



Pathways to Advanced Proficiency

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- Identify pathways to success (ILR 4/4)
- Document language use on the job
- Discover factors to be further investigated



Interagency Language Roundtable



ILR 4 Speaking

Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities.

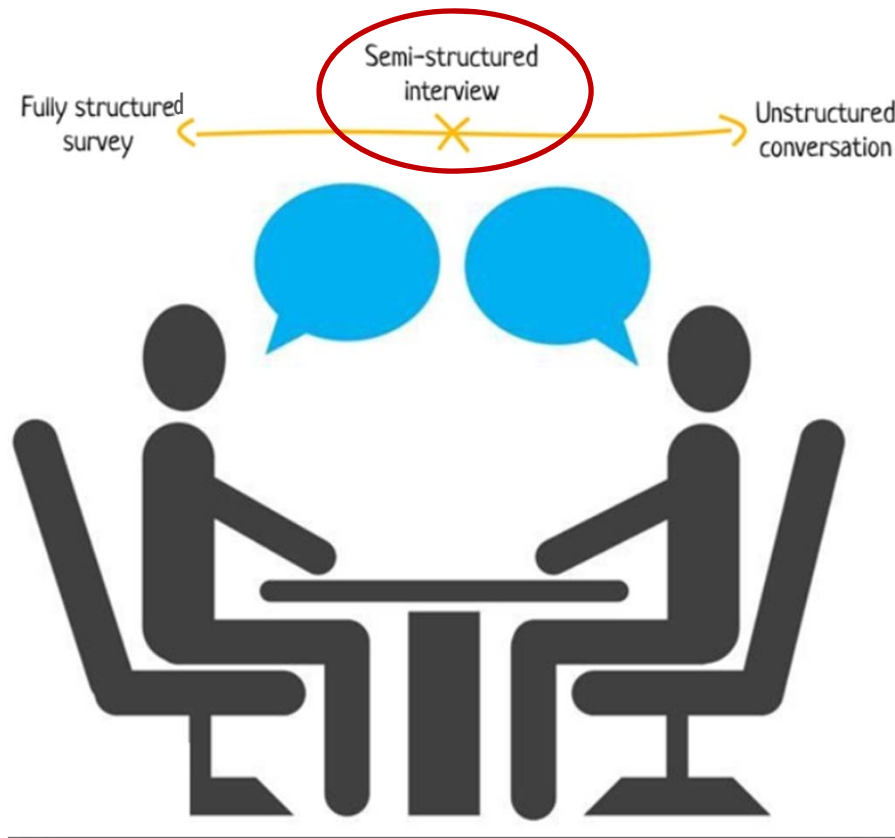


ILR 4 Reading

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment).

18 Foreign Service Officers with documented ILR Level 4 in Speaking and Reading.

Current Job Titles	Previous Job Titles
<ul style="list-style-type: none"> • Associate Director of Executive Development • Career Transition Officer • Consular and Management Officer • Consular Officer • Foreign Service Officers • Instructional Assistant Specialist • Public Diplomacy Officer • Chair, Near East, Central and South Asian Languages • Senior Advisor to the Director • Senior Fellow 	<ul style="list-style-type: none"> • Acting Director of the I-Bureau of USIA • Acting Political Counselor • Ambassador • Assistant of Cultural Affairs Officer and Exchanges Officer • Chief of the Political Military Section • Cultural Center Director • Deputy Assistant Secretary • Deputy Chief of Mission • Head of the Office of the High Representative and Head of State • Press Officer • Public Affairs Officer



- List foreign languages known
- Record language test scores
- Extract language learning history
- Probe professional use of best foreign language
 - ✓ Frequency
 - ✓ Importance
 - ✓ Ability
- Record demographic information



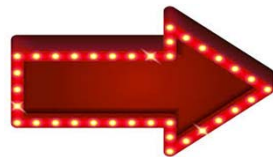
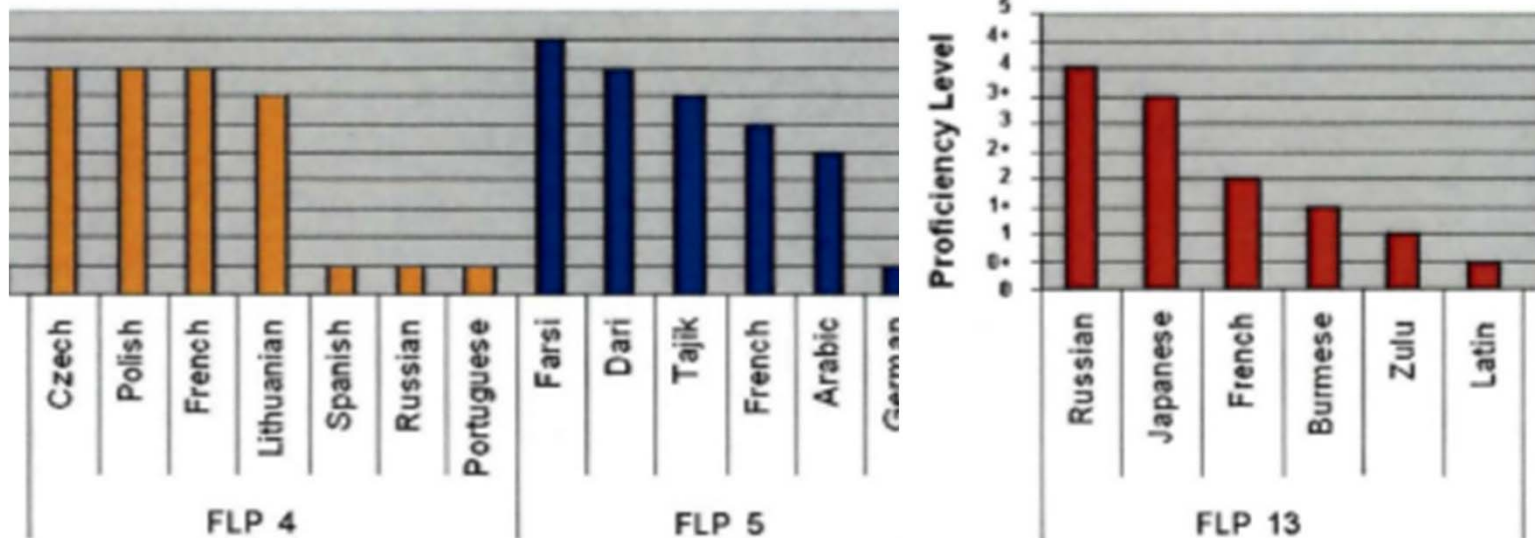
Average # of languages

- Speaking: average = 6; range = 3 – 8
- Reading: average = 5; range = 3 – 8

Average # per FSO @ Advanced Proficiency = 3 S and 3 R

Which languages at Level 4?

- World, hard & super-hard (and more than 1!)



Super-hards are not insurmountable.

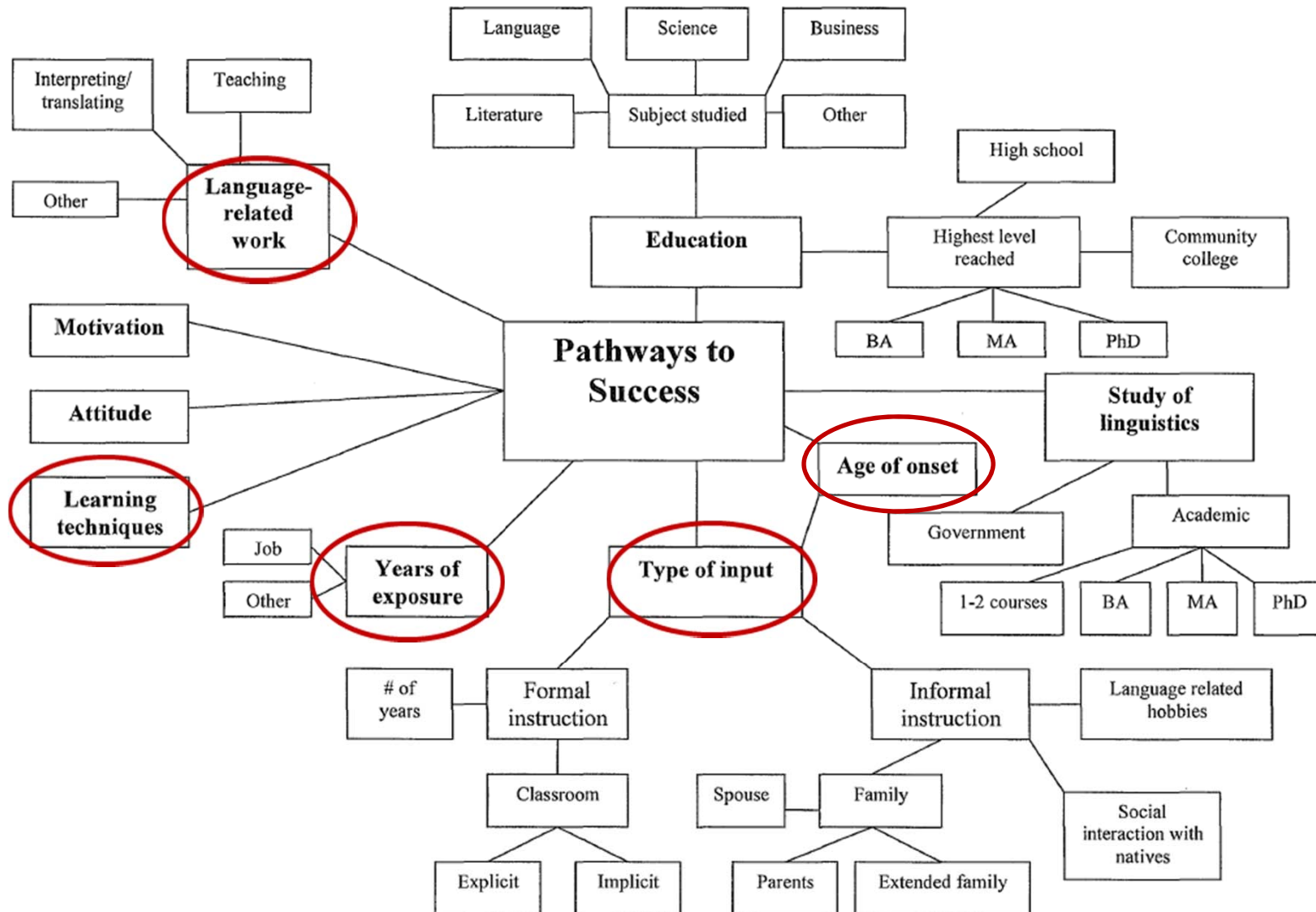
If more than one, from same language group

Level 4 Speaking	Level 4 Reading
Czech / Polish / French	Spanish / French
Farsi / Dari	Italian / Spanish
Farsi / Arabic	Czech / Polish / French
German / Serbo-Croatian	Farsi / Dari
Spanish / Greek	Spanish / Polish
Russian / Serbo-Croatian	Farsi / Arabic
	German / Serbo-Croatian
	Spanish / Greek
	Russian / Serbo-Croatian
	French / Russian



Conversion courses (related languages) are efficient.

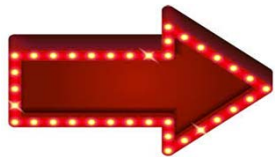
Analysis: Concepts Map



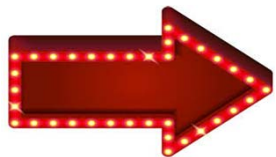
When are languages learned?

Age of first exposure = “adult”

- most in high school
- in earnest in college
- often other languages

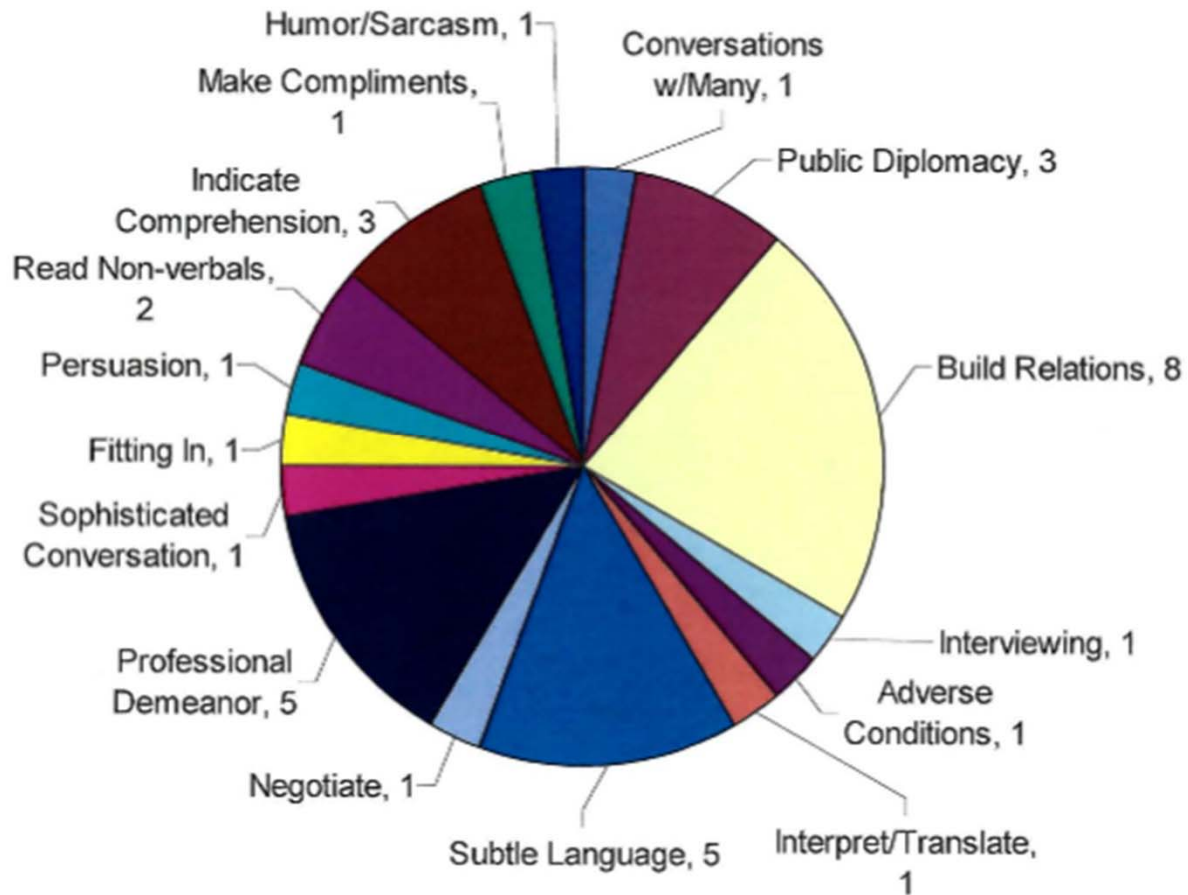


Early exposure is not needed to reach Level 4, but time on task is.

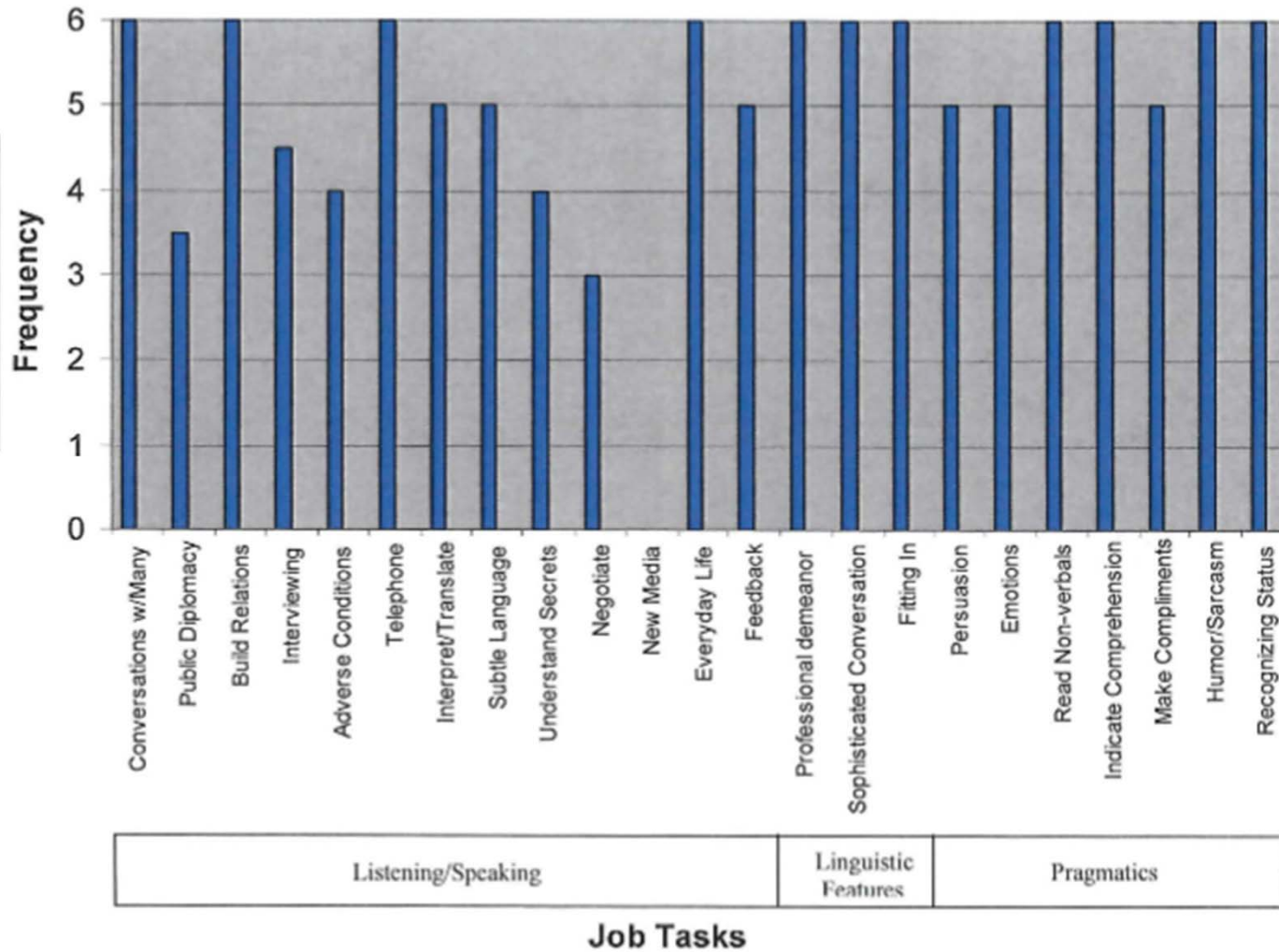


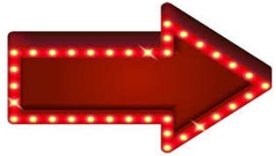
Previous language learning facilitates subsequent language learning.

Findings: Job Tasks

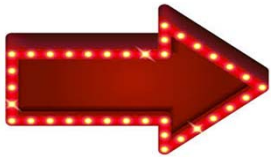


Findings: Job Tasks

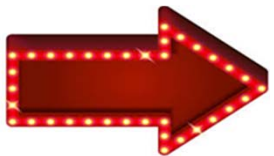




These tasks are cross-cultural and interactional; and success leads to effectiveness.

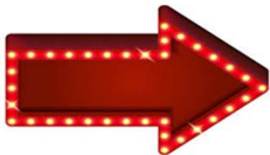
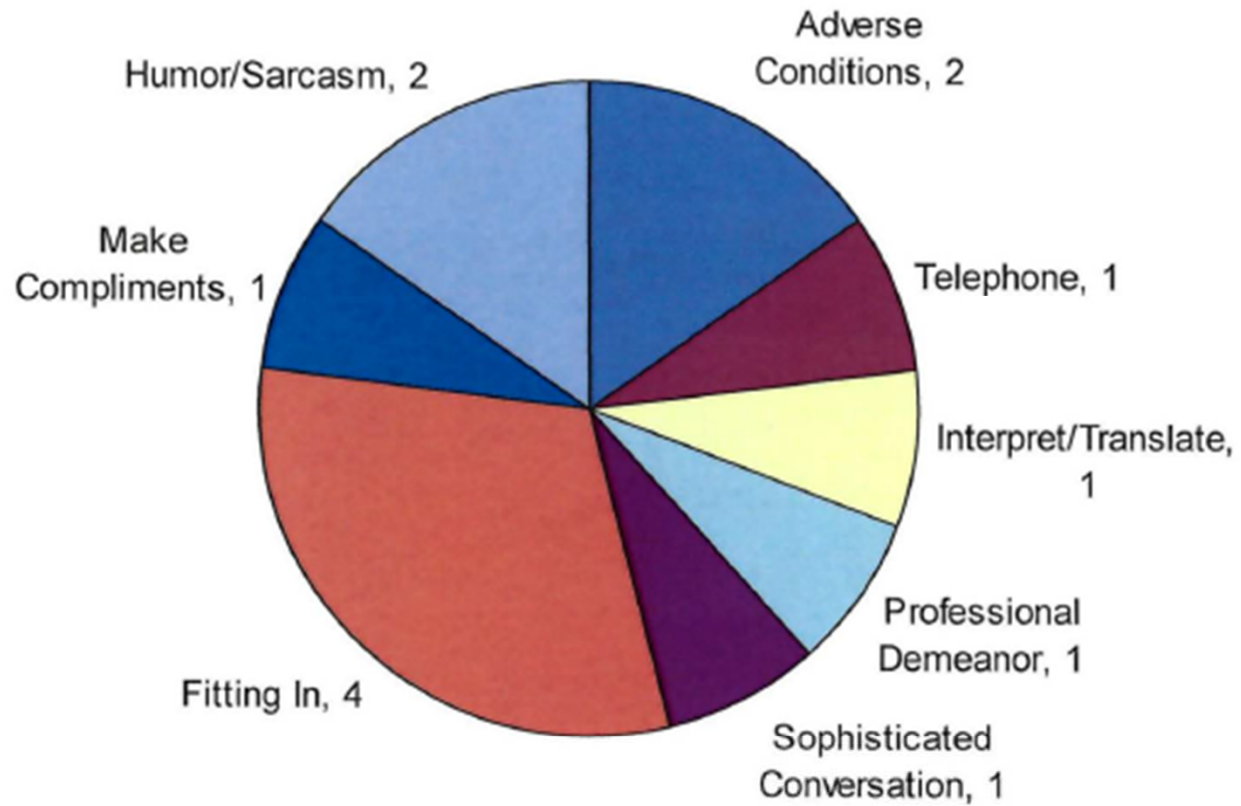


Working from inside the culture to some degree, or at least with empathy for the point of view of the culture's members, not just manipulation of the language, is crucial to performing successfully at a high level.



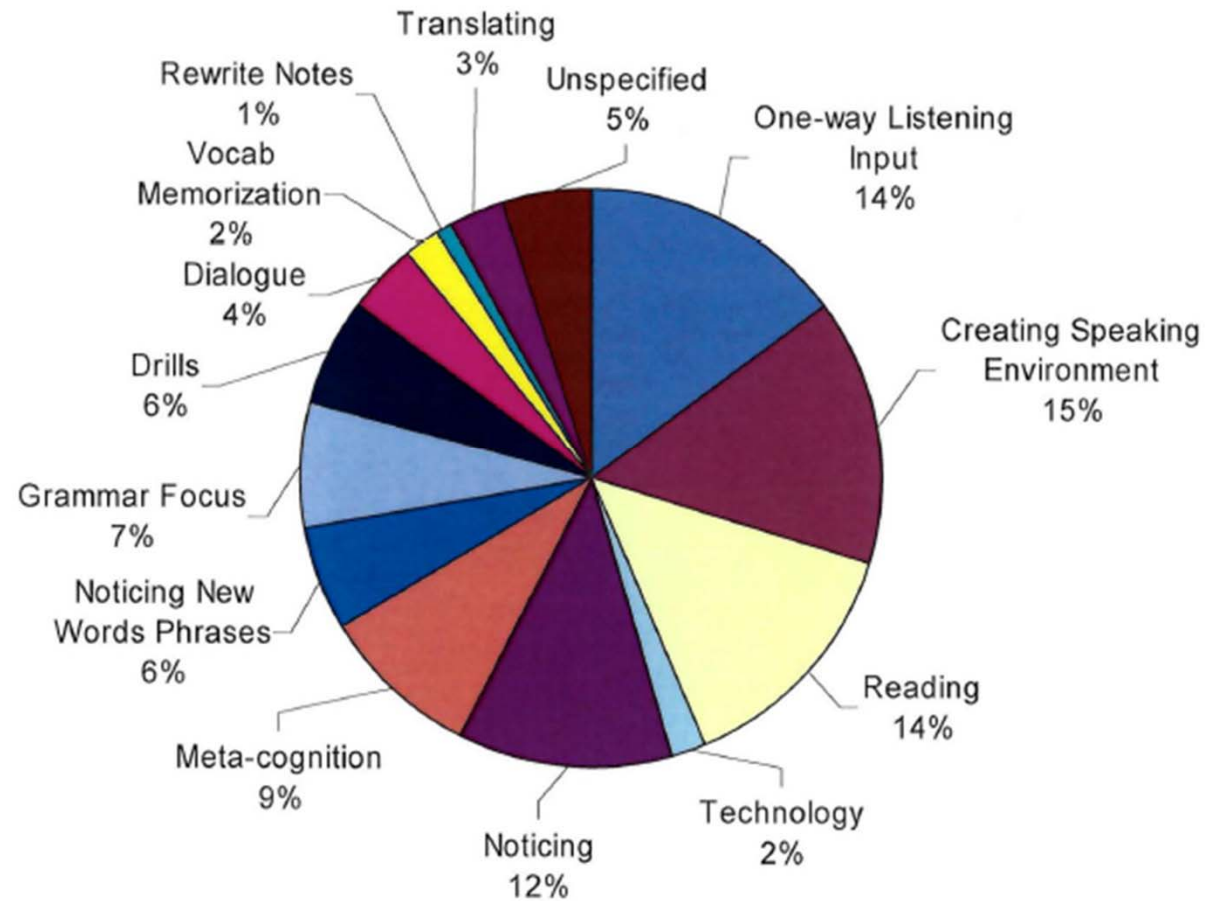
FSOs obtained a sense of empowerment from being able to function inside the target culture, leading effectiveness on the job and personal satisfaction.

Findings: Difficult Job Tasks

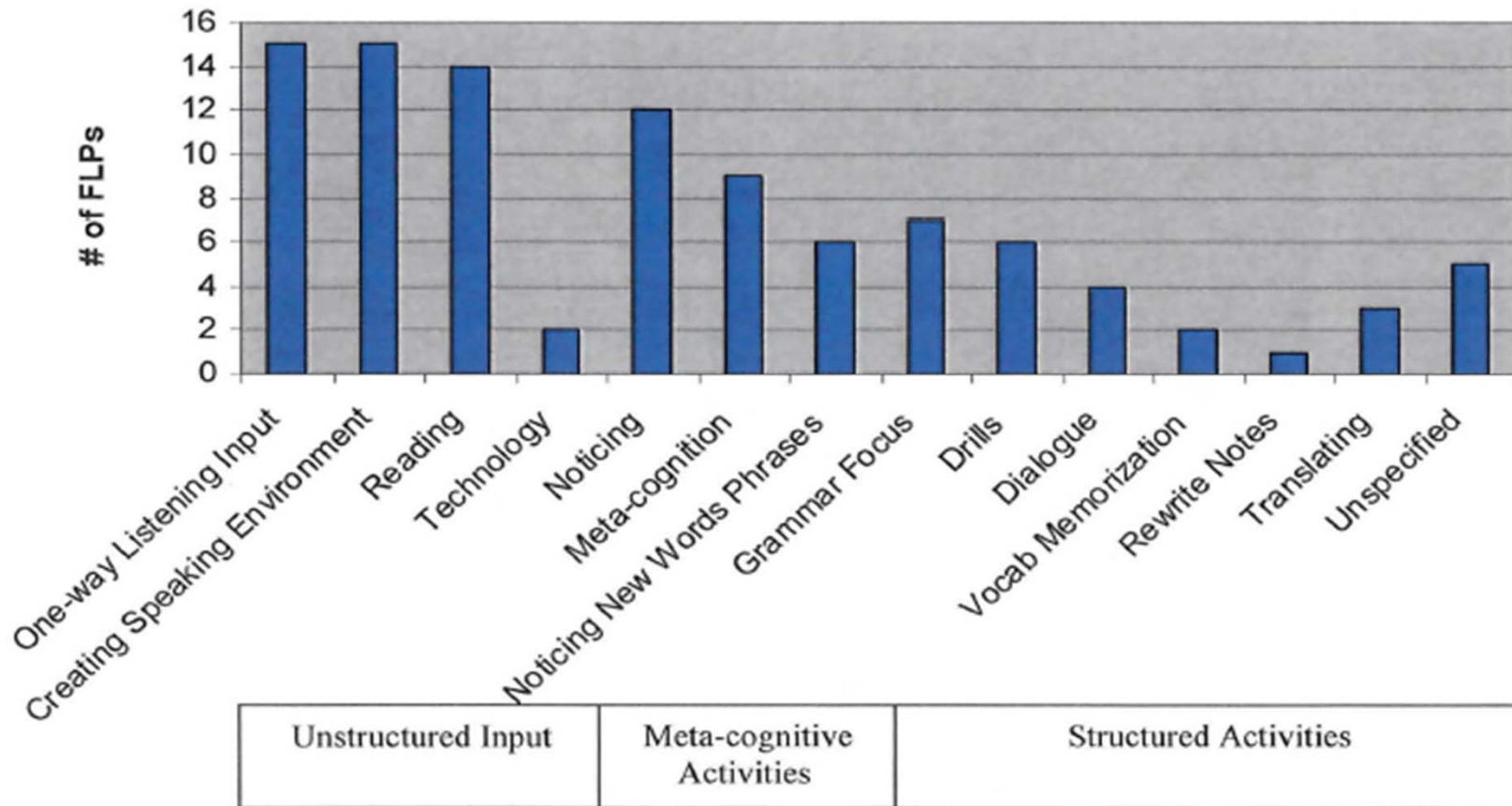


Training opportunities

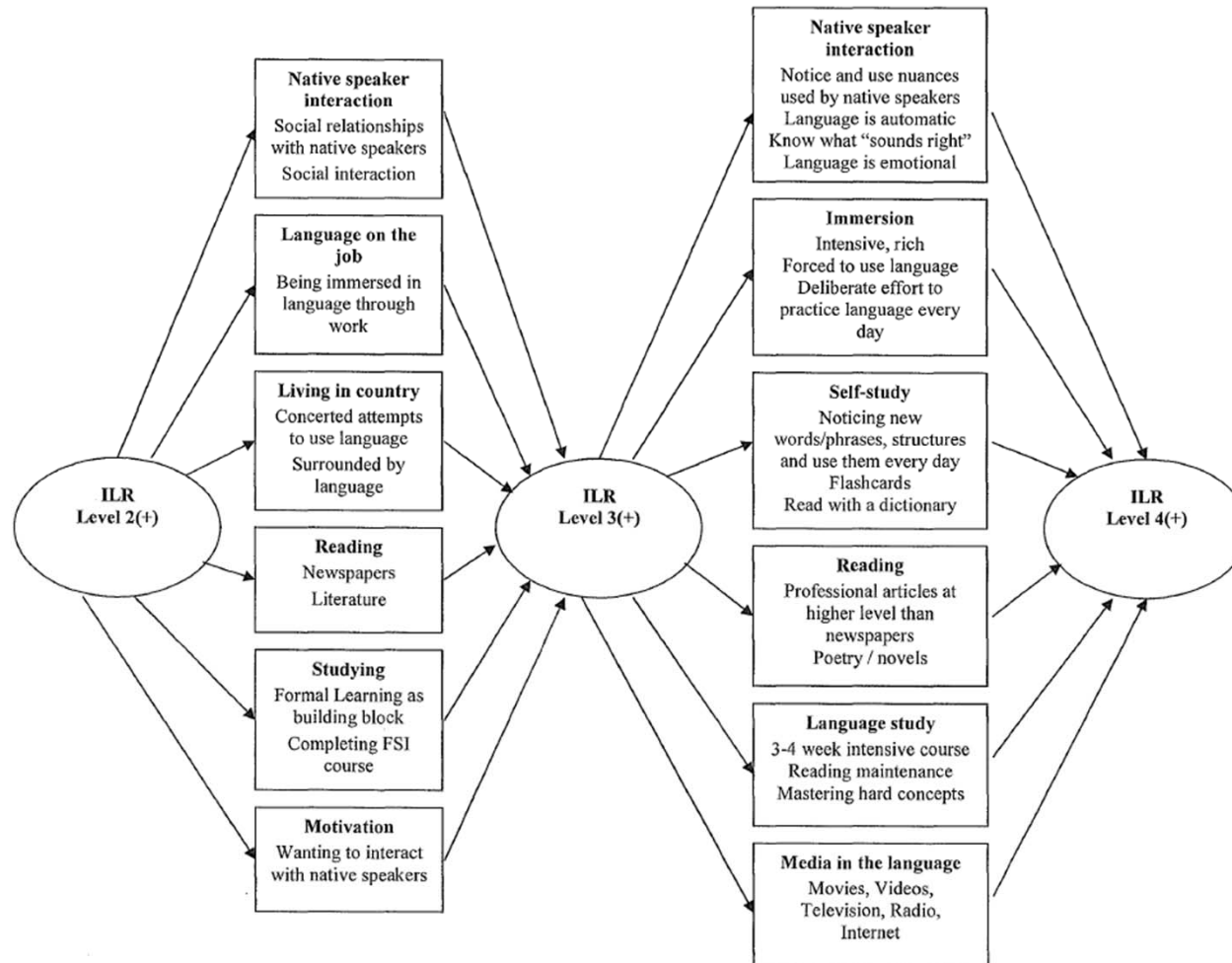
Findings: Learning Techniques



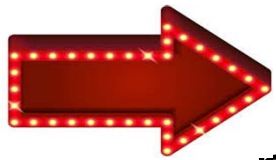
Findings: Learning Techniques



Summary: Pathways

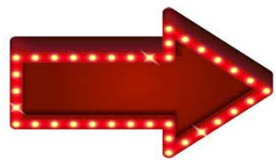


The desire to become eloquent in the language becomes more important as FLPs perfect their skills to ILR Level 4. Some could “fool” NSs into believing they were NSs themselves, perhaps with a different accent.



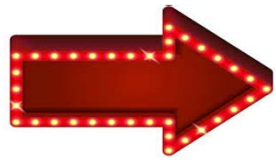
Both the level of eloquence and the degree of perfectionism sought by the FLP seem to relate to the level of language proficiency obtained.

1. Time on task



The return on investment of time spent learning and using the foreign language is Advanced Professional Proficiency.

2. Creating a speaking environment



Gaining access to rich and varied input is crucial. This is increasingly challenging given that jobs are becoming increasingly dangerous.

3. Quality of immersion experiences.



Advanced Professional Proficiency cannot be obtained without extensive exposure to daily life and work experiences in country.

4. Noticing during classroom language learning and immersions



Training should focus on honing noticing to enhance self-directed advanced language learning.

5. Personal motivation



The dividend is cross-cultural effectiveness on the job and in social interactions.

Acknowledgements



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