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Case Study

“A quantitative study of comparing the effects of curriculum Reform on Student performance in Defense Language Institute”



Abstract

This study examines the correlation between curriculum and student performance. It is a case study of the MLS school of the Defense language institute. It studies the student performance level in various programs before and after having a structured curriculum.



Curriculum

- why curriculum?
- Importance of curriculum in language acquisition
- Measuring its effects on different levels of language learning
- Students and teachers together as the beneficiaries of curriculum



DLPT & OPI

- How students are evaluated
- Factors affecting student performance
- The role of curriculum in the process of learning, assessment, and evaluation



MLS Statistics

FY	Lang	N	Total Attrition		Total Completed		≥2/2/1+			≥2+/2+/2		
			#	%	#	%	#	Prod. %	Prof. %	#	Prod. %	Prof. %
2009												
	PV	105	32	30.5%	73	69.5%	40	38.1%	54.8%	4	3.8%	5.5%
	UR	4	0	0.0%	4	100.0%	2	50.0%	50.0%	0	0.0%	0.0%
2008												
	HJ	17	3	17.6%	14	82.4%	6	35.3%	42.9%	1	5.9%	7.1%
	PG	59	16	27.1%	43	72.9%	18	30.5%	41.9%	2	3.4%	4.7%
	PV	82	20	24.4%	62	75.6%	23	28.0%	37.1%	2	2.4%	3.2%
	UR	26	3	11.5%	23	88.5%	9	34.6%	39.1%	2	7.7%	8.7%
2007												
	HJ	15	2	13.3%	13	86.7%	2	13.3%	15.4%	1	6.7%	7.7%
	PG	93	20	21.5%	73	78.5%	38	40.9%	52.1%	1	1.1%	1.4%
	PV	141	38	27.0%	103	73.0%	27	19.1%	26.2%	3	2.1%	2.9%
	UR	27	1	3.7%	26	96.3%	12	44.4%	46.2%	1	3.7%	3.8%
2006												
	PG	33	6	18.2%	27	81.8%	14	42.4%	51.9%	0	0.0%	0.0%
	PV	55	12	21.8%	43	78.2%	15	27.3%	34.9%	0	0.0%	0.0%
2005												
	PG	10	3	30.0%	7	70.0%	5	50.0%	71.4%	1	10.0%	14.3%
	PV	18	3	16.7%	15	83.3%	2	11.1%	13.3%	0	0.0%	0.0%



MLS Statistics Cont.

FY	Lang	N	Total Attrition		Total Completed		≥2/2/1+			≥2+/2+/2		
			#	%	#	%	#	Prod. %	Prof. %	#	Prod. %	Prof. %
2014												
	HJ	5	0	0.0%	5	100.0%	5	100.0%	100.0%	1	20.0%	20.0%
	PG	6	1	16.7%	5	83.3%	5	83.3%	100.0%	3	50.0%	60.0%
	PV	209	26	12.4%	183	87.6%	177	84.7%	96.7%	49	23.4%	26.8%
	UR	60	7	11.7%	53	88.3%	50	83.3%	94.3%	7	11.7%	13.2%
2013												
	HJ	14	2	14.3%	12	85.7%	8	57.1%	66.7%	3	21.4%	25.0%
	PG	41	9	22.0%	32	78.0%	27	65.9%	84.4%	5	12.2%	15.6%
	PV	236	34	14.4%	202	85.6%	201	85.2%	99.5%	81	34.3%	40.1%
	UR	55	8	14.5%	47	85.5%	42	76.4%	89.4%	7	12.7%	14.9%
2012												
	HJ	8	0	0.0%	8	100.0%	6	75.0%	75.0%	2	25.0%	25.0%
	PG	61	8	13.1%	53	86.9%	24	39.3%	45.3%	0	0.0%	0.0%
	PV	146	33	22.6%	113	77.4%	104	71.2%	92.0%	52	35.6%	46.0%
	UR	76	20	26.3%	56	73.7%	29	38.2%	51.8%	1	1.3%	1.8%
2011												
	HJ	10	2	20.0%	8	80.0%	7	70.0%	87.5%	3	30.0%	37.5%
	PG	20	8	40.0%	12	60.0%	7	35.0%	58.3%	1	5.0%	8.3%
	PV	73	11	15.1%	62	84.9%	48	65.8%	77.4%	8	11.0%	12.9%
	UR	25	2	8.0%	23	92.0%	8	32.0%	34.8%	0	0.0%	0.0%
2010												
	HJ	3	1	33.3%	2	66.7%	2	66.7%	100.0%	1	33.3%	50.0%
	PG	27	6	22.2%	21	77.8%	21	77.8%	100.0%	1	3.7%	4.8%
	PV	84	20	23.8%	64	76.2%	46	54.8%	71.9%	7	8.3%	10.9%
	UR	23	4	17.4%	19	82.6%	11	47.8%	57.9%	2	8.7%	10.5%
2009												
	HJ	9	2	22.2%	7	77.8%	3	33.3%	42.9%	1	11.1%	14.3%
	PG	53	14	26.4%	39	73.6%	31	58.5%	79.5%	3	5.7%	7.7%



Methodology

The main variables of the study are the student performance (dependent variable) and the existence of a structured curriculum (independent variable). The dependent variable (student performance) is a discrete variable market from 0 to 3 on ILR level. The independent variable (the existence of curriculum) is a dichotomous variable market 0 if there is no structured curriculum and 1 if there is a curriculum.



Results

- The variation in the results in different programs of the multi language school in DLI presents evidence of the effects of curriculum on student performance while everything else is kept constant.
- It is also important to note that the change of DLPT from Constructive response to multiple choice also had considerable effect.



Results cont.

- The category of the language is another factor to be kept in mind. It is a plausible argument that curriculum might have varying effects on different level of language learning – from beginner to advanced.
- The success story of MLS in the defense language school is a prime example of these effects by achieving commendable results throughout years.



The Road ahead

- As a roadmap for future, It would be interesting to see how languages belonging to different categories (I, II, III, IV) react to changes and reform in curriculum.
- Studies in these area present a compelling case for paying considerable attention to curriculum in language schools for better results.



Cont.

Questions



Cont.

Thank you