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

The Defense Language Institute
Foreign Language Center

Hyunsoo Hur, Ph.D.
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)

Proficiency-oriented language instruction has been a major highlight.

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

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

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.
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

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

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

- Accreditations of foreign language teacher programs in American universities are based on these standards.
History of Foreign Language Certification

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

- 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.
ACTFL’s Standards for Foreign Language Learning

-5Cs-
Teacher candidates’ performance should address each standard:

- **Standard 1**: Language, Linguistics, Comparisons
- **Standard 2**: Cultures, Literatures, Cross-Disciplinary Concepts
- **Standard 3**: Language Acquisition Theories and Instructional Practices
- **Standard 4**: Integration of Standards into Curriculum and Instruction
- **Standard 5**: Assessment of Languages and Cultures
- **Standard 6**: Professionalism, Advocacy, and Ethics
Requirements for Foreign Language Teacher Preparation Program

1. The development of candidates’ foreign language proficiency in all areas of communication.
2. An ongoing assessment of candidates’ oral proficiency and provision of diagnostic feedback on candidates’ progress.
3. Language, linguistics, culture, and literature components.
4. A methods course on teaching foreign languages taught by a qualified faculty member knowledgeable about current instructional approaches and issues.
5. Field experiences prior to student teaching
6. Field experiences supervised by a qualified foreign language educator knowledgeable about current instructional approaches and issues.
7. Incorporation of technology in teaching
8. Opportunities to participate in study abroad program and/or intensive immersion experience.
Defense Language Institute Foreign Language Center (DLIFLC)

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

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

- 98% of faculty are native speakers of the foreign language of instruction.
Residents 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.
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
<table>
<thead>
<tr>
<th>AM</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Welcome to ICC</td>
<td>Issues of Learning/Teaching</td>
<td>Communicative Language Teaching (ctd.)</td>
<td>Applying CLT to the DLI Context</td>
<td>Task Design (ctd.)</td>
</tr>
<tr>
<td></td>
<td>• Introductions</td>
<td>• Safety Norms</td>
<td>• Spotters Meet #1</td>
<td>• Spotters Meet #2</td>
<td>• Spotters Meet #3</td>
</tr>
<tr>
<td></td>
<td>• Admin. Matters</td>
<td>• Non-Language Demo</td>
<td>• Methods Demo</td>
<td>• Intro to ILRs</td>
<td>• Bloom’s Taxonomy</td>
</tr>
<tr>
<td></td>
<td>• Rationale</td>
<td>• Principles of Adult Learning (Knowles)</td>
<td>• Methods and CLT</td>
<td>• What are FLOs anyway?</td>
<td>• Authentic Materials</td>
</tr>
<tr>
<td></td>
<td>• Course Schedule</td>
<td></td>
<td>• Guidelines of Classroom Observation</td>
<td></td>
<td>• Lesson Planning</td>
</tr>
<tr>
<td></td>
<td>• Norms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Role of T/S in TL country</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Intro to Reflective Journal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td>American Military Learner</td>
<td>Introduction to Communicative Language Teaching</td>
<td>Class Observation</td>
<td>Textbook Analysis &amp; Task Design</td>
<td>Lesson Planning</td>
</tr>
<tr>
<td></td>
<td>• DLI</td>
<td>• Activity: A Day in</td>
<td></td>
<td>• Intro to TBI</td>
<td>• Lesson Planning</td>
</tr>
<tr>
<td></td>
<td>• Barracks Visit &amp; Interviews (video)</td>
<td>• Principles and Practices of CLT</td>
<td></td>
<td>• Book Fair</td>
<td>• Preparing for Teaching Day #1</td>
</tr>
<tr>
<td></td>
<td>• Am. Military Learner Activity</td>
<td>• Journal Entry #1</td>
<td></td>
<td>• Tasks vs. Exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Principle of Task Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Exit Cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assignment:</strong> Prepare for non-language teaching demo.</td>
<td><strong>Assignment:</strong> Read Omaggio handout. Bring textbook</td>
<td><strong>Assignment:</strong> Textbook Analysis Lesson Planning</td>
<td><strong>Assignment:</strong> 1. Reading Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bring textbook</td>
<td></td>
<td></td>
<td>2. Reflective Journal Entry #2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**ICC WEEK 1**

**AM**
- Welcome to ICC
  - Introductions
  - Admin. Matters
  - Rationale
  - Course Schedule
  - Norms
  - Role of T/S in TL country
  - Intro to Reflective Journal

**PM**
- American Military Learner
  - DLI
  - Barracks Visit & Interviews (video)
  - Am. Military Learner Activity

**Assignment:**
1. Prepare for non-language teaching demo.
2. Read Omaggio handout.
<table>
<thead>
<tr>
<th>AM</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Reading</td>
<td>Teaching Day #1 (Reading)</td>
<td>Classroom Management</td>
<td>Teaching Speaking</td>
<td>Teaching Day #2 (Speaking)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Spotters Meet #4</td>
<td>• Spotters Meet #5</td>
<td>• Spotters Meet #6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Activity: Stranger than Fiction</td>
<td>• Activity: Classroom Management Scenarios</td>
<td>• Activity: Info Gap on Brown Article</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Schema Theory</td>
<td>• Classroom Cultures</td>
<td>• Activity: “Alibi”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading Skills</td>
<td>• Activity: Defining Culture</td>
<td>• 5 Speaking Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Activity: Reporter/Writer</td>
<td>• Sharing Cultural Items</td>
<td>• Types of Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td>Teaching (ctd.)</td>
<td>Teaching Culture</td>
<td>Teaching Speaking (ctd.)</td>
<td>Class Observation Form III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ILR Levels for Matching Level of Text/Task/Stu...</td>
<td>• Activity: Trompenaar’s Onion</td>
<td>• Error Correction</td>
<td>Post Teaching Self-Survey II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Preparing for Teaching Day #1</td>
<td>• Activity: Value Identification</td>
<td>• Preparing for Teaching Day #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Observation Form II Post Teaching Self-Survey I</td>
<td>• Activity: “Spring Vacation”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflective Journal Entry #4</td>
<td>• Activity: Task Design incorporating Culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment:</td>
<td>Assignments:</td>
<td>Assignments:</td>
<td>Assignments:</td>
<td>Assignment:</td>
<td></td>
</tr>
<tr>
<td>Prepare for Teaching Day #1</td>
<td>Post-Teaching Self-Survey Reflective Journal</td>
<td>Reflective Journal Entry #5</td>
<td>Reflective Journal Entry #5</td>
<td>Reflective Journal Entry #5</td>
<td>1, Read: articles on Listening, technology, grammar</td>
</tr>
<tr>
<td>AM</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Teaching Listening</strong></td>
<td><strong>Teaching Day #3</strong></td>
<td><strong>Introduction to Technology</strong></td>
<td><strong>Teaching Grammar</strong></td>
<td><strong>Teaching Day #4</strong></td>
</tr>
<tr>
<td></td>
<td>- ILR Skill Levels for Listening</td>
<td>(Listening)</td>
<td>- Discussion of Reading</td>
<td>- Activity: Tech Tutor</td>
<td>(Grammar)</td>
</tr>
<tr>
<td></td>
<td>- Textbook Adaptation</td>
<td></td>
<td>Assignment</td>
<td>- Grammar and Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Selecting and Designing Listening Tasks</td>
<td></td>
<td>- Value Statements</td>
<td>- Activity: Grammar Round-Robin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Activity: SMARTBoard Project</td>
<td>- Grammar Teaching Demo</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Activity: Presenting Grammar I</td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td><strong>Teaching Listening (ctd.)</strong></td>
<td><strong>Class Observation</strong></td>
<td><strong>Technology (ctd.)</strong></td>
<td><strong>Teaching Grammar (ctd.)</strong></td>
<td>Class Observation</td>
</tr>
<tr>
<td></td>
<td>- FLO Activities for Listening</td>
<td>Form IV</td>
<td>- Review Activity</td>
<td>- Activity: Presenting Grammar II</td>
<td>Form V</td>
</tr>
</tbody>
</table>
|          | - Preparing for Teaching Day #3                                        | Post Teaching Self-Survey III | - Textbook Adaptation          | - Reflective Journal Entry #7                 | Post Teaching Self-
|          |                                                                        |                          | - Technology and Lesson Planning      | - Preparing for Teaching Day #4               | Survey IV          |
|          |                                                                        |                          |                                  |                                                |                    |
|          | **Assignment:**                                                        | **Assignment:**          | **Assignment:**                  | **Assignment:**                               |                    |
|          | Prepare for Teaching Day #3                                            | Review reading assignments distributed on Friday | Reflective Journal Entry #6       | Prepare for Teaching Day #4                   | 1. Reflective Journal Entry #8 |
|          |                                                                        |                          |                                  |                                               | 2. Reading Vocab assignment                      |
|          |                                                                        |                          |                                  |                                               | 3. Personal Statement of Purpose                |

**ICC WEEK 3**
<table>
<thead>
<tr>
<th>AM</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching Vocabulary</td>
<td>Teaching Day #5 (Vocabulary)</td>
<td>Learner Types</td>
<td>Testing Issues at DLI</td>
<td>Final Day Activities</td>
</tr>
<tr>
<td></td>
<td>• Spotters Meet #7</td>
<td></td>
<td>• Discussion of Teaching Day #5</td>
<td>• Types of DLI Tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discussion of Reading Assignment</td>
<td></td>
<td>• Finding learning types of self and students (SOS)</td>
<td>• Proficiency and Achievement Testing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vocabulary Teaching Demo</td>
<td></td>
<td>• Identifying strengths and weaknesses (SILL)</td>
<td>• Use of question types</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learning Stations</td>
<td></td>
<td>• Teaching to type</td>
<td>• Observable outcome</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Relationship between teaching and testing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Tasks vs. Wh-questions</td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td>Teaching Vocabulary (ctd.)</td>
<td>Class Observation Form VI</td>
<td>Project Development Submit portfolio for review</td>
<td>Matters of Motivation:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Issues of Vocabulary Teaching</td>
<td>Post Teaching Self-Survey V</td>
<td></td>
<td>Students &amp; Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The DLI Challenge</td>
<td>(Building 634, Room 5/6 242-5158)</td>
<td></td>
<td>• Motivating Ss: Case Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Preparing for Teaching Day #5</td>
<td></td>
<td></td>
<td>• Motivating Ts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Professional Development at DLI</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>Prepare for Teaching Day #5</td>
<td>Assignment: Update and finalize portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Monday:** Teaching Vocabulary
- Spotters Meet #7
- Discussion of Reading Assignment
- Vocabulary Teaching Demo
- Learning Stations

**Tuesday:** Teaching Day #5 (Vocabulary)
- Class Observation Form VI
- Post Teaching Self-Survey V (Building 634, Room 5/6 242-5158)

**Wednesday:** Learner Types
- Discussion of Teaching Day #5
- Finding learning types of self and students (SOS)
- Identifying strengths and weaknesses (SILL)
- Teaching to type

**Thursday:** 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

**Friday:** Final Day Activities
- Project Presentations
- ICC Certification Procedures
- Workshop evaluation
- 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).
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

- 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

- 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.

<table>
<thead>
<tr>
<th>ACTFL/CAEP</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Foreign language education for educational purposes</td>
<td>- Foreign language education to create a cadre of language professionals with advanced language and cultural knowledge to work for US national security</td>
</tr>
<tr>
<td>- Expanding one’s linguistic and cultural horizons</td>
<td></td>
</tr>
<tr>
<td>- Preparing oneself for the world economy &amp; international market</td>
<td></td>
</tr>
<tr>
<td>- Better understand the role of USA in the world</td>
<td></td>
</tr>
<tr>
<td>- More focus on having students explore and grow rather than setting time constraints</td>
<td>- More constraints to produce foreign language professionals in a short duration of time to work for the government missions</td>
</tr>
</tbody>
</table>
ACTFL/CAEP vs. Government Teacher Preparation Program

**ACTFL/CAEP**
- Development of candidates’ foreign language proficiency & ongoing assessment of oral proficiency
  - Advanced Low (Commonly Taught Languages)
  - Intermediate High (Less Commonly Taught Languages)
- Four-year bachelor’s degree

**Government (e.g., DLIFLC)**
- Short-term intense training (1 month, 160 hours)
- Hiring of native speakers (NS) who already possess foreign language proficiency (Minimum OPI Level 2) & who may not be assessed regularly
ACTFL/CAEP vs. Government Teacher Preparation Program

**ACTFL/CAEP**
- Enriching candidates knowledge in language, linguistics, culture and literature
- Providing opportunities for study abroad or immersion experience

**Government (e.g., DLIFLC)**
- Majority of NS teachers hired were raised in the target country, thus have already been exposed to target language, linguistics, culture and literature
- Majority of NS teachers hired were raised in the target country, thus have already been immersion experience in their native country

Majority of NS teachers hired were raised in the target country, thus have already been exposed to target language, linguistics, culture and literature
ACTFL/CAEP vs. Government Teacher Preparation Program

**ACTFL/CAEP**
- More comprehensive approach to licensure standards (e.g., language capability, cultural understanding, assessment knowledge, knowledge of theories, professionalism)
- Field experience supervised by a qualified foreign language educator

**Government (e.g., DLIFLC)**
- More focusing on expected instructional practices for teacher certification
- Field experience supervised by more experienced Faculty Development Specialist
ACTFL/CAEP vs. Government Teacher Preparation Program

Incorporation of technology

Incorporation of technology
• Where do We Stand Now?

- Limited collaboration between ACTFL and government agencies
  - If exist, more of top-Down approach: ACTFL working on government projects under contract

- 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?

- Limited communications and collaborations among language professionals across various government agencies.
- Limited research on the effects of standards on T candidates.
- Limited attention given to T performance (McAlpine & Dhonau, 2007).
Implications/Areas for Improvement

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

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

- 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!

Hyunsoo.hur@dliflc.edu