SYLLABUS and CURRICULUM REDESIGN in FOREIGN LANGUAGE TEACHING in the AUSTRALIAN DEFENCE FORCE:

MAKING A DIFFERENCE IN FIELD OPERATIONS

Development Phase

OVERVIEW

- *Building the context*

- *Deconstructing the task*

- *Joint construction of the task*

- *Hurdles / challenges*

- *Independent construction*

BUILDING THE CONTEXT

Training Management Package Support System (TMPSS)

Section 1:   **Training Management Package Information**
                   Course Data Sheet

Section 2:   **Curriculum / Additional Information**

Section 3:   **Training Review and Evaluation**

Section 4:   **Major Resource Requirements**
                   Formative / Summative Assessments
                   Continuous Improvement Records

Section 5:   **Training Materials / Additional Duration**

Module One: Apply Indonesian Language Skills in an IPS Context				
The purpose of the module is to prepare selected ADF personnel for employment as IPS Operator Specialists in Indonesian language.				
CLO 1 Produce written reports on a range of <u>very simple</u> spoken & written Indonesian texts related to Indonesian military operations. (Equivalent to 1 ADLPRS reading, listening, & translating)	**CLO 2** Produce written reports on a range of <u>simple</u> spoken & written Indonesian texts related to Indonesian military operations. (Equivalent to 1+ ADLPRS reading, listening, & translating)	**CLO 3** Produce written reports on a range of <u>straightforward</u> spoken & written Indonesian texts related to Indonesian military operations. (Equivalent to 2 ADLPRS reading, listening, & translating)	**CLO 4** *(Additional Navy specific CLO)* Produce <u>very simple</u> spoken and written Indonesian texts (Equivalent to 1 ADLPRS speaking & writing)	**CLO 5** *(Additional Navy specific CLO)* Produce <u>simple</u> spoken Indonesian texts (Equivalent to 1+ ADLPRS speaking)
MLO 1.1 Translate & summarise **courtesies** found in very simple spoken & written texts Greetings, Welcomes, Invitations, & Farewells			MLO 4.1 Speak and write very simple Indonesian for the purpose of managing intercepted Indonesian fishing vessels. Information transaction, Directive, Explanation.	MLO 5.1 Speak simple Indonesian for the purpose of managing intercepted Indonesian fishing vessels. Information transaction, Directive, Explanation.
MLO 1.2 Translate **lists** found in very simple spoken & written texts Forms			MLO 4.2 Write very simple Indonesian for the purpose of establishing communications with Indonesian vessels in international waters. Information transaction.	
MLO 1.3 Translate & summarise **directives** found in very simple spoken & written texts Directives	MLO 2.1 Translate & summarise **directives** found in simple spoken & written texts Directives			
MLO 1.4 Translate & summarise **transactions** found in very simple spoken & written texts Transactions (for goods & services)	MLO 2.2 Translate & summarise **transactions** found in simple spoken & written texts Transactions (for goods & services)	MLO 3.1 Translate & summarise **transactions** found in straightforward spoken & written texts Transactions (for goods & services)		
MLO 1.5 Translate & summarise **information exchanges about security issues** found in very simple spoken & written texts Transactions (for Information) (very simple questions / Interview)	MLO 2.3 Translate & summarise **information exchanges about security issues** found in simple spoken & written texts Transactions (for Information) (simple questions / Interview)	MLO 3.2 Translate & summarise **information exchanges about security issues** found in straightforward spoken & written texts Transactions (for Information) (straightforward questions Interview)		
	MLO 2.4 Translate & summarise **briefs, directions and instructions** found in simple spoken & written texts Plans and Procedures	MLO 3.3 Translate & summarise **briefs, directions and instructions** found in straightforward spoken & written texts Plans and Procedures		
	MLO 2.5 Translate & summarise **debriefs** found in simple spoken & written texts Reports, Explanations & Recounts	MLO 3.4 Translate & summarise **debriefs** found in straightforward spoken & written texts Reports, Explanations & Recounts		

Summative Assessment CLO1	Summative Assessment CLO2	Summative Assessment CLO3	Summative Assessment CLO4	Summative Assessment CLO5

The assessment will take place in 3 assessment events:
One: Listening Test
- 2 x summary of requests for information in spoken form
- 2 x summary of a transaction for goods and services in spoken form
Two: Reading Test
- 2 x summary of a command in written form
- 2 x summary of a transaction for goods and services in written form
Three: Translating Test
- 1 x translation of a written list
- 1 x translation of an invitation in written form
	The assessment will take place in 3 assessment events:
	One: Listening Test
	- 2 x summary of a spoken request for information between 2 people, e.g. bio-data
	- 2 x summary of spoken instructions, e.g. movement orders, duty handover.
	Two: Reading Test
	- 2 x summary of a written plan, e.g. navigation exercise, duty handover.
	- 2 x summary of a written explanation, e.g. incident report, written military statement.
	Three: Translating Test
	
	- 1 x translation of a written transaction for goods and services
	- 1 x translation of a written command
		The assessment will take place in 3 assessment events:
		One: Listening Test
		- 2 x summary of a spoken transaction for goods and services
		- 2 x summary of a spoken instruction, e.g. movement orders, orders brief
		Two: Reading Test
		- 2 x summary of a written direction, e.g. joint operation documentation
		- 2 x paraphrase of a written report, e.g. written military statement [witness to an assault].
		Three: Translating Test
		- 2 x translation of a written request for information about security issues, e.g. details of a planned exercise
		- 2 x translation of a written explanation, e.g. incident report [loss of life], post activity report [joint exercises]
			The assessment will take place in 2 assessment events:
			One: Speaking Test
			2 x small talk exchanges:
			a. boarding a vessel and ascertaining the number of crew, the captain's name, name of vessel, port of origin,
			   and how long the vessel has been in the waters.
			b. on board a vessel, explaining that it is in Australian waters, indicating that the vessel is to be searched, and telling the captain that the vessel is to be motored to an area and to remain there.
			Two: Writing Test
			2 x small messages to an approaching Indonesian vessel.
			a. 1 x short invitation inviting the captain of an Indonesian navy vessel to board the Australian vessel.
			b. 1 x response to an invitation from an Indonesian navy vessel to board their vessel.
				The assessment will take place in 1 assessment event:
				One: Speaking Test
				a. 2 x small talk exchanges:
				a. ascertain the purpose of the voyage and information about the voyage [e.g. port and date of departure, course sailed to get to this location, and duration], and deal with any ambiguous responses
				   through repetition and rephrasing.
				b. ascertain the presence of other fishing vessels in the area and deal with any ambiguous responses through repetition and rephrasing.

Summarise very simple spoken and written courtesies; directives; transactions; and information exchanges about security issues. Source texts comprise isolated Indonesian words and simple Indonesian sentences with very clear structures only.	**Summarise** simple spoken and written directives; information exchanges about security issues; briefs, directions and instructions; and debriefs. Source texts comprise mostly simple Indonesian sentences (no conjunctions), some Indonesian compound sentences (conjunctions), and a small number of shorter complex sentences (contains clauses but no relative clauses).	**Summarise** straightforward spoken and written information exchanges about security issues; briefs, directions and instructions; and debriefs. Source texts comprise mostly Indonesian compound sentences (conjunctions), and straightforward complex sentences.	**Speak** in complete clauses containing a subject [implicit or stated] and a finite verb. Many clauses are formulaic sequences, e.g.	**Speak** in complete clauses containing a subject [implicit or stated] and a finite verb. Many clauses are formulaic sequences, e.g.
- Summaries in English.			*What is your name? Can you read Indonesian?*	*What is your name? Can you read Indonesian?*
- Summaries are written as complete and unambiguous sentences (containing a subject and verb) instead of dot points.	- Summaries in English.	- Summaries in English.	Given the nature of the task, the trainee has very limited resources of expression to open and close conversations.	Given the nature of the task the trainee only requres limited resources of expression to open and close conversations.
- Summary commences with an introduction that identifies the text type and topic, e.g.	- Summaries are written as complete and unambiguous sentences (containing a subject and verb) instead of dot points.	- Summaries are written as complete and unambiguous sentences (containing a subject and verb) instead of dot points.	*Good afternoon!* *Goodbye. Thank you.*	*Good afternoon.* *Goodbye. Thank you.*
This text is a conversation between two soldiers. They are exchanging information about the security of the area they are in.	- Summary commences with an introduction that identifies the text type and topic, e.g.	- Summary commences with an introduction that identifies the text type and topic, e.g.	Can join clauses using the most common conjunctions (*and, or, & but*) to form very simple **compound** sentences, e.g.	If attempted can join clauses using the most common conjunctions (*and, or, & but*) to form straightforward and simple **compound** sentences, e.g.
- Given the "very simple" nature of the material on which the trainees are summarising, the summaries themselves are likely to be around two to three sentences long only e.g.	*This text is an e-mail from a commander who is sending operational orders to subordinates for a range shoot.*	*This text is a telephone conversation between two soldiers. One of the soldiers in on an exercie and has requested that the Q store provide ration packs, water, and fuel. The Q storeman says that all of these were sent earlier that day.*	*My name is Paul and I am from Australia.* *Assemble your crew and keep them there.*	*When did you leave and where did you leave from?* *Start your engine and steer the course I indicate.*
This text is a conversation between two soldiers. They are exchanging information about the security of the area they are in. One asks if the situation is still safe. The other replies that it is still safe and no one has been seen.	- The material at 1+ (ADLPRS) is of a simple nature, so summaries are likely to be a maximum of five sentences, e.g.	- The material at 2 (ADLPRS) is of a straightforward nature, so summaries can be expected to be up to 10 sentences long.	Does not have the linguistic resources to produce a broad range of complex sentences. Trainee can speak in utterances containing a few clauses only: e.g.	Can add subordinate clauses to the main clause using the most common clause markers (e.g. *so, because, when, & if*) to form straightforward and short **complex** sentences, e.g.
	This text is an e-mail from a commander who is sending operational orders to subordinates for a range shoot. The range shoot will take place in .... Troops are to assemble at .... at 0900 on the morning of 12 December 2010. Troops are to be dressed in patrol order.	*This text is a telephone conversation between two soldiers. One of the soldiers in on an exercie and has requested that the Q store provide ration packs, water, and fuel. The Q storeman says that all of these were sent earlier that day.*	*I am an Australian Government Fisheries officer. My name is Paul. Are you the captain of this vessel?* or	*You are in Australian waters so we need to talk to you.* *It is illegal to fish here because you are in Australian waters.* *Start your engine when I tell you to.*
	- Information covering dates, numbers, type of equipment/goods is to be completely accurate.	*The soldier whose name is Corporal Arzal, also asked the Q storeman about this child and the reply was that the child was ok. The Q storeman made some sort of joke to the Corporal about the quality of food on the exercise. They had a laugh and the Q storeman confirmed that the supplies were on their way and would arrive the next day – God willing.*	*Where have you sailed from? Have you sailed from Roti? Have you sailed from Roti Island?* Trainee can use a limited number of terms of address and pronouns for addressing people encountered on the vessel, e.g. Anda and Bapak.	Trainee can speak in utterances beyond a few clauses but are generally limited to between four and ten clauses.
	- Information concerning tense [has the event happened, is it happening, or will it happen] is to be completely accurate.	- Information covering dates, numbers, type of equipment/goods is to be completely accurate		*Good morning everyone. I am an Australian Government Fisheries Officer. My name is Paul. I need to inspect your vessel. Do you understand what I am saying?*
	- Ranks are to be accurately reported.			Trainee can use a limited number of terms of address and pronouns for addressing people encountered on the vessel, e.g. Anda and Bapak.
	- Locations are to be accurately reported however names of places and people's names are to be accurate or very similar to those mentioned, e.g. Corporal Soenjono can be written as Kopral Sojono.			

DECONSTRUCTING THE TASK

Modifications – initial design

GENRE	CLO 1 ADLPRS 0+	CLO 2 ADLPRS 1	CLO 3 ADLPRS 1+	CLO 4 ADLPRS 2	CLO 5 ADLPRS 1	CLO 6 ADLPRS 1+
COURTESIES						
LISTS						
DIRECTIVES	Listening and Reading skills					
TRANSACTIONS						
INFO EXCH re SEC ISSUES						
BRIEFS						
DEBRIEFS						
BUILDING RAPPORT					Speaking & Writing	Speaking
	5 weeks	5 weeks	5 weeks	5 weeks	1 week	1 week

DECONSTRUCTING THE TASK

Modifications – revised design

GENRE	CLO 1 ADLPRS 1	CLO 2 ADLPRS 1+	CLO 3 ADLPRS 2	CLO 4 ADLPRS 1	CLO 5 ADLPRS 1+
COURTESIES					
LISTS					
DIRECTIVES	**Listening and Reading skills**				
TRANSACTIONS					
INFO EXCH re SEC ISSUES					
BRIEFS					
DEBRIEFS					
BUILDING RAPPORT				Speaking & Writing	Speaking
	10 weeks	5 weeks	5 weeks	1 week	1 week

DECONSTRUCTING THE TASK

Modifications – current design

	CLO 1	CLO 2	CLO 3
	ADLPRS 1	ADLPRS 1+	ADLPRS 2
GENRE			
COURTESIES	**Reading**		
LISTS	**Listening**		
DIRECTIVES	**Speaking**	**Reading**	
TRANSACTIONS	**+ *Writing?***	**Listening**	**Reading**
INFO EXCH re SEC ISSUES		**+**	**Listening**
BRIEFS		***Speaking?***	
DEBRIEFS			
	10 weeks **12 ?**	5 weeks	5 weeks

DECONSTRUCTING THE TASK

Modifications – incorporation of generic CLOs

JOINT CONSTRUCTION OF THE TASK

Writing of Learner Practices

GENRE	CLO 1 ADLPRS 0+	CLO 2 ADLPRS 1	CLO 3 ADLPRS 1+	CLO 4 ADLPRS 2	CLO 5 ADLPRS 1	CLO 6 ADLPRS 1+
COURTESIES						
LISTS						
DIRECTIVES						
TRANSACTIONS						
INFO EXCH re SEC ISSUES						
BRIEFS						
DEBRIEFS						
BUILDING RAPPORT						
	5 weeks	5 weeks	5 weeks	5 weeks	1 week	1 week

JOINT CONSTRUCTION OF THE TASK

Learner Practices

GENRE	CLO 1 ADLPRS 1	CLO 2 ADLPRS 1+	CLO 3 ADLPRS 2	CLO 4 ADLPRS 1	CLO 5 ADLPRS 1+
COURTESIES					
LISTS					
DIRECTIVES					
TRANSACTIONS					
INFO EXCH re SEC ISSUES					
BRIEFS					
DEBRIEFS					
BUILDING RAPPORT					
	10 weeks	5 weeks	5 weeks	1 week	1 week

HURDLES / CHALLENGES

Learners' Journey
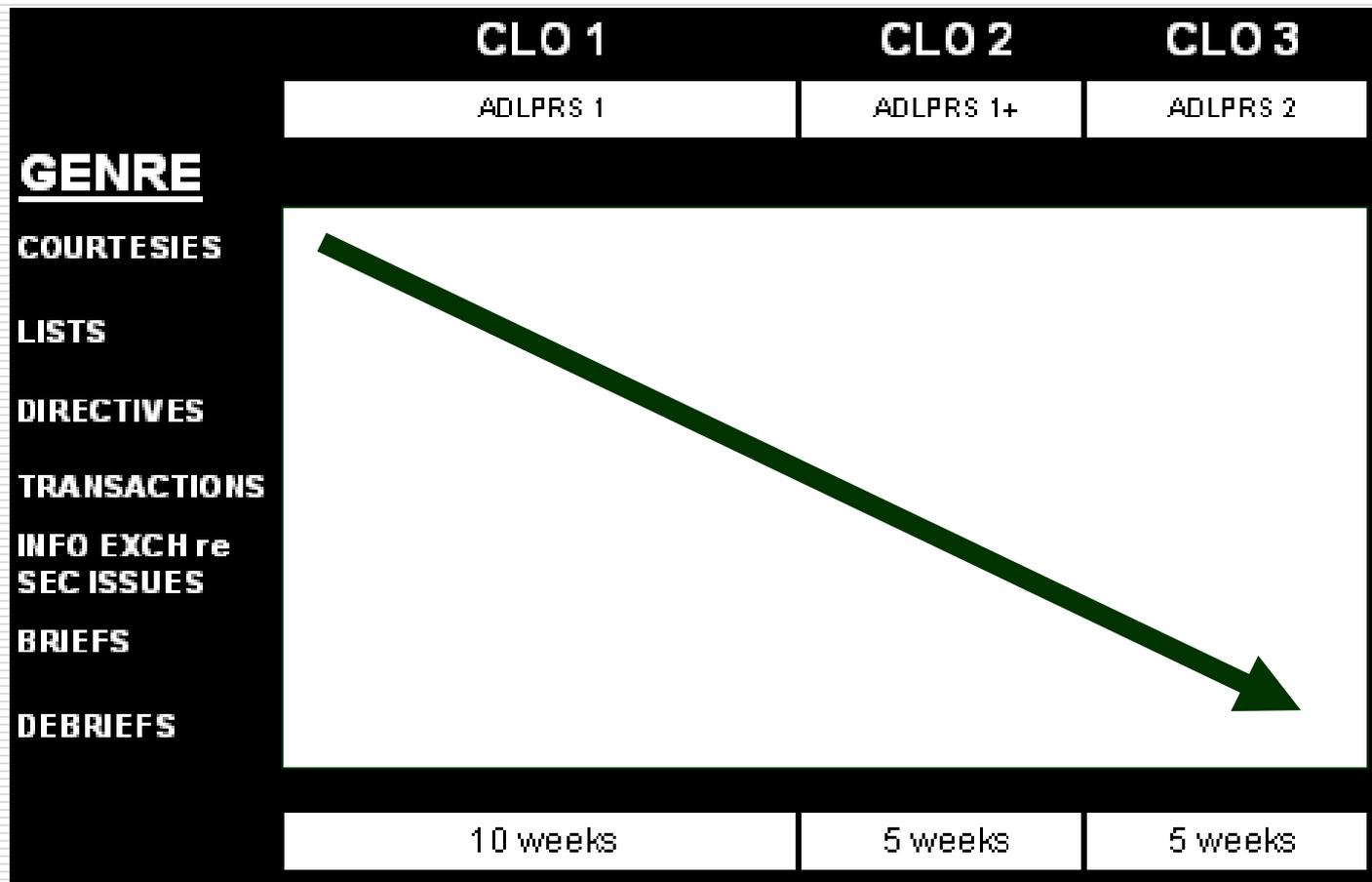
HURDLES / CHALLENGES

Course Mapping

- *Language for Specific Purpose (LSP)*

- *Competency Based Training (CBT)*

- *Systemic Functional Grammar*

- *Genre Approach*

- *5-stage Learning / Teaching Cycle*

- *Defence Training Model (DTM)*

HURDLES / CHALLENGES
Professional Development

- *Sequencing of learner practices within a CLO*

  - *Known → unknown*

  - *Concrete → abstract*

  - *Across genres within a language event*

  - *LPs written with pre-req eg time/geography/numbers*

HURDLES / CHALLENGES

Delivery: Weekly Timetable (Lessons)

SEKOLAH BAHASA ANGKATAN BERSENJATA AUSTRALIA
DEPARTEMEN BAHASA INDONESIA

MINGGU YG KE: 04
Edisi: 1

DAFTAR PELAJARAN – KURSUS UMUM 1/10

TANGGAL: 8-12 Feb 09

		1 0800-0850	2 0855-0945	3 1005-1055	4 1100-1150	5 1300-1350	6 1355-1445	7 1500-1600	8 1600-1700	Pekerjaan Rumah
S E N	8	"Ada berapa siswa di ……?"	KK Bahas 2-10PR Latihan Dikte	Latihan	Angka Pecahan (fraction)	Lab (KEW)	KK Role Play	Kosolidasi		2-12 PR
		2-12A	2-16	2-21	2-13	2-08C	2-14			
S E L	9	"Mau cari apa?"	KK Bahas 2-12PR& Latihan Mengeja	Latihan	Lab (KEW)	Berapa lama Jason akan belajar Bahasa Ind?	KK Latihan bicara 1X1 / Belajar Sendiri	Konsolidasi		3-01PR
		3-01A	2-18	2-12B	2-09C	3-02A	2-15			
R A B	1 0	"Jam berapa?"	KK Test Vocab (2VT-2) & Bahas 3-01PR	Latihan	Lab	"Kapan Mike akan ke Indonesia"	KK Apa bhs Inggris dan Indnya?	Konsolidasi	Olah-raga	3-03PR
		3-03A		3-02B	2-10C	3-04	3-01B			
K A M	1 1	…….. sedang apa?	KK Bahas 3-03PR & Latihan Pelafalan	Latihan	Lab	"Kegiatan Faisal Setiap hari"	KK Latihan	Konsolidasi	LANGUISH INN	3-04PR
		3-05A	2-20	3-02/03B	3-01C	3-07A	3-06			
J U M	1 2	"Acara Selamatan-nya di mana?"	KK Test Vocab (3VT-1) Bahas 3-04PR	Latihan	Lab	Kerjakan dan diskusi Revisi Unit 1&2				3-05PR
		3-08A		3-05B	3-02S					

KETERANGAN:

………………………………………
LIC Indonesian GL

HURDLES / CHALLENGES

Delivery : Weekly Timetable (Teaching Staff)

SEKOLAH BAHASA ANGKATAN BERSENJATA AUSTRALIA
DEPARTEMEN BAHASA INDONESIA

MINGGU YG KE: 04
Edisi : 1

DAFTAR PELAJARAN – KURSUS UMUM 1/10

TANGGAL: 8-12 Feb 09

		1 0800-0850	2 0855-0945	3 1005-1055	4 1100-1150	5 1300-1350	6 1355-1445	7 1500-1600	8 1600-1700	Pekerjaan Rumah
S E N	8	AG	KK NA AD RC	BF	WD	PH	KK WD AG BF	Kosolidasi		AG fotokopi minggu ini
		2-12A	2-16	2-21	2-08C	2-13	2-14			
S E L	9	NA	KK AG AD BF	PH	BF	WD	KK AD PH AG	Konsolidasi		3-01PR
		3-01A	2-18	2-12B	2-09C	3-02A	2-15			
R A B	1 0	AG	KK AD NA PH	WD	AA	BF	KK BF AG AA	Konsolidasi	Olah-raga	3-03PR
		3-03A		3-02B	2-10C	3-04	3-01B			
K A M	1 1	AA	KK BF AG AD	BF	WD	PH	KK RC AA NA	Konsolidasi	LANGUISH INN	WD buat dan periksa 3 VT-1
		3-05A	2-20	3-02/03B	3-01C	3-07A	3-06			
J U M	1 2	NA	KK PH AD AA	BF	AA	P5 kerjakan sendiri P6 Diskusi dengan RC				3-05PR
		3-08A		3-05B	3-02S					

KETERANGAN:

....
LIC Indonesian GL

HURDLES / CHALLENGES

Delivery : Proposed Timetable

Day	P1 - P4 Learning Practices	P5 - P6 Skill Practices
Monday	Core (Learning Practices)	Language Learning Strategies (LLS) - **Reading** Reflective Learning Strategies - Checklists Writing Skills in English - **Translating, Summarizing**
Tuesday	Core (Learning Practices)	Language Learning Strategies (LLS) - **Listening** Reflective Learning Strategies - Checklists Writing Skills in English – **Translating, Summarizing**
Wednesday	Core (Learning Practices)	Language Awareness - **Grammar** Reflective Learning Strategies Revision/Extension exercises/activities
Thursday	Core (Learning Practices)	Formative Assessment Revision/Extension exercises/activities Review reflective journals
Friday	P1-P2: Core (Learning Practices) P3-P4: PT	Intercultural Awareness (?) Speaking/Listening activities (eg games, role plays, songs)

INDEPENDENT CONSTRUCTION

The Path Forward

Image downloaded 26/11/10 from http://www.newworknetwork.org.uk/media/image/newworknetwork/holder_watch-this-space.jpg