:15)** (Building 634, Room 5/6 242-5158)	**Project Development** **Submit portfolio for review**	**Matters of Motivation: Students & Teachers** •Motivating Ss: Case Studies •Motivating Ts •Professional Development at DLI	
	Assignment: *Prepare for Teaching Day #5*	*Assignment:* *Update and finalize portfolio*			

DLIFLC

- All the new teachers are required to take the course. Upon the completion of the course, the instructor has to be certified in accordance with the institution's certification criteria.

DLIFLC Teacher Certification Standards

1. The lesson must include ALL of the following:

☑ **Activation of Schemata:** connections made between what students already know and the lesson.

☑ **Integration of Technology:** effective use of current technology that enhances student learning.

☑ **Appropriate Text Type:** students working at the appropriate level: word, sentence, paragraph, or extended discourse.

☑ **Contextualization:** activities related to the theme of the lesson.

☑ **Learner-centeredness:** effective exchange of information through student interaction.

☑ **Target Language:** optimal target language use by the teacher and students.

☑ **Task:** a meaningful activity with an observable outcome and integration of skills.

2. The lesson must include AT LEAST ONE of the following:

☐ **Authentic Materials:** text provided by natives for natives.

☐ **Focus on Form:** appropriate attention given to the language system.

☐ **Integration of Language and Culture:** classroom activities are meaningfully linked to target culture(s).

ACTFL/CAEP vs. Government Teacher Preparation Program

Both entities have collaborated and co-existed

Interagency Language Roundtable(ILR)
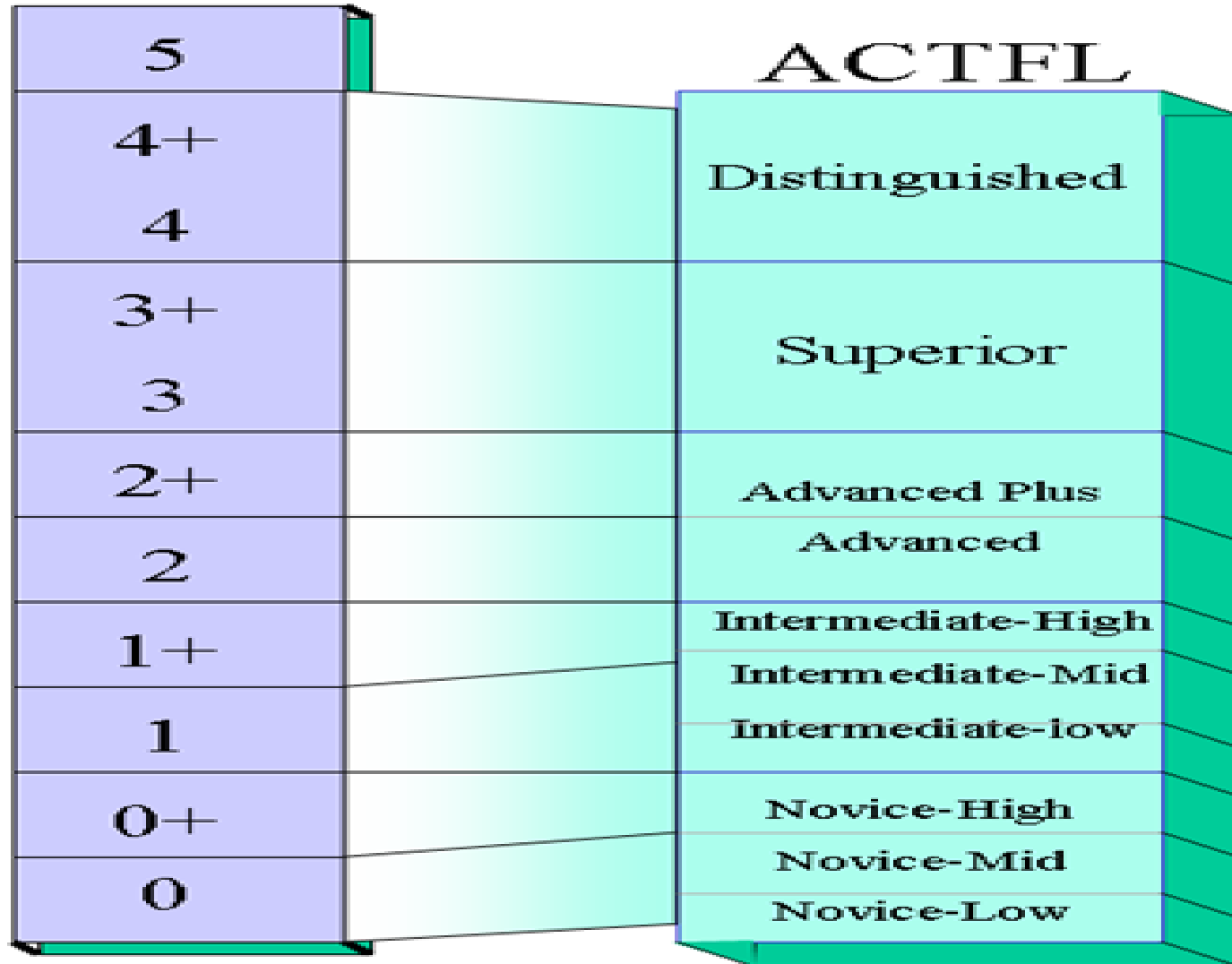
vs.

ACTFL proficiency standards

**ACTFL adapted the ILR scale and interview procedure for academic use.

ACTFL/CAEP vs. Government Teacher Preparation Program

O Both prepare teachers for proficiency-oriented instruction

"Language proficiency is not a monolithic concept representing an amorphous ideal that learners rarely attain; rather it is comprised of a whole range of abilities that must be described in a graduated fashion to be meaningful"

(Omaggio Hadley, 2001, p. 9)

ACTFL/CAEP vs. Government Teacher Preparation Program

O Both emphasize overlapping concepts in foreign language education, thus include these elements for students to experience in foreign language program

For example:

Student-centeredness, communicative and meaningful learning, real-life situation task, target language use, immersion environment, cultural knowledge

ACTFL/CAEP vs. Government Teacher Preparation Program

- Both pursues performance-based model for teacher certification
  -Teachers should demonstrate evidence of competence through performance

- Nevertheless, these overlapping elements are included but organized differently in foreign language training.

ACTFL/CAEP vs. Government Teacher Preparation Program

This situation may derive from different focus interests between ACTFL & the US government

ACTFL/CAEP	Government

▪Foreign language education for educational purposes
 	
  -Expanding one's linguistic and cultural horizons
 	
  -Preparing oneself for the world economy & international market
 	
  -Better understand the role of USA in the world
 	
▪More focus on having students explore and grow rather than setting time constraints
	▪Foreign language education to create a cadre of language professionals with advanced language and cultural knowledge to work for US national security
	
	▪More constraints to produce foreign language professionals in a short duration of time to work for the government missions

ACTFL/CAEP vs. Government Teacher Preparation Program

ACTFL/CAEP	Government (e.g., DLIFLC)
Four-year bachelor's degree	Short-term intense training (1 month, 160 hours)
Development of candidates' foreign language proficiency & ongoing assessment of oral proficiency -Advanced Low (Commonly Taught Languages) -Intermediate High (Less Commonly Taught Languages)	Hiring of native speakers (NS) who already possess foreign language proficiency (Minimum OPI Level 2) & who may not assessed regularly

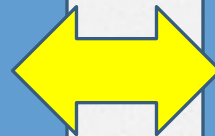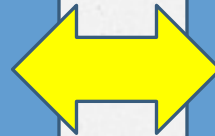# ACTFL/CAEP vs. Government Teacher Preparation Program

ACTFL/CAEP

Government (e.g., DLIFLC)

Enriching candidates knowledge in language, linguistics, culture and literature

Majority of NS teachers hired were raised in the target country, thus have already been exposed to target language, linguistics, culture and literature

Providing opportunities for study abroad or immersion experience

Majority of NS teachers hired were raised in the target country, thus have already been immersion experience in their native country

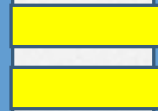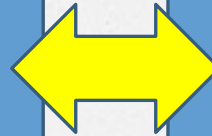# ACTFL/CAEP vs. Government Teacher Preparation Program

ACTFL/CAEP

Government (e.g., DLIFLC)

More comprehensive approach to licensure standards (e.g., language capability, cultural understanding, assessment knowledge, knowledge of theories, professionalism)

More focusing on expected instructional practices for teacher certification

Field experience supervised by a qualified foreign language educator

Field experience supervised by more experienced Faculty Development Specialist
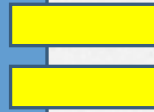
ACTFL/CAEP vs. Government Teacher Preparation Program

ACTFL/CAEP	Government (e.g., DLIFLC)
Incorporation of technology	=	Incorporation of technology

Where do We Stand Now?

O Limited collaboration between ACTFL and government agencies

-If exist, more of top-Down approach: ACTFL working on government projects under contract

O Limited information sharing between government agencies and academia

-Due to security reason across government agencies, limited information on government foreign language programs is released to the private sectors

Where do We Stand Now?

O Limited communications and collaborations among language professionals across various government agencies.

O Limited research on the effects of standards on T candidates.

O Limited attention given to T performance (McAlpine & Dhonau, 2007).

Implications/Areas for Improvement

O Standards contribute in building foundation for effective and innovative models for foreign language teacher education .(ACTFL standards impact survey, 2011)

O Not all government agencies have teacher certification standards. If not yet established, government agencies may consider having teacher certification standards.

O Collaboration in sharing ideas for teacher certification standards across government agencies can assist teachers to better understand underlying concept of expected teaching methods and practices and how they should implement them.

Thank You!

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