University of Texas at Austin Flagship Conference

In-Service Faculty Development Program at DLI

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Faculty Development
Defense Language Institute Foreign Language Center
Main programs:

**Pre-Service Program**

Instructor Certification Program (ICP) for newly hired civilian and military faculty

**In-Service Program**

Ongoing professional development program for DLI & LTD faculty & leadership
Communication with Schools

FACULTY DEVELOPMENT

Conduct needs assessment
Create and offer professional development courses
Publish Monthly Course Calendar
Provide professional development courses

LANGUAGE SCHOOLS

Identify course participants based on professional development plan
Arrange for release from teaching
Implement
In-service Programs

- Foreign Language Teacher Education
- Team Development
- Educational Leadership
- Educational Technology
- Academic Development
- English for Specific Purposes
- Mentoring Program
- Visiting Scholar Program
Instructor Recertification Course (IRC)

- Mandatory for teachers with 5+ years at DLI; latest developments in FL teaching & learning & application in the classroom. Post-IRC mentoring, observation and certification.

- **Selected Topics:**
  - Institutional Changes
  - DLPT 5
  - Task-Based Instruction
  - Best Practices in Teaching FL
  - Reflective Teaching
Schools nominate instructor with 5 or more years’ DLI experience

- FD develops instructor profile (w/school reps)
- Instructor self-assessment interview
- Joint class observations
- Revised assessment of training needs
- Instructor attends IRC & completes project targeting own training needs
- At course completion, FD updates instructor profile & makes recs. for further training

- FD & school reps. jointly update individual follow-up training plan
- FD & school reps. implement training plan (language-specific training, mentoring, additional workshops, formative observation, etc.)

- FD & school reps. jointly observe teacher
- FD consults w/school team & provides feedback to instructor
- FD notifies school dean of recertification decision

FSD prepares documentation for recertification

**STEP I**
- (1 month)

**STEP II**
- (1 week)

**STEP III**
- (up to 6 months)

**STEP IV**
- (1-2 days)

**STEP V**
- (1-2 days)

**STEP VI**
Selected Courses

- Task-based Language Teaching (20 hours)
- Teaching to Higher Levels (20 hours)
- Teacher Development Workshop (Action Research) (40 hours)
- Diagnosing Student Progress (40 hours)
Attention ALL DLI Civilian and Military Instructors

The Foreign Language Activity

SWAP

Asian I Auditorium in Bldg 453
November 17 (Tues), 2009 @ 15:45 - 16:45

Focus:

Given the importance of listening skill in foreign language acquisition, it is essential for language teachers to help their students become effective listeners by providing support structures, i.e., scaffolding (which refers to the provision of sufficient support to promote students’ learning and development, more information below). This month’s SWAP focus is:

Effective Scaffolding Techniques for Teaching Listening
(Technology Integration Encouraged)

If you would like to present an activity, e-mail SWAP Presentation Proposal Form (use attached Word doc.) and supporting materials by CCB November 13, 2009 to either: “Robin” Hye-ryun Berube hyeryun.berube@us.army.mil or Taesung Kim taesung.kim1@us.army.mil

Recent Topics:

- Creative Student-Centered Grammar Activities
- Effective Scaffolding Techniques for Teaching Listening
- Promoting Authenticity for Listening Activities
• **Selected Shorter Courses (4 – 16)**
  – Teaching Vocabulary for Higher Proficiency
  – Quick and SMART Lesson Planning
  – Intercultural Awareness and Classroom Applications
  – Intercultural Awareness in the Workplace
  – Teaching to Higher Levels
  – Teaching Listening Comprehension with SCOLA
  – Enhancing Grammar Learning
  – Motivating the DLI Learner
  – All about Error Correction
  – Teaching Non-participatory Listening
Non-participatory listening workshop

Selected topics addressed:

– Challenges of non-participatory and participatory listening
– Selecting authentic texts (SCOLA, Lingnet, Internet)
– Designing tasks for non-participatory listening
  • Three phase listening process (pre- during, and post-)
  • Bottom-up and top-down listening processes
  • Evaluating group and individual products and providing tailored feedback to students in specific areas of weakness
– Language-focus
  – Vocabulary work (idioms, topic-specific, homonyms)
  – Creating and working with partial and complete transcripts
  – Note taking, creating gists, identifying errors in transcripts and gists
  – Comparing and contrasting information from listening and reading texts
– Metacognitive Strategies
Team Building by request from school

- Team Launch Model (24 hours)
  - Communication
  - Conflict Resolution
  - Effective Meetings
  - TEAM CHARTER
- Team Integration (varies)
- Team Interventions (varies)
Educational Leadership

• **Purpose:**
  To provide opportunities for development of core competencies needed in leadership positions

• **Content Areas:**
  Leadership, Organizational Change and Development
  Foreign Language Education for Leaders
  Language Program Administration
  Rules and Regulations for Supervising Civil Service Employees (provided with CPAC)
Educational Leadership cont’d

• Chairs
  – Teacher Development through Class Observations
  – Second Language Acquisition and Teaching for Chairs
  – Teacher Development Through Action Research
  – Task-based Instruction for Chairs

• Team Leaders
  – Effective Leadership for Team Leaders Workshop
  – Cultural Awareness in the Workplace for Team Leaders
  – Emotional Intelligence
  – Dealing with Multiple Priorities

• Teachers
  – Professionalism and YOU: Enhancing Your Leadership Potential at DLI
In this 8 hour workshop we will:

- Raise awareness of the meaning of professionalism in the workplace.

- Distinguish between professional and unprofessional behavior.

- Consider the relationship between professionalism & career success.

- Develop a collective, working definition of “professionalism” for the DLI context.
Selected Courses
- Designing Creative Tasks for the Smartboard
- Using Audio and Video with Smartboard
- Using PowerPoint in Task Based Instruction
- Quick & Easy Steps to Create Video Materials
- Effective Teaching with the TabletPC
- Blackboard - Applications and Implications for FL teaching
- Homework Applications of Blackboard
- Developing Quizzes using Blackboard
- Teaching Interactive Labs with SANAKO