

A Needs Assessment of Intensive Language Teaching at the ADF School of Languages

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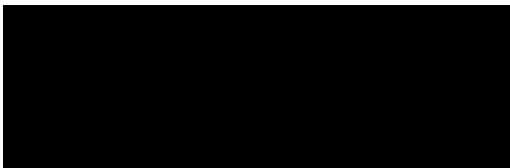
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A dissertation submitted in partial fulfilment of the requirements
for the Degree of Doctor of Education, College of Education,
Victoria University Melbourne Australia

2016

Declaration

I, Issares Surachestpong, declare that this Doctor of Education dissertation entitled *A Needs Assessment of Intensive Language Teaching at the ADF School of Languages* is not more than 60,000 words in length, exclusive of tables, figures, appendices, references and footnotes. This dissertation contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this dissertation is my own work.

A large black rectangular box redacting the signature of the author.

Signature

Monday, 30 May 2016

Date

Acknowledgements

My objective was to complete this dissertation on time. I did not expect it to be such a roller-coaster journey with so many diverse emotional realities. Working full-time while embarking on this study, I have had to constantly apply risk management skills. By risk, I take the project management definition: ‘an uncertain event or condition that, if it occurs, has a negative or positive effect on the project’s objectives’. Psychologically, I adopted LANGS’ motto, *Hasten Slowly*, laid out alongside the unit’s crest (a dragon climbing the Babel building) to manage my thesis writing. I owe so many debts of gratitude to a number of people.

Firstly, I owe an enormous debt of gratitude to five key people: To LANGS’ former Commanding Officer (CO) Lieutenant Colonel Williams Elliot, former Director of Studies (DS) and Mr Bruce Murray. To Lecturer in charge of the Persian Department, Dr Yarvar Dehghani, the lecturer in charge of the Persian Department for allowing the Persian Department to be a participative case. To the former Heads of School of Education Heads of School of Education of Victoria University: Professor Maureen Ryan, Associate Professor Brenda Cherednichenko and Associate Professor Tony Kruger. My endeavour would not be possible without early foundation stages contributed by my former supervisor, Professor David Maunders: I thank you. I thank my current Principal Supervisor, Adjunct Professor Ian Ling and Co-Supervisor, Dr Mary Weaven. I wish to thank sincerely the CO who kindly granted me permission to conduct this study. His visionary decision continues to add to historic features of LANGS for future generations. The then DS kindly assisted me in making my research journey clear and acceptable in its scope. Also, I extend my gratitude to the Head of the School of Education of Victoria University who helped keep my candidacy alive and Professor Ling who accepted the challenges of guiding me to the ‘last lap’ of

this thesis writing. His expert guidance in the face of a daunting work schedule for both of us has made sure this dissertation exists.

Secondly, I would like to thank all of the participants: students, staff and the Army language manager. I would like to thank all of the participants' unit commanders who granted me permission to make contact with their staff members for interviews during the data collection. I sincerely thank them all for their recollections and for their patience in answering my questions. Their knowledge and experience at LANGS were illuminating and contributed greatly to this thesis for future sustainable practices.

Thirdly, I thank all of my teachers and supervisors who earlier instilled me with awareness of English knowledge, writing skills and attitudes to handle this dissertation writing process.

Finally, may I take this special opportunity to thank inspirational individuals in my life: Mrs Thud and Mr Detrith Surachestpong, my mother and father; my US host families in my childhood days as the American Field Services exchange student in 1972; my extended family members who have contributed to my educational journey today. Last but not least, I thank my friends who contributed to supporting my study. Thank you all.

Table of Contents

Declaration	i
Acknowledgements	ii
Table of Contents	iv
List of Tables	ix
List of Figures.....	x
Acronyms and Definitions.....	xi
Abstract	xiv
Chapter 1 Context of the Study	1
Introduction	1
LANGS as a language training body	2
Aims of the research.....	3
Rationale of the study.....	4
LANGS' organisational behaviour	5
Identity in foreign language teaching and learning	5
ADF organisational structure and its foreign language program	6
LANGS' management culture.....	8
Compliance: LANGS' accounting system	10
Community support.....	10
Language skills in the Australian Defence Force context	11
Complex environments	12
Language skills and military adaptability.....	13
ADF language development at LANGS	13
Case Study: Persian and Thai courses at LANGs.....	16
Persian language at LANGS	16
Thai language at LANGS	17
Conclusion.....	17
Chapter 2 Literature Review	19
Introduction	19
Program evaluation.....	21
Key players in program evaluation	23
Owen's PEFA (Program evaluation: Forms and approaches)	23
Proactive evaluation	25
Elements of needs assessment.....	27
Social and political dimensions of needs assessment in language programs.....	32
Environmental issues for military and political resolution	33
Knowledge economy and human interests	34
Technical control and administrative practice	35
Research review	37
Major issues in an intensive language learning	37
Language learning and program evaluation	38

First and second language acquisition in language program evaluation.....	39
Critical literacy and discourse	40
Language acquisition and intercultural exploration in language program evaluation	47
Learner and teacher Identity.....	50
Cultural studies in language programs	52
Language learning in the LANGS workplace	55
Evaluation and control of LANGS' strategy	56
Workplace language programs.....	62
LANGS and other language service providers	65
Adult Education Institution (CAE).....	66
University programs in Persian and Thai	66
Persian and Thai at Australian National University (ANU)	67
Thai Courses at the University of Sydney	67
The Institute of Modern Languages at the University of Queensland	68
Military applications of languages	68
Organisational behaviour	71
Corporate culture and organisational culture.....	71
School effectiveness and school improvement.....	73
Strategic flexibility.....	74
Sustainability of LANGS' language programs.....	91
Enterprising and the Enterprise Collective Agreement	93
Diffusion of innovation and models of change.....	93
Training needs assessment and analysis.....	95
People and professional development	96
Learning theories applicable to language programs	99
Language learning theories and second language acquisition theories.....	100
Adult learning principles, motivation and mastery learning.....	102
Workplace and workplace learning	105
Workplace language skills	108
Language teaching.....	109
Content-based language teaching: Form, notion and function language teaching	112
Emotions and intercultural language teaching and learning aspects at LANGS.....	115
Information communication technologies in foreign language programs	116
Curriculum and interculturally oriented foreign language program development and delivery	119
Integration through a thinking-oriented approach in foreign language program	123
Proficiency as a key competence in language development	124
Competency-based training characteristics and assessment	125
Importance of pedagogy and clustering units of learning.....	127
Language assessment	128
Second language programs and assessment	130
Australian Defence Force Language Proficiency Rating Scale	132
Benchmarking in program operations	133
LANGS and language teaching research.....	135
Dynamics of the classroom	135
Needs of literacy teaching.....	136
Impact of organisational behaviour literature.....	137
Knowledge management	138
Contextualising teaching and learning: Bearing on organisational change	138
Assessing needs about social practices, praxis and intensive language learning activity	139
Conclusion.....	140
Chapter 3 Research Design and Methodology	142
Introduction	142
My role as researcher and internal evaluator	142
Methodology	144
Qualitative research methodology.....	144
Case study	145
Proactive Evaluation: Needs Assessment.....	146
Research questions	146

Needs assessment	147
Triangulation	149
Ethical approval and considerations	152
Participants	154
Persian Department at LANGS	154
Thai Department at LANGS	154
Recruitment of participants	155
Data collection.....	157
Document examination	158
In-depth interviews.....	159
Focus group interviews	161
Observation	162
Data analysis	162
Analysis of documents	163
Preparation of interview and focus group transcripts	164
Analysis of interview and focus group transcripts	165
Coding of interview and focus group transcripts.....	166
Data presentation.....	167
Summary	168
Conclusion.....	169
Chapter 4 Examination of Documents	171
Introduction	171
LANGS' organisational behaviour	172
Corporate culture: Policy documents	174
A registered training organisation (RTO) status.....	175
Evolution of Curriculum at LANGS	175
Volatile marketplace of language courses	176
Key result areas and key performance indicators	179
Ethical operations.....	188
Benchmarking	190
Professional Development.....	191
Internal activity	192
Conclusion.....	195
CHAPTER 5 Analysis of In-depth Interviews and Focus Group Meetings	196
Introduction	196
Status quo of LANGS – change or no change	197
Benchmarking	197
LANGS' culture.....	199
LANGS as a 'reactive taskforce'	202
Values in intensive language teaching	207
Corporate nature.....	211
Organisational structure	211
Sustainable language teaching.....	214
LANGS' modus operandi.....	217
Positive insights for intensive language teaching	217
Curriculum and workplace language skills	223
The evolution of the General Language (GL) Curriculum	225
Materials: Thai and Persian languages	227
Perceived positive and negative emotion in intensive language teaching and learning	229
Thai approach to intensive language teaching.....	229
Persian approach to intensive language learning	231
Immersion	234
Emotions in intensive language teaching and learning.....	239
Emotional cravings in language awareness	247
Emotions and feedback	253

Professional development for staff at LANGS	253
Conclusion	255
CHAPTER 6 A Conceptual Model of a Sustainable Intensive Language Teaching System: SILOTETS Part I	257
Introduction	257
Developing systems to connect and build strong language programs and student-supplier communities	258
Vignette 1: Development of the SILOTETS model	259
What is needed	259
Vignette 2: Connecting all people and elements in intensive language teaching systems	260
What is needed	261
Vignette 3: Change at LANGS	266
Changes relating to organisational aspects	266
Changes related to training issues	266
What is needed	268
Vignette 4: The Federal Government's policies	268
What is needed	268
Vignette 5: Language skills for the ADF	269
What is needed	269
LANGS, and status quo	269
Vignette 6: 'People' or human resources	270
What is needed	270
Teachers	271
Students	271
Vignette 7: Organisational Structure	273
What is needed	273
Vignette 8: Financial resource and management	273
What is needed	274
Vignette 9: Professional development	274
What is needed	274
Vignette 10: Facilities and buildings	275
What is needed	275
Vignette 11: Entrepreneurship	276
What is needed	276
Vignette 12: Developing resources and programs	278
What is needed	278
Conclusion	278
CHAPTER 7 A Conceptual Model of a Sustainable Intensive Language Teaching System: SILOTETS Part II	282
Introduction	282
Vignette 13: Curriculum	283
What is needed	283
Vignette 14: Pedagogy	284
What is needed	285
Vignette 15: Language and numeracy awareness	286
What is needed	287
Vignette 16: Cultural awareness as learning	287
What is needed	288
Vignette 17: Assessment	289
What is needed	291
Vignette 18: Technologies in language teaching	292
What is needed	293
Vignette 19: Policy and project plan	293
What is needed	294

Vignette 20: Optimal outcomes	294
What is needed	298
Vignette 21: Perceptions of intensive language course training outcomes	298
What is needed	299
Conclusion	299
CHAPTER 8 Conclusions and Recommendations	303
Introduction	303
Conclusions related to LANGS' responses to the ADF's unique needs	304
ADF's language needs for workplace and vocational operations	306
Recommendations related to this needs assessment	314
Limitations of this study and further research opportunities	317
Significance of the case study	318
References	319
Attachments	388
Attachment A: LANGS Commanding Officer's Research Approval	389
Attachment B: Interview questions for the research study	390
Attachment C: Information provided to participant	393
Attachment D: Consent form for participant	395
Attachment E: Revocation of Consent Form for Participant	397
Attachment F: A list of research participant and the interview plan	398
Attachment G: Sample letter seeking permission from the Unit commander to make contact with a participant and an approval letter	401
Attachment H: Sample participant's email communication making an arrangement for the conduct of an interview	402
Attachment I: Samples of two emails seeking permission to make contact with prospective participants and their approvals	403
Attachment J: A sample of the demographic details of one defence civilian and four service personnel	404
Attachment K: The big picture of defence relating to language capability	406
Attachment L: Terminology and definition relating to LANGS	407
Attachment M: Australian Defence Language Aptitude Battery	411
Attachment N: Intensive language teaching time breakdown per week at LANGS ..	412
Attachment O: A sample lesson plan from Thai course	413
Attachment P: Defence School Languages (DSL) at Beaconsfield in the United Kingdom	415
Attachment Q: Needs assessment elements with reference to the Literature Review	416

List of Tables

Table 1.1	Difficulty groupings of languages at LANGS	14
Table 2.1	Summary of proactive program evaluation.....	26
Table 2.2	Levels of consultation and leadership style	81
Table 4.1	Langs' business plan.	173
Table 4.2	Participation in multinational warlike operations	177
Table 4.3	Languages introduced at LANGS related to military events	178
Table 4.4	Roles and responsibilities of non-teaching staff	180
Table 4.5	Roles and responsibilities of language teachers/Lecturers.....	181
Table 4.6	Key result areas, assessment conditions and key performance indicators	182
Table 4.7	Speaking KRA and its associated ADLPRS level (KPI)	183
Table 4.8	Listening KRA and its associated ADLPRS level (KPI)	184
Table 4.9	Reading KRA and its associated ADLPRS level (KPI).....	186
Table 4.10	Writing KRA and its Associated ADLPRS level (KPI).....	186
Table 4.11	Translating KRA and its associated ADLPRS KPI	187
Table 4.12	Interpreting KRA and its associated level (KPI)	187
Table 5.1	Insights about LANGS' culture	200
Table 5.2	Aspects contributing to positive insights for intensive language teaching	219
Table 5.3	Thai approaches to intensive language teaching.....	230
Table 5.4	Insights from teaching perspectives – Persian case	232
Table 6.1	Examples of LANGS' Partnership and Entrepreneurialship Role.....	277
Table 7.1	Examples of Criteria of Proficiency-based Training.	290
Table 7.2	'APROCOM' assessment model	291
Table 7.3	Language project planning in SILOTETS	295
Table 7.4	Operational plans and characteristics.....	301

List of Figures

Figure 1.1	LANGS 2007 organisational chart	7
Figure 1.2	Students at a Thai temple in Victoria.....	11
Figure 2.3	Information needs	30
Figure 2.1	Managing learning and development in the Australian Public Service	96
Figure 2.2	Training needs analysis cycle.	97
Figure 3.1	Comparisons: Bloom and Bloom 2.....	149
Figure 4.1	Contrast of 'B' grade curriculum and general language curriculum.....	176
Figure 4.2	LANGS curricular length during years 1996-2012.....	180
Figure 4.3	Object Rally Point using the o'clock concept.	185
Figure 4.4	Number relevant to military in platoon timeline.....	185
Figure 4.5	Changes in classroom facilities.....	189
Figure 4.6	LANGS language laboratory technologies	189
Figure 4.7	Learning by interacting with military native speakers.	189
Figure 4.8	APS employee guidelines.	190
Figure 5.1	Proposed sustainable intensive language teaching model.....	216
Figure 5.2	The military-based training style used in the Thai LANGS Department, 1975-1986.....	227
Figure 5.5	Effective language learning model	233
Figure 6.1	Background considerations for model development.....	260
Figure 6.2	SILOTETS conceptual framework/needs model	263
Figure 6.3	General language curriculum components.....	267
Figure 6.4	Elements of training needs analysis.....	280
Figure 7.1	Sequence of material degrees of complexity.	286
Figure 7.2	Outcomes measurement found in language training.	297
Figure 8.1	The roller coaster of language learning	311
Figure 8.2	Dimensions of intensive language learning	313

Acronyms and Definitions

Acronym	Definition
AAP	Australian Air Publications
ACAD	Academic
ACO	Acting Commanding Officer
ADF	Australian Defence Force
ADLPRS	Australian Defence Force Language Proficiency Rating Scale
ADMINO	Administrative Officer
ADMIN Pt	Administrative Part...
ADO	Australian Defence Organisation
AFP	Australian Federal Police
AP	Assessment Plan
APROCOM	A system of language testing comprising of the combination of Achievement test component, proficiency component and a competency based-testing component
APS	Australian Public Service
ATIS	Allied Translator and Interpreter Section
Bus. Admin.	Business Administration
Cert IV	Certificate 4 within the Vocational Education Sector
CO	Commanding Officer – head of LANGS
CTOs	Course Training Outcomes
DEGT	Directorate of Education and Ground Training
DI(G) PERS	Defence Instructions (General) Personnel
Dip Mgmt.	Diploma in Management
DLC	Diplomat's Language Course
DNA	Deoxyribonucleic acid is the hereditary material in humans and almost all other organisms. 'Our life'
DS	Director of Studies
EL	Executive Level
GL	General Language Curriculum
Grad Dip Appl Ling	Graduated Diploma in Applied Linguistics
GST	General System of Transcription
ICT	In-country training
IT	Information Technology

Acronym	Definition
KPI	Key performance indicator
KRA	Key result area
L1	First language
L2	Second language
LANGS	RAAF School of Languages (1944-1994); the Australian Defence Force Language (1994+)
LICT	Lecturer-in-charge of a language department
LECT	Lecturer of a language in a language department
LOTE	Languages other than English
LOTETAG	Languages other than English Training Advisory Group
MINUTE	MINUTE document
MD	Doctor of Medicine
MDEd	Masters of Distance Education
MS	Management staff
NATO	North Atlantic Treaty Organisation
NTS	Non-teaching staff
ORP	Operations
POP	Planning on a page for performance appraisal
PROCO	Project coordinator
PS	Persian student
PT	Persian teacher
PFADS	Performance Feedback and Development Scheme
RAAF	Royal Australian Air Force
RAN	Royal Australian Navy
RTO	Registered Training Organisation
RACI	Responsible, Accountable, Consulted, and Informed.
SI(no)PERS	Standing Instructions (number) Personnel
SILOTETS	Sustainable intensive language and other technical enterprises' training system
SLA	Second Language Acquisition
SO	Standing Orders
SSM	School Sergeant Major
STOPS	A combination of language tasks used for socialisation, tactical handling of operational environment, operational matters, peace issues, and strategic engagement in military, diplomacy, economics and international politics found in the likely language use, resulting in learning the General Language Curriculum.
TD	Training and Development
TL-E	Target language into English
TS	Thai student

Acronym	Definition
TT	Thai teacher
URSO	Unit Resource Officer
XO	Executive Officer

Abstract

This research study is a needs assessment, undertaken within the Proactive Form of Program Evaluation, of the intensive teaching of Languages Other than English at the Australian Defence Forces School of Languages (LANGS). The participants in this research were drawn from adult students (past and present) on the Persian and Thai [Defence's Group 3 languages – General Language (GL) Curriculum] Courses, teachers from these courses, non-teaching staff and one external stakeholder.

My research aimed to conduct a needs assessment based on current practices of the General Language Curriculum delivery using a proactive form of evaluation (Owen 2006) as a framework. The prime purpose was to establish a set of needs so that I might create a thriving and sustainable intensive language teaching context at LANGS; these needs led to the formation of a list of 24 recommendations for future action. A qualitative methodology was employed and an inductive data reduction approach (Ling et al., 2014) applied in the analysis of data, collected through document analysis and in-depth and focus group interviews. The results are reported as a case study that includes an extensive number of vignettes. The data analysis revealed that LANGS' operations accorded with theories of organisational behaviour. It highlighted the importance of the collaboration between participants, coupled with resources and facilities that dictated LANGS' individual outcomes and organisational outputs, and which reflected its entrepreneurial focus.

I used themes from my analysis related to LANGS' operations to construct a model, SILOTETS, for a sustainable intensive language teaching system to create language skills which have a workplace impact. This case study of a specialist organisation is important in that it makes a contribution to knowledge of intensive language teaching and learning experiences.

My research contributes a new way of rectifying the flaws of the funding, more scrutiny on outcomes and better needs-based sustainable model of intensive language program development and delivery for student and industry in a specialist environment and context. The intensive language learning under consideration is located at the intersection of differing language learning experiences: the learners' first language and the intercultural language teaching and learning and the culture of the target country. Language skills were accessed through both formal learning and informal through 'acquisition' encounters. Learners gained general and military knowledge prescribed in the curriculum through the language skills engagement with the target language counterpart and community that they developed via speaking, listening, reading, writing, translating, interpreting and immersion in the target country for two weeks. Adult learning principles, provision of feedback, additional information and strategies for risk management of learning for workplace preparation were integral components of the process. Applying task-based teaching, self-paced learning coupled with a periodic proficiency assessment approaches were integral elements of the program.

It was found that graduates of the General Language Curriculum used the language and culture in five domains: social situations, tactical or military in the field handlings, operations, peace related purposes and strategic engagement (STOPS); however, some graduates had not employed their language skills for official duties. As a consequence, they failed to realise the whole 'STOPS' impact.

CHAPTER 1

Context of the Study

Introduction

Intensive Languages other than English teaching in Defence has evolved since it was established in 1944. This key past event, that resulted in producing translators and interpreters of Japanese to serve in the Allied Translator and Interpreter Section, triggered the present obligation; currently, however, it is in a rapid transition mode. This change is concerned with a range of operations; it requires a ‘whole-of-government’ response on the part of military and civilian agencies (Commonwealth of Australia, 2009: 23) to world events. The demand for language courses at the Australian Defence Force (ADF) School of Languages (LANGS) is dictated by Australia’s military engagement in both combat and noncombat contexts. The Chief of Defence Force, General David Hurley has commented on the intensity of this engagement:

History will show 2011 was one of the most intense operational periods the ADF has experienced in recent years ... At its peak, almost 3500 ADF personnel were providing assistance ... There are currently around 3330 ADF personnel deployed overseas including our missions in East Timor, the Solomon Islands and a variety of smaller operations.

(Hurley, 2011: 5)

This increase in demand on assistance has impacted greatly on the context of the work at LANGS in its effort to teach foreign languages to

support the ‘interdependent situations with broader political, humanitarian, economic and development goals’ (Commonwealth of Australia, 2009: 23). It has been recognised that ‘languages are fundamental enablers for Defence operations and business’ (Doran, 2012: 19). The operations at LANGS are characterised by the application of a ‘triple bottom line’ (Cole, 2010: 1102) – they are concerned with economic, social and environmental sustainability.

To assist in gaining a better understanding of the contextual place of LANGS in the study, this chapter is structured as follows: an introduction; the evolution of LANGS; the aims of the research; the rationale of the study; a discussion of LANGS’ organisational behaviour; an outline of the community support that LANGS receives; a consideration of the language skills required by the ADF; a summary of the Persian and Thai courses at LANGS; the rationale of the study; and a conclusion.

LANGS as a language training body

In this study I argue that intensive language teaching at the ADF School of Languages provides the best language learning outcomes that can support real-life language needs in a military workplace. It functions to reproduce the hierarchical social order of a class-stratified society (Giroux, 1981) and provides a useful illustration of one of the dominant models on which the organisation and administration of intensive foreign language program has been based and derived from corporate management. This has influenced the organisation of language schools for other institutions requiring the teaching of language skills and cultural competency in workplaces. It requires appropriate academic support and resources in order to be sustainable.

In the first instance, my study is significant because of the absence of documentation and knowledge in the language teaching and learning area; as a result, it will be valuable to both the management and language education fields. Using vignettes, it reveals hitherto untold stories about a group of participants in the field of language education. It informs professional

practice and policy by investigating the language teaching business in a unique educational setting, and shows how students learn a specific language by numerous traditional and non-traditional and varied pathways. This is important because, as Pearson (2005: 128) points out, there is a challenge to ‘advance our understanding of how language needs are situated in the emerging global military context and what are the implications at all levels and for all involved’.

A second significance of my study is that it will inform language policy, and guide language course designers and teachers in the planning of future programs; in particular, the findings will inform prospective Group 3 languages programs at LANGS.

Thirdly, it will contribute to the literature within the field of lifelong learning in the area of language skills maintenance; to the literature in the field of quality of life for adult learners in terms of work-life balance; and to an understanding of international engagement with diverse cultural counterparts in the training of military personnel.

Finally, the study will contribute to the process of the student’s self-actualisation in terms of self-culture and foreign culture for mutual intercultural understanding as described by Gubrium & Holstein (2000: 489) ‘individuals who interact with one another do so in an environment that is concurrently constructed and experienced in fundamentally the same terms by all parties’.

Aims of the research

Within the frame of a needs assessment and the ‘triple bottom line’ (Cole, 2010: 1102), my general research question was as follows:

What are the critical elements of a sustainable intensive foreign language program designed to meet future ADF’s needs?

In my study, the specific research questions were as follows:

- **What are the needs of the LANGS Persian and Thai language programs?**
- **What do we know about the problems that these programs face?**
- **What is recognised as ‘best practice’ in the LANGS’ intensive language teaching programs?**
- **What problems have been identified with the Persian and Thai language programs?**
- **What does the relevant research tell us about intensive language teaching in the LANGS context?**
- **How will the findings of this research assist in the revision of existing policies and programs in intensive Persian and Thai teaching at LANGS?**

Rationale of the study

In preparing for this research study it became evident to me that no formal research had been undertaken in relation to needs-assessment of intensive language teaching in workplaces; this was specifically evident at the ADF School of Languages. More generally, there is no research that addresses needs and outcome-based criteria requirements for work-based military learning programs.

I have always taken the view that debate about the role of LANGS is important and that LANGS has a huge responsibility to the community to both further and contribute to that debate. The language training delivery prescribed by LANGS’ stakeholders was aligned with the 2000, 2009 and 2013 defence white papers (see Defence White Papers, 2000, 2009, 2013). These papers were concerned with a substantial air, sea and land arms modernisation program. Despite this, the language training was general and not specifically links to these changes that occurred in the ADF. This study is a timely look at the delivery of language post World War II to ensure it is

meeting the needs of the ADF today; and also that it is prepared to meet the language training needs of the ADF and Australia over the coming decades.

LANGS' organisational behaviour

LANGS' organisational behaviour may be characterised as a product-driven organisation: 'one whose main priority is producing goods and services and then finding customers who want to buy it' (Cole, 2010: 1098). When staff and students join together at LANGS to accomplish LANGS' business objectives, an occupational health and safety compliance infrastructure for productivity is required.

One of the major events at LANGS in the decade in which I undertook this research was the transfer of LANGS from being under the Training Command of the Royal Australian Air Force to the control of the Army. As a result, LANGS was renamed 'The Defence Force School of Languages'. Using organisational behaviour frameworks frequently found in the research literature, LANGS operates out of a combination of frameworks ranging from autocratic, custodial, to supportive and collegial.

Changes in administration meant adapting from a more flexible approach under the Royal Australian Air Force in 2007 to a more regimented language teaching management style under the control of the Army. Being employees at LANGS in this decade has meant being adaptive – being able to handle significant changes and events.

Identity in foreign language teaching and learning

The question of identity – what LANGS is or stands for – cuts across and unifies many different organisational goals and concerns. It defines how LANGS operates. Its style of language teaching programs is not found in universities and adult education programs provided by educational institutions in the private sector. This structural group contributes to LANGS' national identity which can and does affect the presentation of the

self within the cultural context (Paige, et al., 1999; Tajfel & Turner, 1986; Liddicoat, 2002).

LANGS is a multicultural organisation in which all ongoing staff members are Australian citizens. There are 15 language departments within LANGS. The staff members of these language departments have their own original ethnic cultures, values and beliefs which are integrated within LANGS' culture. The individual cultures complement LANGS' operation in the delivery of the courses in a culturally integrated defence environment. LANGS' leadership is required to acknowledge this cultural diversity. The learner is viewed as a non-native speaker as well as having multiple identities (Australian Public Service – APS, Army, Navy, Air Force and Federal Police) that afford different opportunities for language learning. Learner identity is dynamic (see Norton, 2000; Norton, et al., 2002).

Language sponsors, such as the Defence Organisations comprising the Defence's Languages Other than English Training Advisory Group (LOTETAG), are key stakeholders. According to Defence Instructions, the prioritisation of Defence language requirements is responsible to LOTETAG; its policies apply to Defence personnel, both civilian and military, and the training of spouses. Clients of LANGS are typically the strategic and tactical units of the Australian Defence Organisation. Good communication between LOTETAG and LANGS is a critical stakeholder management aspect embedded in a LANGS' model of foreign language program and curriculum issues.

ADF organisational structure and its foreign language program

The current Australian Minister for Defence, The Hon Kevin Andrews MP, has pointed out that the defence organisation needs to maintain the same reputation for excellence that Australian troops had in their global coalition operations and on their deployment in Iraq and Afghanistan region; John Kerin (Kerin, 2015: 6) has quoted the Minister for Defence Andrews as saying the government wanted to:

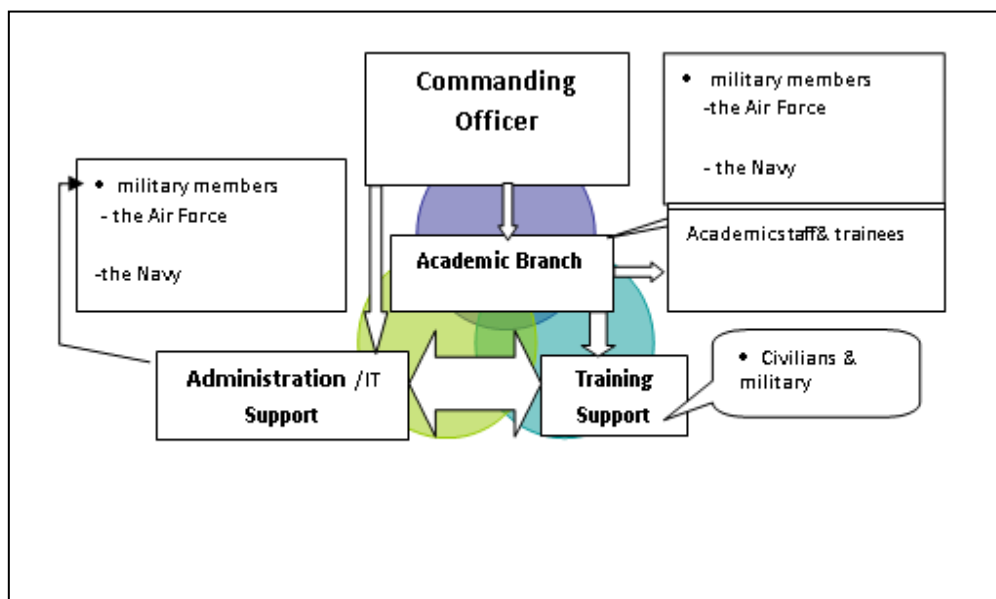
provide defence with an enduring planning basis, certainty and stability that aligns strategic objective, tasks and funds.

The concept of planning basis reflects the importance of organisational structure which displays both the way LANGS ‘links its employees and functions together’ (Cole, 2010: 1097): as a mechanistic organisation with them operating as ‘cogs in a machine, and in work level analysis within job families program management. The LANGS organisational chart, as at 28 May 2007, is shown in Figure 1.1. Cole (2010: 1097) has argued that:

an organisational chart is a diagram that shows the deployment of people into functions or responsibilities and how they relate to each other; depicts the formal organisation structure or framework, spans of management (the number of people an individual supervises) and lines of authorities and responsibility.

The LANGS organisational chart shows that LANGS has a flat organisational structure: Language Departments within its Academic Branch,

FIGURE 1.1 LANGS 2007 ORGANISATIONAL CHART



Administration and Information Technology Support, and Training Support. Corporate strategy.

LANGS has a common identity and a set of well-defined objectives for its core business. The objectives are described in its mission statements; in turn, these define common objectives embracing the introduction of internal rules to assure outcomes, compliance and duties in language training activities. In my interpretation, LANGS' corporate strategy encompasses five key elements: mission, vision, values, strategic goals and business plan.

In-country training provides an important update in terms of culture and nature for both students and staff (Seddon, 1997); in particular, this includes speech acts (Bach, 2014; Littlejohn, 2009; Searle, 1975). Teachers accompany students on in-country training programs (ICT) to update language changes in the target country. In early years, one of the components of the ICT for the Thai staff and students was attending classes at different universities in addition to homestay activities and individual non-classroom exploration and local visits.

LANGS' management culture

The organisational process that underpins management culture, according to Cole (2010: 1098) is 'the way a group of people work together, including absence or presence of tension, communication patterns and style, group norms and level of participation'. The organisational process required at LANGS' relates to the creation of a broad corporate scope, and the focus established by management: its values, vision and goals. This process, as Williamson (1975) and Teece (1982) have pointed out: drives an organisational know-how that is not readily available in the marketplace; it sustains a culture that is composed of formal and informal elements; it creates a unique social environment.

The culture determines the type of leadership, communication, and group dynamics within LANGS. Both staff and students perceive this as the quality of work life which directs their degree of motivation. The optimal outcomes

are performance, individual satisfaction, and personal growth and development derived from teaching and learning. All these elements combine to build the LANGS as an organisational model.

Educating linguists in language skills is a shared and collaborative process that is shared between teacher educators, teachers, academic support staff, professional associations and governments. LANGS' operational process is a set of structured steps or procedures, logically sequenced and known as Standings Instructions concerning Personnel to achieve a defined outcome and effectiveness.

LANGS' effectiveness lies in it applying a process of continuous improvement and the deployment of an appropriate information system (Wrick, 2009) and methodologies that result in achieving desired outcomes. It involves implementing the School's policies relating to training, assessing, recording and reporting of training results. Operational plans describe, in detail, the activities and tasks teams and individual within them will undertake in line with team- and organisational-goals and objectives. Its information management system is based on the Royal Australian Air Force's training system of curriculum.

The process of training students emphasises the importance of inducting and welcoming both new students and staff into welcome, and ensuring that they quickly feel a part of LANGS. While on course, students develop lingual-cultural proficiency across the four macro language skills: speaking, listening, reading, and writing. As well, they become proficient in translating the target language into English; they also develop their skills as dialogue interpreters. They must develop the ability to complete real-life language tasks, using authentic Thai texts such as restaurant menus, newspapers, magazines and news broadcasts as well as engaging in-country experiences wherever practicable. This requires the application of research-based 'teaching pragmatics' (see, for example, Schmidt, 1993; Kasper, 1997; Kasper & Rose, 2002).

Compliance: LANGS' accounting system

LANGS' behaviour in pursuit of its business plan to achieve its goals is generally guided by both internal and external rules and ethics; participation in an auditing process forms a key compliance practice. According to Palepu et al. (2015: 9) auditing is defined as:

a verification of the integrity of the reported financial statements by someone independent of the preparer, ensures that managers use accounting rules and conventions consistently over time, and that their accounting estimates are reasonable.

The operation of LANGS is subject to the control of national, state and military agencies: the Australian National Training Authority, the Victorian Registration and Qualifications Authority, and the Defence Training Manual. As a consequence, these various layers often lead to delays in auditing.

Fraud and ethics training form a part of the annual compulsory staff training and induction. Ethics and ethical behaviour displayed through caring leadership and infrastructure such as appropriate buildings and facilities for language teaching and learning are important elements of the program.

Ethically intensive language teaching includes: following standard operating procedures or standing instructions, implementing curricula, and using a strategic resource as planned. It also includes efficiently recruiting both staff (merit selection criteria) and students (in the form of aptitude testing results). These factors determine the impact on people in terms of students' performance in achieving the course training outcomes, via an interpretation and identified descriptions of the level Australian Defence Force Language Proficiency Rating Scales for students.

Community support

LANGS' operations characterise the capacity to operate across cultures by exercising its 'cultural intelligence' (Cole, 2010: 1089). Interaction with

FIGURE 1.2 STUDENTS AT A THAI TEMPLE IN VICTORIA

ethnic communities (see, for example, Byram & Feng, 2005; Coleman, 1997, 1998; Murphy-Lejeune, 2003) form an integral part of the extra-curricular activities at LANGS. Thai communities – both religious and nonreligious – are sources of language in use. Buddhist monks provide opportunities for conversation and merit making such as offering food and making donations to the Buddhist monks learning experience for students learning Thai as shown in Figure 1.2.

Thai restaurants and bars enhance intensive language learning at LANGS also. For example, some Thai language-teaching equipment was donated to the Thai department by the owner of Mai Tai restaurant and bar to be used as Thai language learning resources. This was in addition to what is available through normal Defence funding for this type of resource.

Language skills in the Australian Defence Force context

Spanning the history of language teaching in the Defence context for nearly 70 years, meeting suddenly emergent, world-wide language needs has been an integral part of military missions. Language learning has had an impact on the lives of military personnel both on the battlefield and in peace time; military-focused learning includes learning of military content via the dominant local language. Every year there are many military exercises and

activities that involve foreign troops. For example, exercises involving Australian and Thai troops such as Temple Jade (Army), Kakadu (Navy) and Pitch Black (Air Force) are conducted in Australia. Aus-Thai (Navy) and Thai Boomerang (Air Force) involve Thai and Australian troops training in Thailand.

Recently, military exercises between Australia and Thailand have involved trained military personnel with Thai language proficiency; Air Marshal Binskin (2013) has reported as follows:

In 2013 we both participated in EX AUSTHAI, EX TEMPLE JADE and counter-terrorism activities EX STAR PANTHER and EX DAWN PANTHER. EX CHAPEL GOLD is currently underway in Thailand. In 2014 we look forward to maritime EX KAKADU and the air to air exercise, EX PITCH BLACK in Australia. Training and exercising together enables us to make a contribution to regional security that is greater than the sum of our individual parts. These connections build upon and reinforce one another, and they come to critical fruition when our people engage in operations together; notably, East Timor in 1999, but more recently with the Combined Maritime Forces in the Gulf of Aden.

Air Marshal Binskin, November, 2013

Complex environments

Social and environmental sustainability have emerged as key aspects as part of the army's 'triple bottom line'. Army chiefs from 19 countries met in Sydney in 2007 for the fifth Pacific Armies Chief Conference. Former Australia's Chief of Army, Lieutenant General Peter Leahy (2008: 5) and his international colleagues discussed some of the challenges facing modern armies:

What we all agreed is that we need to look at the methods of education and how we prepare our individuals for the uncertainty of these complex environments that we are head into...I think you'll see more cooperation into the armies to make sure our soldiers are more culturally aware,

linguistically attuned and able to deal [with] these very complex environments.

General Peter Leahy, Defence Magazine, 2007/2008

Language issues are an integral part of both exercises and official visits of foreign officers and government personnel. In both contexts, the Australian representative is likely to be allocated the services of military linguists trained in the General Language Curriculum by one of the language departments at LANGS.

Language skills and military adaptability

The General Language Curriculum encompasses interaction within the following domains: social, tactical interaction, operations in the theatre of operations, peace-keeping and peace-building tasks. A new competitive advantage is obtained through having the appropriate language skills to engage in these strategic areas. Language skills within these areas are executed by Australian military personnel and their international military counterparts; use of the same language ensures common understanding of task orders. In turn, this creates greater harmony amongst all of the engaged military personnel.

Adaptation is a crucial challenge for organisations including foreign language programs at LANGS, and an important theme in the strategy and organisation theory literature (Sharfman & Dean, 1997). In this regard, Volberda (1996) has argued that under hyper-competitive conditions that characterise the current environment, companies will prosper only if they have the adaptive capacity. Such a capacity is appropriate for LANGS.

ADF language development at LANGS

The first language taught at LANGS was Japanese. There are now 17 language departments divided, in accordance with Defence's interpretation of perceived difficulty of acquisition, into Group 1, 2, 3 and 4. 'Group' is a term

used by the ADF to categorise the degree of difficulty of the target language, through specified goals and objectives to specific policy proposals. According to Brooks (1989: 16), a public policy is

the broad framework of ideas and values within which decisions are taken and action, or inaction, is pursued by governments in relation to some issue or problem.

For LANGS, this applies to ‘an action’ that gives governmental authority to the commitment to language training at LANGS. A list of all of the languages taught at LANGS, together with their relative difficulty groupings (4 = highest; 1 = lowest), is contained in Table 1.1.

The language departments involved in this study were the Persian Department (or Farsi, the most widely spoken Persian language) and the Thai Department. For administrative purposes these were and remain categorised as Group 3 languages by the Australian Department of Defence. The two languages under consideration have distinctive features: they use a non-Roman script; however, while Thai has a tonal sound system, Farsi does not. Table 1.2 contains Department of Foreign Affairs and Trade (DFAT, no date) guidelines for time allocations (weeks and hours) in order to reach specific the speaking

TABLE 1.1 DIFFICULTY GROUPINGS OF LANGUAGES AT LANGS

Languages at LANGS	Difficulty group
Japanese	Group 4
Chinese	Group 4
Arabic	Group 4
Korea	Group 4
Khmer	Group 3
Persian	Group 3
Pashtu	Group 3
Russian	Group 3
Thai	Group 3

Languages at LANGS	Difficulty group
Vietnamese	Group 3
French	Group 2
Indonesian	Group 2
Malay	Group 2
Portuguese	Group 2
East Timor (Tetum)	Group 1

and reading levels – shown as second language proficiency (SLP) levels on a progressive scale of 1 to 4. These guidelines were used to determine the time to achieve a required proficiency level, taking into account the following factors:

- aptitude and motivation;
- knowledge of a related language;
- teaching methods and standards;
- class environment and size;
- ability and interest.

For ease of comparison the languages normally required by language learners who will be serving overseas have been put into five groups – group 1 being the easiest and group 4 the most difficult to learn. Taking Thai language learning as an example, an SLP level of 1- in both speaking and reading would require 6-18 week (on average, 9 weeks) for a total of approximately 260 hours to reach that level. To reach the highest level (SLP = 4 in both speaking and reading) would require 80-240 weeks (average 120 weeks) for a total of approximately 3600 hours. For the purpose of this guide, one week is defined as 30 contact hours – at least half of which is devoted to lectures or

TABLE 1.2 TIME REQUIRED TO ACHIEVE SIMILAR LANGUAGE PROFICIENCY: PERSIAN AND THAI

Language Group	Time element	SLP Speaking/Reading Levels							
		1/1(-)	1/1	1/1(+)	2/2	2/2(+)	3/3	3/3(+)	4/4
Farsi/	Weeks	5-14	8-24	10-32	15-44	20-60	30-88	40-	54-

Persian								120	160
	Average Weeks	7	12	16	22	30	44	60	80
	Hours	220	360	480	660	900	1320	1800	2400
Thai	Weeks	6-18	10-28	12-38	18-50	27-80	40-120	60-180	80-240
	Average Weeks	9	14	19	26	40	62	90	120
	Hours	260	460	580	780	1200	1860	2700	3600

Source: DFAT, Guide to learning rate, no date

tutorials with the remaining hours devoted to language laboratory sessions and private study.

Case Study: Persian and Thai courses at LANGS

I received permission in 2004 from the then LANGS' Commanding Officer to undertake an investigative research study and an analysis of teaching, assessment, recording and reporting practices within the school. The Persian and Thai General Language Curricula, designated the Australian Defence Force's Group 3 languages, were chosen as cases to illustrate the modus operandi at LANGS. My study focused on only one Group of languages because a cross-group study would entail an amount of research and analysis well beyond that required for a professional doctorate. Operational details of these two Defence Group 3 language departments – Persian and Thai – are discussed in following three sub-sections.

Persian language at LANGS

The Persian language is not a tonal language but, within the ADF context, it is placed in Group 3: it has approximately the same degree of difficulty and takes about the same amount of time for a learner to achieve equivalent proficiency with the Thai language. Persian, a member of the Iranian branch of the Indo-Iranian language family, is also called Farsi. It is the official language of Iran, and two varieties of Persian known as Dari and Tajik are official languages in Afghanistan and Tajikistan, respectively. Modern

Persian is most closely related to Middle and Old Persian, former languages of the region of Farsi (Persia) in south-western Iran. It is thus called Farsi by native speakers.

Thai language at LANGS

The Thai Language Department was established in 1965. Apart from the early stages of establishment, in the period from 1978 to 1982 when a civilian was the lecturer-in-charge, staffing has been based primarily on military personnel from the Army Education Corps. There was a military culture influencing the conduct of the course until 1998. In 1998, the course structure was changed from that associated with American University Alumni book sets to that of Thai Cultural Readers. The Thai material included authentic materials such as newspapers and magazines, together with materials prepared in-house materials and augmented by some commercially available textbooks.

Conclusion

This chapter outlines the LANGS context that underpins this study. Initially, the founders of the program needed to train language specifically for the tasks of translation and interpreting in Japanese to function as translators and interpreters in the Southwest Pacific theatre during World War II. It is generally perceived in the ADF that language is an enabling asset for the ADF personnel to deal with challenges associated with military tasks such as preparation for disaster relief, peace keeping support and counterterrorism operations.

Various facets of the professional immersion of teaching staff into the military life styles and combined exercises for better understanding of military ethos resulting in relevant teaching and learning material production have been presented in this chapter. I have highlighted the evolutionary nature and needs of language skills within the Australian Defence Force

context. I have focused on the significance of choosing to study the main features of the Group 3 Persian and Thai language courses and the rationale for this study and the significance of this research.

Chapter 2 situates the current study through a review of the literature relating to language education, educational theories and second language acquisition theory.

Chapter 3 elaborates the qualitative methodology which was employed in the current study: a needs assessment within the Proactive Form of Program Evaluation (Owen, 2006) that defined the methods and strategies used to collect and analyse the data.

Chapters 4 and 5 categorise present data related to the themes derived from the analysis of documents and individual semi-structured interviews.

Chapter 6 reports on the findings and discusses in the form of vignettes relating to the needs that emerge from Chapters 4 and 5. Chapter 7 reports on further findings and discusses issues in the form of vignettes relating to language teaching and learning to adult learners within the language curricula and proficiency assessment systems.

Chapter 8, the final chapter, collects together the implications arising from the study in relation to the recommendations for future of intensive language teaching and program operation.

CHAPTER 2

Literature Review

Introduction

In my study I adopted a proactive form of program evaluation, using needs assessment, to identify the future needs to be met in the provision of intensive language teaching programs in Persian and Thai at the Australian Defence Force School of Languages. In this chapter, I consider relevant research in the field of proactive program evaluation and intensive language teaching programs. Most importantly, I have undertaken a review of literature associated with intensive language teaching programs in order to point out the similarities and differences in different contexts: I discuss the many issues concerning political and military issues associated with language teaching practice in general terms; I examine language teaching programs in other institutions offered both in Australia and in foreign countries.

The principal research question addressed in my research evolved from the perspective of proactive program evaluation/needs assessment in order to determine the intensive language teaching needs of both students and the ADF stakeholders; specifically, case studies were developed from intensive language teaching programs in Persian and Thai cohorts at LANGS, the language development unit of the Australian Defence Force. A useful definition of ‘a stakeholder’ that I have adopted for this study is ‘a person or group of persons with a right to comment on, and have input into, the curriculum process offered in schools’ (Connelly & Clandinin, 1988: 131-132).

My expectation was to use program evaluation that would result in better planning of intensive language teaching, more effective monitoring and more efficient use of industry funds. Weiss (1993: 94) points out that, while program evaluation can be thought of as a rational enterprise, it always takes place in a political context embodying a number of significant considerations. Undertaking a needs assessment within the frame of a proactive program evaluation saved me from the pitfall of failing to recognise the gaps between the actual and the desired elements of a program that would create shocks and frustrations. It was clear to me that, policies and programs are proposed, defined, debated, enacted, and funded through political processes, and in implementation they remain subject to pressures, both supportive and hostile, that arise out of the play of politics. Program evaluation is always played within the realm of politics.

My perception is that the merit and worth of a program is judged on historic data consisting of contexts, actions and received rewards or outcomes. The key challenge is to ensure the data obtained in research of this kind represents the perceived needs of both internal and external stakeholders who in this case are as follows:

- **internal stakeholders:** students, teaching and non-teaching staff;
- **external stakeholders:** defence and government organisations.

Language education within the area of military defence is a form of service. The quality of this service is measured by the degree to which the teaching is aligned with the Australian Defence Proficiency Rating Scales standards and benchmarks in terms of technical and functional aspects. Technical aspects relate to ‘what’ stakeholders receive in interactions with the service organisation, e.g., language skill sets, translation, interpreting tasks, and are usually capable of objective measurement by internal and external stakeholders. Functional aspects of service relate to ‘how’ the services associated with languages is provided and how the service providers, namely LANGS’ students and staff, operate. Functional elements may also

relate to organisational culture, attitudes and behaviour of students and staff, and the inter-relationships that take place between them.

Goodman et al. (1986) emphasise the need to identify and meet customer expectations by measuring satisfaction with key service attributes, the impact of key dimensions on customers' overall satisfaction and intentions to repurchase, and so determine appropriate levels of performance on each dimension so that an organisation's ability to perform is maximised.

Overall, my research focuses on Proactive Evaluation, involving a needs assessment, in order to provide a possible model for future intensive language teaching efforts in the ADF. The outcomes of this needs assessment will guide policy development associated language program development and capability in the ADF.

Program evaluation

Liddicoat & Scarino (2013: 174) consider evaluation 'specifically within an intercultural perspective' which 'can be used as a framework for setting out some general implications'. Clark (1987) believes that evaluation forms 'an integral aspect of the ecology of language and teaching'. Evaluation is the aspect that ensures the system remains open to ongoing improvement and renewal. Guba & Lincoln (2001) consider evaluation to be one of three basic elements of disciplined inquiry – the other two being research and policy analysis. In this research, I will consider evaluation to be concerned with *program* evaluation that involves the following:

- a form of inquiry whose focus is an evaluand (Owen, 2006);
- both programs and aspects of the organisation using a particular approach (Jody, et al., 2004);
- judgements of 'merit' and 'worth' (Guba & Lincoln, 1989: 39);
- *program* evaluation, as defined by John Owen (Owen, 2006: 18) is 'the production of knowledge based on systematic enquiry to assist decision-making about a program'. Program evaluation that embraces

a *needs assessment* will, in the context of my research, identify factors that serve to facilitate or impede the effectiveness of the program, such as the context of program delivery, the context for support, experience and expertise of the individuals providing the teaching, competencies (general competencies and communicative language competencies) and confidence in one's knowledge base in second language acquisition and educational theories, and consistency of audience providing pointers to assessing intensive language teaching needs capacity in other institutions using similar delivery models although the research is anchored in these Defence's Group 3 languages.

- According to Phelps (2011), a program evaluation in intensive language teaching – taking a needs assessment approach – involves what questions might be addressed; how information will be gathered; what is measured or assessed and how information will be used. Brown (1989b) has suggested that a systematic approach to second language curriculum development, is outlined, enumerating the phases and activities involved in developing and implementing a sound and effective language program; furthermore, Brown (1995) has recommended a systems approach whereby all language teaching activities, techniques, exercises, and packaged pedagogies are integral, and approach that he suggests form the basis of an innovation method called 'Systematic Inventive Thinking'. In this approach, intensive language teaching program goals and objectives are examined; proficiency is used as the key performance indicator in language teaching; different kinds of assessments are used as the basis for decision-making and curriculum development; the provision of proficiency rating guidelines is critical.
- In a similar vein, Rae (1997) has confirmed that strategies for using needs assessment data, instructional objectives, and testing information to develop appropriate instructional materials are

essential. Consequently, needs assessment, as part of program evaluation, enables attention to be focused on supporting teachers by both organisations and stakeholders.

Key players in program evaluation

Donald Kirkpatrick (see Kirkpatrick & Kirkpatrick, 1994) has developed a four-level model in order to determine the value and worth of training programs. The first level was participants' reactions to the training – whether they liked it or not; the second was what new knowledge and/or skills had participants gained from the training; the third was the extent to which the training had influenced what they did on the job; the fourth and final level considered how the training affected their productivity. These levels were important influences on the implementation of new policies and practices to be considered in my proactive program evaluation/needs assessment of the intensive language teaching program at the ADF School of Languages.

Scriven (1991) has suggested that evaluation, fundamentally, is about determining the merit or worth of the object being evaluated; in this sense, Scriven believed that an evaluation should be 'value free'. Owen (2006: 18), however, extended this view to include both a judgement of program worth as well the contribution made by 'managers, program providers, funders, recipients and others who have legitimate interests in the evaluation process'. Furthermore, Owen (2006: 20) has argued that the findings of a *program* evaluation should involve evidence, conclusions, judgements and recommendations. It is this extended view of program evaluation that is fundamental to my study.

Owen's PEFA (Program evaluation: Forms and approaches)

The importance of working with representatives of all groups affected by the program, whether they be program staff or managers, recipients, or people providing financial or moral support is recognised. Owen (2006) has argued that the application of program evaluation should contribute to making

society more effective, just and healthy. It provides a conceptual and practical overview of the program evaluation process in real-world educational, organisational, and social service settings. Using an issues-driven perspective, Owen helps students and practitioners compare and select from an array of evaluation approaches by providing an original conceptual framework for the five major forms of evaluative inquiry: proactive, clarificative, interactive, monitoring, and impact. Each will be discussed briefly in turn, below:

- **Proactive program evaluation** takes place before a program is designed. The purpose is to synthesise knowledge for decisions about how to best develop a program in advance of its planning and implementation.
- **Clarificative program evaluation** takes place early in the delivery of a program. The purpose is to provide knowledge that identifies and documents the essential dimensions of a program to make them explicit to stakeholders.
- **Participatory/Interactive** program evaluation takes place during the delivery of a program. The purpose is to provide knowledge for decisions related to continuous improvement by involving program providers in the evaluation process.
- **Monitoring program evaluation** takes place over the life of a program that is well established and ongoing. The purpose is to provide knowledge to check that the program is ‘on track’ and to provide a basis for its refinement.
- **Impact program evaluation** is used to assess the impact of a settled program. The purpose is to determine the effects of the program in terms of the criteria selected to judge its success.

Source: http://www.sagepub.com/upm-data/47603_alkin2e_ch32.pdf

Owen’s Forms of Program evaluation, and their related approaches, are applicable to my study, for, as Owen (2006) maintains, it is important to

understand the ‘what’ and the ‘why’ of an evaluation and to select an appropriate approach that best fits the issues to be addressed in the evaluation.

Proactive evaluation

Owen (2006: 169) regards Proactive Program evaluation as a Form of Evaluation that has two major situations to which it might be logically applied. The first is in a ‘nothing to something’ situation where the aim of the program evaluation is to provide findings to aid decision-making about a new program, i.e., one being developed from scratch. In the second, a program exists but is in need of a major review, with the likelihood that this existing program will be altered radically or even replaced by a new and more appropriate one. Owen (2006) believes that employing specific approaches which belong within this Form is done on the assumption that policy and program development should be informed by the best and most appropriate evidence about the problem which the intended policy or program will address.

The purpose of a Proactive Program evaluation is to answer a wide variety of questions in many different settings. Information can be used to improve program development and delivery; to improve program content, format and organisation; to document and improve organisational support in order to inform the future change efforts; to document and improve the implementation of the program content; to focus and continual improvement of all aspects of the training program design, piloting and implementation as well as following-up.

The essential features of Proactive Program evaluation of Owen (2006) are summarised in Table 2.1. These features indicate that the orientation or purpose of program evaluation of the Proactive Form is to provide evidence to assist in the synthesis of programs.

TABLE 2.1 SUMMARY OF PROACTIVE PROGRAM EVALUATION

Dimension	Properties
Orientation	Creating and Synthesis
Typical issues	<ol style="list-style-type: none"> 1. Is there a need for the program to go on? 2. What do we know about this problem that the program will address? 3. What is recognised as best practice in this area? 4. Have there been other attempts to find solutions to this problem? 5. What does the relevant research or conventional wisdom tell us about this problem? 6. What could we find out from external sources to rejuvenate an existing policy or problem?
State of problem	None
Major focus	Program context
Timing (vis-à-vis program delivery)	Before
Key Approaches	<ol style="list-style-type: none"> 1. Needs assessment. 2. Research review. 3. Review of best practice (establishment of benchmarks)
Assembly of evidence	Questionnaire, review of documents and data bases, site visits and other interactive methods. Focus group, nominal groups and Delphi technique useful for needs assessments.

Owen (2006: 168) claims Proactive Program evaluation to be an agent of change which is able to support radical changes to an existing program that is seen to be out of date or not serving the needs of those for whom it was intended. Proactive Program evaluation focuses on the actual need for a program. The main use of this data is to help planners determine what type of program would meet an identified social need or a problem. In my study, this was a needs assessment to identify what was required to meet the changing needs of the LANGS program: This type of program evaluation is carried out before a new program is developed. The purpose is to synthesise knowledge for decisions about how to best develop a program in advance of its planning and implementation.

Proactive Form: Approaches

Proactive program evaluation, as Owen (2006) points out, places the evaluator as an adviser: providing evidence for what is required in new policy development; deciding on the changes to an existing program; making an organisation more effective. Owen further describes three approaches within the proactive form that have proved to be effective:

- **Needs assessment:** the extent of the need among a defined population for a program in a given area of provision;
- **Research review:** synthesising what is known in the existing research and related literature about an identified issue or problem;
- **Review of best practice** (establishment of benchmarks): critically reviewing ways in which an identified issue or problem has been solved through programs mounted in other locations.

The most appropriate proactive approach in my study was that of a needs assessment by which I might determine the needs of students and staff (as internal stakeholders), and defence organisations and federal government agencies (as external stakeholders), in creating a revised LANGS program.

Needs assessment

A needs assessment was the key evaluative approach used in this research; in my study, I used Owen's (2006) reasons for applying needs assessment; these will be spelt out in detail in the following sub-section. Needs assessment is a comprehensive and challenging technique which involves a quest for many kinds of information – from different sources – through interviews, group meetings and surveys.

Elements of needs assessment

I have adopted Owen's (2006) spelling out of the essential features of Proactive Program evaluation. They are concerned with the following five elements of needs assessment:

- the desired or ideal condition or state of affairs – what ought to be;
- the present or actual condition or state of affairs;
- discrepancies between desired and actual conditions;
- reasons for the discrepancies;
- deciding which needs should be given priority for action through a treatment or program.

Roth (1990, cited in Owen, 2006), suggests that needs assessment of a program can be generally defined in a formula as follows:

$$N = D - A$$

Based on this formula, N is defined as N = needs, D = desired or ideal condition, and A = present or actual condition. Determining a revised set of needs for LANGS was, for me, a worthy project to undertake, particularly as the current General Language program had operated for over a decade. The teaching approaches developed in the LANGS' General Language programs were developed to comply with proficiency based training requirements. These teaching approaches focus on teaching students to be communicatively competent for real life situations by integrating authentic materials as much as practicable through understanding what students need to know, learn, communicate and be able to culturally appropriately do when carry out identified and assigned language tasks and activities with their target language counterparts, there has been concern about the 'Jack of all trades' phenomenon that I have learned over the years. Thus, needs assessment is critical at LANGS as graduates from LANGS have changing language genres associated with their engagement in field and in office-related work both in Australia and in overseas deployment. In this context, the 'language genres' (Halliday, 1978) required relate to the different types of language texts required in changing settings.

Proficiency based teaching presents several challenges to both students and teachers. Both students and teachers need to be aware of the potential situations in which language will be used and students are likely to find themselves in. The majority of teachers are civilians and cannot always

envisage the military contexts involved and lack necessary knowledge of both Australian and other country's military processes and protocols. Needs assessment interview questions for defence personnel returning from Persian and Thai address a learner needs-based approach. Language course developers are particularly interested in the gap between learners' current and target competencies.

It is probably safe to say that most language instruction attempts to address learners' present needs, having gauged current proficiency levels (e.g., elementary, intermediate, advanced) with the help of test scores or educational background information. Less common outside of English for specific purpose, however, is a determination to identify and explicitly address specific target needs – that is, not the needs of generalised language learners but those of specific learners eager to join the 'literacy clubs' (Smith, 1988) or ongoing conversations of target discourse communities to find out what the learners will likely need (and want) to be able to read, write, speak, and comprehend as listeners to achieve their expected course terminal objectives and workplace language needs.

Acceptance of needs-identifying responsibility means that well before actual delivery begins, language course developers will have collected and examined data, usually in the form of sample texts and audio or video recordings, from the target stakeholders' language use, community, often with guidance, via interviews, from community insiders (see Long, 2005, for much fuller discussion of needs analysis than possible here). Informed by recent developments in genre theory, language course developers proceed with discourse-sample analysis, by considering, ideally, both macro- (rhetorical, whole-text) and micro- (lexico-grammatical) level characteristics of the written and spoken genres (i.e., routine communicative events) represented, such as memos, conference presentations, progress reports, job interviews, or whatever else seems salient.

FIGURE 2.3 INFORMATION NEEDS

Workplace actions	Possible interview questions
<ol style="list-style-type: none"> 1. Identify customers from military services including federal police and public service users and other stakeholders. 2. Make contact with the participants' units' commanders to arrange contacts and correspondence and interview. 3. Interview. Persian and Thai GL interviews were face to face at LANGS, email at other locations. 4. Current students, past students, selected stake and stakeholders were asked questions. 5. Interviews were typed up and coded. 6. Workplace tasks requiring Persian and Thai which were ascertained across all interviews were then collated and ordered according to thematic aspects and the idea being the most frequently occurring tasks across the interviews represented the most commonly needed language uses during the data reduction processes. 7. Workplace tasks were then further organised into Themes. In the Persian and Thai interviews four needs emerged: social needs while engaging in rapport building and maintenance of rapport; on the job for staff courses, embassy tasks and tasks associated with aspects of military in the field; off duty while maintaining of rapport for peace keeping and peace building, Persian and Thai cultural studies. 	<ol style="list-style-type: none"> 1. Can you describe scenario(s) (try to elicit as many scenarios as possible) in which you or your personnel used Persian and Thai in the field to achieve an objective? (e.g., Building a well for a community) 2. What were the steps involved? (e.g., a. Talking to community leader to explain the task; b. Requesting community assistance; c. Meeting the helpers and giving directions etc.) 3. At each step: <ul style="list-style-type: none"> • Who used Persian and Thai on the Australian side (rank, gender, job function)? • Who did the person communicate with (military/civilian, gender, age etc.)? • What was the purpose of the exchange? • How was the exchange transmitted (spoken/written; electronic/face-to-face etc.)? • Can you describe scenario(s) in which you or your personnel needed to use Persian and Thai in the field to achieve an objective but didn't have the capability? 4. What were the steps involved? At each step: <ul style="list-style-type: none"> • Who needed to use Persian and Thai on the Australian side (rank, gender, job function)? • Who did the person in a) need to communicate with (military/civilian, gender, age etc.)? • What would have been the purpose of the exchange? • How would the exchange have been transmitted (spoken/written; electronic/face-to-face etc.)?

Proactive program evaluation addresses the immediate information needs of those implementing, managing and modifying language programs. A list of workplace actions and interview questions associated with these information needs is contained in Figure 2.3.

How will the stakeholder input be coordinated and included? At least one member of the stakeholders' group was coordinated through direct participation in the interview and through the Languages Other than English Training Advisory Group (LOTETAG). Stakeholders were kept informed through direct liaison and through the LOTETAG.

Mayne & Hudson (1992) point out that managers want to know how and why their programs are working or not working, and so adopt an action-oriented perspective on program evaluation. Improving their understanding of the program puts them in a better position to make informed management decisions about how it can be improved, transferred to other settings and implemented with other target groups.

Research-oriented program evaluation puts a high premium on methodological rigour because it is seen as a form of scientific inquiry. It is intended for longer-term use or sustainability of programs, rather than purely being immediately useful for modifying programs. The review by Sherman et al. (1997) of what works and what does not work in crime prevention represents a research-oriented perspective on evaluation.

In considering these different orientations, Mayne & Hudson (1992) point out that each gives priority to different aims, and so should be judged on that basis. Indeed, it is counterproductive to criticise research-oriented evaluation as not being effective in modifying programs or action-oriented evaluation as being weak methodologically and therefore of limited scientific value. Both are important and complementary in most fields, and particularly in the evaluation of community crime prevention programs.

Desired needs are considerably harder to establish than felt wants because true needs are often unknown to those who have them, and may be contrary to what they want, as in the case of a boy who needs a certain diet and wants an entirely different one (Scriven, 1991). Owen (1993) explains that an entity can be defined as 'in need' if there is a difference between the actual situation in which it exists and the desired situation at that time. The needs assessments should be concerned with establishing:

- the desired or ideal state of affairs;
- the actual state of affairs;
- discrepancies between 1 and 2;
- reasons for the discrepancies or needs;
- what needs should be given priority for action throughout the program.

My case study of Persian and Thai language teaching at LANGS is an example of needs assessment which lends itself to a consideration of actual and desired states of the LANGS operation.

Social and political dimensions of needs assessment in Pahl & Rowsell (2005: 115) have suggested that curriculum is a social representation of reality which involves educational judgement; this judgement is shaped by power. They point out that ‘What is taught, and how it is taught is often determined by people in governments who would like to see students learn a particular form of literacy’. Smith & Lovat (2003: 16) have indicated that ‘Any discussions, writing or analysis of any aspect of curriculum is inescapably political’. LANGS’ curriculum is an example of a set of decisions made for inherently political and military purpose.

Social and political dimensions of needs assessment in language programs

I am aware that in understanding society, the marketplace, the economy and technology are all transforming at ‘dizzying speed’ (Cole, 2010: 4). New ways of working are being introduced in an effort to respond effectively to changes. The federal government’s rhetoric in the early days of the war against terrorism as a ‘humanitarian mission with military elements’ has some links with Languages Other than English teaching at LANGS. The General Language Curriculum graduates have gained skills in dealing with social interaction, tactical interaction, operations, peace keeping and peace building as well as strategic engagement within political and military

domains – abbreviated here as ‘STOPS’ needs. Politicians send Australian soldiers into war zones and a small number of these soldiers and their advisers have been equipped with language skills. The language skills required are diverse: for example, coping with on-going conflicts in the Middle East, the new Indonesia’s president’s focus in seeing Indonesia becoming a great maritime nation – and, all the while, balancing these issues against simmering tensions with the United States of America.

Pahl & Rowsell (2005: 115) have suggested that curriculum is a social representation of reality which involves educational judgement; this judgement is shaped by power. They point out that ‘What is taught, and how it is taught is often determined by people in governments who would like to see students learn a particular form of literacy’. Smith & Lovat (2003: 16) have indicated that ‘Any discussions, writing or analysis of any aspect of curriculum is inescapably political’. LANGS’ curriculum is an example of a set of decisions made for inherently political and military purpose.

Environmental issues for military and political resolution

I am aware that change is a condition of society (Education Department of South Australia, 1974a). Conflicts in the Middle East may dictate the requirements and the continuation of language programs such as Arabic and Persian languages, and the current one involving Western military action against Islamic State in Iraq and Syria is about as complex as they come requiring an understanding of language and intercultural awareness. The government has done all it can to inform the public of this complexity and also to advise the public not to expect quick results. The intent is not to become decisively involved, and this means the limited forces will take some time to achieve their aim. This is particularly the case when a degrade mission requires a whole coalition, and not just a military effort but intercultural understanding. In such cases, as Gardiner (2005) points out, the preparation of language skills by LANGS falls within the platform of the strategic planning approach required by the operational partners.

Australian troops would do well to have appropriate language skills in order to be cautious in ascribing too much relevance to those communicators who criticise the current mission to be drawn out, or in reaching for analogies with Vietnam (Vietnamese was introduced at LANGS) Afghanistan (where Pashtu was introduced at LANGS) or even Iraq post-2003 (where Arabic was taught at LANGS as one of the biggest language departments to teach Arabic to military personnel).

To this end, both political and the military leadership has been consistent in recognising language skills as one of the ADF required capabilities. It has not been possible, however, to establish any fixed timeframe for the alerting of the general public of any planned deployments. According to one Australian strategic analyst, the Australian Government's suggested strategy to have a brief military engagement without troops in order to defeat the Islamic State is problematic. To be effective, any such ground-force activity would benefit from the presence of Australian military personnel who possess appropriate language and cultural skills.

Knowledge economy and human interests

LANGS embraces the concept of Cole's (2010: 130) knowledge economy which 'values workers for their energy, commitment and skills and their ability to observe, innovate and make judgement'. It is about highly skilled individuals adding value in all knowledge-intensive industries such as LANGS. Reflexive thought in the sense that it examines its own processes, products and the implementation of a needs assessment practice by refusing to take them for granted is a key feature of the language needs assessment perspective; for example, an examination of the current conflict in the Middle East should stop trying to find comparisons with other contemporary conflicts because each one is unique; likewise, intensive language teaching needs at LANGS are unique. There is a need, for example, to support a military engagement with the currently flawed Iraqi government because the

alternative is worse. This transcends the limited objective of empirical-analytic knowledge, that, according to Habermas (1971a: 310), seeks to

determine when theoretical statements grasp invariant regularities of social action as such when they express ideologically frozen relations of dependence that can in principle be transformed. To the extent that this is the case, the critique of ideology ... [takes] into account that information about law-like connections and sets off a process of reflection in the consciousness of those whom the laws are about.

Degrade missions require language skills and intercultural awareness so that degradation can yield results. For instance, the US and its allies currently have been relying on Harakat Hazm and the Syrian Revolutionary Front to become part of a ground force that will attack the Islamic State militant group. Such circumstances will have some influence of the continuation of existing language programs at LANGS as well as on the establishment of new foreign language programs.

Technical control and administrative practice

Adherence to either a current or a new practice paradigm influences how one views organisational reality, administrative problems and valid administrative, design, development and delivery of foreign language program. Australia's strategies with neighbouring states are highly likely to influence language programs at LANGS – particularly in relation to disaster relief and terrorism suppression. In the case of Indonesia, for example, the goal of a genuine Indonesian naval presence is seen to be of benefit to Australia's strategic planning. Since the end of 2014, this is seen to show disrespect towards Indonesia's current foreign policy. This new position, if it is to be respected by Australia, requires an understanding of Indonesian culture and language skills.

Transgression of an Australian naval force into Indonesian waters, for example, would have implications for the Indonesian language program at LANGS as Indonesia continues its particular strategy against human and

drug trafficking. The Australian government will consider language teaching at LANGS in embracing the chance to build Australia's relationship with Indonesia on all levels and develop a genuine notion of partnership both militarily and bilateral diplomacy and bilateral trade.

Australian Federal Government's Trade Minister has signed free trade agreements with Japan, South Korea and China. This process has some direct impact militarily and there have been stronger enrolments of military personnel for Korean and Chinese language programs at LANGS, including reintroducing the Japanese program at LANGS' main language training facilities at Royal Australian Air Force Williams Base at Laverton. Consequently, diplomacy required by Australia given US lobbying against AIIB and Australia's negotiations for free trade agreement with China (Murray & Grigg, 2014) may also influence the language programs at LANGS.

In summary, international crises and Australia's seat on the United Nations Security Council have allowed Australian governments to show both genuine global leadership and empathy for the victims. These circumstances usually lead to the need to develop different language skills that match the requirements of the personnel involved; they result in unique language programs for unique contexts requiring proactive program evaluation as seen in my study. The ADF is moving towards becoming a knowledge-based organisation. This is particularly the case in the units, where it is a major political development. Thai people are paying much more attention to the decision making process. They are conscious of the development of public policy that can affect them, both directly and indirectly. Public servants and their customers need a public sector administration which is transparent, just and which provides more opportunities for public participation. As a consequence, public governance under a democracy needs to be amended its rules and regulations and public system administration needs to be developed. This, in turn, requires an adjustment to the interaction system between the government and the people.

Research review

A policy maker or practitioner, wishing to apply the findings of a research review to decision-making about the proposed program, is required to gain access to the findings of a previously completed synthesis, or commission someone to perform a tailored synthesis of relevant studies (Owen, 2006).

The ultimate end of such a research review is to provide benchmarks of 'best practice'. Owen (2006: 180) concentrates on one particular type of benchmarking: a data-driven, evidence-based model that relies on the use of evidence collected directly from the organisation. Cases of 'best practice' are then located and identified, and the principles documented to provide the input for developing policies or programs based on the best practice findings.

The recognition that evaluation should not be only a service to central decision makers, but should help everyone in a pluralistic society understand what programs accomplish and why they fall short of their objectives. Evaluation is described as a political institution, but the evaluator is considered primarily an educator. Thus, the evaluator helps members of a policy shaping community recognise their own interests, weigh the consequences of alternative approaches, and discover new opportunities for action. Implications of this perspective for the planning, analysis, and reporting stages of evaluation are described.

Major issues in an intensive language learning

Learning depends primarily on the behaviour of students (Cross, 1993). Therefore, teaching for effective learning requires understanding of how people learn, where and why learners have difficulty, what are their preferences in teaching, and what practices are most effective for helping them progress toward more complex and sophisticated understanding. Only when this understanding is achieved can we promote students' meaningful

learning (Kreber, 2000). Furthermore, Pemberton et al. (1996: 1) cite changes in educational philosophy, language-learning theory, political beliefs, the need to adapt to rapid changes in technology, communications and employment, changing attitudes to learning and meta-learning, and opportunities provided by technological developments to expand educational provision at the same time as cutting costs that are significant in promoting meaningful learning.

Language learning and program evaluation

There has been a great deal of research on second language education program evaluation during the past three decades. During this period, Beretta's *Evaluation of language education: An overview* (Beretta, 1992) has contributed to a growth in the importance of evaluation in language; the use of language laboratories, for example, came into being and they have become places for evaluation. In these settings audio-lingual teaching has been compared with the cognitive code; however, vague monitoring description has resulted in poor and unreliable outcome results.

Nunan (1992) has argued that evaluation implies a wider range of processes than assessment – assessment is largely concerned with the processes and procedures determining what learners have mastered in the target language. Evaluation is not simply a process of obtaining information; it is also a decision-making process as to whether the program meets the needs of the students and stakeholders.

Beretta (1992: 26) has gone further by extending evaluation to include accountability; he has pointed out that evaluation standards are required in the area of language education. Principles for undertaking evaluation were determined by four attributes – utility, feasibility, propriety and accuracy. Utility standards relate to the duty of an evaluator to find out who are the stakeholders and provide them with relevant information on time. Feasibility standards require evaluators to ensure that the evaluation design is workable in real world settings. Propriety standards demand that the evaluator should

behave ethically and recognise the rights of individuals who might be affected by the evaluation. Accuracy standards are concerned with the soundness of evaluation, requiring that information be technically adequate and the conclusions are linked logically to the data.

More recently, an expanded concept of evaluating language programs has been developed by Liddicoat & Scarino (2003). They discuss the importance of evaluating language programs, the nature and purpose of program evaluation, paradigms that shape program evaluation, the process of evaluation, the principles for teaching and learning languages and implications for evaluation including evaluation and teacher professional learning. To maximise the usefulness of evaluation information, evaluators must recognise the varying roles and responsibilities of the primary audiences of the information. To summarise, the main aims of evaluating language programs (Liddicoat & Scarino, 2003) are as follows:

- To decide whether the program has had its intended effect and what new needs have emerged.
- To identify what effects the program has had.
- To justify future courses of action and policy involved.
- To apply benchmarking approaches/ textbooks/ etc.
- To show positive achievements of teachers, support staff and learners.
- To motivate staff and maintain the organisational credential and business viability.

First and second language acquisition in language program evaluation

Kumaravadivelu (2006: 118) provides a list of key principles of language acquisition:

1. Language is a system for expressing meaning.
2. The linguistic structures of language reflect its functional as well as communicative import.

3. Basic units of language are not merely grammatical and structural, but also notional and functional.
4. Communication is based on sociocultural norms of interpretation shared by a speech community.

A system for expressing meaning is used as a framework for this analysis. In terms of systemic functional linguistics, language is described as being functional and adaptable to social contexts. SFL emphasises that language is used to communicate three meanings:

1. the experience of the world (ideational);
2. the relationship between the interlocutors (interpersonal);
3. the way that the two previous meanings are communicated in a coherent way (textual).

To build up the three meanings, language is explained as being organised in semantic units beyond words and sentences (e.g., Halliday, 1994; Halliday & Hasan, 1985; Martin & Rose, 2003). The process of making meaning begins from the grammatical form of language being chosen according to the social context of where language is used to construct a meaningful text. This means that language and social context interact interdependently in the process of making meaning. While context provides an environment for a text, within the realm of language, there is a relationship of text and grammar. In other words, a meaningful text is built up from the grammatical structure that is selected in accordance with the nature of social context (Halliday, 1978; Halliday & Hasan, 1985; Martin, 2001; Eggins, 2004). This study focuses on the realm of language only, looking more closely at two levels: text and grammar.

Critical literacy and discourse

Critical thinking is one of the skill sets that students have to acquire in order to achieve learner autonomy and engage in skills maintenance. Having critical thinking is a foundation of critical literacy. It is a sociocultural approach to the teaching of literacy. It concerns the study of literacy as social

practice (Bull & Anstey, 1996). Critical literacy is essential in the teaching of language as it requires reading of the materials from the target language for the necessary subjects or modules within LANGS' curriculum and the 'wider community' (Macken & Rothery, 1991: 3). Critical literacy skills also enable 'students to understand how a text is working to position readers and who benefits from such positioning' (Wilkinson & Janks, 1998: 181). I am aware that a text is the output of the process of language production in any sequence in terms of spoken and/or written discourse that is related to a specific domain. It is central to any of linguistic communication in the course of carrying a task face to face or at a distance based on results in language activities or purpose, product or process.

Discourse is also learned in the program (Martin & Rose, 2003) because it is a way of representing world intertexts (Bainbridge, et al., 2013: 451). Methods of critical discourse analysis (Wodak & Meyer, 2001) are also employed. Discourse analysis analyses how texts support or subvert overall views of the world intertexts (Bainbridge, et al., 2013: 455) and text consideration associated with how language learning is acquired both in terms of first language acquisition and second language acquisition. Chomsky (1965) stresses that, in acquiring their first language, learners depend on their 'Language Acquisition Device'. As for second language acquisition, the available evidence suggests that second language learners manifest a similar developmental route through discourses and texts used by native speakers of the target language. 'Text', in this situation, has a number of definitions: it is 'anything we can make meaning from' (Bainbridge, et al., 2013: 465); it is 'language that is functional' (Halliday & Hasan, 1985: 10); it includes the 'instances of linguistic evidence in which people actually engage: whatever is said, or written in an operational context, as distinct from a citational context like that of words listed in a dictionary' (Halliday, 1978: 108-109).

Intertextuality in a language program

The notions of power and critical language awareness are relevant to this research as they are linked with intertextuality needs assessment (Fairclough, 1989, 1992; Fairclough & Wodak, 1997). Intertextuality is ‘the factors which make the utilisation of one text dependent upon knowledge of one or more previously encountered texts’ (De Beaugrande & Dressler, 1981: 10). Fairclough (1992) distinguishes two levels of intertextuality. The first level is ‘manifest intertextuality’ where particular voices from particular texts can be recognised by the use of words and phrases in another text – by direct quote; Martin & Rose, (2003) refer to this as ‘scare quotation’. The second level, according to Fairclough (1992) is ‘constitutive intertextuality’ or ‘interdiscursivity’ which investigates the broader aspects of others’ discourse in the form of styles, genres and ideological positioning. Using thematic analysis to investigate intertextuality (Lemke, et al., 1985, Lemke, 1995) is used in foreign language programs at LANGS. Bazerman (2004) used various techniques to study different levels of intertextuality. The analysis of language materials in my research is situated at the language level in terms of what is going on inside the text as reflected in the content and expression (Butt, 2002) to be used in the program.

Taking intertextuality issues into consideration is essential in the needs assessment of a language program at LANGS as students need to learn foreign language texts which do not exist in isolation, but rather are interdependent. Texts frequently make meaning through their relationship with other texts. These other texts or secondary texts are called ‘intertexts’ (Bainbridge, et al., 2013: 455). Intertextuality is associated with an instance of language in use, either spoken or written: a piece of language behaviour which has occurred naturally, without the intervention of a linguist. This excludes examples of language which have been invented by a linguist merely to illustrate a point in a linguistic theory. Examples of real instances of language in real life-use might include the following: a conversation, a lecture, a sermon, an advertisement, a recipe, a newspaper article, a scientific

research paper, a novel, or a school textbook. This literature in human relations in language program is open-ended, unpredictable vocabulary, grammar, discourses and probably endless (see Stubbs, 1996, at <https://www.uni-trier.de/fileadmin/fb2/ANG/Linguistik/Stubbs/stubbs-1996-text-corpus-ch-1.pdf>).

I am aware that ‘critical discourse analysis’ subsumes a variety of approaches towards the social analysis of discourse (Fairclough & Wodak, 1997; Pêcheux, 1982; Wodak & Meyer, 2001) which differ in theory, methodology, and the type of research issues to which they are relevant to the development of foreign language teaching materials in foreign language programs. McKee’s (2003: 1) definition of ‘textual analysis’:

When we perform textual analysis on a text, we make an educated guess at some of the most likely interpretations that might be made of that text.

My own work in language teaching text development has been involved in interdiscursive analysis; a central and distinctive feature of ‘critical discourse analysis.’ The application of critical discourse analysis entails some form of detailed textual analysis. It specifically includes a combination of interdiscursive analysis of texts (i.e., of how different genres, discourses and styles are articulated together) and linguistic and other forms of semiotic analysis. What data is selected, how it is collected, depend upon the project and object of research. So too does the particular nature of linguistic and other forms of semiotic analysis – whether for instance one focuses on argumentation, narrative, modality, transitivity, nominalisation, or voice.

Some work in ‘critical linguistics’ (Fowler, et al., 1979) and the notion of critical discourse analysis are associated with systemic functional linguistics (Halliday, 1978, 1994). It allows one to incorporate elements of ‘context’ into the analysis of texts used in foreign language teaching, to show the relationship between concrete occasional events and more durable social practices, and to show innovation and change in texts. It has a mediating role in allowing one to connect detailed linguistic and semiotic features of texts

with processes of social change on a broader scale relevant to interaction and engagement using foreign languages. Thus, at LANGS, there is a need to evaluate and analyse texts (McKee, 2003) for the purpose of use in the production of learner guides and booklets in language programs.

Operational materials requirements planning in language program

Hall (2016: 757) points out that materials requirements planning is a ‘system used to plan inventory requirements in response to production work orders’ Needs assessment links to the desirable text types or genre that suit the language programs at LANGS. Genre refers to categories of texts according to shared narrative and iconographic features and codes, as well as categories of commercial products provided by products and marketers and expected by audience of texts (Hall, 2016: 453). Materials requisition is ‘document that authorises the storekeeper to release materials to individuals or work centres in the production process’ (Hall, 2016: 757). By ‘storekeeper’ in the language teaching context, I mean the teachers who release learning and assessment language materials to students.

Grammar in language programs

Grammar, in terms of systemic functional linguistics, is not rigid. It is an approach to linguistics that considers language as a social semiotic system. ‘Systemic functional linguistics’ (see, for example, Halliday, 1978, 1994; Hasan & Martin, 1989) reconceptualises language as a semiotic tool intimately involved in the negotiation, construction, organisation, and reconstruct of human experiences. It demonstrates how linguistic choices (i.e., grammar) contribute in a systematic way to the realisation of social contexts. In this conception, language is more than a conduit of meaning: it is a principal resource for making meaning. It is simultaneously ‘a part of reality, a shaper of reality, and a metaphor for reality’ (Halliday, 1993a: 8).

Scholars (e.g., Halliday, 1994; Martin, 1992) have shown that language is indeed an open-ended yet interlocking system of options. As such, language

allows its users to make certain lexico-grammatical choices that suit personal needs and which are appropriate for particular social contexts. Through selection of particular lexico-grammatical items available in language, speakers and writers are able to simultaneously engage in presentation of topic, negotiation of role relationship, and structuring of text (Schleppegrell, 2004). Both oral and written texts produced in different contexts thus contain different linguistic features and realise social functions. As Christie and Martin (1997) have suggested, variations in language use express the diversity of structures and processes in the social system.

Learning languages by taking systemic functional linguistics (SFL) into consideration is functional, flexible, based on the notion of ‘resource’, semantic in focus, and oriented towards the text (Martin & Rothery, 1993: 144). This means that in the SFL perspective that it is grammar that makes meaning in a text. For this reason, the selection of different kinds of grammatical structures influences the meaning communicated in a text. As a text is a product of human activity within a social context (Giroux, 1981), the selection of grammatical structure is related to the nature of the social context. In other words, if we know something about the text’s context, we can make predictions about its grammar; and conversely, if we analyse a text’s grammar, we can recover information about its context (Martin & Rothery, 1993: 144). One aspect of grammar which organises the clause in such a way that it fits into its environment is the system of ‘Theme’ (Martin & Rothery, 1993: 124).

According to Ellis (1994: 26), ‘it is self-evident that second language acquisition can only take place when the learner has access to input in the second language’. It is believed that learners who receive the most input will exhibit greater proficiency in learning a second language.

In general, first language development takes place naturally. On the other hand, second language acquisition can take place both in formal classroom environments and in naturalistic settings. Dulay et al. (1982: 278) define a ‘natural language environment’ as one ‘where the focus of the speakers is

primarily on the content of the communication’ and formal language environment as one where ‘the focus of the speakers is primarily on the form of the language’ respectively.

Teaching military and government personnel to speak the local language of the target country is neither easy nor cheap, but more and more militaries are coming to see intensive foreign language teaching as a force multiplier and the ADF now sees it as a capability known as ‘language capability’. It can diminish the ‘them and us’ factor with local inhabitants and can even shock locals into conversation talking out of sheer surprise at meeting a foreigner who can speak their language — especially if it is a tongue they expect few outsiders to know.

One example of this came in feedback to the U.S. Defense Language Institute Foreign Language Center in Monterey, California, from an unidentified soldier of 2nd Brigade Combat Team, 101st Airborne Division, following a tour in Afghanistan.

One patrol particularly stands out,” he said. “We met two men who had never seen Americans before. While the patrol leader was questioning one of the gentlemen, I was chatting up his friend. The PL couldn’t get the one man to co-operate. I on the other hand was given a flower and the phone numbers of both men as well as a promise to participate in future shuras [tribal assemblies].

Source: <http://www.defensenews.com>.

It’s a small incident, but such conversations can provide the initial foundation for a relationship that might eventually provide useful human intelligence. Thus, there has been an attempt while doing research in terms of second language acquisition to find out the most suitable theory for the learners. Ellis (1993: 4) believes that second language acquisition research can provide valuable knowledge for language teachers. It can provide an answer to the following question: ‘What are the conditions that facilitate and promote language acquisition in the classroom?’ and ‘How can we bring about those

conditions in our classroom?’ This process involves an integration of culture awareness in both teaching and learning processes.

Language acquisition and intercultural exploration in language program evaluation

Sociocultural theory (Swain & Deters, 2007) and social cognitive theory (Bandura, 1977) are relevant to LANGS’ foreign language program. They can be seen as a coming together or a bridging of the behaviourists’ concern with external, environmental stimuli and the cognitive theorists’ concern with the internal mind associated with second language acquisition and intercultural exploration in language program evaluation. Bandura (1977) proposed a model of learning to capture what he saw as the dynamic interplay between the personal, the cognitive and the environmental, which, combined, determine an individual’s behaviour.

Social cognitive theory

Social cognitive theory is also relevant for language programs at LANGS as language learning outcomes requires students to be able to socially engage with their counterparts and the locals in Iran and Thailand. Bandura (1977) identified five fundamental human capabilities, as follows:

- *symbolising* (in order to give structure, meaning and continuity to their lives);
- *forethought* (planning for action, considering potential consequence of actions);
- *self-regulation* (through the positive and negative consequences that their behaviour produces);
- *self-reflection* (in relation to own functioning and self-efficacy);
- *vicarious learning* (through close observation of others).

It can be argued, therefore, that what people think, feel and believe will influence how they behave, with self-belief (also described as self-efficacy

(Bandura, 1977) being an important determinant of motivation and achievement.

The concept of ‘self-efficacy’ co-exists with mastery in that it is outcomes focused: it is language learning and usage that relies on the learner’s initiative to use the language while mastering the necessary linguistic and cultural elements – both of which require risk-taking and to overcome the fear of making errors and being embarrassed. The concept of self-efficacy is linked to a student’s sense of mastery in their language proficiency and the ability to perform communicative tasks successfully; thus, LANGS needs to provide students with safe and supportive environment that develops high self-efficacy and confidence. The responsibility to teach language learners social skills appropriate to the target culture, people and society to help them establish positive relationships – is consistent with Bandura’s (1986) view: a student’s own sense of self-efficacy is dependent on their ability to seek further target language information while in the process of communicating – essentially, ability in learning how to learn and processing are essentially communication behaviours are measures of self-efficacy.

Sociocultural theories of language learning

Intensive language teaching programs in my study at LANGS were linked to sociocultural theories that drew on Vygotsky’s (1978, 1987) insights into the social nature of learning – particularly in their engagement with native speakers. The LANGS programs draw on the theory of more contemporary theorists who have extended and modified Vygotsky’s ideas (e.g., Wertsch, 1998; Rogoff, 2003). Intensive language teaching programs reflect Vygotsky’s argument (1978) that humans act on the world with tools (both physical and symbolic). The symbolic tool of language component, according to Lantolf (2000: 8) requires learners in ‘increasing control over the mediational means made available by their culture, including language for interpersonal (social interaction) and intrapersonal (thinking) purposes’.

From my perspective, language learning is a social process in which culturally and historically situated participants engage in culturally valued activities (e.g., community engagement), using cultural tools (predominantly, speaking and interpreting) with the intention of gaining local support. I believe that this reflects the political, diplomatic and operational nature of the language learning program.

LANGS's in-country training element of the language teaching programs is an essential contribution in terms of communities as teaching and learning resources (Byram, 1989b; Carel, 2001; Corbett, 2003; Jurasek, 1995; Roberts et al., 2001; Robinson-Stuart & Nocon, 1996). It recognises Rogoff's stance (2003) that language development (or learning) is 'changing participation in the sociocultural activities of a community, which also change' (2003: 368). This, from my perspective, impacts on the sorts of behaviours required for effective participation, and in so doing, requires evaluation to determine necessary changes in the activities and the tools. This foregrounding of dynamic social activity and the tool mediators of that activity are special features of Vygotsky's sociocultural theory. Thus language program stakeholders, such as those at LANGS, need to pay careful attention to the activities provided for learners in their diverse environments and to the qualities of the physical and symbolic tools, including written language that learners use.

Vygotsky's (1978, 1987) sociocultural theories have been frequently drawn upon in studies of second language acquisition. Such studies may have a psychological orientation (see, for example, Lantolf, 2000; Lantolf & Thorne, 2006; Swain et al., 2010); sometimes they may be anthropologically and sociologically focused (see, for example, Toohey 1998, 2000; Kostogriz & Tsolidis, 2008; Toohey & Norton, 2010). Overall, sociological theories represent a shift from seeing learners as individually internalising stable systems of language knowledge, to regarding them as differentially-positioned members of social and historical collectives learning and using language as a dynamic tool.

Lave & Wenger's (1991) work has been used by many language researchers allied with sociocultural theory, especially with respect to their constructs – *legitimate, peripheral, and participation* – which represent a view that communities are composed of participants who differentially engage with the practices of their communities, and that this engagement or participation in practice is 'learning'. In the case of LANGS' program, these constructs relate closely to the in-country training component. For Lave & Wenger's (1991), the 'old-timer' as well as the 'newcomer' are simultaneously learning through practice. Stressing the importance of local analysis of communities, they pointed out that conditions vary with regard to ease of access to expertise, to opportunities for practice, to consequences for error in practice, and so on. Lave & Wenger discussed the importance of not sequestering newcomers away from participation in community activities, if they are to learn. They noted that, ideally, learners must 'see', or be in the presence of, mature practice. This theme is taken up by Second Language Acquisition researchers who examine, in particular, learners' access to second language communities.

Thus language researchers, such as I, need to accept the importance of undertaking regular needs assessment of language programs that involve active participation in the various global communities.

Learner and teacher Identity

Race and ethnicity have long been recognised as being connected to identity, and several scholars have been interested in the relationship between race and language learning (Ibrahim, 1999; Lin et al., 2004; Curtis & Romney, 2006; McKinney, 2007; Kubota & Lin, 2009). In research on identity and language learning, there has thus been a strong methodological focus on learner and teacher narratives, collected either through fieldwork (Goldstein, 2003; Miller, 2003; Stroud & Wee, 2007; Barkhuizen, 2008; Botha, 2009) or from autobiographical and biographical accounts (Pavlenko 2001a, 2001b;

Johnson & Golombek, 2002; Benson & Nunan, 2005; Todeva & Cenoz, 2009, Wildsmith-Cromarty, 2009; Nunan & Choi, 2010).

This consideration is a sobering reminder of the powerful relationship between identity and language learning, which is of central concern to many scholars in the field of language education. Indeed, over the past 15 years, there has been an explosion of interest in identity and language learning, and ‘identity’ now features in most encyclopaedias and handbooks of language learning and teaching (Norton & Toohey, 2002; Ricento, 2005; McKinney & Norton, 2008; Norton, 2010; Morgan & Clarke, 2011). In the broader field of applied linguistics, interest in identity has also gained considerable momentum. There is work on identity and pragmatics (see, for example, Lo & Reyes, 2004; Spencer-Oatey & Franklin, 2009), identity and sociolinguistics (for example, Joseph, 2004; Omoniyi & White, 2007; Edwards, 2009); and identity and discourse (for example, Benwell & Stokoe, 2006; Wodak et al., 2009; Young 2009). Unless there is appreciation of these elements in any language learning program, clashes will occur between teachers and learners, and the learning outcomes will not be fully realised.

In a similar vein, Firth & Wagner (1997: 285) have called for an ‘enhanced awareness of the contextual and interactional dimensions of language use’. Further, while much of their research explores the multiple and intersecting dimensions of language learners’ identities, there is also a growing body of research (contained in their Section 5) that seeks to investigate the ways in which particular relations of race, gender, and sexual orientation may impact the process of language learning. This suggests that there needs to be a greater emphasis on the identity and ethos of military personnel entering LANGS’ programs. Aspects that deal with contexts concerning ‘life and death issues in military operations’, for example, need to be an integral part of the program.

Squadron Leader Turner (Turner, 1983: 24), a former military director of studies at LANGS at the time when I began my language teaching career at LANGS in the early eighties, described the early years of intensive language

teaching pedagogy, as Auerbach (1995) has done subsequently, as employing ‘pressure cooker techniques’. At that time, a former commanding officer likened learning techniques at LANGS to trying to drink water from a fire hose. These ‘cooking’ and ‘fire hose’ metaphors – both then and now – suggest the vital and dynamic nature of the LANGS program. It is in this context that the LANGS program differs significantly from language programs operating in non-military contexts.

Cultural studies in language programs

The conceptual framework within the intercultural language teaching and learning (Liddicoat & Scarino, 2003) is useful in analysing and treating cultural competence from a study of history, geography, and institution). It is difficult to acquire this knowledge without engaging in the language. Kramsch (1993) expresses it this way: ‘Every time we speak we perform a cultural act’. The term ‘culture-in-language’ (Carr, 2007) captures this idea and we will use it throughout this section. Culture, from this viewpoint, is dynamic, and in dynamic interplay with language. Approaches to culture in language learning are many and varied. Scarino (2007) describes intercultural language learning as involving a shift from ‘purely descriptive use of language to conceptual use’. Liddicoat (2006) and Mackerras (2006) describe progressively more complex skills within intercultural language learning, and the critical thinking skills which are inherent in critical cultural reflection and textual analysis. Liddicoat and Mackerras both refer to learning hierarchy models from outside the language research arena, such as Bloom (1956), to describe the processes involved. Bloom’s taxonomy (1956) delineates six categories of learning: basic knowledge, secondary comprehension, application, analysis, synthesis and evaluation; ‘creating’ replaces synthesis in the new Bloom 2 taxonomy (Anderson, 2000). The first two categories, now expressed as basic knowledge and secondary comprehension, do not require critical-thinking skills, but the last four – applying, analysing, evaluating, and creating – all require the higher-order thinking that

characterises critical thought. The definitions for these categories have been used to suggest specific assessment designs that researchers and instructors can use to evaluate student skills in any given category. A promising approach is what is termed ‘intercultural language teaching’, which Liddicoat (2004: 1) defines as follows:

Intercultural language teaching places the need to communicate in the first place and seeks to teach culture in a way which develops intercultural communicative skills at the same time as developing language skills. This is an approach to the teaching of culture which sees language and culture as intimately linked and which recognises that culture is always present when we use language.

Intercultural language learning fundamentally calls for the learning of another culture’s language to be an experience of personal growth and change, a ‘transformation of the self’ (Asia Education Foundation, 2004: 7; Moran, 2001), rather than as an isolated academic study. I am aware, as Scarino et al. (2007) have mentioned, that given the students’ limited exposure to deliberate intercultural pedagogy or deliberate intercultural ‘stance’ (Scarino et al., 2007) on the part of their teachers, it may be that the students do not exhibit all the characteristics of intercultural competence as described in intercultural theoretical writings (Liddicoat et al., 2003). Scarino et al. (2007) situate intercultural language learning not as a new pedagogy, but as a new ‘stance’ or orientation in teachers. Through a demonstration of their own interculturality and deliberate program design, teachers facilitate critical thinking and development of new perspectives in their students. The implications of this point for language learning are well summed up by Liddicoat (2004: 17):

Every message a human being communicates through language is communicated in a cultural context. Cultures shape the ways language is structured and the ways in which language is used. A language learner who has learnt only the grammar and vocabulary of a language is, therefore, not well equipped to communicate in that language.

Scarino (2007) has described the innovations of intercultural language teaching as:

- positioning the student in authentic situations, not pseudo or ‘pretend’ roles.
- the development of teacher questions which elicit student analysis of usage and of meaning.
- a shift from purely descriptive use of language to conceptual use (see also Moran, 2001; Sercu, 2002).

Having taught at LANGS for over 30 years myself, I find that this ‘stance’ is new documentation of a call for intercultural language teaching and the implications that it has for effective practice. Culture in this context is associated with both individual and workplace or organisation culture.

Language learning in the LANGS workplace

Language learning in the LANGS workplace is associated with the ADF's mission which determines direction by clearly and concisely highlighting the reason for the existence of the institution; it links directly with qualitative research (Patton, 2002), and with program evaluation methods and the Proactive Form of Program Evaluation (Owen, 2006). LANGS' service to clients and its contribution to society reflect what the programs are which means the social justification of its very existence. Stating the mission and clarifying the reasons for its existence reduces the risk of conflict and acts as a marker to the stakeholders and to members of the organisation (Bryson, 1990). The mission statement, while being the written expression of the shared vision, is the base from which strategies and action plans are developed.

LANGS' mission statement reflects the account of Kotler & Fox's five basic elements of mission statements (Kotler & Fox, 1985). First of all, the history must be reflected in the statement since the institution cannot forget its past and its achievements. Secondly, the institution must take into account the clients it has to serve as well as the stakeholders within the community. Third, the institution must be sensitive to the changing context in which it is evolving in order to better meet the changing needs of its clientele. Fourth, the mission statement must be feasible, motivating, and realistic. To do this, the mission must correspond with the available resources of the institution without which the mission becomes impossible. And finally, the institution must concentrate its energy on what it does best, its own particular strengths.

Needs assessment research helps in identifying strengths and weaknesses of the institution's strategy can be done in different ways. The perceptions held by the staff, the stakeholders, the whole community and the university community in particular are important indicators of these strengths and weaknesses. The use of qualitative analysis tools enables a study of the

internal environment and helps to establish a diagnosis of the known organisational health including both the capabilities and limits of the institution.

An analysis of the internal environment of LANGS as part of a needs assessment demands a thorough examination of the capabilities and limits of LANGS that stops, limits or assists the realisation of its mission and the achievement of its goals. The achievement of excellence cannot be realised unless the institution calls on its strengths and on what it does best while attempting to overcome or minimise its weaknesses and shortcomings. They are associated with aspects such as credibility, reputation, respect, image and the history of the institution within the community and as it relates to its clients are strengths which it can count on to realise its mission and obtain its goals. Based on the 'SWOT' (strength, weakness, opportunity and threat) concept, the availability or limitation of LANGS' human and financial resources may become factors that may be considered either threats or opportunities for the institution. The skills, expertise, capability, loyalty, enthusiasm, as well as, the spirit of service and the devotion of the staff to the clients may be strengths or weaknesses for LANGS' programs.

Evaluation and control of LANGS' strategy

Owen (2006: 69) regards proactive evaluation as a form of evaluation that has two major situations to which it might be logically applied. The first is in a 'nothing to something' creative situation where the aim of the evaluation is to provide findings to aid decision making about a new program, i.e., one being developed from scratch. In the second situation, a program exists but it is in need of a major review; there will be the likelihood that the existing program will be altered radically or even replaced by a new and more appropriate one. The control of the implementation requires a commitment from the beginning and continuous action by LANGS to follow each step and to identify the gaps between the fixed objectives and the current achievements (Kaufman & Grisé, 1995; Rowntree, 1994). When the

achievements stray from the objectives, the institution can make the necessary corrections without waiting for the next step of the operation. The continuous follow-up during implementation facilitates the immediate recognition of deviating situations and gives the opportunity for corrective action. The information gathered during program and staff evaluations can also serve as a reference point for subsequent phases (Holmes & Rawitsch, 1993). It is also possible, when the gap is unavoidable to return to original strategies and objectives to make the necessary changes and adjustments as the plan is being implemented in accordance with the school ethos.

LANGS' ethos is that of a language learning workplace; its ethos may be described in terms of 'first impressions', or the 'feel' of the environment, as well as a 'subliminal smile index' (MacBeath & McGlynn, 2002: 69). It is composed of values and beliefs, attitudes, relationships and expressed in personal aspects attitudes of teachers and students. For this study's purposes, MacDonald's definition of evaluation (1973: 1-2, cited in Stenhouse, 1975: 112) is also appropriate:

Evaluation is the process of conceiving, obtaining and communicating information for the guidance of education decision making regarding a specific programme.

The values through which students learn any new language include individual feelings and beliefs where any specific technique, emphasis, principle, or philosophy used successfully by one school may or may not work well in another context. The learning, however, that involves feelings of having to learn with no choice but to treat the learning process as part of their 'doing their work' assists students in adjusting their behaviour in accordance with the challenges to be met in their workplace language use. This perception was reiterated during the focus group session by a male corporal participant from the Persian program when he said in front of his peers:

It is 8 hours a day; day-in and day-out. We have got no choice but to learn it. It is intensive language *training* as opposed to other language *education* facilities.

The treatment of intensive language learning as a work atmosphere was quickly added by a female corporal from the Persian course when she said: ‘Because there is no other work involved except to learn the language. We don’t come here for a couple lessons and then go to work. This is our work basically’.

Satisfaction in workplace learning

Satisfaction is an important concept in societal contexts, business contexts, and academic contexts. This is evidenced by the vast amount of studies that were conducted with respect to satisfaction in various contexts. Satisfaction is an important concept in marketing theory. Consequently, there is a vast amount of studies into satisfaction in the marketing literature (e.g., Giese & Cote, 2000; Oliver, 1997; Yi, 1990). Most studies dealt with satisfaction of consumers or customers with products or services or companies providing products or services. In these studies, satisfaction is often labelled consumer satisfaction or customer satisfaction, and is often measured by means of a psychological test that is administered in survey research. Marketing theorists generally agree that satisfaction is a response to consumption-related experiences (e.g., Anderson, et al., 1994; Giese & Cote, 2000; Oliver, 1997; Tse & Wilton, 1988; Yi, 1990).

Still, there exist a variety of definitions and measures of satisfaction in academic marketing research (e.g., Giese & Cote, 2000; Peterson & Wilson, 1992). Furthermore, the term *satisfaction* is sometimes applied to antecedents and sometimes to consequences of satisfaction (Oliver, 1997: 15). The measurements of these antecedents and consequences are sometimes used as proxies for satisfaction. Oliver (1997: 13) has defined consumer satisfaction as...

the judgement that a product or a service feature, or the product or service itself, provided or is providing a pleasurable level of consumption-related fulfilment, including levels of under- or over-fulfilment.

Giese & Cote (2000) have defined consumer satisfaction as...

- (a) an affective response of varying intensity, (b) directed towards focal aspects of the acquisition and/or consumption of products or services, and
- (c) determined at the time of purchase or temporal points during consumption, and lasting for a finite but variable amount of time.

This is the prototypical definition of satisfaction as affect. Qualitative research in a sample of 158 persons (Giese & Cote, 2000) demonstrated that 60 to 70 per cent of the participants explained the term satisfaction in terms of affect. This is an important result because it demonstrates the affective content of satisfaction. Giese and Cote (2000) concluded that consumer satisfaction is an affective response of a consumer towards some phenomenon. They argued that cognitions may be at the basis of the formation of consumer satisfaction, but that these cognitions do not constitute consumer satisfaction.

Giese & Cote also argued that the meaning of satisfaction is context-specific. There are many contextual variables that affect how satisfaction is perceived, and these variables differ over domains in reality. For example, satisfaction with a retail bank differs from satisfaction with medical care or satisfaction with a sports car. Persons have different needs and different expectations in different contexts, and these differences influence the meaning of satisfaction in these contexts. Therefore, Giese and Cote (2000) concluded that the definition and the measurement of satisfaction also are context-specific.

Oliver (1997: 28) has defined dissatisfaction as 'the negative satisfaction state, when the consumer's level of fulfilment is unpleasant': he considers dissatisfaction to be the opposite of satisfaction on a bipolar dimension. It is noteworthy that the conception of dissatisfaction as the opposite of

satisfaction does not deny the possibility that a consumer is satisfied with one aspect of consumption outcomes and dissatisfied with another aspect; however, it does deny the possibility that a consumer is both satisfied and dissatisfied with one phenomenon at one point in time.

Oliver (1997: 28) has explained valence as the ‘polarity, the positivity or negativity of a state of nature’. The conception of satisfaction as a valenced response to consumption concerns the satisfaction response to consumption experiences, and is therefore typical of consumer satisfaction and customer satisfaction. Thus, a valenced response can be placed on a dimension that ranges from negative to positive.

Conceptions of quality

There are two important conceptions of quality, which are objective quality and perceived quality (Oliver, 1997: 162-166). Objective quality pertains to the extent that a product, a service, or a process meets its technical specifications.

LANGS’ operational culture

LANGS is a ‘registered training organisation’ (RTO); its operations integrate an auditing process (Healey & Palepu, 2002) and display manifestations of corporate culture by ‘creating the high-performance organisation (Katzenbach, et al., 1999). Corporate culture is ‘a set of norms and values that are widely shared and strongly held throughout the organisation’ (O’Reilly, et al., 1996: 166). It can also be viewed as ‘the unique pattern of shared values, attitudes, rituals, beliefs, norms, expectations, socialisation, and assumptions of employees in the organisation’ (Armstrong, 2009; Furnham & Gunter, 1993; Schein, 1992; Chatman & Caldwell, 1991; Eldridge & Crombie, 1974). Corporate culture may also be associated with the personality of the organisation, depicting staff behaviour even when they are not instructed on what to do (Hellriegel, et al., 2004).

A number of authors (e.g., Wasti, 2003; Clugston, 2000; Heskett, 1992; Rowe, et al., 1992; Denison, 1990; Denison, 1984; Deal & Kennedy, 1982) suggest that corporate culture exerts a considerable influence on organisational behaviour, especially in the areas of efficiency, effectiveness, and commitment. 'Motivated people' enhance an organisation's performance through committed common goals (e.g., Kotter & Heskett, 1992; Peters & Waterman, 1982; Deal & Kennedy, 1982). Aspects of corporate culture identified and defined by Richard (2002: 143-144) comprise: vision, mission, goals, strategy and objectives. Other corporate cultural variables include involvement, consistency, adaptability, and mission on employee commitment to the organisation. I have focused on commitment.

Organisational commitment is 'the degree to which an employee identifies with the organisation and wants to continue actively participating in it' (Newstrom & Davies, 2002). Commitment leads to shared repetitive action which results in an organisation adopting certain practices in its operations over time, the organisational culture.

Organisational culture is defined as 'a shared myth that fosters internal cohesion and a sense of direction while helping maintain confidence and the support of external constituencies' (Bolman & Deal, 1997: 221). Deal & Kennedy (1982) argue that business success can be enhanced through the development of a strong culture namely values, heroes, rites and rituals and cultural networks.

Operations are defined by Meredith & Shafer (2010: 7) as 'transforming inputs into useful outputs according to the agreed-upon strategy and thereby adding value to some entity; this constitutes the primary activity of virtually every organisation'. This leads to quality standards of operations. Corporate culture is empowered with quality certification (Cole, 2010: 1098) and how to succeed with vision, leadership and change (Norden, 1994) in delivering quality service (Zeithaml et al., 1990). Quality services required at LANGS are associated with language delivery, assessment and language related tasks. Quality certification (Cole, 2010: 1098) is a...

recognition by an auditing body that an organisation is capable of reliably producing product or service that meets requirements, based on its quality management systems and conformance to the relevant Australian quality standards...certified organisations are known as “certified” or “registered”.

LANGS has continued to ensure its place as a registered training organisation in its business associated with offering foreign language programs.

Organisational entrepreneurship at LANGS

LANGS’ operations display aspects of entrepreneurship. Entrepreneurship is defined by Frederick & Kuratko (2010: 11) as

a dynamic process of vision, change, and creation. It requires an application of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks in terms of time, equity or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; the fundamental skill of building a solid business plan; and finally, the vision to recognise opportunity where others see chaos, contradiction, and confusion.

The encouragement of entrepreneurship is an integral goal of corporate management. Knowledgeable and confident workers are essential for the lean and meaningful companies of the future (Pickett, 1998)

Intensive language teaching exhibits ‘collective entrepreneurship.’ This means ‘individual skills integrated into a group wherein the collective capacity to innovate becomes something greater than the sum of its parts’ (Frederick & Kuratko, 2010: 645).

Workplace language programs

The ability to respond to changing market and organisational conditions through initiatives such as altering working hours, cross- and multi-skilling, and expanding or contracting the labour force as needed characterise workplace language program at LANGS. LANGS operates by recognising its customers’ workplace profiles: it analyses the issues relating to curriculum

against employment issues associated with the students' workplaces. In this sub-section, I place workplace language learning within the more general area of workplace learning; I then relate this to specific workplace language skills.

Workplace learning

The literature on workplace learning provides a relevant theoretical framework underpinning my study; in this context, language skills are developed for students so they can use them at their workplaces. I have adopted the notion of workplace learning (WPL) as that defined by Malloch et al. (2011).

Work is defined by Cairns & Malloch (2006, in Malloch et al., 2011: 4) in terms of both a lone and a cooperative endeavour:

Work is an activity where individuals alone and together participate in productive endeavours to complete tasks or to achieve outcomes which are either self-set or set by others and which may or may not be remunerated. Work is also a process whereby individuals engage in activity from which they gain some satisfaction on completion which may or may not be recognised by others.

Thus, for the purpose of this needs assessment using the Proactive Form of Evaluation (Owen, 2006), I have defined 'workplace language learning specific to LANGS' as...

language learning that is organised in or by a workplace such as LANGS, and that supports employment roles in both military and social engagements and progression in locations and contexts such as embassies, high commissions, intelligence agencies, international exchange postings and international operation engagements such as border protection.

The Australian National Training Authority (ANTA, 2002a) defines workplace learning as 'learning or training undertaken in the workplace, usually on the job, including on-the-job training under normal operational

conditions, and on-site training, which is conducted away from the work process (e.g., in a training room)'. Figgis et al. (2001: 11) note that the advent of the global economy has changed the nature of products and services demanded, as well as the technologies and forms of communication required. This has required changes in enterprises and 'demands more skilled, dynamic and innovative work'. What LANGS does is very much a form of workplace learning in a simulated context. Workplace learning provides the context for ongoing learning in military, business, management and education. There is, however, a lack of literature on language education in a military workplace context.

Earlier work in the field of workplace learning focused on the connection between theory to practice in a realistic and efficient way (Billett, 2001). Other workers in the field identified the transfer of knowledge and training outcomes into workplaces (Billett, 2001; Van Woerkom, 2003). More knowledge is acquired in the workplace than at education and training institutions (Eraut, et al., 1998).

Language learning and language skills used in students' workplaces are linked with achievement goal theory. Goal orientations provide a framework for interpreting and reacting to events (Dweek & Leggett, 1988), influencing behaviour that supports achievement (Elliet & Church, 1997). In examining conscious learning processes, researchers have found it useful to make two distinctions: process and specific learning activities. Both process and specific learning activities are embedded in language skills required for workplaces.

Workplace language skills

The psychology of foreign language teaching (McDonough, 1981) provides a relevant theoretical framework for my study as it contributes to an understanding of language learning development. The socialising of people to be certain kinds of workers is accompanied by a complementary socialising to be certain kinds of learners (Solomon, 1999: 123). Smith &

Hayton (1999: 258) found a broad spectrum of training practices employed, suggesting that there are additional factors contributing to the variability of training provision in the workplace. The effects of the initiating training drivers are linked to ‘influencing the nature and extent of training activity’.

The complementary socialisation process at LANGS is the life-line of the curriculum. Lecturers in charge within LANGS have found workplace change to be a major driver of training in organisations. Workplace related language skills needed by Defence influences the development of LANGS’ curricula. Bandura’s (1995) concept of ‘self-efficacy’ is most apt for LANGS’; it provides a base for many important teaching and learning decisions. It is vitally important that when implementing a course, time frames for teaching and assessment are not developed in an arbitrary manner but are based on underlying logic and a consideration of the relevant factors. Smith & Hayton (1999) identify a context-specific concept, relating to ability to execute a particular task or successfully perform a role. In individual language learning, confidence in one’s ability to do the work and commitment to the importance of that work are the primary factors leading to success learning. Confidence using language depends on the successful completion of challenging work taught appropriately.

LANGS and other language service providers

This section deals with LANGS as an organisation characterised by a formal chain of command with a semi-rigid hierarchy, specialising in developing language products and an employment of pragmatic approaches (Smith et al., 1998; McConnell, 2006) by focusing on post-secondary foreign language programs, only. LANGS, in offering Thai, Farsi or Persian languages in its current program, has few competitors in the language field. Essentially, LANGS has no competitors in the provision of military-focused programs as defined by current defence policy (see Defence White Papers, 2000, 2009, 2013). There is, however, a limited number of current providers of Thai and

Persian language programs, none of which provides programs that meet specialised military requirements. These programs will be discussed, briefly, in the following sub-sections. Finally, an overview of the LANGS program is presented in the context of military applications of language, the human side of enterprises (McGregor, 1960) and primal leadership (Goleman et al., 2002).

Adult Education Institution (CAE)

The Centre for Adult Education (CAE) is Victoria's largest provider of adult education in that state. For more than 65 years, the CAE has provided the opportunity for individuals to broaden their knowledge and gain new skills. One of these skills offered by the CAE like LANGS is their popular language courses. These courses are run in intensive and regular learning formats, and across differing levels of ability to suit the learners' requirements. The CAE's language courses are filled and panelled on a first-come first-serve basis unlike LANGS' student panel whereby students are panel for specific purpose and for some reserve as a pool of the Australian Defence Force's linguists.

As an Adult Education Institution, CAE exists to provide learning to the Victorian community through a wide range of programs and services. CAE receives government funding through the Adult Community and Further Education Division. This funding supports CAE to deliver accredited courses designed to help adults complete their secondary education and begin or change their career direction. CAE has been in operation for over 60 years and has adapted to meet the continually changing needs of adult learners in Melbourne.

University programs in Persian and Thai

In higher education, there are few tertiary institutions that teach intensive courses in either Persian or Thai language; only the Australian National University has a long-running degree program in Thai. Financial pressures faced by Universities have made it extremely difficult to open and maintain programs in second- or third-tier language such as Thai at tertiary level. The Sydney Southeast Asia Centre at the University of Sydney is currently exploring pathways for a combination of Sydney-based and in-country Thai language that will depart from the standard three-year degree model, in connection with the University's Diploma of Languages. Queensland University and Sydney University offer languages and culture courses as components for continuation or community programs.

Persian and Thai at Australian National University (ANU)

Both Persian and Thai are taught at the ANU. A minor subject in Persian is offered by the ANU College of Arts and Social Sciences. Six courses on history, frontiers, human rights, economics, and cultural studies that have substantial components on Thailand, plus a full Thai language program, including honours exist at the ANU. It includes a 'Year in Thailand' option, which allows students to study in a Thai University for 12 months. It is unusual for undergraduates to go on to Honours level in Thai studies at the ANU. There are no Masters programs in Thai studies at ANU and 15 PhD students undertaking Thailand-related research.

The ANU is the only university that offers a full set of Thai language courses. Its full-time Thai language teaching staff has reduced from 4 in 1990 to 1 now due to a decline in demand. There is some evidence that Thai language courses are not attractive to students from non-Thai speaking backgrounds without a professional reason for language study, because of the perception that they will do less well than students from Thai-speaking backgrounds.

Thai Courses at the University of Sydney

Thai classes at the University of Sydney are for adult learners to enjoy a practical and social experience while you learn Thai language and culture. The *Learn Thai the smart way with Thai Courses* is the third stage of the fourth year Thai program; it is suitable for those who have completed up to Thai 402 or who have completed 345 hours (or equivalent) of recent face-to-face tuition. The course will continue to develop conversation both formally and informally in a variety of experiences in different situations. It will continue to learn Thai regional cultures and beliefs, brief news, current affairs, working and negotiating with Thais, and learning some idiomatic expressions. Students will continue to practise reading, comprehension and pronunciation in passages from various Thai articles and media. Each reading has a new vocabulary list where unfamiliar words are introduced.

The Institute of Modern Languages at the University of Queensland

The Institute of Modern Languages (also known as IML-UQ) is a language and translation institute located within the St Lucia campus of the University of Queensland in Brisbane, Australia. Established in 1934, IML-UQ continues to serve the community by facilitating language learning and cross-cultural communication. IML-UQ is an Australian translator and interpreter service for 75 different languages, specialising in English language translations.

Military applications of languages

The type of setting in which military linguists will operate are wide, covering the social interaction, tactical interaction, operations in the field, peace keeping and peace building as well as strategic engagement, called here a 'STOPS' approach of learning repertoire. The sort of Language Others than English vocabulary and depth of understanding are unpredictable. The military General Language linguists need a wide proficiency and competence

to operate successfully; however, the time constraints for their postings make a one-year curriculum more practical.

Australia: The ADF School of Languages (LANGS)

LANGS is a military unit with an integrated staff consisting of tri-service military and Defence's Australian Public Service staff, and one permanent position for an attached military officer from Papua New Guinea. The Commanding Officer (CO) has overall command and responsibility for the unit. As such, the CO has the final decision in all matters. Non-compliance with command direction will not be tolerated. Disciplinary action in accordance with the DFDA will be taken against any military member that fails to comply with direction from the CO or is found to behave in a manner that is insubordinate to the CO's authority. Performance management action in accordance with the protocols outlined in the designated Defence Employee Collective Agreement (DECA) and Defence Workplace Relations Manual (DWRM) will be initiated against any APS member who fails to comply with lawful and reasonable direction. Delegation of authority from CO LANGS is promulgated in unit Routine Instructions and Standing Operating Instructions.

The student population at the unit can range from private and equivalent to senior officer. Although LANGS is generally a 'rank free' environment for students in class, staff must ensure all students are treated with respect, in accord with their rank, especially in class room environments; similarly, outside of the classroom is not a 'rank free' environment and normal military protocols are required.

United Kingdom

The United Kingdom's Defence School of Languages at Beaconsfield, west of London, has the task of linguistically preparing British troops heading to foreign postings and taking up intelligence roles. Instructors teach English to foreign students engaged in officer training.

United States of America

The Defense Language Institute Foreign Language Center in Monterey, California (DLIFLC) is the largest provider of military foreign-language training in the USA. Some 4,000 students pass through its doors annually, 10 times the number handled by the DSL in the United Kingdom. In terms of curriculum it is also the leader, with 23 languages taught on campus and a further 65, mainly less used, available in its Washington, DC, branch.

DLIFLC offers a variety of resident courses at Lackland AFB, Texas. DLIELC offers other types of support to in-country English Language Training Programs (ELTPs) including non-resident courses which may be held in various countries by request.

NATO

The Bureau for International Language Coordination (BILC) is NATO's advisory body on language training and testing issues (<http://www.natobilc.org/index.html>). The purpose of BILC is to foster cooperative professional support and to extend support to NATO within the field of language proficiency, language training and education, and language testing. BILC promotes and fosters interoperability among NATO nations by furthering standardisation of language training and testing, and harmonising language policy. BILC supports the Alliance through the exchange of knowledge and best practice in accordance with established procedures and agreements.

BILC's vision is to achieve levels of excellence where progress made by one is shared by all. BILC has the following responsibilities:

- The dissemination of information on developments in the field of language training to participating countries.
- The convening of an annual conference and a professional seminar during which participating nations review the work done in the co-ordination field and in the study of particular language topics.

Upon request from NATO, BILC has expanded its roles and responsibilities over the years to include advice on language proficiencies as defined in job

descriptions and has initiated training and co-ordination within the field of language testing and included other languages than the official NATO languages. (<http://www.natobilc.org/index.html>).

Organisational behaviour

LANGS's organisational behaviour exhibits embracing aspects of principles of economics (Mankiw, 2015), individual, interpersonal, group and organisation behaviours. Vecchio's (2006) concept of intranet relates individual, interpersonal, group, and organisation behaviours. Organisational behaviour (Vecchio, 1991: 6) is defined as the 'systematic study of the behaviour and attitudes of both individuals and groups within organizations'. Organisational behaviour encompasses people's experiences through the use of language, ritual, drama, stories, and symbolic constructions of all kinds (Pfeffer, 1981; 1982, Pondy et al., 1982; Smirich, 1982). In this context, organisational behaviour dictates organisational performance. Organisations that are evolving espouse features of organisational excellence (Aldrich & Ruef, 2006).

Corporate culture and organisational culture

LANGS has operated by passing its corporate knowledge from one Commanding Officer's term of posting to administer LANGS to the next for over 70 years. The day-to-day running of the foreign language program certainly displays manifestations of both business management in language education and in its corporate culture. Taking Taylor's (1972a; 1972b) ideas relating to the principles of scientific management and applying them to schools, educators in the earlier period of social efficiency movement held the assumption that the general welfare of the community coincides with business manpower requirements. Sneddon 1916: 187), for example, argued that education must confirm to scientific standards and principles in order to increase efficiency in education:

But efficiency of action in any field of applied science is possible only on the basis of clearly defined aims. Right methods and sound testing of results are practicable only as they are consciously and specifically based on clearly defined and carefully tested aims. To prove it capable of developing in accordance with scientific standards and principles, education must in all its phases formulate and study new problems and aims.

In the past, the ‘factory model’ of education emphasised the workplace: for example, there was Bobbitt’s third principle involving the elimination of waste: ‘work up the raw material into that finished product for which it is best adapted’ (quoted in Kliebard, 1975: 56); Cubberly’s viewing students in industrial terms as raw materials to be moulded into the finished products by arguing ‘Our schools are, in a sense, factories, in which the raw products (children) are to be shaped and fashioned into products to meet the various demands of life’ (quoted in Kliebard, 1975: 52).

Relevant to acquiring communicative habits by applying appropriate intercultural understanding in learning foreign language program is Ellwood’s concepts of controlling the individual. Ellwood (quoted in Franklin, 1976: 309) believes that educational system based on rational and scientific principles is needed to control the individual whereby students becoming followers or workers to make an efficient society. Ellwood argues:

Systems of education have not been created for the training and development of individual as such, but rather to fit the individual for membership in society, that is to control the process by which they acquire habits, so that they shall advantageously, coordinate their activities with those of their group.

Corporate culture is ‘a set of norms and values that are widely shared and strongly held throughout the organization’ (O’Reilly et al., 1996: 166). It can also be viewed as ‘the unique pattern of shared values, attitudes, rituals, beliefs, norms, expectations, socialisation, and assumptions of employees in the organisation’ (Armstrong, 2009; Furnham & Gunter, 1993; Schein, 1992;

Chatman & Caldwell, 1991; Eldridge & Crombie, 1974). Corporate culture may also be associated with the personality of the organisation, depicting staff behaviour even when they are not instructed on what to do (Hellriegel et al., 2004).

LANGS formulates business strategies to achieve a return on the ADF's investment in the operation of foreign language programs. LANGS' business activities are influenced by its political, economic and legal environment. LANGS' business strategy determines how it positions itself in its environment to achieve a competitive advantage and requires ongoing needs assessment. A number of authors (for example: Wasti, 2003; Clugston, 2000; Heskett, 1992; Rowe et al., 1992; Denison, 1990; Denison, 1984; Deal & Kennedy, 1982) suggest that corporate culture exerts a considerable influence on organisational behaviour, especially in the areas of efficiency, effectiveness, and commitment. 'Motivated people' enhance an organisation's performance through committed common goals (e.g., Kotter & Heskett, 1992; Peters & Waterman, 1982; Deal & Kennedy, 1982). Aspects of corporate culture identified and defined by Richard (2002: 143-144) comprise: vision, mission, goals, strategy and objectives. Other corporate cultural variables include involvement, consistency, adaptability, and mission on employee commitment to the organisation.

Organisational commitment is 'the degree to which an employee identifies with the organisation and wants to continue actively participating in it' (Newstrom & Davies, 2002). Commitment leads to shared repetitive action which results in an organisation adopting certain practices in its operations over time, the organisational culture.

School effectiveness and school improvement

LANGS' operation of foreign language programs takes into account the concept of school culture as an organisational culture, school effectiveness and school improvement (Hargreaves, 1995). Organisational culture is defined as 'a shared myth fosters internal cohesion and a sense of direction

while helping maintain confidence and the support of external constituencies' (Bolman & Deal, 1997: 221). Deal & Kennedy (1982) argue that business success can be enhanced through the development of a strong culture namely values, heroes, rites and rituals and cultural networks.

Operations are defined by Meredith & Shafer (2010: 7) as '...transforming inputs into useful outputs according to the agreed-upon strategy and thereby adding value to some entity; this constitutes the primary activity of virtually every organization'. This leads to quality standards of operations. Corporate culture is empowered by quality certification (Cole, 2010: 1098); it is assisted in this by having the vision, leadership and change strategies (Norden, 1994) in order to deliver quality service (Zeithaml et al., 1990). Quality services required at LANGS are associated with language delivery, assessment and language related tasks. Quality certification (Cole, 2010: 1098) is a...

recognition by an auditing body that an organisation is capable of reliably producing product or service that meets requirements, based on its quality management systems and conformance to the relevant Australian quality standards... certified organisations are known as "certified" or "registered".

LANGS is a registered training organisation that is committed to continual improvement through the cycle of design, development, conducting, evaluation and analysis of its programs.

Strategic flexibility

LANGS engaged in adaptive manner in its strategic planning (Kerzner, 2001) which focuses on how the curriculum and delivery value is influenced by larger sets of actions. It engaged in analysing industries and competitors in the late 1990s (Porter, 1980) using commercial support programs and has operated 'beyond flexibility' with the necessary skills and work (Buchanan et al., 2001) in order to provide appropriate language skills. Freedman (2003: 26) states that 'true genius is required to implement strategy' and that 'the discipline and skill required for strategy implementation is as rare as that

needed to formulate strategy' (Freedman, 2003: 26). Sadler-Smith et al. (2000a: 475) support the implementation of 'flexible modes of training' as part of the development of enterprise competitiveness. Strategy in a business organisation is essentially about how the organisation seeks to survive and prosper within its environment over the long-term (Johnson et al., 2008). Strategists believe that every aspect of their organisation (Aaker, 1996) is open to discussion and transformation.

Strategic flexibility is 'the ability to adjust or develop strategies to respond to external or internal changes' (Aaker, 1992: 1), and is also defined by Hitt et al. (1998: 1) as 'the capability of the firm to pro-act or respond quickly to changing competitive conditions and thereby develop and/or maintain competitive advantage'. LANGS' wider choices are the organisation's ability to adjust or develop strategies to respond to change. Bowersox, et al. (2013: 31) suggest that 'operational performance' deals with the time required to deliver a 'customer's order': it relates to delivery speed and consistency. The ability of an organisation to satisfy customer requirements in a timely manner is referred to as 'responsiveness' and, according to Bowersox et al. (2013: 41), it...

serves to reduce inventories committed or deployed in anticipation of customer requirements and to serve to shift operational emphasis from forecasting future requirements toward accommodating customers on a rapid order-to-shipment basis.

LANGS' strategic flexibility creates compelling shared visions and leads the pragmatic initiatives needed to realise those visions and adjust to change and/or exploit opportunities resulting from environmental changes (Dreyer & Grønhaug, 2004). The strategy literature has long recognised 'flexibility' as a natural source of competitive advantage of companies and as an effective tool to cope with the uncertainty created by rapid changes in the environment (Alpkan et al., 2007; Spicer & Sadler-Smith, 2006). To survive and prosper in turbulent and unpredictable environments, firms need to embrace strategic

flexibility (Johnson et al., 2003; Golden & Powel, 2000; Hitt et al., 1998). Consequently, much empirical evidence supports that strategic flexibility drives firm performance (Nadkarni & Narayanan, 2007; Grewal & Tansuhaj, 2001). It is therefore important that the literature in strategic management involving strategic flexibility as an important research area (Nadkarni & Herrmann, 2010) is considered in my study.

Budget driven operations

The financial position of an organisation is of paramount importance not only for the development of corporate and business strategies but for the development of teaching strategies as well. The introduction of budgets within an organisation forces management to look ahead and set short-term targets. The budget for each work package is determined by aggregating the estimated costs for all the specific activities associated with each of the work packages in the work breakdown structure. This is then distributed or spread over the expected time span that the activities will be performed for the work package so that it will be possible to determine how much of its budget has been spent at any point in time (Gido et al., 2012: 229).

LANGS' key financial obligation is to make sure LANGS 'survives and thrives'. This means ensuring the following: that there are adequate funds for its operation and that it works within the limits of these funds; complying with all of its financial/legal obligations; that proper records are kept; that all funds are accounted for; reviewing and monitoring its financial performance; and identifying and managing all financial risks.

The budget often determines what resources can and cannot be purchased to dictate whether LANGS' operations are sustainable or not. This means compromises need to be made in order to gain maximum value from the available budget. LANGS has in place a series of cost control measures and steps designed to manage or reduce expenditure to sustain its operations within the enterprise framework.

Corporate strategy and governance

LANGS' operations are linked to its business plan, a form of corporate strategy. Cole (2010: 1089) defines 'corporate strategy' as

...a plan, method or some consistently intended course of action to achieve a desired outcome; how an organisation intends to achieve value for its stakeholders.

LANGS is subject to a number of governance requirements. These include legislation and military directives toward 'the elimination of dysfunctions and the avoidance of risks that threaten the system: not, in other words, toward the realisation of practical goals but toward the solution of technical problems' as spelt out by Habermas (1971b: 102-3) and to manage both positive and negative risk. In particular, Rezaee (2009: 30) defines corporate governance thus:

The process affected by a set of legislative, regulatory, legal, market mechanisms, listing standards, best practices, and efforts of all corporate governance participants, including the company's directors, officers, auditors, legal counsel, and financial advisors, which creates a system of checks and balances with the goal of creating and enhancing enduring and sustainable shareholder value, while protecting the interests of other stakeholders.

LANGS' policies and operations are influenced by its stakeholders' expectations.

Stakeholder relationships

The expectations of LANGS' stakeholders are addressed through the Languages Other than English Advisory Group (LOTETAG), a group which meets annually. The LOTETAG influences LANGS' operational leadership style and engages in organisational decision-making. The notion of strategic management relating to a stakeholder approach (Freeman, 1984) is relevant to this study. A stakeholder refers to 'a person, group, organisation, or system

that affects or can be affected by an organisation's actions' (Frederick & Kuratko, 2010: 660). LANGS' stakeholders determine language training requirements for Defence which include the language taught, number of student per courses and assessment, recording and reporting criteria. LANGS' stakeholders' relationships are integral components of the effectiveness and value for money in the intensive language teaching and learning processes.

Value management

LANGS' operations exhibit cost-effectiveness which links to value maximisation. It is common practice that successful business organisations set up strategic objectives that facilitate explicit 'value maximisation' (Jensen, 2001). LANGS' intensive language teaching requires a process for determining the value of work performed. Intensive Languages Other than English teaching programs are for workplace language use which is LANGS' own business 'brand' and the Defence context.

The value of a brand needs to be managed (Kaufman, 1998). Value management (Office of Government Commerce, 2010) contributes to creating competitive advantage and is determined by the degree of brand loyalty – this implies a guarantee of future cash flows. 'Value' appears in several brand equity models (Martin & Brown, 1991, Lassar et al., 1995; Feldwick, 1996). Lassar et al. (1995) define 'perceived value' as the perceived brand utility relative to its costs, assessed by the consumer and based on simultaneous considerations of what is received and what is given up to receive it. Consumer choice of a brand depends on a perceived balance between the price of a product and all its utilities (Lassar et al., 1995). To promote consumer choice of a brand the organisation must establish connections between staff workload or work level analysis, work assignment, clear individual responsibilities and a system for conflict resolution. These elements characterise successful project management.

The application of RACI model in foreign language program.

I have used the ‘RACI’ matrix in the Thai Department because the course operates according to a project management approach. The acronym RACI stands for the four broad roles that stakeholders play in any project. The ‘RACI matrix’ (Jacka & Keller, 2009: 257) includes

- **Responsible (R)** – This is the person who owns the work, decision or objective.
- **Accountable (A)** – This is the owner of the work who must sign off or approve when the work, task, decision, or objective is completed.
- **Consulted (C)** – These team members give input before the work can be started, completed, and/or accepted. People or stakeholders who need to give input before the work can be done and signed-off on.
- **Informed (I)** – These are the people who must be kept informed or notified of progress, but do not need to be consulted. People or stakeholders who need to be kept in the picture.

The RACI matrix helps my department to identify who is involved in producing a task and or deliverable; communicate responsibilities, accountability and then identify any gaps or redundancies associated with people’s responsibilities. Every core business task, milestone and key decision of LANGS is attributed to those who are responsible, accountable, and where appropriate, those who need to be consulted or informed. The RACI model brings structure and clarity to the roles that stakeholders expect key players to do in a language department at LANGS as well as a particular project such as revising the Assessment Manual. This revision is considered to be a form of key result areas (KRA), another term used in business and performance based practice.

Key result areas (KRAs)

The concept of key result areas (KRAs) is relevant to my research because the first of my research question relates to the outcomes of the language

learning experience for students studying Group 3 languages. Key result areas refer to general areas of outputs or outcomes for which a department is responsible. Key result areas (Cole, 2010: 358) are ‘the main areas of responsibility and accountability of a job’. Teaching language and academic support are the ‘jobs’ for LANGS’ staff. Students learning language at LANGS are being paid to learn language skills for their future work. KRAs are also known as ‘key work outputs (KWOs)’.

Both teachers and students at LANGS are subject to KRAs. Identifying KRAs helps individuals set goals and objectives. At LANGS students need to prioritise their activities. This enables them to manage their time to learn effectively; it results in them making value-added decisions.

Key performance indicators.

Key performance indicators are used to help a business define and measure progress towards achieving its objectives or aspects of sustainability. The literature in this area provides a relevant theoretical framework for my research.

Students studying Group 3 languages in my study needed to develop proficiency matching the stated descriptors. Thus, the stated descriptors can be related to performance evaluation using key performance indicators (KPIs) for each skill set as shown in Chapter 4. KPIs are defined as ‘measures of success in reaching goals for activities, processes or projects; a series of KPIs help manage, monitor and assess the effectiveness of activities’ (Cole, 2010: 360). Performance evaluation requires indicators (Chang, 1998) and should be the indicators of advanced, forward-looking, and immediate.

Zairi (1994) points out that enterprise performance indicator measurement must continually be calculated and reviewed. Corbett (1998) identifies production strategy KPIs as costs, quality, flexibility, delivery and inventory. KPIs help an organisation define and measure progress toward organisational goals. Once an organisation has analysed its mission,

identified all its stakeholders, and defined its goals, it needs a way to measure progress toward those goals. The Australian Defence Force Language Proficiency Rating Scales (ADLPRS) proficiency levels prescribed in LANGS' assessment manual reflect the optimal outcome factors expected by the stakeholders who influence the organisation. Overall, LANGS' optimal outcome factors are influenced by the leadership style of its commanding officer.

Leadership

LANGS' operations are influenced by the leadership attributes and levels of program management competence (Partington, et al., 2005). Leadership attributes influence operational functions. LANGS' operational functions are characterised by principle-centred leadership (Convey, 1990) and visionary leadership (Nanus, 1992). These two leadership styles and Stace & Dunphy's (1992) model encompassing four levels of consultation and leadership style assist an organisation in the management of change. They are presented in Table 2.2.

TABLE 2.2 LEVELS OF CONSULTATION AND LEADERSHIP STYLE

Level of consultation & leadership style	Characteristics
Collaborative	Most employees are consulted on the nature of the change and how best implement it.
Consultative	The managers make the decisions on the nature of the change and the employees are consulted regarding how to implement the change.
Directive	The managers make the decisions on the nature of the change and how to implement it.
Coercive	Managers or outside bodies force organisational change. The decision-making is autocratic and tends to occur when there is either the potential for or actual resistance to the change.

LANGS displays a combination of these leadership styles. This is to be expected in this context where military personnel work side by side with civilians in both the Australian Public Service sector and contractors in order to meet LANGS' budget requirements.

Cost consciousness

The financial objectives of the LANGS operation are significant in defining the whole LANGS' operation; thus, the literature relating to the role of finance functions and their contribution to organisational performance is relevant to my study. LANGS' key financial obligation is to make sure LANGS 'survives and thrives'. All funds and assets are accounted for in order to manage all financial risks; adequate financial capital for the firm's operations (Jensen & Meckling, 1976; Zingales, 2000) is essential.

LANGS' operations require the application of cost estimating methods (Malstron, 1984): methods that may be intuitive, analogical, parametric, and analytical. Intuitive methods are based on the past experience of the estimator. Some analytical methods for cost estimation advocate integrating process information with product cost information. Luong & Spedding (1995) developed a generic knowledge-based system for process planning and cost estimation for whole making. Takakuwa (1997) utilised simulation to estimate cost for a flexible manufacturing system based on ABC analysis. Yang et al. (1998) integrate information from process planning, scheduling, and cost accounting to estimate the cost in more detail. Determining overall costs for alternative process plans (Kiritsis, et al., 1999) is important at LANGS.

LANGS has in place a series of cost control measures and steps designed to implement activity-based management in daily operations (Miller, 1996) and to reduce expenditure to sustain its operations. Activity-based cost management (Innes & Mitchell, 1991) and activity-based costing (Friedman & Lyne, 1999) are methods for determining accurate costs. Activity-based costing is a real life practice (Friedman & Lyne, 1995) and such costing is subject to business ethics as discussed in the next sub-section.

Business ethics

LANGS' continuing strength is defined by its core values; these are a combination of the Australian Public Service values and Defence values.

These values are important in the development of LANGS' business culture, brand and strategy with commitment to excellence. Building strong relationships through open and honest communications, promotion of loyalty through customer satisfaction (Parker, 1994) and integrity, respect and corporate social responsibility form LANGS' profile.

Ethics is 'a code of values which guide our choices and actions and determine the purpose and course of our lives' (Rand, quoted in AGDoD, 2011: 4). Ethics is also defined as a 'set of moral principles or values that defines right and wrong for a person or a group' (Cengage Learning, 2010: 65). Griffin (2001: 163) describes ethics as 'a matter of our accountability to each other in our daily relating to each other', and adds that 'what 'is ethical emerges as themes that organise our experience of being together'. These features are present in LANGS' profile: ethics are embedded in customer satisfaction in intensive language teaching today; satisfaction is entrenched in its business outcomes (Parker & Mathews, 2001). In order to be ethical and customer-satisfaction oriented staff and students must be corporately socially-responsible.

Corporate social responsibility

The literature associated with corporate social responsibility and financial performance (Cochran & Wood, 1984) is relevant to my study. Corporate social responsibility refers to 'situations where firms go beyond compliance and engage in actions that appear to further some social good, beyond the interests of the firm and that which is required by the law' (McWilliams, et al., 2006). Kercher (2007: 1) states that corporate social responsibility is associated with 'the conduct of corporations and in particular whether corporations owe a duty to stakeholders other than shareholders'. These concepts are fundamental elements of LANGS' resource management and risk minimisation in its business model.

Resource management and risk management

LANGS is a professional service organisation whose key characterised is its commitment to resource and risk management. In terms of risk management, LANGS should ensure that teachers comply with its standing instructions regarding student progress, monitoring standards in order for LANGS' students to have successful outcomes while, at the same time, meeting stakeholders' expectations. These descriptors are detailed as key performance indicators and are discussed further in Chapter 4. In simple terms, the outcome criteria are aligned with the ADLPRS descriptors; in turn, these outcome criteria will have been established to meet the needs of the various stakeholders associated with LANGS – the three armed services and federal government agencies. They act in the same way as a contract between LANGS and the particular stakeholder in order to ensure that the agreed outcomes are met.

Since LANGS is operating as a business, these descriptors control payment by the stakeholders in much the same way as Nelson (2000) describes happens with in normal business transactions. As a consequence, LANGS prefers to maintain the strict control of the program in order to meet the demanding standards set by the language Training Advisory Group.

Resources are the source of a firm's capabilities, while capabilities are the source of a firm's competitive advantage (Grant, 1991; Porter, 1985). Knowledge as a strategy (Nonaka, 1991) and as a resource to be managed has gained popularity in business management practice and theory (Earl, 2001; Zack, 1999; Leonard-Barton, 1995; Nonaka & Takeuchi, 1995). LANGS' operations require human capital management and risk management.

Human capital management.

Human capital management is the most important component of LANGS' operations. language teaching requires a combination of native speakers and competent English speakers with language skills; selection of appropriate people is paramount. The literature on people and organisational culture

relating to a profile comparison approach to assessing personality-organisation fit (O'Reilly, et al., 1991) underpins my study. Kaufman (1988: xiii) claims 'The common underlying fabric of any organisation is the people in that organisation and the clients they serve'. LANGS' people engage in deep culture (Shaules, 2007: 2) which refers to 'the unconscious frameworks of meaning, values, norms and hidden assumptions that we use to interpret our experience'.

The notion of operational human capital management and human resource management are relevant to my study. Operational human capital management is 'day-to-day management of human resources, including recruitment and selection, training, and performance management' (Cole, 2010: 1097). Human resource management is the 'process of finding, developing and keeping the right people to form a qualified workforce' (Cengage Learning, 2010: 219). LANGS' staff members exhibit diversity where 'diversity' is defined as a 'variety of demographic, cultural and personal difference among an organisation's employees and customers' (Cengage Learning, 2010: 241).

LANGS' operations display some elements of Richard's two basic theories of people management (Richard, 2002: 20); these are as follows

- **Theory one** is the most common one regardless of the language surrounding it because it basically relegates workers to 'dolts', who hate working and have to be goaded, pushed, threatened or bribed into doing things. The only way to make them productive is to use a 'carrot and stick' reward or punishment system and relentless measurement and control.
- **Theory two** is more cost efficient and over time the most profitable for an organisation because it believes workers are basically creative, innovative people who like to work and want to please and do their best. The way to motivate them is to give them as much education, responsibility and freedom as possible. Motivation and reward is more about achievement and recognition.

In managing human resources, I, as a manager have had to assign tasks to individuals who are expected to perform them. I engage in dyadic relationships with staff and students; some of these are superior-subordinate interactions. I manage people in groups. For example, I take them as teams to participate in in-country immersion. People outside the organisation system such as customers and government officials are integral components of managing human resources. Managing all of these interactions and human resources requires a human resources management plan. LANGS' human resources management plan includes a recruitment system, job positions encompassing roles and responsibility and an organisational structure.

Organisational structure.

An organisational structure is defined as 'the way an organisation links its employees and functions together' (Cole, 2010: 1097). It defines how job tasks are formally divided, grouped, and coordinated in terms of work specialisation, chain of command, span of control, centralisation and formalisation (Daft, 2010). An organisation structure also defines the official relationships of people in organisations. Different jobs are required to accomplish all of an organisation's activities. Some of the key concepts of organisation structure are hierarchy of authority, division of labour, span of control, specialisation, standardisation, formalisation, centralisation and complexity. Work complexity requires appropriate work level analysis to create work positions.

LANGS' organisation is under the Directorate of Job Families Program Management Office within Defence People Group. Managing an organisation structure appropriately is a form of risk management.

Risk management.

LANGS' operations are subject to risk. Risk is 'the potential for unwanted negative consequences from events' (Slack, et al. 2012: 466) or 'something that may have an impact on the achievement of objectives' (Lysons &

Farrington, 2012: 59). LANGS' business plan includes 'risk management'; defined by Cole (2010: 1099) as 'systematically applying policies, practices and procedures to analyse, prioritise, evaluate, treat, monitor and report on risks in order to minimise or optimise them').

By managing risk for projects and programs (Bartlett, 2002a), LANGS addresses risks associated with operational failures (Slack, et al. 2012: 465), including systemic risks (LaBrosse, Olivares-Caminal, & Singh, 2011). Standard operating procedures are used to maximise control over, and minimise uncertainty from, the external environment.

The risk management plan relevant to intensive language teaching includes uncertainties that must be prepared for and recorded in a risk register. A risk treatment plan is developed from the risk register. Finally, an escalation plan is devised to address the matters, reporting issues or information being consulted with that leads to the person who authorises and makes a principle-based decision so that further information system planning can take place.

Information system planning

An effective and efficient information system will maximise the use of resources that LANGS currently has at hand. Efficient procurement of resources is crucial. LANGS' classrooms, staff offices and workstations are laid out according to environmental efficiency characterised in Marchant's (2002) scheme. When valuing its assets and liabilities, LANGS follows procedures, practices and disclosure requirements to ensure that data from its financial activities and resource planning is systematically collected, coded, analysed, presented and recorded. LANGS plans and controls its financial and resources by using the Resource and Output Management and Accounting Network (ROMAN) system, historical cost accounting and current cost accounting valuation methods.

Organisational environment

The literature linking environmental sector volatility on organisational objectives is relevant to my research in that it seeks to provide a better understanding of the interaction between organisations and their environments. Environmental analysis has long been considered an important step in the formulation of organisational strategy. An organisation's environment has three dimensions: capability, volatility and complexity (Shenkar, et al., 1995). Change in the environment creates threats and/or opportunities for an organisation.

The organisation adjusts direction to steer away from obstacles in the environment or to exploit opportunities that arise. The resource dependency view of the firm has the increased attention of management scholars to another aspect of organisational environments: stakeholders and their level of influence. Stakeholders that own or control resources required by an organisation have influence over the organisation due to the dependency of the organisation on that stakeholder.

The business management literature has developed more detailed change management theories to improve business performance (Kotter, 1995; Oakland & Tanner, 2007). Change management in the business and management literature (Kotter, 1995; Lewin, 1951; Oakland & Tanner, 2007) has relevance for my research.

The influence of capacity strategies in foreign language program.

LANGS' functions rely on its people's capacity to teach, assess, record and report in collaborative capacity. The capacity literature is relevant to my research. Capacity refers to the degree to which the environment can support growth (Robbins & Judge, 2012: 244). Capacity building, as a set of strategies, is vital at LANGS in promoting language capability for Defence and across systems to lead to greater capacity of people, organisations and communities.

Capacity building grew out of understanding that three core components are required to ensure the following: a mandate to act, a framework for action and the capacity to act (Harris, et al., 1995; Bowen, et al., 2001). Building the capacity to act was originally labelled as the ‘invisible work of health promotion’ required for health systems for quality health promotion practice, similar to language teaching systems. It is now described as a tangible approach to the development of sustainable skills, organisational structures, resources and commitment for health improvement necessary for health gain. Understanding both an organisation's capacity to implement change and to develop capacity to build strategies to implement change requires a capacity building framework that has been integrated into the organisational change framework: this is a key understanding to how LANGS has implemented organisational change.

Volatility

LANGS is an organic organisation operating in a volatile marketplace. Volatility plays an important role in financial theory and the financial market; accurate measuring and good forecasting of future volatility are critical for the implementation of specific organisational objectives in intensive language teaching. Volatility describes ‘the degree of instability in the environment and complexity is the degree of heterogeneity and concentration among environmental elements’ (Robbins & Judge, 2012: 245).

Researchers argue that additional improvements in firm performance can be attained by linking knowledge management initiatives to a firm’s business strategy (Clarke, 2001; Maier & Remus, 2002; Zack, 1999). Knowledge programs are unlikely to succeed unless they are closely linked to the business strategy (Clarke, 2001). LANGS’ language knowledge planning is characterised by the notion of complexity.

Complexity

LANGS' operations are subject to complexity of international military engagement environment. Complexity is 'the property of a real world system that is manifest in the inability of any one of formalism, being adequate to capture all its properties' (Mikulecky, 2001: 344). Complexity refers to both vertical and horizontal differentiation. Vertical differentiation outlines number of hierarchical levels; horizontal differentiation highlights the number of units within the organisation. Mikulecky (2001) emphasises that complexity manifests itself in the fact that no single system formalisation can capture all aspects of a complex system.

Complexity theories are concerned with the emergence of order in dynamic non-linear systems where the laws of cause and effect appear not to apply (Wheatley, 1992; Beeson & Davis, 2000). Patterns of behaviour emerge in irregular but similar forms through a process of self-organisation, which is governed by a small number of simple order-generating rules (Tetenbaum, 1998; Black, 2000; Macintosh & MacLean, 2001). Organisational conflict occurs within complex social systems which function through informal and formal channels of communication (Lewicki et al., 1997). When two or more objectives are to be maximised, they usually conflict (Craven, et al., 2006: 26). These considerations are relevant to LANGS.

Organisations are also complex systems which, to survive, need to operate at the edge of chaos; they have to respond continuously to changes in their environments through a process of spontaneous self-organising change (Lewis, 1994; Stickland, 1998; Macintosh & MacLean, 1999, 2001; Hayles, 2000; Macbeth, 2002; Stacey, 2003). Complexity literature underpins my research in helping to sort out the outcomes from an action; intensive language training is associated with the complexity of the world environment – militarily and politically. To ensure a high degree of agreement among those who will take the actions, it is appropriate to think in machine terms and reduce variation (Zimmerman, et al., 1998).

Sustainability of LANGS' language programs

Evaluation of language programs has been described as 'the process that sustains the ecology of language teaching and learning as a living and evolving whole' (Liddicoat & Scarino, 2013: 177). At LANGS this ecology is predicated on LANGS' maintaining economic sustainability in order to meet the needs of the organisations that it serves. The key tools to maintain this sustainability are those related to the business and accounting environments: the level of business activity; business and accounting strategies; the use of accounting systems and financial statements. 'Driven innovators' (Maxwell, 2000) do not, however, focus on economic impact as a stand-alone function detached from the best practices of a business: instead, they seek 'the most efficient and effective way of accomplishing a task, based on procedures that have proven themselves repeatedly over a long period of time' (Reynolds, 2010: 223) by integrating all of the efforts into their operations and planning. Such an approach involves 'sustainable development'.

According to the Brundtland Report (1987), three pillars or dimensions of sustainability exist: economic, environmental and social sustainability. In this sense, 'sustainability' refers to issues concerned with the 'triple bottom line'

- **economic impact** in the longer term
- **environmental impact** in a technologically oriented era
- **social impact** in the local and global context of human interaction.

According to the Brundtland Commission Report (1987: 43) sustainability is 'meeting the needs of the current generation without compromising the ability of future generations to meet their needs'. This link between 'the change towards sustainability cannot occur without design' (Fry, 2009: 58), foreign language program sustainability and needs is reflected in Elkington's comments relating to openness to innovation and change in business. Elkington (2006: 529) has shown a desire for change that occurs in 'quantum

leaps, for jumping our unsustainable world to more sustainable states. He acknowledges (Elkington, 2010: 527) that ‘driving companies towards sustainability will require dramatic changes in the performance against the triple bottom line’. The concept of ‘triple bottom line’, introduced and developed by Elkington (1994, 1998, 2004), has been extended to include not only financial, but also social and environmental aspects. The inclusion of two additional aspects in the measurement and evaluation of corporate performance can be understood by the fact that the responsibility of the company is not only to generate economic welfare (i.e., profit), but also to care for the society (e.g., people) and the environment (i.e., the planet). These elements are often called —the ‘three Ps’ of the triple bottom line concept. Thus, this needs assessment, within the Proactive Form of Evaluation, should be involved with the three Ps of Elkington’s triple bottom line concept.

Sustainable sourcing in its value chain of language capability is a key part of LANGS’ strategy akin to ‘a new kind of [design] leadership, underpinned by a combination of creating new (and gathering old) knowledge directed at advancing means of sustainability while also politically contesting the unsustainable status quo (Fry, 2009: 57). This is important for two staff foreign language program whereby when one teacher resigns or takes leave, it becomes an unsustainable program which reflects the argument of Bowersox, et al. (2013: 406):

The breadth of sustainable considerations implies that there are a broad range of trade-offs that must be considered, for example, the use of postponement principles to reduce total cost through a trade-off reducing manufacturing but increasing logistics cost.

Today, sustainability applies to many issues: economic development, environment, food production and lifestyle. Basically, sustainability refers to doing something with the long-term in mind (several hundred years is sufficient) although the notion of sustainability was originally applied to natural resource situations. Contemporary decisions are made with a

consideration of sustaining our activities into the long-term future (Frederick & Kuratko, 2010: 662). High sustainability companies are more likely to make executive compensation a function of environmental, social, and external perception (e.g., customer satisfaction) metrics. This process also requires three Ms and one L (Sukwiwat, 1973): the 'M factors' associated with money, materials, man power (human resources); the 'L' being luck.

Enterprising and the Enterprise Collective Agreement

LANGS' business relies on production data to measure performance, including the quality of output and other objective information which is considered particularly appropriate for its performance feedback, assessment and development scheme. Its organisational objectives are executed by employees within Defence's Enterprise Collective Agreement framework (DECA, 2012-2014). Enterprising means 'marked by imagination, initiative and readiness to undertake new projects'. Frederick & Kuratko (2010: 7) define entrepreneurial as 'willing to take risks in order to create value'.

My research study focused on investment analysis for optimal outcomes for LANGS' stakeholders, which allowed me to present the practical applications of investment theory, enterprising by conveying insights of practical value regarding the in-country training (Project Management Institute, 2012) component of the intensive language teaching at LANGS so that necessary innovation and change can be incorporate into its new practices.

Diffusion of innovation and models of change

The development and implementation of the sustainable intensive language teaching system model described in this research has not previously been undertaken. Both the approach, using a Proactive Form of Evaluation (Owen, 2006), and the triple bottom line issues involved are innovatory. Part of the action plan, therefore, needs to be concerned with diffusion of this innovation, particularly if the implementation is to be successful. By

diffusion, I adopt the definition: ‘the process by which innovation is communicated through certain channels over time among the members of a social system’ (Rogers, 2003: 5). Innovation and models of change used in a comparable organisation analysis are those organisations with similar, innovative, operating and financial characteristics (Deschamps, 2008). Organisations with the same industry are most obvious candidates.

The literature on innovation, which is defined as being ‘about doing things differently that includes changing what is offered to customers and the way these offerings are created and delivered’ (Slack et al., 2012: 182), underpins my study: it enhances my understanding of intensive language teaching in the future; ‘Going boldly into the future’ (Whittingham et al., 2003) is a suitable mantra that is applied by LANGS. For Rogers (2003: 283) innovators ‘are willing to experience new ideas’. Light (1998: 19) regards these innovators as being ‘leaders’.

Leaders play a central role at virtually every stage of the innovation process, from initiation to implementation, particularly in deploying the resources that carry innovation forward.

As role models, the attitudes of Rogers’ ‘early adopters’ toward innovation are most important.

From the extensive literature on military innovation, Desch’s (1998) three military innovation types – in terms of neo-realist, societal, and organisational theory – are relevant to language teaching. LANGS must develop a frontline language management training initiative (Barrat-Pugh & Soutar, 2002). The purpose is to be responsive to stakeholders’ language needs in the ADF’s operations and strategic engagement. In terms of process, much of the more recent literature, which describes or develops procedures for managing educational change (Fullan et al., 1991; Owens, 1995), argues that change should be implemented in a series of stages which in the broadest terms can be distilled into the following: the formulation of goals, the implementation of means, and the evaluation of results.

Innovation involves doing things differently, including changing what is offered to customers and the way these offerings are created and delivered (Slack et al., 2012: 182). The capacity of a given military force to be innovative is crucial to its ability to extract maximum mileage from its equipment and manpower. Van de Ven (1997: 606) indicates that the innovation process exhibits chaotic patterns: it is a 'nonlinear system, which is neither stable and predictable nor stochastic and random'.

In today's workplaces change occurs rapidly in response to a new opportunity. Change is a part of work practices for staff at LANGS. Stace & Dunphy's model of change (1992) can be adopted whether or not the changes are planned or unplanned. My study is based on an unplanned change circumstance that link to the training needs analysis and resources management in support of the change.

Training needs assessment and analysis

The notion of training and development (Noe, 2003; Beckett & Hager, 2002) is designed to introduce new knowledge and skills that improve performance behaviours (Gilley, et al., 2002) – both for staff and student. It was with this in mind that a needs assessment was seen to be the key evaluative approach used in my research. Witkin & Altschuld, (1995) see needs assessment as a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organisational improvements and allocation of resources. Glorioso (1991) regards needs assessment as the difference between the desired and the present situation or condition or status quo. Training needs analysis and evaluation (Bee & Bee, 1994) and customer relationship management are one of the key aspects of the framework for this study.

Customer relationship management is a concept that comprises 'the establishment, development, maintenance and optimisation of long-term, mutually valuable relationships between customers and organisations' (Payne & Ryals, 2001: 3-4). LANGS must produce curricula to meet customer needs (Cole, 2010: 622-623) by responding to its customers' agencies' 'need' and

‘want’. A need is ‘what customers require; a want is what your customers desire’ through ‘value chain analysis’ (Cole, 2010: 624). Hence, a training needs assessment is required with the objective of translating a broadly defined want into a more specific system-level requirement (Blanchard, 2004: 126). It should be done in order to design and develop appropriate instructional and informational programs and material (Rossett, 1987; Rossett & Sheldon, 2001). It is universally advised that the clients or customers of a proposed initiative be extensively involved in the construction of any new project (Bowsher, 1998; Trolley, 2006; Wick et al., 2006).

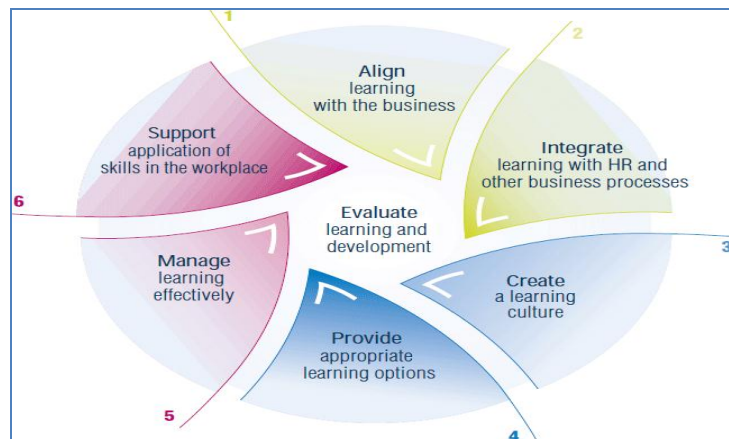
Accomplishing the needs analysis (Brindley, 1984) in a satisfactory manner can best be realised through a team approach involving customers, the ultimate consumer or user (if different from the customer), the contractor or producer, and the major suppliers as appropriate (Blanchard, 2004: 127.) The objective is to ensure that the proper communications exist between the parties involved. The voice of the customer must be heard, and the system developer must respond accordingly (Blanchard, 2004: 127).

For LANGS’ intensive language teaching and curriculum development to be effective depends on knowing what is required for the individual, the department and the organisation as a whole as portrayed in the comments: ‘the effectiveness of a language program will be dictated as much by the attitudes and expectations of the learners as by the specifications of the official curriculum’ (Nunan, 1989: 176). Training need analysis based on the Australian Public Service context shown in Figure 2.1 is relevant to my study. Curriculum effectiveness may follow one of the three training needs analysis models depicted in Figure 2.2.

People and professional development

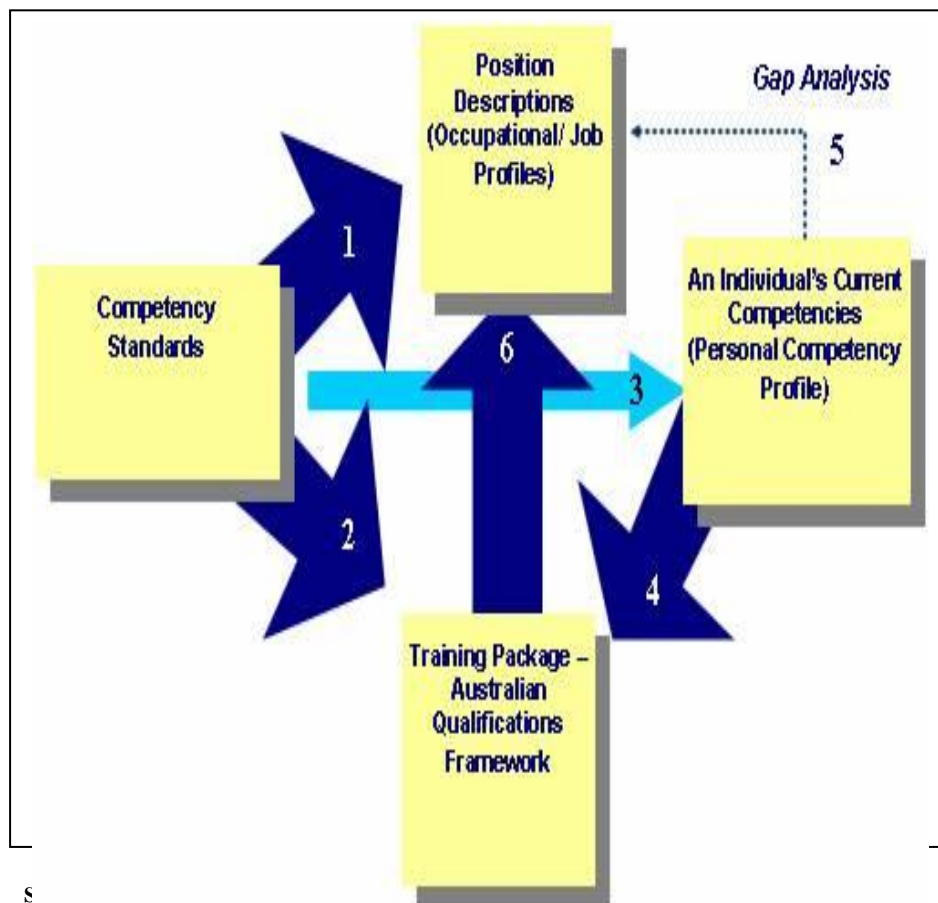
LANGS’ tasks and instructional strategies are executed through knowledge, skills (Charan & Tichy, 1998) and the decisions (Cronbach, 1971) of its

FIGURE 2.1 MANAGING LEARNING AND DEVELOPMENT IN THE AUSTRALIAN PUBLIC SERVICE



Source: http://www.apsc.gov.au/_data/assets/pdf_file/0003/7257/capability.pdf.

FIGURE 2.2 TRAINING NEEDS ANALYSIS CYCLE.



There are seven characteristics of organisational development (Newstrom & Davis, 1993). LANGS needs to engage in the management of change through training and development for portfolios both staff and students (Office of

Government Commerce, 2011). Skills gained from professional development schemes provide the opportunity for staff to broaden their skills and knowledge to be innovative (Cairney, 2000). It builds LANGS' strong human capital (Burke, 2007). Instructional strategies are the tools of effective practice. They are the deliberate acts of teaching that focus learning in order to meet a particular purpose. Instructional strategies are effective only when they impact positively on students' learning.

Human capital refers to 'the learned skills that require some investment in education, training experience and socialisation, and these can be generic, industry-or firm-specific' (Bessant & Tidd, 2011: 113). The terms professional development and staff development are often used interchangeably (Fullan, 1992). Fullan (1992: 326) defines 'professional development' as 'the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement'. Pickett (1998) states that knowledgeable and confident workers are essential for companies of the future who wish to be 'lean and meaningful'. Encouraging innovation and entrepreneurship is the new goal of corporate management.

LANGS' approach to professional development has occurred in conjunction with the Defence Collective Enterprise Agreement (DeCA) as a part of communities of commitment in maintaining a learning organisation (Senge & Kofman, 1993). The DeCA emphasises the need for employees to have the appropriate skills to perform their jobs, and opportunities to expand and further their career through training (Defence Materiels Organisation, 2013: 17). All staff members have to participate in the Performance Feedback and Development Scheme in which professional development is embedded. This results in the moral obligation of LANGS to ensure staff receiving professional development and establish a 'community of practice' (Lave & Wenger, 1991; Fuller, 2003). Modern organisations seek change adaptability to improve their competitive position (Druskat & Wolff, 2001; Huy, 1999) and this has led to growing interest in the benefits of emotional

intelligence, organisational learning (Chan, et al., 2003; Edmondson & Moingeon, 1998; Goleman, 1995) and staff involvement strategies, such as participation in decision-making (Black & Gregersen, 1997; Daniels & Bailey, 1999; Scott-Ladd, 2003; Witt et al., 2000). This applies to specific engagement of the staff at LANGS; Cohen & Ball (1999: 11) write:

Teachers' knowledge is nested in particulars, and they interpret and adapt in context, building ideas, habits, and practices as they go. They primarily work alone, with their own students, and their interpretations and decisions are tailored to the specifics of their situations. There is little sense of an accumulation of practical professional knowledge.

Professional development is a means of refreshing knowledge and acquiring up to date researches about learning theories. Adopting contemporary learning theories is required for both teachers' effective teaching and for executing LANGS' core business. Teachers need to be able to use a range of deliberate acts of teaching in flexible and integrated ways within literacy-learning activities to meet the diverse literacy learning needs of our students.

Learning theories applicable to language programs

Humanistic psychology assumes that education is a personal phenomenon and that worthwhile change must recognise the primacy of the individual, the power of emotions and the centrality of the life of mind. Learning, according to Lave & Wenger (2011:1), emphasises the whole person, and views agent, activity, and world as mutually constitutive. They do not view learning as the reception of factual knowledge or information. They propose that learning is 'a process of participation in communities of practice, participation that is at first legitimately peripheral but that increases gradually in engagement and complexity'. Learning, according to Robbins (2003) can be linked to any relatively permanent change in behaviour that occurs as a result of experience. These theoretical frameworks underpin my study.

Learning theory recognises that learning is dependent on complex interrelationships of cognitive, affective and socio-cultural factors (Resnick, 1989). Context also has significant effects on learning and performance (Anderson et al., 1996; Wiggins, 1993). The optimum outcomes are derived from ‘the optimum and unique learning culture which is a framework for training, educating and developing the Army’s people, across the individual, collective and operational learning continuums’ (Instructor Orientation Course, 2008: 4).

Learning skills encompasses 2 by 2 metrics (Loube, 2006). In the case of the demonstration of a skill, Stiggins (1994: 86) comments:

...evidence of achievement is seen in the respondent’s ability to carry out the proper sequence of activities or to do something in the appropriate manner. It is the doing that counts’.

This is required by LANGS’ teachers so that theories of language learning and acquisition can be embraced symphonically.

Language learning theories and second language acquisition theories

There are diverse conceptions of the process of second language learning. To understand the different concepts, a teacher needs to understand how each individual perceives language itself as the substance or object of that learning (Seedhouse et al., 2010). Van Lier (2000) discusses interaction in his description of an ecological approach to language learning by looking ‘at the active learner in her environment, not at the contents of her brain’ (Van Lier, 2000: 246-247). Swain & Deters (2007: 822) state:

Through languaging, defined as the use of speaking and writing to mediate cognitive complex activities, an individual develop cognitively, and ...affectively. The act of producing spoken or written language is thinking in progress and is the key to learners' understanding of complex concepts. These understandings are reached through interacting with others, ourselves, and social and cultural artefacts.

Through the ‘zone of proximal development’, learners, according to Vygotsky (1978) participate socially in interaction with more knowledgeable interlocutors, thereby learning first on a social, interpersonal plane and then making the learning their own through internalisation on an individual, intrapersonal plane. Vygotsky (1986: 159-60) provides a contrast between the learning of a first language and a foreign one in the following way:

The acquisition of a foreign language differs from the acquisition of the native one precisely because it uses the semantics of the native language as its foundation.

Writing about first language learning, Halliday (1993, 93) also explains that learning a language is not simply learning a particular domain of knowledge like all others. He sees language learning as the ‘foundation of learning itself’ (Halliday, 1993: 93).

The literature on experiential learning of Kolb et al. (1971) and Revans (1991, 1980) that incorporates the possibility of learning at the organisational level is relevant to ‘the people’ at LANGS. Kolb’s experiential learning theory, Revans’ action learning theory, together with Gagné’s theory (1984) on the outcomes of learning provide theoretical frameworks that underpin my research. Five varieties of learning outcomes fit in with language learning categories in terms of intellectual skills (procedural knowledge), verbal information (declarative knowledge), cognitive strategies (executive control processes), motor skills, and attitudes.

The theory of contiguity, a psychological theory of learning which emphasises that the only condition necessary for the association of stimuli and responses is that there must be a close temporal relationship between them, is also practical for my study.

language learning is about having knowledge of language, meaning and context (Lyons, 1981), and language purpose and language use (Widdowson, 1983). Conscious competence theory and related matrix model explain the process and stages of learning a new skill (or behaviour, ability, technique, etc.). This construct is most commonly known as the ‘conscious competence

learning model', or 'conscious competence learning theory'. A skill comprises things that are learned, acquired through practice or training, goal-directed, and organised (Proctor & Dutta, 1995), while ability is a general attribute of the learner that is brought to the task or a potential to perform (Carroll, 1993).

From a knowledge management perspective, the type of learning is about either facts or apparent data (Hoyles et al., 2002), or the processes that underlie or operate on the facts. The term 'numeracy', is often used to refer to basic mathematical skills, whereas the skills needs identified by Hoyles et al. (2002) clearly go beyond this basic numeracy (for a critique of the notion of numeracy itself, see Noss, 1998). Military tasks deal with a great amount of number usage. The concept of addressing language, literacy and numeracy is also essential in the vocational education sector with which LANGS needs to comply. Specific examples of the application of numeracy in the military context in which LANGS operates are discussed in Chapter 4 associated with routine, social and military tasks. According to Kawashina (2007), solving simple calculations quickly is the most effective way of activating your brain.

Learning and knowledge creation are understood in terms of the relationships between people in organisation; the *qualities* of these relationships are characteristic of adult learning.

Adult learning principles, motivation and mastery learning

In developing teaching and learning resources, there has been a focus on the role of mastery of content and adult learning principles. As such, the content adopted will need to be relevant to the workplace interaction (Atkinson, 2002); at the same time, delivery in the classroom and off-classroom situation as well an understanding of the non-language or intercultural content (military, history, geography, science, etc.) with which language learning, needs, in some way, to be introduced (Mohan, 2001; Mohan & Huang, 2002). Within adult education, learning a foreign language is linked with counselling (Bor & Watts, 2006; Johns, 2005) and psychology. These elements assist in generating desirable attitudes and motivation in second

language learning (Gardner & Lambert, 1972) and engage the learners as active participants in the process of facilitating independent learning.

Adults have a greater depth, breadth, and variation in the quality of previous life experiences than younger people (O'Brien, 2004). Past educational or work experiences may colour or bias the patient's perceived ideas about how education will occur. Understanding the basic principles of how adults learn best, contemporary learning theory, learning and life-age (Illeris, 2002; Lieb, 1991) are necessary considerations at LANGS. Lieb's (1991) work provides an awareness of sources of motivation for adult learning. Considering adult culture (Ivey et al., 2006; McFadden, 1993), learning needs, cognition and the adult learner by and enhancing their cognitive skills (Block, 1988) can improve instructional outcomes and are important at LANGS.

Adult students show they are ready to learn when 'they experience a need to learn...in order to cope more satisfyingly with real-life tasks or problems' (Knowles, 1980: 44). This enables them to take ownership for learning as staff members provide assistance relating to the learning opportunities (Senge, 2000) and the concept of andragogy (Knowles, 1987). The science of teaching adults, which is a process whereby the learner assumes much more responsibility for their learning, is integral to the learning process in intensive language teaching. Relationships which encourage a positive working atmosphere so that students can make mistakes and learn from the errors form a part of adult pedagogy (Biggs, 2003).

Goals are conceived in terms of mastery and performance (sometimes referred to as task and ability, respectively). Goal theory proposes that students who adopt a mastery or task orientation are motivated to learn through the desire to develop their competence and to master the tasks at hand. Students who adopt a performance goal orientation, in contrast, are motivated to learn through the desire to demonstrate their competence or ability (Ames, 1992; Dweck & Leggett, 1988).

Unlike goal-setting theory, goal orientation theory was developed in a classroom context in order to explain children's learning and performance (Dornyei, 2001: 27), and it might now be one of the most vigorous motivation theories within the classroom (Pintrich & Shunk, 1996) that is relevant to LANGS. According to this theory, an individual's performance is closely related to his or her accepted goals. An important contribution of the theory resides in its distinction between two types of goal orientation (Ames & Archer, 1988; Ames, 1992): performance vs. mastery (or learning) orientation. Learners possessing the first orientation are primarily concerned with looking good and capable; those possessing the second are more concerned with increasing their knowledge and being capable. An interesting distinction is suggested by Dweck in Williams & Burden (1997: 131), 'Put simply, with performance goals, an individual aims to look smart, whereas with the learning goals, the individual aims to becoming smarter'.

LANGS' students' learning is associated with learning for mastery (Bloom, 1968). Joyce & Weil (1980: 447) define a central component of mastery learning as being 'the curriculum divided into a larger set of relatively small learning units, each one accompanied by its own objectives'. At the same time, mastery learning requires the concept of language awareness as an essential curriculum component of second language acquisition. Thus, during any initial second language program, the language awareness component introduces a range of language complexity issues. Students' language development and growth starts from using a pidginisation method which is a mixed use of English and target language and learning through formulaic language use (Wray, 2000; Pawley & Sydor, 1983). In combining these concepts into the curriculum at LANGS, the notion of native language being enhanced by learning a foreign one applies both during the initial and final phases of the course, a position to which Vygotsky (1986) subscribed.

Motivation is perceived as 'a built-in unconscious striving towards more complex and differentiated development of the individual's mental

structures' (Oxford & Shearin, 1994: 23). Noels et al. (2000) conclude that there is some evidence that the distinction between intrinsic and extrinsic motivations has the utility to explain differences in outcomes. McIntosh & Noels (2004) examined the relationship between concepts from the self-determination theory with the need for cognition and language learning strategies. They found a significant and positive association between need for cognition and self-determination in second learning. The role of attitudes towards the learned language, its speakers and the learning situation are all considered parts of the integrative and instrumental motivation differences (e.g., Gardner, 1985, 2000, 2001; Masgoret & Gardner, 2003). These include identity and investment in language learning context (Norse, 2003).

Relevant to language learning, Vygotsky (1986) proposed that adults promote children's cognitive development by passing along the meanings that their culture assigns to objects and events. Passing the meanings that their culture assigns to objects is relevant to adults performing language tasks and ways of thinking within the context of the workplace; this has relevance for adult learners at LANGS.

Workplace and workplace learning

In the military context, a workplace is 'any place where Defence work is carried out and includes any place where a worker goes, or is likely to be, while undertaking Defence directed work. It includes a vehicle, vessel, aircraft or other mobile structure; and any waters and any installation on land, on the bed of any waters or floating on any waters' (<http://intranet.defence.gov.au/People/sites/WHSPProjects/ComWeb.asp>). At LANGS, 'the workplace' includes Defence establishments, business workplaces, units, facilities, accommodation and any other location which a Defence civilian Australian Public Service employee attends for the purpose of carrying out their work (<http://intranet.defence.gov.au/People/sites/WHSPPrograms/docs/KitSection6Glossary.pdf>).

Workplace learning is both 'politics in action' and 'philosophy in action'.

The ‘science of work’ involves workplace rules, fragmentation of work, and appropriation of worker knowledge through the use of the ‘vocabulary and techniques of industry (Callahan, 1962). From an interpretive perspective, people are not mere passive recipients of objective knowledge; nor are they passive instruments whose actions are determined for them by workplaces. Rather, through the use of language and thought, they actively participate in the creation, skills maintenance and change of social and work life as well as interpret it. People are reconciled to their social order, as Fay (1975: 81) comments:

Such knowledge expands the horizons of those who are now able to discourse, because learning how to communicate is learning both new ways of characterising oneself as well as highlighting one’s own presuppositions.

The literature on workplace learning underpins my study; in this context, language skills are developed for students so they can use them at their workplaces. I have adopted the notion of workplace learning as that defined by Malloch et al. (2011, 4), where work is seen as both a lone and a cooperative effort:

Work is an activity where individuals alone and together participate in productive endeavours to complete tasks or to achieve outcomes which are either self-set or set by others and which may or may not be remunerated. Work is also a process whereby individuals engage in activity from which they gain some satisfaction on completion which may or may not be recognised by others.

Thus, for the purposes of needs assessment in foreign language programs based on language for specific purpose needs (Richards, 2001), needs assessment using Proactive Form of Evaluation (Owen, 2006), I have defined ‘workplace language learning’ thus:

language learning that is organised in or by a workplace such as LANGS, and that supports employment roles in both military and social

engagements and progression in locations and contexts such as embassies, high commissions, intelligence agencies, international exchange postings and international operation engagements such as border protection.

The Australian National Training Authority (ANTA, 2002a) defines workplace learning as ‘learning or training undertaken in the workplace, usually on the job, including on-the-job training under normal operational conditions, and on-site training, which is conducted away from the work process (e.g., in a training room)’. Figgis et al. (2001) note that the advent of the global economy has changed the nature of products and services demanded, as well as the technologies and forms of communication required. This has required changes in enterprises and ‘demands more skilled, dynamic and innovative work’ Figgis et al. (2001: 11). What LANGS does is very much a form of workplace learning in a simulated context. Workplace learning provides the context for ongoing learning in military, business, management and education. There is, however, a lack of literature on language education in a military workplace context.

Earlier works in the field of workplace learning focused on the connection between theory to practice in a realistic and efficient way (Billett, 2001). Other workers in the field identified the transfer of knowledge and training outcomes into workplaces (Billett, 2001; Van Woerkom, 2003). More knowledge is acquired in the workplace than at education and training institution (Eraut et al., 1998).

Language learning and language skills used in students’ workplaces are linked with achievement goal theory. Goal orientations provide a framework for interpreting and reacting to events (Dweek & Leggett, 1988), influencing behaviour that supports achievement (Elliet & Church, 1997). In examining conscious learning processes, researchers have found it useful to make two distinctions: process and specific learning activities. Both process and specific learning activities are embedded in language skills required for workplaces.

Workplace language skills

The psychology of foreign language teaching (McDonough, 1981) provides a relevant theoretical framework for my study as it contributes to an understanding of language learning development. The socialising of people to be certain kinds of workers is accompanied by a complementary socialising to be certain kinds of learners (Solomon, 1999: 123). Smith & Hayton (1999: 258) found a broad spectrum of training practices employed, suggesting that there are additional factors contributing to the variability of training provision in the workplace. The effects of the initiating training drivers are linked to ‘influencing the nature and extent of training activity’.

Introducing competency based training that is associated with workplace needs involves the challenges of interpreting industry standards which presumes industry experience as well as materials development, training delivery, assessment and reporting expertise. Security arrangements may present obstacles in attaining currency in industry experience for the competencies and learning of materials linked and required in the Defence workplace.

The complementary socialisation process at LANGS is the life-line of the curriculum. Lecturers in charge within LANGS have found workplace change to be a major driver of training in organisations. Workplace related language skills needed by Defence influences the development of LANGS’ curricula. Bandura’s (1995) concept of ‘self-efficacy’ is most apt for LANGS’; it provides a base for many important teaching and learning decisions. It is vitally important that when implementing a course, time frames for teaching and assessment are not developed in an arbitrary manner but are based on underlying logic and a consideration of the relevant factors. Smith & Hayton (1999) identify a context-specific concept, relating to ability to execute a particular task or successfully perform a role. In individual language learning, confidence in one’s ability to do the work and

commitment to the importance of that work are the primary factors leading to success learning. Confidence using language depends on the successful completion of challenging work taught appropriately.

Language teaching

Language teaching involves teacher judgments (Scarino, 2005b) which encompasses many approaches ranging from traditional grammar-translation, audio lingual language teaching, communicative language teaching and its further development as task-based language teaching; it involves an intercultural approach (Liddicoat & Scarino, 2013; Corbett, 2003). In particular, communicative language teaching and its further development as task-based language teaching represents a shift from a structural view of language teaching; a focus on meaning rather than on form (Bygate et al., 2001; Ellis, 2003, Nunan, 2004; Prabhu, 1987; Skehan, 1998; Willis, 1996) – a focus on ‘real language use’.

Liddicoat & Scarino (2013: 167) see an ‘expanded view of language, culture, and learning and their interrelationship as necessary in teaching and learning languages within an intercultural perspective’. This expanded view creates an ‘ecology of language teaching and learning’. Furthermore, they (Liddicoat & Scarino, 2013: 167) use the ecological metaphor to highlight the interrelationship of all aspects of this ecology. Others (see, for example, Kramsch, 2000; van Lier, 2002) highlight the inevitable influence of a change in any one aspect of the ecology on all of its other aspects. Intensive language teaching, as practised at LANGS, is linked with this perception of a native language base leading, ultimately, to professional mastery of the foreign language.

Teaching and work will depend on relationships and the management of those relationships (Humphreys, 2003) for different types of learning. From an organisational behaviour perspective, these are depicted in various models such as single and double loop learning (Argyris & Schön, 1978) or lower

and higher level learning (Fiol & Lyles, 1985). Intensive language teaching at LANGS also resembles Dodson's (1972: 66) aims of the bilingual method:

To make the pupil fluent and accurate in the spoken word...to make the pupil fluent and accurate in the written word...to prepare the pupil in such a manner that he can achieve true bilingualism.

According to Dodson (1972: 66), the structure of the bilingual method, broadly speaking, is to include.

almost all the activities of the direct method, some of the activities of the indirect method, though drastically altered to satisfy totally different aims, together with new activities not to be found in any other method.

There is a relationship between the quality of teaching and student learning outcomes driven by the fact that high-quality student learning is aided by good teaching practices (Ramsden, 2003: 3). Language teaching is likewise from two perspectives: a 'second language' and a 'foreign language' in order to create knowledge, defined as 'a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information' (Davenport & Prusak, 1995: 5).

Language teaching at LANGS is like teaching a 'second language': it usually has official status or a recognised function within a target country. language is also taught in two situations (Brumfit & Robert, 1983). Nunan (1993: 4) argues, 'teachers should find out what their students think and feel about what they want to learn and how they want to learn'. Hutchinson & Waters (1987: 89) suggest that this requires multiple syllabuses:

Any teaching material must, in reality, operate several syllabuses at the same time. One of them will probably be used as the principal organizing feature, but the others are still there.

Savignon (1991: 291) notes that, in the specific area of language teacher education, there has been ‘little systematic inquiry conducted into language teacher perceptions and practices’.

Language teaching at LANGS is based on a communicative language teaching approach focusing on communicative competence, authentic language use for meaningful purposes, contextualised learning, and learner-centred instruction (Widdowson, 1978; Savignon, 1983). Learner’s language engagement is meaning-focused, interactive communicative activities as a broad set of principles or core tenets. Language is seen as a tool for purposeful communication. Core principles have been identified in a number of studies, from the basic to the more elaborated.

Richards & Rodgers (2001: 172) list the key principles relating to authentic and meaningful communication as follows: the goal of classroom activities; fluency as an important dimension of communication; communication involving the integration of different language skills; and learning as a process of creative construction and involves trial and error input of non-native/non-native conversations for negotiation of meaning. Concurrent with the development of a more communicatively oriented language teaching program such as that instituted at LANGS, ‘Monitor Model’ (Krashen, 1981, 1982, 1985) consisted of five interrelated hypotheses, the best known of which is the ‘input hypothesis’ is relevant to LANGS’ foreign language teaching.

Krashen (1985) has proposed that learners acquire language best when they understand meaningful messages in that language—what he termed ‘comprehensible input’; this has immediate implications for the LANGS’ Languages Other than English courses. The optimal linguistic environment for adult second language students includes two sorts of linguistic environments are contrasted: artificial, or formal environments, found for the most part in the classroom, and natural or informal environments. Krashen & Seliger (1975) note that all language teaching systems utilise for the adult use activities in which linguistic rules are presented one at a time and in which

some sort of feedback is present. Other features of formal instruction (e.g., deductive presentation of rules) are not common to all teaching methods and, while their presence may sometimes be catalytic, are not necessary for learning to take place. Krashen & Seliger also note that these features (rule isolation and feedback) do not seem to be present in informal environments.

There is a range of different approaches that the teacher might use, e.g., grammar-translation and communication (Dulay et al., 1982). DeKeyser (1998: 42) points out that since the early 1990s, the vast majority of publications in the literature on applied linguistics and language teaching pedagogy support the idea that ‘some kind of focus on form is useful to some extent, for some students, at some point in the learning process’. This indicates the importance of teaching grammar.

There is an extensive literature on first language teaching; however, there are significant differences between teaching a first language and teaching a foreign language (Dulay et al., 1982; Gardner, 1985; Krashen, 1985; Oxford, 1993).

Teaching at LANGS is highly intensive; one of the commanding officers likened learning at LANGS to trying to drink water from a fire hose. Based on my experience here, it is in line with the rationale characterised by the eight principles of language teaching (Vale et al., 1991). It also comprises formal and informal learning. Formal language teaching is a reciprocal formal relationship between teachers and those who learn in what can be identified as teaching-learning cycle. From second language learning perspective ‘learning’ henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them.

Teaching students how to seek self-knowledge requires teaching both form and function of the language.

Content-based language teaching: Form, notion and function language teaching

Authentic material use forms part of content-based language instruction in order to meet the learners' language needs (see, for example, Wesche et al., 1989; Rivers, 1993). Extensive reading is an integral part of LANGS' foreign language programs. Extensive reading is 'the reading without overt instruction, of large amounts of material for pleasure and information' (Jacobs et al., 1997: ii). The second language vocabulary acquisition literature talks about 'lexical knowledge' and 'lexical competence'. 'Lexical competence' refers to the semantic, syntactic, morphological, and formal knowledge about a word that has become an integral part of a lexical entry and can be retrieved automatically in natural communication (De Bot et al., 1997). It is also concerned with: second language words (Coady et al., 1985); a lemma, the 'non-phonological part of an item's lexical information, including semantic, syntactic and some aspect of morphological information' (Levett, 1989: 162); basic skills and the effects of foreign language instruction on reading, math and language arts (Armstrong & Rogers, 1997); foundations of bilingual education and bilingualism (Baker, 2006); the role of grounding in collaborative learning tasks (Baker et al., 1999).

I am aware that phonological competence involves a knowledge of and skill in the perception and production of phonics and allophones. Phonics is the system by which children learn letter-sound correspondences on basic literacy skill performance (Joseph et al., 2001; Conners, 1992) and whole word or sight word instruction (Browder & Xin, 1998) are relevant to this study. Related approaches include the following: the word association approach, considering the key word method (Wang et al., 1992; Hogben & Lawson, 1994); teaching vocabulary through translation pairs that is believed to be more effective in terms of word retention; emphasising the learning of second language words in context by minimising the reliance on the student first language (Cho & Krashen, 1994; Day et al., 1991; Wanatabe, 1997); aphonics is the system by which children learn letter-sound correspondences (Joseph et al., 2001; Conners, 1992); and whole word or sight word instruction (Browder & Xin, 1998) are useful for Thai program at LANGS.

Functional and traditional grammatical competences, semantic competence, socio-linguistic competence, pragmatic competence according to which discourse linguistic elements are taught at in Thai Department at LANGS. Lemmas (the canonical form) are the driving force behind the speaker's construction of the structure surface: 'It is within the lemmas of the mental lexicon that conceptual information is considered to link to grammatical function' (Levelt, 1989: 162). Speech is normally embedded within a matrix of behaviour patterns regulated by the limbic system (Lamendella, 1977: 206).

The study of grammatical morphemes has been particularly fruitful for understanding the mechanisms involved in second language acquisition by adults. Grammatical morpheme studies with adults began with the findings that adult second language acquirers apply the following: eight grammatical morphemes (Bailey et al., 1974); they identify a difficulty order similar to that found in child second language acquirers (Burt & Dulay, 1975); with oral language elicited by the bilingual syntax measure (Burt et al., 1975). Grammatical structure might be better understood 'within various functional categories' (Brown, 2007: 242).

Krashen's notion of appropriate pedagogy led to a wholesale abandonment of grammar teaching, and the reliance on exposure to naturalistic input alone. The communicative language teaching based solely on the provision of comprehensible input, as had been recommended in Krashen's model (Swain, 1985, 1996; Lyster, 1987; Harley et al., 1990) is inadequate.

DeKeyser (1998: 42) points out that since the early 1990s, the vast majority of publications in the literature on applied linguistics and language teaching pedagogy support the idea that 'some kind of focus on form is useful to some extent, for some students, at some point in the learning process.' Debate and discussion surrounding how this integration and balance is to be optimally achieved has itself generated a vast literature (Doughty & Williams, 1998; Ellis, 2002; Williams, 2005).

Ellis (2002) presents the case for grammar teaching from the perspectives of acquisition theory, the learner and language pedagogy. Ellis outlines an approach which focuses the learner's attention on awareness of grammatical structures rather than performance (Ellis, 2002: 29), acknowledging the highly complex learner processes of intake and gradual restructuring of the developing language system. He provides the summary of the case for teaching grammar in communicative language teaching (Ellis, 2002: 31-32). Williams (2005) also notes that there are a number of theories of second language acquisition. They involve caring for culture and recognising emotions.

Emotions and intercultural language teaching and learning aspects at LANGS

Displaying respect for human nature and associated emotions means that it is critical to value the science of learning and course design together with the importance of the delivery modes that are employed. Emotions are intense feelings directed at someone or something (Frijda, 1993). Mayer & Cobb (2000) emphasise that emotions will naturally surface throughout daily work tasks and routines. Goleman (2002) suggests that a holistic conceptual framework of work experiences should be embraced; this includes human Emotion Intelligence (EI) as a natural, spontaneous, and integrated component of work activities. Based on my observation, learning Persian and Thai at LANGS as my case study research here is just like engaging in work activities so it is worthwhile to take the EI aspects into consideration.

Furthermore, an intercultural language teaching and learning framework (Liddicoat & Scarino, 2003) is fundamental to the way we speak, write, listen, and read. Post-method approaches to language teaching recognise that teaching intercultural literacy is crucial to developing effective communication in the target language (Byram & Grundy, 2003; DeCapua & Wintergersc, 2004). Teaching from an intercultural perspective involves developing in learners' critical cultural awareness of their own culturally-

shaped world view and behaviours as well as the skills and attitudes to understand and successfully interact with people from other cultures. Tomlinson & Masuhara (2004) argue that cultural awareness is gained through experiencing the culture, either directly through visiting a culture or indirectly through films, music or literature.

Lifestyle factors include a person's manner of living, work habits, sleep habits, dietary habits, and exercise habits and various living and learning conditions that affects the likelihood of language learning and language use. A speech community is linked to the concept of emotionality and how people communicate using language. Communicating cultural values to adult language learning is a part of every society. All of these considerations have significance for the work at LANGS which uses information communication technologies.

Information communication technologies in foreign language programs

Distance education and blended learning in foreign language programs need technological support. Technologies describe the way an organisation transfers inputs into outputs. The formal definition of technology in organisational behaviour is 'the methods or processes by which the organisation actually carries out its business' (Marchant, 2002: 10). Closing the gap between real and virtual language training, technology has revolutionised communication and delivery of services.

I am aware that technology has not changed the science of learning, nor has it diminished the importance of design. Paradoxically, it has made design even more critical. LANGS' teachers have been exposed to new technologies beyond simply transforming how it operates in the classroom. I am aware that being a good language teacher, one can overcome bad design of learner guides, but technology is not nearly that flexible. More effective language training is not an inherent characteristic of 'cool' technologies. I am aware that features like access and cost tend to be greater discriminators between

technologies than language teaching and learning: regardless, educational training must be linked to operational results, no matter how slick the technology is. Recognition of e-learning and learning technologies are gaining leverage to being integrated into ‘regular training’; Cole (2010: 943) recognises these as important influences on language teaching and learning. A developing infrastructure to support e-learning within language teaching includes sources, or digital libraries, to manage access to e-learning materials, consensus on technical standardisation, and methods for peer review of these resources. In 1953, there were no language laboratories at LANGS and only one wire-recorder (Binetial, 1994: 11) existed.

An examination of the Australian Flexible Learning Framework (AFLF) is useful for LANGS’ future. AFLF (2003: 10-11) reveals that, in general, the traditional learning culture has been transferred to the dominant e-learning model adopted. The application of Technology-Enabled Active Learning in the literature review suggests a pedagogical innovation established in a technology-enhanced multimedia studio, emphasising constructivist-oriented teaching and learning, and blended learning. ‘Blended learning’ means a combination of online and face-to-face teaching. This can mean using the best of the best – the best use of online learning to enable classroom activities to be active and engaging learning experiences (Graham, 2006). The aim is to encourage students to be active learners by using online technologies to enable or support learning activities that continue outside of the lecture hall, classroom or lab, and encourage students to arrive in class well prepared. Schofield (2003) discusses the importance of e-learning. Mitchell (2003) argues that online learning brings benefits to the customers of vocational education and training and to organisations. Arnold & Ryan (2003) maintain that if technological advances are used expeditiously and teachers are less shackled by the need to provide students with access to knowledge, their skills in pedagogy can be directed towards higher level thinking abilities, and developing a climate of positive, enthusiastic learning contexts. These

aspects need to be addressed the current curriculum and future training needs analysis.

Curriculum and interculturally oriented foreign language program development and delivery

I am aware that foreign language programs are experiencing a revolution in training in parallel with a revolution in military affairs both in global war fighting and technical environments. Initial language training at LANGS in 1944 was for war: it is as old as World War II itself; now, training has been marked by a radical change in the intercultural environment and technical environment; there have been radical changes in the way in which wars are now fought. Despite these changes, until recently foreign language training has remained immune to technological innovation and has down-played the intercultural dimension.

More recently, however, the quality of instruction – covering issues such as curriculum, instruction and assessment – has been influenced by school capacity associated with teacher knowledge skills, attitude, professional community, and program coherence (King & Newmann, 2001). The quality of instruction has been further influenced by internal and external environmental elements such as policy and programs developed by other agencies (Hopkins, 2001).

Within the Thai Department at LANGS, the curriculum is organised and administered as a statement of outcomes, learning arrangements, assessments and documentation relating to the management of the program. The curriculum has been converted into a syllabus to reflect what is to be learned in a course of the 46-week General Language Curriculum which might be called ‘managerial education and project management’ (Kerzner, 1995). Within this framework, the curriculum is controlled and evaluated on its ability to meet the demands of the dominant stakeholders and the requirements of associated economic institutions. This centrality of the curriculum to the school as a factory is pointed out by Bobbitt (quoted in Gallagher, 1980: 5) which states:

If the school were a factory, the child the raw, the ideal adult the finished product, the teacher an operative, the principal a foreman, then the curriculum could be thought of as whatever processing the raw materials needs to change him into the finished product.

It is assumed that the relationship between manufacturing and service is a symbiotic one and that ‘the worlds of manufacturing and service are not parallel and independent, but mutually dependent’ (Hipp, 2008: 157). It is of high importance not only in business but also in academic and research settings (Schultze & Leidner, 2002). While businesses invest more and more in knowledge management (Babcock, 2004), the adoption of respective systems (Kole, 2001) in academia seems to be stagnating (Jones, et al., 2006); however, knowledge management in research communities is of utmost importance. This is due to the fact that contemporary research problems often exhibit an interdisciplinary character emphasising the need to consider research results of various disciplines to solve a particular research problem (Carayol & Matt, 2004; Fox, 1992). Developers and language stakeholders agree that the basic aim of language teaching is to ‘enable students to use the language for functional purposes’ (Van den Branden et al., 2009: 2).

The concept of ‘task’ and ‘task order’ have become – and remain – a central construct in military affairs that is linked to foreign language teaching and foreign language syllabus or curriculum design. According to Nunan (2004: 19) the purpose of language has begun to focus on the ‘real world’ and ‘target tasks’ that need to be transformed into ‘pedagogical tasks’. Nunan (2004: 190) places these purposes on a continuum ‘from rehearsal to activation tasks’. The work of Van Ek (1975) and Wilkins (1976) in developing a functional-notional syllabus had considerable influence on the use of language proficiency levels; such levels formed the basis of the Australian Defence Force Proficiency Rating Scale and subsequently were translated into competences.

The syllabus at LANGS – the General Language Curriculum – is based on a functional-notional syllabus design which aligns with Defence Training Model Principles (ADF, 2006). Three principles are applied:

- **Principle 1.** Enhancing Defence Capability through the development of personnel.
- **Principle 2.** Prepare the work force for specific roles and responsibilities.
- **Principle 3.** Train using Common processes and Terminology.

Syllabuses can be either product- or process-oriented; a course can be teacher or learner led. The goals of the program and the needs of the students are vital which leads to an examination of the degree to which the various elements will be integrated, which is of great significance to White (1988: 92) who comments:

A complete syllabus specification will include all five aspects: structure, function, situation, topic, skills. The difference between syllabuses will lie in the priority given to each of these aspects.

A syllabus may be seen as a ‘summary of the content to which learners will be exposed’ (Yalden, 1987: 87). Hutchinson & Waters (1987: 80) define syllabus as follows

At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects language and linguistic performance.

LANGS adopted a functional-notional syllabus in 1995. It is a way of organising language contents and a method or an approach to teaching them. Theoretically, in a notional-functional syllabus, instruction is not organised in terms of grammatical structure, as had often been done with the audio-lingual method, but instead in terms of ‘notions’ and ‘functions’. In this model, a ‘notion’ is a particular context in which people communicate. A ‘function’ is a specific purpose for a speaker in a given context. For example, the ‘notion’ of shopping requires numerous language ‘functions’, such as

asking about prices or features of a product and bargaining. Van Ek & Alexander (1975) and Wilkins (1976) claim that a functional-notional syllabus addresses the deficiencies they found in the audio-lingual method by helping students develop their ability to effectively communicate in a variety of real-life contexts (Brown, 2007).

Placing emphasis on learner needs and language use for real-life purposes paved the way for the arrival of communicative syllabus (Yalden, 1983, 1987); Yalden suggests that organisations should aim to provide curriculum and training that meets the needs and supports the strategy of the business. According to Knowles (1980: 44), ‘Curriculums should be organised into subject matter units, (and learners) are subject-centered in their orientation to learning’. Curriculum developer and language stakeholders may agree that the basic aims of language teaching are to ‘enable students to use the language for functional purposes’ (Van den Branden, et al., 2009: 2). In a well-balanced second language course there are roughly equal opportunities for learning through four equal strands: meaning-focused input, meaning-focused output, focus on form, and fluency development (Nation, 2009).

The ways in which language teaching might be organised in order to promote optimal language and proficiency development and attitude and widely varying. From LANGS’ experience in developing a foreign language program the following actions have emerged:

- Considerations to ways of representing connections (Scarino, 1995) in terms of local-level, global-level, and personal connections (Scarino & Liddicoat, 2009) have been taken into account and ‘immersion’ has been undertaken.
- language has been treated as discourse in use rather than in discrete bits – although not ignoring the discrete approach that embraces starting students’ learning experience by introducing students to the ideas that language is a complex system that must be broken down into smaller units such as isolated and groups of words or grammatical rules and tone rules.

- Both curriculum and lesson plans are focused and achieve their objectives (Farrel, 2002; Woodward, 2001) which eventually contribute to competence associated with developing language skills, knowledge and attitudes leading to the processes of curriculum and overall program development being recursive rather the linear (Liddicoat, 2002).

Integration through a thinking-oriented approach in foreign language program

Authentic forms of outcomes (Newmann, 1996) such as social competencies, community values and citizenship are an integral part of LANGS' foreign language programs. I have adopted the key result areas industry standards in my examination of document stage of data collection for the purpose of triangulation (Denzin, 1978). The purpose is to use them as a means of evaluating students' learning proficiency growth (Ahmann, & Marvin, 1971). The Victorian Department of Education and Training has advocated the use of a thinking oriented approach to curriculum as a way of integrating the eight key learning areas within its P-10 Curriculum and Standards Framework (Department of Education and Training, 2002e).

A thinking-oriented approach focuses on the development of fundamental cognitive skills, namely knowing, comprehending, applying, analysing, synthesising and evaluating (Bloom, 1956) and key generic competencies (i.e., literacy, numeracy, problem solving and critical thinking) through subject-matter, rather than the traditional focus on the subject matter itself. Instructional objectives and performance exchange (Popham, 1970) are prominent in LANGS' language programs.

Similar to LANGS, the Department of Education, Employment and Training (2002e) outlines the impact of the thinking approach on pedagogy in relation to beliefs, targets, teaching strategies, assessment, and special assistance, which themselves are consistent with the governments' global focus for education announced in 2000: engagement, literacy, numeracy and

critical thinking. These include the shift from a traditional focus on subject matter itself to the integrated curriculum fused by thinking skills across all key learning areas, and the need to relate each key learning area to the individual and personal concerns of learners and their immediate community. For LANGS, the immediate community is a key concern in military engagement in operations and in global strategic cooperation.

Proficiency as a key competence in language development

The following are central to a program such as the one operating at LANGS:

- principles and values that inform communication using language skills Communicative competence developed by Canale and Swain (1981);
- intercultural competence that includes linguistic competence, sociolinguistic competence and discourse competence (Bryam 1997);
- a universal culture transmitted through classical languages and symbolic competence as a cluster of abilities (Kramsch, 2009, 1995a, 1995c; Hymes, 1974, 1986; Sewell, 1999);
- a process of interpretation (Ashworth, 2004; Gadamer, 2004; Gallagher, 1992);
- competencies, defined as the ‘specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace’ (Australian National Training Authority, 1998);
- ‘knowledge and skills needed to carry out a task successfully’ (Cole, 2010: 924).

At the close of intensive language programs at LANGS, we anticipate that all students will display maximum language proficiency on measures reflecting the curriculum’s specifications within the terminal course objectives. In this sense, criterion-referenced measures are used as absolute competence indicators. Here, ‘competence’ is broadly defined as having technical language skill sets, self-management, culturally effective interaction, and coping abilities. It is ‘the context within which these

decisions are made that really produces the distinction' (Popham & Husek, 1969: 7). Hall's empirical work based on surveys and case studies (quoted in Bessant & Tidd, 2011: 112), indicates that managers believe that the most significant indicators of 'proficiency' as a key competence are intangible elements such as 'company reputation' and 'employee know-how', both of which may be regarded as a function of an organisation's culture.

Competency-based training characteristics and assessment

I am aware of the implications of criterion-referenced measures (Popham & Husek, 1969) associated with competency-based training characteristics and provides guidelines for course developer (Australian National Training Framework, 2002). Competency-based training applies training package qualifications which specify what the learners must achieve to attain a qualification, not just how they will achieve the outcomes. It is training which is performance- and standards-based whereby the outcomes are measured against the standards which guide the teacher as an assessor or an examiner on the nature and quality of evidence required. Learning of contents is related to 'realistic workplace practice' (ANTA, 1998).

A training organisation has discretion in building a program that will enable its students to achieve the expected and desired course training outcomes: it may be based on situations where one is only interested in whether a student possesses a particular competence; there may be no constraints regarding how many students can possess language skills; criterion-referenced measures, called 'key performance indicators' in my study, are suitable tools for measurement (Popham & Husek, 1969).

A competency-based model of teaching (Briguglio & Kirkpatrick, 1996; Fawns & Nance, 1993; ALLC, 1996; Commins, 1995) has some fundamental impact on intensive language teaching and learning at LANGS in terms of competence being associated with the expression, interpretation, and negotiation of meaning (Savignon, 1972, 1997). Canale & Swain (1980) identify sociolinguistic competence which extends well beyond linguistic

forms and is an interdisciplinary field of inquiry having to do with the social rules of language usage. According to Rodolfa et al. (2005: 348–349), competence may be attributed when a person is...

qualified, capable, and able to understand and do certain things in an appropriate and effective manner ... (which) connotes that behaviors are carried out in a manner consistent with standards and guidelines of peer review, ethical principles and values of the profession, especially those that protect and otherwise benefit the public.

The importance of competence in language teaching leads to participation in competency based-education in the vocational education context.

LANGS may need to accommodate assessments that are not tied to time served in formal educational settings; this reflects the Australian National Training Framework's (1998) definition of competency-based assessment:

...whether a person has the skills, knowledge and experience required to perform specific tasks in the workplace, or to gain credit towards a vocational education and training qualification or course. Assessment is based on industry determined competency standards.

Competency-based language education has become widely accepted as the state-of-the-art approach to adult English as a second language. LANGS' teachers are involved in developing key descriptors within the framework of competency-based education; this involves considerations of curriculum theory, adult basic education, and second language acquisition theory; in real work activities, there needs to be a link between efficacy of beliefs and behavioural intention as specified within the theory of planned behaviour (Ajzen, 2005).

A model of communicative competence is never unanimous (Weir, 1993). Irrespective of any relevant qualifications, expectations will differ according to the performer's experience, and sometimes also according to the price of their service. According to Grant et al. (1979) one of the features of competence-based assessment is an influence of a specification of a set of

outcomes that are clearly stated both the outcomes-general and specific. These assessments are not tied to time served in formal educational settings. Competency based language education is associated with a particular type of language assessment.

Importance of pedagogy and clustering units of learning

The training paradigm in the military is guided by six principles, as follows: focus on learner needs; underpinning knowledge required by re-balancing training and education; foster core behaviours or values; develop the instructor; exploit technology. All teaching and learning practices came from a variety of language teaching and improve the progression of learning (Commonwealth of Australia, 2008: 4-5). Learning theories and sources incorporating learner-centred approach (Brown, 1994) in the final stages with scaffolding techniques are relevant to each stage of language learning.

Clustering units of competence (Department of Education and Training, 2009) as well as grading learning materials for proficiency development and translated into competency is critical at LANGS. Task analysis is an integral part of sustaining attention in intensive language learning as well as writing functional goals and objectives that sequence the course learning outcomes, module learning outcomes or grouping of topics and activities based on workplace language tasks. The timetabling is balanced and appropriate for training purpose of learning and assessment environment which recognises the need for students to have adequate, sustainable attention spans (Posner & Petersen, 1990). Use of authentic materials (Long & Crookes, 1992) forms an integral part of the teaching and learning processes which is in line with the concept of meaningful foreign language (Bygate et al., 2001); and language functions and features that support second language acquisition (Bygate, 1999b; Ellis, 2000). LANGS' General Language Curriculum is founded with a task-based platform using the Australian Defence Force Language Proficiency Rating Scales as an assessment of its industry standards.

Language assessment

Language assessment differs from the assessment of other curriculum areas because language assessors have to assess and evaluate information, literacy, numeracy and cultural understanding of a text at the same time. Examiners exercise criterion-referenced judgements in terms of ‘the notion of continuum of knowledge acquisition ranging from no proficiency at all to perfect performance...’ is the behaviour which defines each point along the achievement continuum (Glaser, 1963: 520) in the summative assessment. A widely accepted theoretical premise in second language acquisition holds that learners must notice language form in order to be able to learn it. This premise provides support for language instruction that integrates attention to language form with attention to content. LANGS’ operations also involve measuring second language performance (McNamara, 1996) using proficiency tests for reporting final outcomes and observation in the language classroom (Allwright, 1988, 2003; Arbib, 2006. McMillan (2004: 198) focuses on judgements relating to the demonstration of skills and competencies:

A performance assessment is one in which the teacher observes and makes a judgment about the student’s demonstration of a skill or competency in creating a product, constructing a response, or making a presentation...the emphasis is on the students’ ability to perform tasks by producing their own work with their knowledge and skills.

Chastain (1989: 48) suggests that the term ‘proficiency’

...seems to fall into that category of words that are commonly used without conscious attention to exact meaning. The result is fuzzy thinking that characterizes our discussions and carries over into our teaching.

The literature in Australia reveals that the terms such as ‘quality’, ‘proficiency’ and ‘competency’ are used almost interchangeably and with imprecise definition.

LANGS' teachers must be familiar with testing in language programs (Brown, 2005). The learning and assessment of learning within the LANGS program must also be both contextualised and meaningful social dimension for students (McNamara & Carsten, 2006). The quest for contextuality and meaningfulness arises from general awareness that learning and performance depend on context and motivation (Wiggins, 1993). The theoretical consideration incorporates concerns for transfer of learning from one educational context to another, from formal education to personal life and the workplace, and from life and workplace to formal education (Perkins & Salomon, 1989; Salomon & Perkins, 1989) using a portfolio assessment and proponents (e.g., DeFina, 1992) is useful for linking LANGS' performance and proficiency requirements into rating scales.

I looked for the following themes and possible aspects of teaching and learning patterns without defining them in detail when starting to analyse classroom events or episodes to capture students' reconstruction of teaching language skills. One of the preliminary themes is forms and effects of classroom interactions. Students at LANGS perform six skill sets which can be regarded as multiple goals. Researchers now suggest that the endorsement of multiple goals may be more predictive of successful outcomes (Barron & Harackiewicz, 2001; Pintrich, 2000a). Theorists agree that performance-oriented individuals tend to be competitive, feel most successful when performing others and are motivated to avoid failure and its consequent impact upon their self-perceptions relative to others (Dweck, 1999; Martin et al., 2003).

A challenging task situation can result in the use of self-handicapping strategies to deflect attention away from ability as a reason for poor performance (Midgley & Urdan, 2001). Authentic achievement in task performance in the 'real world' context is important in learning at LANGS. Torrance (refers 1995: 1) considers that authentic achievement and assessment will coincide with 'performance and performance assessment'; on the other hand, Baker & O'Neil (1994: 15) define performance assessment as

incorporating aspects of authenticity, describing ‘performance-based assessment’ as incorporating higher-order thinking and authenticity of purpose and elements of ‘real world’ performance.

Language assessment may involve first language assessment; however, language teaching needs to align its assessment regime to second language assessment practices which include second language testing research.

Second language programs and assessment

LANGS’ summative assessment tasks are performance assessment procedures which must be sufficiently detailed to allow participants to demonstrate many of the issues that have arisen in implementation of the program. McMillan (2004: 198) emphasises the place of observation, and judgement in second language assessment:

Simply put, a performance assessment is one in which the teacher observes and makes a judgment about the student’s demonstration of a skill or competency in creating a product, constructing a response, or making a presentation...the emphasis is on the students’ ability to perform tasks by producing their own work with their knowledge and skills.

According to Stiggins (1994: 86), in the case of the demonstration of a skill, ‘evidence of achievement is seen in the respondent’s ability to carry out the proper sequence of activities or to do something in the appropriate manner. It is the doing that counts’. Wiggins (1993: 211) suggests that all assessment ‘must always point toward and be ‘enabling’ of adult performance’.

LANGS’ teachers must demonstrate a sound understanding of the theory and practice of language assessment. They should be able to identify, describe and critically evaluate the key assumptions underlying assessment practices in second language education. LANGS’ teachers must also be able to design communicative language testing as an assessment framework for a General Language Curriculum. They must be familiar with principles of language assessment and classroom practices (Brown, 2004), classroom-

based evaluation in second language education (Genesee et. al., 1996), language assessment in action (Brindley, 1995), fundamentals considerations in language testing and the testing in practice (Bachman, 1990; Bachman et al., 1996) and concepts associated with language testing (Henning, 1987; Hughes, 2003). Assessing vocabulary (Read, 2000) and assessing grammar form integral fundamentals. LANGS' teachers should be able to demonstrate an advanced understanding of the changing knowledge base of assessment practices in second language education. They also should demonstrate an appreciation of the power of tests (Shohamy, 2001) and the ways in which the advanced knowledge equips the students to offer leadership in second language education; and a capacity to articulate their knowledge and understanding in oral and written presentations.

LANGS' teachers need to be familiar with assessing language ability in the classroom (Cohen, 1994). They must carry out duties in terms of assessing macro language skills such as assessing speech acts, assessing speaking skills (Luoma, 2004). Luoma provides three frameworks about general purposes of testing oral skills as 'linguistically oriented, communication-oriented and situation-based.' This ability links to assessing listening skills (Aitken, 1978; Richards, 1983; Weir, 1993; Rubin, 1994; Buck, 2001; Hughes, 2003). Hughes (2003: 160) points out that it may be odd to test listening separately from speaking since the two skills are typically exercised together in oral interaction; however, there are occasions when no speaking is not required. Listening is a receptive skill, the testing of listening parallels in most ways the testing of reading.

LANGS' teachers must also be familiar with the concepts associated with assessing reading skills (Anderson, 2000) and assessing writing skills (Cushing, 2002). Assessing translating skills (House, 1981, 1997; Steiner, 1998), Orientation towards the translation text by evaluating predominantly in terms of its forms and functions inside the system of the receiving culture and literature (Toury, 1995) is essential.

Second language assessment needs to inform language users what learners can do in terms of proficiency within a scale. These scales tend to be developed within a unique environment.

Australian Defence Force Language Proficiency Rating Scale

Language proficiency rating scales were developed to monitor and report the training outcomes for a particular purpose in each unique training context. The Australian Defence Force Language Proficiency Rating Scale has been developed by LANGS for measuring language proficiency in a military context. It focuses on general proficiency throughout with no reference to specific tasks that might be performed in a military context. It is suitable for the General Language Curriculum. The significance of this scale in LANGS' language training context is that it provides guidance and performance expectations to inform students' learning gradation. It also informs stakeholders of what the graduates can do with their language skills. LANGS' students are considered to be proficient and competent when they can perform language tasks by applying their content areas of learning, process areas of learning and skills to the standard of workplace needs.

Simulations of the 'real world' situation in language assessment allow students to perform a task under virtual conditions or role-play situations and build skills in a situation that is nearly live without their mistakes having serious repercussions. The desire to simulate the 'real world' in some implementations of authentic assessment also needs much more thoughtful consideration. Simulation attempts to offer 'life-like' assessment activities. As Linn (1995: 7) points out:

No matter how realistic a performance-based assessment is, it is still a simulation, and examinees do not behave in the same way they would in real life.

Swanson et al. (1995) record that performance on simulations is found in general to be different from and better than, performance in real life on the

simulated tasks: the performance on simulated tasks does not necessarily transfer to performance on real-life tasks.

LANGS' practice requires a conscientious effort to enact an authentic approach to assessment, where authenticity is interpreted as Linn's (1995) 'simulation of the real world'. Wolf (1995) warns of the problems of such simulation in competence-based assessment. Research in the United Kingdom has demonstrated that overemphasis on performance simulation without differentiation of the cognitive demands of such tasks can have an impact on classroom instruction to the detriment of complex higher-order skills; that is, a focus on simulation can produce effects which are the reverse of those intended by Newmann & Archbald (1992). Messick (1994: 17) suggests that there are two types of simulation in relation to authentic assessment: task-centred and construct-centred.

From the perspective of the LANGS program, this is a useful distinction, shifting the focus from replication of superficial characteristics of complete 'real world' situations to replication of their 'challenges and standards' and representation of the 'knowledge and skills' they require. As no simulation can replicate the real world performance, it seems more appropriate for teachers to use the construct-centred approach to authenticity advocated by Messick (1994), rather than task-centred authenticity. In this case teachers have to identify the most salient characteristics of the learning that they wish to foster and assess and then ensure that these are appropriately encapsulated in the assessment activity. Such a stress on the links between instructional purpose and assessment is fundamental to good assessment practice and more important than attempting to capture the superficial characteristics of the outside world.

The scale can be used in isolation and not necessarily be understood or and accepted nationally or internationally.

Benchmarking in program operations

Assessment of language skills at LANGS', as with the assessment of the combat proficiency of a military force, is by no means a simple matter: two areas of assessment are, however, closely aligned. Cherniss & Goleman (2001) indicate that 'best practice' will require application of a program for leaders to help them practise behavioural change, including the spreading of 'good feelings' (Goleman, 1998: 166) amongst all groups. The fact is, not all foreign language programs operate in the same way in order to meet 'best practice' requirements; in the case of LANGS, for instance, there have to be steps taken that will minimise the program's speculative risk and maximise its potential for long-term gain and sustainability; thus, benchmarking is required. In this context, then, benchmarking means 'the search for and implementation of best practices' Camp (1995: 15). Cole (2010: 1089) defines benchmarking thus:

Using meaningful standard measures of performance to gauge an organisation's performance either internally or across other similar and/or nearby organisations.

LANGS' key parallels

The need of foreign language program is about realistic language training whereby the norm is to build both a human interface and a simulated intercultural language teaching and learning environment for both face-to-face and virtual foreign language training and assessment programs. Key parallels may be found in military language schools in the United States of America, the United Kingdom, and in the Bureau of International Language Coordination and Members of the Five Power Defence arrangements.

Process benchmarking

Process benchmarking has become important in organisational management as a means of improving performance by identifying best practice processes. By comparing actual processes that organisations utilise, managers can improve performance. Process benchmarking aims to improve different

stages of the production processes by adapting the approaches others use. Process benchmarking has been done by comparing LANGS' assessment practice with other institutions' scales through analysis of different language proficiency rating scales. LANGS does not have many similar organisations that it can be benchmarked against. It has engaged in benchmarking with the Defense Language Institute, Foreign Language Center, a 'joint-service' school, located in the Presidio of Monterey, California, United States of America.

Best practice benchmarking

LANGS has also established best practice benchmarking relating to proficiency descriptors by comparing its own Australian Defence Language Proficiency Rating Scale descriptors levels with the NATO's proficiency descriptors. Cole (2010: 1086) defines best practice benchmarking as 'comparing measures of an organization's performance with those leading organizations in the same or different industries'. To gain competitive advantages in the world of language teaching, there needs to be ongoing improvement through needs assessment and case study research.

LANGS and language teaching research

There are no research projects comparable to my study: neither whole school needs assessments using Proactive Form of Evaluation (Owen, 2006) nor needs assessment of intensive language teaching in the military context have been reported in the research literature. I have, however, identified elements of two language teaching research projects that justify the use of case studies in my research.

Dynamics of the classroom

Ian Tudor, in his study of the dynamics of the classroom (Tudor, 2001: 7), has established a frame of reference through a review of language teaching

that identifies ‘theoretical perspectives and practical options which are available to language educators for designing and implementing language programs’. He draws on two case studies to explore the complex dynamics of the interaction between the contexts of language teaching and methodology. The first case study involves the teaching of English in a number of secondary schools in Pakistan. The second one focuses on the teaching of English to a group of university students in Sri Lanka. These case studies illustrate a number of issues, including the influence of material factors such as class size on classroom realities, the consequences of mismatches between teachers’ and students’ views of language and language learning. Tudor (2001) has identified conflict that arises from the vision of language and language learning presented in text books selected to support the teaching and learning. Conflicting understandings emerging from students’ expectations, learning priorities and assessment processes are presented. This study is narrower in scope than my project. It differs from my project in terms of the context, the nature of learners, the intensity of learning, the use authentic materials and the purpose of learning a foreign language. On the other hand, the concept of a ‘culture of learning’ is used by Tudor (2001) to illustrate the importance of examining in detail the context in which language learning takes place; of particular importance is the need to be knowledgeable about the educational traditions and customs of the society in which students have been educated and socialised. Tudor also highlights the importance of students’ local culture of learning in decisions about pedagogy. Such a focus, Tudor argues, leads to more meaningful local and inclusive approaches to teaching and learning, and challenges current beliefs that ‘best practice’ is contained within a particular canon, implementable effectively anywhere, regardless of the specific dynamics of different learning contexts.

Needs of literacy teaching

Joe Lo Bianco (Lo Bianco, 2002), reporting in *TESOL in Context*, has reflected on the challenges for policy and teaching if English as a Second Language were to be considered as part of 'literacy teaching'. Lo Bianco investigated the state of language by evaluating three types of language programs: bilingual education programs, 'ethnic' school program, and programs where languages are taught as single subjects. Programs included speakers of Arabic, Khmer, Italian, Chinese, Noongar and Yindjibarndi. The report describes the different types of programs and reveals that while there are many features common to all programs, other factors caused widespread differences. Lo Bianco points out that each difference creates a different set of needs reflecting the following contextual elements: gender, historical differences, culture, national histories, religion, and methods and practice of teaching and learning. These evaluation findings also include a resources section for presenting information about the value of community language programs. Lo Bianco's needs assessment is different from my project. While my study certainly addresses bilingual elements as a means of teaching, the LANGS program is geared towards workplace language proficiency.

None of the language teaching research discussed above was engaged in exploring policy formation by undertaking a needs assessment. It is my belief that my research undertaken at LANGS is unique.

Impact of organisational behaviour literature

The contexts of the research that I have briefly reviewed above are very different from the context at LANGS. My LANGS needs assessment study is concerned with adult language learning in a military context; this learning has a workplace purpose. The literature that I have found to be most relevant to the LANGS setting and which impacts directly on my study is that relating to organisational behaviour. Specifically, the literature on organisational change and theorising on social practices, together with the praxis associated with intensive language learning activity and required resource development

that link with opportunities for workplace, has given me new insights into language teaching and learning and has made me aware of a broader range of needs for the continuous and sustainable improvement of language training in the Australian Defence Force.

Knowledge management

Knowledge management is relevant to LANGS' language programs. As Hall points out (2016: 576, 616), knowledge management relates to the following elements: gathering, refining and disseminating information. Gathering brings data into the system; organising associates data items with subjects, giving them context; refining adds value by discovering relationships between data, performing synthesis, and abstracting; disseminating information makes knowledge available the recipients in a usable form.

Knowledge management may thus be used to create a group memory in order to make LANGS more effective, just as students become more effective and mature with the accumulation of thoughts, memories and skills in language linguistically and culturally.

Contextualising teaching and learning: Bearing on organisational change

In Australia substantial research on change in organisations has been carried out. The question remaining is: can a mission essential competency-based approach offer a better way to train international affair specialists (Giegun, 2008) and interagency military operations. Stace & Dunphy (1992) have examined patterns of change in low and high performing organisations in the public and private sectors. They interviewed over 650 executives, managers and team leaders. They have developed a matrix model for analysing change for the total organisation (the macro level) and for the work group or team level and the individual level (the micro level). My needs assessment study is similar to the research on change in organisations that has been carried out by Stace & Dunphy (1992); however, it differs from their study in that I have

used a qualitative case study method to conduct a needs assessment at both macro- and micro-levels at LANGS.

Stace & Dunphy's (1992) four distinct levels of the scale or scope of change provide links to my study in terms of LANGS' character of a corporation in four distinct broad areas:

- **First**, what is currently taught? The study analyses LANGS' culture and the practice of LANGS' General Language Curriculum applicable to Persian and Thai departments.
- **Second**, what should be taught? What would involve improvement or change? Improvement is the 'activity of closing the gap between the current and the desired performance of an operation or process which is seen as the ultimate objective for all operations and process management activity' (Slack et al., 2012: 426). The focus starts with the current system but gradually moves to the new system and the goal is to determine how the new system should support the function rather than how it supports it now (Satzinger et al., 2012: 50).
- **Third**, what is the expected standard of performance of students? Persian and Thai cases relate to the students' perceptions and insights of outcomes in relation to the workplace. The answers to these will be linked to organisational level learning.
- **Fourth**, what professional development regime and aspects of people management will LANGS need to embark upon? Professional development of organisations can be implemented by adopting the four levels of consultation and leadership style that are used by managers during change, collaborative, consultative, directive and coercive leadership styles (Stace & Dunphy, 2001).

Assessing needs about social practices, praxis and intensive language learning activity

Assessing needs for foreign language programs in terms of practice requires a broad view of human agency (e.g., Brown, 2008; Gardner, 2000; Giddens,

1979; McNamara, 1996, 2001, 2003; McNamara & Roever, 2006); there should be an emphasis on integration in practice of agent, world, and activity (Bourdieu, 1977; Ortner, 1984; Bauman, 1973). A theory of social practice emphasises the relational interdependency of agent and the world, activity, meaning, cognition, learning and knowing (Lave & Wenger, 2011: 50). I have undertaken a needs assessment of language learning at LANGS by using Proactive Form of Evaluation (Owen, 2006). At the conclusion of my study, I will link these themes back to the organisational behaviour literature.

The mapping of delivery and assessment based on the needs of best practice, the needs of students, and the various needs of LANGS programs underpins this research. This mapping will address the following:

- The skills and knowledge of an advanced level language program; a deep understanding of industry and the workplace positions for which the curriculum is preparing the students and stakeholders; market compliance and potentials; proficiency including competence and competency-based training (Guthrie, 2009)
- The curriculum and training management package support system including the Training Package Development handbook (Commonwealth of Australia, 2007)
- Making an attempt to apply a conceptual framework of key results area and key performance indicators (Cole, 2010) in the form of the Australian Defence Language Proficiency Rating Scale (LANGS, 2005) to ensure the assessment are at an appropriate level.

Conclusion

This chapter has identified a program evaluation perspective that provides principles for the conceptual framework of this study. The political and military dimensions are reviewed to establish the historical and trends when the federal government requires intensive language teaching and discontinuation of programs. Similar language teaching programs that can be

used as a form of partial benchmark in terms of the ways LANGS operates were examined and found to be very limited to the key nations namely the United States of America and the United Kingdom.

There are no language programs on offer that can be compared with LANGS: LANGS is a unique organisation that offers language programs and intercultural awareness from the perspective of developing survival skills for the personnel involved in military operations with their counterparts domestically and internationally. A Thai language program that is part of a university degree exists only at the Australian National University. Other universities offer Thai and Persian as language programs for public interests. There is no Thai program at the school levels in Victoria and other states across Australia apart from Thai courses offered by ethnic schools and commercial entities. There is, however, a strong effort being made by the members of the Thai community to have Thai approved by the Victoria Curriculum and Assessment Authority as one of the Victorian Certificate of Education language programs.

CHAPTER 3

Research Design and Methodology

Introduction

This chapter presents an outline of my research and describes a methodology for this study. The aim of my research was to undertake a needs assessment within the frame of program evaluation . The study took me into the everyday operations of teachers, non-teaching staff members, and adult students learning Persian and Thai in the General Language Curriculum intensively. My considerations were given to the methodologies appropriate to the aims of my study. My research sought to develop a sustainable theoretical model of intensive language teaching that could be sustained. The model developed was linked to a needs assessment based on the Proactive Form of Program Evaluation (Owen, 2006). The outcomes of the needs assessment are reported as a Case Study.

My role as researcher and internal evaluator

I was a LANGS' staff member and researcher at the time of this study. I sought and gained permission from LANGS and the university's ethics committee to undertake this study. My role was both as an 'insider' (practising teacher) and an 'outsider' (researcher). I was an 'outsider' researcher and evaluator to students from the Persian language course as well as teachers, academic support staff members plus one stakeholder participant, the Language Manager – Army. As an 'insider' researcher and evaluator,

knowledge of the students and the context in which they operated assisted me in the execution of the semi-structured and focus group interviews; it assisted in the identification of both the ‘explicit and tacit cultural knowledge’ (Neuman, 2000: 348) of students. Of necessity, because I was lecturer-in-charge of the Thai program, I had to be the ‘outsider’ researcher to the Thai focus group; thus, I engaged a past LANGS’ military Director of Studies to facilitate the discussion in order to freely elicit the views of students learning Thai to ensure impartiality.

My focus was on generalising the findings to a theoretical model of intensive language teaching at LANGS in the Australian Defence Force Languages other than English training context, rather than generalising the findings to other situations. I then devised four sets of questions: one for teachers, one for non-teaching staff, one for LANGS’ graduates, and one for current students. Questions were targeted toward eliciting the participants’ key responsibility areas they had at LANGS at the time. The questions for students were designed to elicit their values and beliefs as well as emotional responses. One of my research questions related to the *form* of intensive language teaching; part of my strategy in the devising of these questions was to elicit a set of emotional responses.

Unlike other non-tonal languages, the issue of tones is important in Thai; consequently, I framed some questions to elicit how the students responded to those structures of the language. I had to consider how to elicit from respondents how they learn and their preferred styles of learning; addressing issues such as phonetic or script teaching; conceptual teachings relating to the grammar and structure to support individual learning styles. I had to take into consideration as to whether or not I would be gathering rich data in sufficient quantity. The interview questions are contained in Attachment B.

Methodology

This study involves qualitative research methodology using a case study approach combined with that of a needs assessment within a program evaluation (Owen, 2006). Thus, it was consistent with an interpretivist approach. Qualitative research highlights the individual perception of the people with whom he or she interacts as individuals who inhabit social roles.

Qualitative research methodology

A qualitative research methodology was appropriate in this study because it supported the gathering and development of narratives that provided insights into LANGS' culture: its operation and desired outcomes. A needs assessment, within the Proactive Form of Program evaluation (Owen, 2006), was used as the method to capture data regarding intensive language teaching within the context of the Australian Defence Force.

Qualitative research methods aim to provide an in-depth understanding of people's experiences, perspectives and histories in the context of their personal circumstances and settings. Among many distinctive features, it is characterised by a concern with exploring phenomena from the perspective of those being studied; with the use of unstructured methods which are sensitive to the social context of the study. The capture of data is detailed, rich and complex; a mainly inductive rather than deductive analytic process; developing explanations at the level of meaning or micro-social processes rather than context free laws; and answering 'what is', 'how' and 'why' questions.

Qualitative research employs a variety of methods, including: exploratory interviews; focus groups; observation; conversation, discourse and narrative analysis; and documentary analysis. In my research, I used three qualitative methods: exploratory interviews, focus groups and document analysis where, as Berg (2007: 3) points out '*qualitative* research ...refers to the meanings,

concepts, definitions, characteristics, metaphors, symbols, and descriptions of things’.

Case study

There are different ideas about what a case study is. The key element for case studies adopted by leaders in the field (see, for example: Yin, 1989, 1994, 1998, 2003a, 2003b, 2009; Merriam, 1994, 2001; Stake, 1995, 1998; Miles & Huberman, 1994; Berg, 2001, 2009; Gillham, 2001) is to place emphasis on the ‘case’ as the object of study. They see the ‘case’ as a complex functioning unit that is contemporary and which is investigated in its natural context using a multitude of methods. I will show that LANGS is an example of a ‘complex functioning unit’.

Stake (1998) points out that crucial to case study research are not the methods of research to be employed, but that the object of study is a case that is defined by interest in individual cases, not by the methods of inquiry used. Yin (2003b: 13) defines a *case study* as ‘an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.’ Case studies provide rich, detailed descriptions, perhaps of one person, a group of people sharing commonalities or experiences, an event, a set of documents, or an institution (Berg, 2007). This method uses various information-gathering techniques (Glesne, 2006) to increase trustworthiness, such as interviews and focus groups. Researchers view the process and examine the data holistically. Information is gathered that otherwise would not have been discovered through other less intensive strategies. They may focus on ‘an individual, a group or an entire community and may utilise a number of data technologies such as life histories, documents, oral histories, in-depth interviews and participant observation’ (Berg, 2001: 225).

Case studies allow the researcher an opportunity to explain the causal links in real-life interventions that would be too complex for surveys or experimental strategies (Yin, 1989: 25). The method is most appropriate when there is a desire to find broad definition, rather than narrow discovery (Yin, 1993). Case study research is primarily about particularisation. When responses or issues link across multiple cases, as opposed to a single case, generalisations can be drawn: ‘valid modification of generalization can occur in case study’ (Stake, 1995: 8).

I take the position that a case study adds to ‘existing experience and humanistic understanding’ (Stake, 2000: 24) and used the Australian Defence Force School of Languages at Royal Australian Air Force Williams, Laverton Base as a case study with participants recruited from the Persian and Thai departments, non-teaching staff and one stakeholder from outside LANGS. I applied a qualitative program evaluation (Owen, 2006) method to address my research questions in my case study.

Proactive Evaluation: Needs Assessment

For the purposes of my research, the appropriate form is Proactive Evaluation (Owen 2006). Owen (2006: 53) indicates three key approaches, the most appropriate of which for this study is needs assessment; furthermore, he suggests that appropriate ‘assembly of evidence’ may be provided by ‘review of documents & databases, site visits and other interactive methods, focus groups, and nominal groups’. Thus, Owen’s proactive evaluation provides the conceptual framework for this study.

Research questions

The general research question that I developed for this needs assessment was as follows:

What are the critical elements of a sustainable intensive foreign language program designed to meet future ADF’s needs?

In my study, the specific research questions were as follows

- **What are the needs of the LANGS Persian and Thai language programs?**
- **What do we know about the problems that these programs face?**
- **What is recognised as ‘best practice’ in the LANGS’ intensive language teaching programs?**
- **What problems have been identified with the Persian and Thai language programs?**
- **What does the relevant research tell us about intensive language teaching in the LANGS context?**
- **How will the findings of this research assist in the revision of existing policies and programs in intensive Persian and Thai teaching at LANGS?**

In this sense, a sustainable intensive foreign language program, as discussed under ‘sustainability’ in Chapter 2, refers to issues concerned with the ‘triple bottom line’, thus:

1. The economic impact in the longer term.
2. The environmental impact in a technologically oriented era.
3. The social impact in the local and global context of human interaction.

Needs assessment

My needs assessment involved three elements

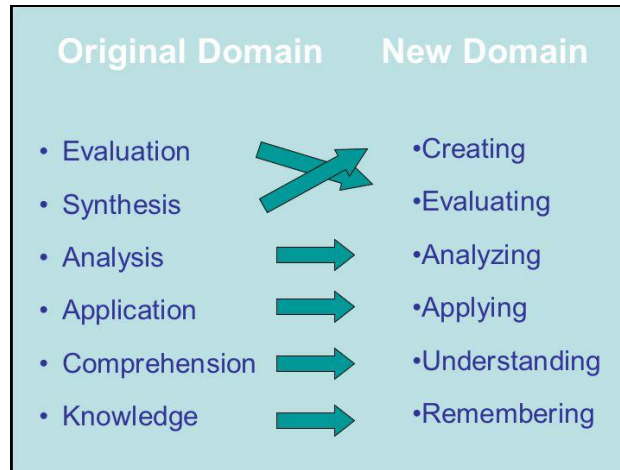
- document examination;
- semi-structured interviews;
- focus group interviews.

These elements were pursued for the purpose of

1. determining the perceived needs of stakeholders prior to undertaking the intensive language programs;
2. determining the desired needs of stakeholders – LANGS’ students, LANGS’ teachers and non-teaching staff, and one army language

administrator – following their exposure to a one-year or 46-week's General Language Curriculum Program (GLCP);

3. identifying the desired needs of stakeholders who learn under the banner of the GLCP and teachers who teach the GLCP.

FIGURE 3.1 COMPARISONS: BLOOM AND BLOOM 2.

Source: Anderson LW et al 2000, accessed at.
<http://www.nwlink.com/~donclark/hrd/bloom.html>.

The outcomes of the needs assessment were presented in descriptive vignettes. ‘Vignettes’, according to Miles (1990: 37) provide ‘...a vivid account of a professional's practice written according to a pre-specified outline, iterated through interaction with a researcher’. Each vignette was followed by alternative solutions to the issues identified; each vignette contributed an analysis of a particular circumstance, an evaluation of the nature of that circumstance and related elements that led to a synthesis of themes. In turn, these themes provided the basis for changing the program – using a cognitive taxonomy now referred to as ‘Bloom 2’ (Anderson LW et al., 2000), a development of the original ‘Bloom Taxonomy’ (Bloom et al., 1956). A comparison between the cognitive domains in Bloom’s original taxonomy and those in the Bloom 2 Taxonomy is shown in Figure 3.1.

Triangulation

Triangulation was used as a key principle in data collection to assist in verifying the methods and sources of data in this study (Denzin, 1978). The data from the study about LANGS’ foreign language programs has been

triangulated to overcome partial views and present more complete picture (Silverman, 2001). Cohen & Manion (1994: 233) define triangulation as ‘comparing many sources of evidence in order to determine the accuracy of information or phenomenon’. The use of multiple data sources thus enhances construct validity and reliability. The latter is further enhanced through the preparation of a case study database which is a formal assembly of evidence distinct from the case study report. Yin (1989: 98-99) states that it is ‘essentially a means of cross-checking data to establish its validity’. Saunders et al. (2007: 139) detail these means: ‘Triangulation is the use of multiple data sources (photographs) to verify what the evidence from one source is saying by allowing it to be compared to data from another’.

Data source triangulation is part of this study’s research design where evidence is collected from organisational documents, personal documents and interviews. It is a key element of this study’s credibility because it helps to corroborate the evidence collected and establish a ‘complete’ picture of the social context (Giroux, 1981) under study (Daymon & Holloway, 2002: 98). Therefore, by using triangulation, the likelihood of the research findings accurately mirroring the ‘reality’ within LANGS or the organisation in this study is maintained. Triangulation of multiple data sources provided a stronger basis for substantiation of findings (Eisenhardt, 1989)

Fowler (1993) emphasises the need to ensure that all interviewees are asked the same questions in the same way if the procedure is to be reliable. I triangulated the data from the authentic documents, photographs and the interviews to enable me to utilise ‘different methods in an attempt to confirm, cross-validate, or corroborate findings within the study that are concurrent’ (Creswell, 2003: 217). I compared documents with information gained from the in-depth semi-structured interviews. Authenticity of data sources was established through examination of historical records such as curriculum documents, assessment manuals, minutes of meetings and photographs. These data sources were obtained from a variety of sources based on a

variety of levels such management and language departmental levels within LANGS.

Ethical approval and considerations

Researchers and theorists have begun to articulate the particular ethical concerns for qualitative research (de Laine, 2000; Hadjistavropoulos & Smythe, 2001; van den Hoonaard, 2002). McNamee (2002a: 136-137) has argued

... [i]t is not uncommon for research by in-service professionals to investigate their own professional context. The option of ignoring the nexus of other roles is not possible; one cannot decide to disregard one's identity as a professional engaged in that context.

Permission was sought from LANGS' Commanding Officer to conduct the research at LANGS. I consulted the Director of Studies regarding my research questions to comply with all governmental and military rules and regulations. A research proposal was submitted to the University committee. This process also addressed relevant ethical issues. An ethics application was approved.

This research required careful consideration be given to several potential ethical issues within my research proposal stage. Ethical approval was obtained from the Secretary, University Human Research Ethics Committee of Victoria University of Technology on Wednesday, 20 July 2005. After the proposal was approved, information gathered in both document analysis and semi-structured interviews assisted in crafting a theory of intensive language teaching using program evaluation (Owen, 2006) as a framework.

I maintained confidentiality by protecting the participants' identities. I assigned code names to participants' interview transcriptions. No participant's name can be identified from the data presented. To avoid distressing participants in the study, breaks were given during interviews and opportunities to withdraw from the interview sessions were advised. Access

to counselling services is always available to all military students, staff and one of the stakeholder members.

Participants

Participants were drawn from two of the seventeen language departments that make up LANGS namely Persian and Thai department. These departments were representative of Defence's Group three languages. Others are nonteaching staff and one stakeholder from the Army.

Persian Department at LANGS

The LANGS' Persian Department was established in 2000; nine students from the Persian Department, comprising seven males and two female soldiers, took part in this study from the Persian General Language Curriculum. The study group comprised two members from the 2004 course, two from 2005, and five students from 2006 Persian General Language Curriculum who were categorised as current students. They were all enrolled, full-time, in the 46-week General Language curriculum at LANGS, were over 18 years of age, and were from the junior ranks. Two Persian teachers also participated in my study, namely, the lecturer-in-charge and the lecturer of the LANGS' Persian Department.

Thai Department at LANGS

LANGS' Thai Department was established in 1965; as a consequence, there have been many past students willing to participate in my research study. On the basis of the scope of this research and time permitted of this research studies, I recruited 20 of the current and past Thai student participants comprising one male student from 2000, one male student from 2001 with diplomatic posting experiences, one Royal Australian Air Force female student from 2003, four male students from the 2004 course (one with Defence advisory role to the Thai Defence experiences), three from 2005 course, and six from 2006. Two former Thai students had the experiences of

attending the Royal Thai Command and Staff Colleges: one attended the Royal Thai Army Command and General Staff Colleges and one Royal Thai Air Force Staff College. Two former Thai student participants (one squadron leader and one naval captain) had the experience of using the Thai language in their Defence Attaché positions at the Australian Embassy in Bangkok.

Seven teachers from the Thai Department participated in my study, comprising one current Thai teacher working at LANGS who was a former military officer from the Royal Thai Air Force plus six past teachers of Thai language. The past teachers comprised one female Thai teacher and five military personnel, one from the RAAF and the rest from the Royal Army Education Corps (RAEC). Of the current teachers one participant had seven years' experience as lecturer in charge of the Thai Department plus the experience of being both assistant defence attaché at the Australian embassy and a graduate of the Royal Thai Command and Staff Colleges; a second had experience in roles heading Chinese Department and Thai Department at different periods at LANGS and subsequent Director of Studies of LANGS; a third was the first RAEC female officer studying Thai who had been appointed lecturer in charge of the Thai Department. This group of past teachers were well qualified to express their insights concerning intensive language teaching in this study: they represented a richness of experience.

Non-teaching participants

There were ten non-teaching participants from LANGS' management and the academic support team comprising both military personnel and the Australian Public Servants. This included one member of a stakeholder from outside LANGS.

Recruitment of participants

I made a list of those who had agreed to participate and arranged the interviews. For participants outside LANGS, I distributed letters seeking permission to make contact with each of the commanders of graduates

working in various military units and military bases; some of them were sent letters by mail; some were contacted by email.

Once I received the approvals either through an email or a letter, I sent them the research information and arranged the interviews. Some participants returned to LANGS to attend face-to-face interviews in LANGS' recording room. I travelled to interview others in close proximity, for example, at a different building on the Laverton Base, at the Point Cook Base and at the RAAF Base, East Sale, Victoria. I also travelled to Canberra to interview one former part time native Thai speaker instructor. In 2005, I travelled to Bangkok to interview two past students who were using their Thai language on their position as a RAAF-turn (representative) of Defence Attaché at the Australian Embassy in Bangkok. This interview was conducted in an office in Defence Section of the Australian Embassy. On the same occasion, I conducted an interview with another past Thai student at his Bangkok residence while he was attached to Defence Section of the Australian Embassy in Bangkok, performing his role as an advisor to the Royal Thai Army.

For senior or high ranking past student participants, for example, a naval Captain and the former Defence Attaché at the Australian Embassy in Bangkok including those whom I felt that my status as their teacher might affect their responses, I employed a former LANGS' staff member who had been a former Army Education Corps LANGS Director of Studies and a former lecturer-in-charge of the Thai Department, to conduct some in-depth individual interviews and a single Thai focus-group interview. He was a skilful interviewer whom my first principal supervisor approved of and authorised in an informing letter to participants.

For participants outside LANGS who wished to participate in providing their insights relating to the research questions, I sent a relevant set of questions (either past staff or student), a copy of the consent form and a revocation of participation as attachments via email. I advised them to sign the consent form first before responding if they wished, and sent their

responses via email prior to the deadline of November 2006. The majority of the Thai past staff members participated via an email interview option.

Once agreed upon by the participants, I asked them to sign the Victoria University consent form. For those participating via email interview, I sent the message attaching a set of questions and the consent form as attachments of the email. I required them to print out a hard copy of the consent form and sign it prior to responding to the attached questions and returning the two parts to the Thai Department at LANGS. I gave those who participated in the email interviews the option of sending their responses in stages to me if they so wished; I valued receiving their responses and understood how busy these military members were. Gratifyingly, some respondents took up this option.

I created a table of participants included the following: academic year of students' LANGS' attendance of the GL course, number of participants, code to keep the student's name and identity anonymous, code to remind myself the name of the participants and the face to face interview date, venue and a note column to record special circumstances including those email interviews. This table consisted of six sections: Persian Student participants, Persian Staff participants, Thai Student participants, Thai Staff participants and Academic support staff participants (non-teaching staff members) and Stakeholders (non LANGS' staff and students) Participants (only one participant – The Army Language Manager).

Data collection

My case study approach was based on multiple data collection methods including examination of documents, open-ended semi-structured interviews and focus groups interviews. My study was not only exploratory research involving the gathering of preliminary information that would help me define problems better and suggest hypotheses, but also descriptive research that detailed intensive language teaching and learning. This included details such as the market potential (Godin & Peppers, 1999; Green, 2008; Hjort et al.,

2013) in terms of brand power (Leonhardt & Faust, 2001) by maintaining ‘a known and respected brand name to potential customers’ (Schneider, 2015: 204) for LANGS’ product (curriculum), and ‘the demographics and attitudes of consumers’ (Ali et al., 2006: 49). By consumers in this context I mean students and stakeholders/language sponsors. The data received assisted me in identifying problems and making teaching, as well as other business decisions, within the organisation: intensive language teaching systems begin and end with language teachers and their academic supporters.

The needs of intensive language teachers were assessed using three major sources of information:

- Stakeholders’ needs research.
- Teaching/marketing intelligence.
- Internal records, gathered from sources within LANGS to evaluate teaching performance and to detect teaching problems and opportunities.

The statement of the problem and the research objectives that I established guided my entire research process. I began with an exploratory research and later undertook descriptive research. Overall, my approach was as follows

- Developing the research plan.
- Implementing the plan.
- Analysing, interpreting, and reporting the findings.

To meet my information needs, I gathered secondary data as well. This consisted of organisational information that I sourced at LANGS.

Document examination

I began documenting relevant material made available to me at LANGS based on my purposes (Frechtling & Sharp, 1997). The Commanding Officer (CO) granted me access to unclassified documents which were held at LANGS. There were three major categories of archival information and published materials utilised for the study:

- CO reports, public documents, and websites of LANGS.
- Public policy documents and reports dealing with language teaching comprised the second category.
- Published articles about LANGS.

I was able to examine these collections of documents, in addition to other relevant documents including the Induction Booklets, available for students and staff each year; and unclassified communication messages. .

In-depth interviews

The principal means of data collection for the case study was in-depth semi-structured individual interviews (Frechtling & Sharp, 1997) with managerial staff, teachers, students and focus groups of year 2005 Persian and Thai students. I also embraced ‘cross-cultural interviewing’ (Ryen, 2002).

The face-to-face in-depth interviews were mostly conducted at LANGS and lasted about 90 minutes. I employed a retired Army Education Corps Officer Major, who was the Director of Coolooli Consultants Pty Limited, to conduct some interviews with senior personnel such as Defence Attachés. Participants were interviewed individually and were given a choice of interview location. The majority of student participants and staff participants chose to be interviewed at LANGS, using either LANGS’ Information Technology Section’s recording room or LANGS’ briefing room at LANGS’ Head Quarters. For those participants who were overseas or interstate, data collection was conducted by e-mail questionnaires.

At these personal interview sessions, I showed participants LANGS’ commanding officer’s letter of approval to conduct research and had each of them read the research information for the ADF School of Languages staff and current students. I gave the participants an option to take an intermission break if need be and to recommence an interview when they felt fresh. The face-to-face in-depth interviews of staff, current and past students were audio-taped using a traditional tape recorder and a Walkman. The interview followed the same format for each participant, which allowed for responses

to address specific questions as well as elaboration on those responses. A discursive approach (Potter & Wetherrel, 1987) was used to emphasise the individual nature of the data and investigate the underlining meaning of the individual response.

Interview questions were open-ended and the core interview questions were the same in all cases. The core questions asked interviewees to describe the uniqueness of LANGS' intensive language teaching, curriculum and outcomes. Some interview questions were specific to individual cases and were designed to fill gaps in the case narratives constructed from the documentary materials and to confirm or reject elements of the case narrative descriptions. The interview questions were therefore designed to obtain a rich description of the specific features of the case and to improve the validity of the findings by providing an original source of data in addition to the documentary materials.

All participants were asked similar open-ended questions to provide a 'core' of common data for triangulation. Provision was also made to explore various issues with participants as they arose. Quotes have been selected to illustrate issues raised by participants during the interview process. To protect the anonymity of the participants, codes have been used.

Persian student participants were coded 'Persian student', plus the number of the student, plus identification allocated; the Persian teachers were coded 'Persian teacher', plus identification number allocated. Thai participants and non-teaching staff participants were identified in a similar fashion.

Interviews were recorded and subsequently transcribed. I used a pedal-transcribing machine and manual Walkman and tape recorder. The process was very labour intensive; as a consequence, I employed a former part-time Thai staff member and her husband to transcribe some of the audio tapes; however, due to cost factors, I transcribed 95 per cent of the audio tapes myself. The typical Australian accent with some assimilation and weak

syllables in a string of sentences in their natural speed of utterances made it quite a challenging task.

A copy of a transcript of their interview was provided to participants for confirmation and amendment where practicable. This gave the participants the opportunity to provide feedback and make amendments where necessary.

Focus group interviews

The focus group interviews were topic-guided reflection sessions with the researcher as a moderator. According to Krueger & Casey (2000), the purpose of a focus group is to discuss participants' perceptions on a number of topics: group members are expected to influence each other by responding to ideas and comments in the discussion. I organised two separate focus groups to identify behavioural statements and actions that emerged as being the traits of effective teacher and effective learners. I was interested in understanding how teachers, academic support staff and trainees would know whether or not they were effective, competent and inspiring. I also explored how trainees would know whether or not their teachers, were credible as both teachers and learners. A list of all focus group interview questions is contained in Attachment B.

The focus groups generated numerous statements indicating which teaching, learning and managerial behaviours and actions created credibility in the minds and hearts of teachers, academic support staff and trainees. Participants from two focus groups received follow-up correspondence with suggested key summary statements from me that I asked them to review. Based on their feedback, I aimed to identify measures that would link to a conceptual theory relating to this kind of learning and teaching.

I conducted the Persian Department focus group with all of the current students. The Thai Department focus group was conducted with the class of 2005 by the former lecturer-in-charge of the Thai Department (LICT), the Major who conducted the individual interviews with senior officers to avoid

any conflict of interest due to my being the current LICT. The Focus Group interviews were conducted at the end of the two courses.

Observation

I was a participant observer in my case study. I make comments based on my over 30 years teaching and running the Thai program at LANGS to get wider range of information and to gather information about how program actually operates in natural setting and studies events as they evolve (Sarantokos, 1998)

Data analysis

The qualitative data analysis used pattern matching (Yin, 1994) and coding of constructs using a technique of inductive data reduction (Ling et al., 2014) to parse the interview and archival data for consistent patterns that were used to develop and revise a theoretical model. In many ways, the analysis of an intensive language teaching case study was like a dissection in the biology laboratory. My case studies approach in intensive language teaching with extraneous information was a real-life situation and I had to sort through the entire ‘hay stack’ to find the ‘needle’; in this case, this was the set of emergent themes that would contribute to the final theoretical model. I used these themes to analyse the teaching, learning and support required in order to construct a case study of the intensive language teaching organisation.

I was presented with anecdotes about particular issues, usually problems that had to be solved. In some cases, however, there was no specific problem and the case was then presented as an example of something that might have been done. Some cases were short and others were long; they were simple or complicated; they were concerned with only one particular problem or with many problems. In short, each component case study was unique. In describing an actual or an imaginary situation, the interviewees presented situations that stimulated me as the researcher.

Case studies involve human relationships only; however, there are those that only involve technical problems. These factors were precisely what made the case study an important and practical analytical tool. It was similar to the real life situation at LANGS or in business. In real life situations, including those at LANGS, there are problems that must be separated from all the other factors that might obscure or blur a critical feature: this required much critical thought on my part in order to distinguish between to what was relevant; to what was irrelevant. This was what the case study research tool was intended to do – and here I had to come to the most important construct in the interviewees' utterances: I had to analyse, evaluate and synthesise sets of related responses – in other words, I had to engage in the extremes of higher-order thinking (Bloom et al., 1956). I realised that it is a fair criticism of case studies that they do not provide a 'proper answer'; on the other hand, they do encourage the emergence of new and unexpected outcomes.

In practice, the case study in terms of the interviewees' utterances that were presented to me had to be 'carefully pruned and whittled down' until I had only the important pieces left: what Ali et al. (2006: 278) refer to as removing the 'waffle' or 'padding'.

All of the transcripts of interviews were typed up as Microsoft Word documents. The benefit of this action, after listening to nine participants from the Persian students and eleven participants from the Thai student population responding to the same questions, was that I became familiar with the content and captured key concepts as I worked through each participant's audio tape. As a follow up, as many of the completed transcriptions as possible were sent back to participants for verification. A LANGS' senior non-teaching staff participant, for example, replied 'I have read the transcription you sent me and they reflect my points'. Those who were not sent copies of the transcripts were those with whom I had lost contact or who had been posted overseas.

Analysis of documents

The primary documents to which I was granted access were policy documents contained in the Standing Instructions and curriculum document and assessment manual. I identified the themes that were important to LANGS' operations of intensive language teaching. I also identified the curriculum specifications, relating to curriculum design, training delivery, assessment, recording, reporting, course training outcomes in terms of the key result areas and key performance indicators for staff and students that match the stakeholders' requirements. These documents include procedure manuals and archived documents.

The secondary documents consisted of email correspondence, and the minutes of staff meetings relating to curriculum design, training delivery, assessment, recording, report and professional development issues. The analysis of these documents led to the generation of an initial theoretical framework of corporate processes.

I read through these unclassified documents gradually and made notes according to recurring themes and identified ideas, key concepts, themes and sources of comment. I compiled them and they are presented Chapter 4.

Preparation of interview and focus group transcripts

In the first instance, I used Microsoft Word software to document my transcriptions and prepared a two-column table. The transcript was on the left column and the right hand column was blank. I printed a hard copy for each participant.

Secondly, I went through the whole transcription but this time I cut and pasted them on a Microsoft Excel spread sheet dividing them into different worksheets with different participants' labels in a workbook. I created a grid comprising rows containing comments made by each participant and columns identifying ideas, key concepts, themes and sources of comment such as Thai student, Persian staff member or non-teaching staff. On each worksheet the transcript of one question and the responses given by all

participants of a category (teacher, non-teaching staff and students) were recorded.

In terms of interpretation of data, Stake (1995) seeks to know whether it is the researcher's or the respondents' interpretation that is being reported, although it is accepted that it is the qualitative researcher's interpretation that takes precedence, with the importance of maintaining 'multiple realities' being emphasised. Stake (1995: 9) points out that 'continual and progressive focusing' is recognised in that 'initial research questions may be modified or even replaced in mid-study by the case researcher', as initial observations lead to renewed inquiry and further explanation. Researchers draw their own conclusions from observations and other data. These in turn lead to assertions, which led to speculation or theory'. These were the steps that I followed throughout the initial and subsequent transcription process.

Analysis of interview and focus group transcripts

I read the transcribed data of each interview many times and found that participants' responses did not rigidly adhere to the point being addressed when responding to each question. Participants responded freely and informally and jumbled their memories of their experiences at LANGS. I created an open code by underlining the repetitive elements during the Microsoft Word stage. From each underlined or highlighted element, I interpreted the concepts and made notes of themes on the blank column. In coding I had to firstly identify the meaningful segments of text among the less valued data, and secondly, to tag or label these data so that they can be located along-side equally salient data (Glaser & Strauss, 1967; Glaser, 1978).

In coding my data, I used both manifest and latent content analyses. Manifest content is 'the surface structure present in the message', while latent content is the underlying 'deep structural meaning conveyed by the message' (Berg, 1998: 226). Due to the fact that participants use different words to convey the same meaning (and may even use sarcasm), I had to

therefore interpret some of the latent meaning of the words, however, to reduce interpretive bias and increase the reliability of findings, other reviewers repeat the coding and interpretation process to check that they arrive at the same findings (Berg, 1998). I also had the participants review the case reports to determine if the interpretations and findings were accurate and if they demonstrated a valid reality (Yin, 1994).

Miles & Huberman (1994) discuss two methods of code creation. The first method, which is preferred by inductive researchers, involves coding the data without a priori knowledge and labelling the data, at least initially, using the data itself as the tag (Glaser & Strauss, 1967). The second method uses an established list of codes or tags.

I transferred the data to a Microsoft Excel spread sheet. On each worksheet the transcript of one question and the responses given by all participants of a category (teacher, non-teaching staff and students) were recorded. I read comments from participants in each row and made notes in columns identifying ideas, key concepts, themes and sources of comment. I compiled and presented them in chapter five. Being a language teacher familiar with the theoretical dimension of discourse analysis theory and being familiar with the genre approach or text type within the discourse, I was able to induct the meaning of the text into themes. The ideas that I identified from the data were packaged neatly into themes or parcels.

I also analysed data by adopting Jones' (2007) approach. This involved categorising the data into themes and subthemes like a tree structure. Analysis of student need in the form of case study research revealed a strong level of support for the intensive language teaching, which was subsequently conducted over a period of three years. The study illustrates the nexus between the professional development of academic staff and the value of the intensive language learning experience of students at LANGS.

Coding of interview and focus group transcripts

I examined the transcripts primarily using classing and categorical coding. Following techniques derived from Strauss & Corbin's (1967, 1998) theory of grounded data coding, I used three coding styles, namely, 'open coding', 'axial coding', and 'selective coding'. Open coding allows the opportunity to further refine and reinterpret the data. Axial coding helps refine and differentiate data from opening coding. Selective coding is the final selection which concentrates on coding key categories or in a thematic fashion. All of these enabled me to identify five factors, as follows:

1. the organisational culture at LANGS;
2. students' experiences in undertaking the curriculum;
3. the content of learning or the learning outcomes;
4. teachers' experiences;
5. external perceptions and influences.

This process was supplemented and effectively enhanced by the utilisation of an inductive form of data reduction process (Miles & Huberman, 1994).

Data presentation

My knowledge from a recently completed business administration course enabled me to determine and interpret texts from the interview transcripts in terms of themes, genre or text types as to whether they categorically imply business, corporate, project management process, entrepreneurial process and organisational behaviour genre or themes or academic genre. I then was able to apply critical analysis to a business concept and the emphasis on team operations and language production through the concept of inputs and outputs in a simulation second language acquisition theory of the workplace. I was able to present data on the basis of academic and corporate viewpoints. The findings from the data were eventually crafted into a theory in a format of a business model suitable for appraisal by potential investors in intensive language teaching. The initial case in this study was the technical literature

on the subject of corporate turnaround. Strauss & Corbin (1990: 52) support this approach; they state:

The literature can be used as secondary sources of data. Research publications often include quoted materials from interviews and field notes and these quotations can be used as secondary sources of data for your own purposes. The publications may also include descriptive materials concerning events, actions, settings, and actors' perspectives, that can be used as data using the methods described.

I first presented the data derived from the document analysis and the interviews as two separate elements – the documents and the interviews with participants – within the overall LANGS case. From these elements I derived a number of vignettes that I presented as a selection of snap shots of intensive language teaching, learning and support provided to teachers and students at LANGS.

Summary

The design for this research project was an evaluation using an interpretive case study approach. The research is a qualitative case study design in its nature, which aims to examine documents and records, analyse and capture the operations of intensive language programs. Data were gathered mainly from about 35 participants and document sighting by focusing on the depth rather than breadth of information. The participants were Thai and Persian students and staff, nonteaching staff at LANGS and one stakeholder outside LANGS. Participants were interviewed individually and two cohorts participated in focus group interviews. Interviews were conducted face-to-face and by e-mail. Each interview was taped, transcribed and a copy given or sent to the participants for confirmation and amendment where practicable.

Data analysis was done by adopting the inductive form of data reduction process (Miles & Huberman, 1994; Ling et al., 2014). Much of the data

generated in the interviews was open-ended. The transcript and archival document data were analysed for recurring themes and patterns and coded into categories. As new evidence was analysed, constant comparison with the emerging categories was used to iteratively reorganise, expand, and collapse the categories until the model was sufficiently developed. The data gathering, analysis, and model building was repeated until ‘theoretical saturation’ was achieved. In other words, I did so until the probability of new insight being obtained from further data collection and analysis significantly diminished (Strauss & Corbin, 1998).

I used triangulation methods in order to make sure the findings were valid, authentic. Finally, I synthesised the findings and developed a model. As with any case study, the findings are not statistically generalisable, and readers must decide whether the findings are applicable to other cases (Stake, 1995). The external validity of the findings and resultant theories are only applicable to educational institutions with similar characteristics. Finally, early findings were reviewed by the language staff from LANGS. Based on the findings from this study, I expect the generic sustainable intensive language teaching system model proposed also applies to other industries.

Conclusion

In this chapter I have outlined the methodology and the methods that I used in this qualitative case study of LANGS. I address the theoretical underpinnings of case study methodology including a brief discussion of Proactive Form Program Evaluation (Owen, 2006) and triangulation as a means of establishing authenticity. I detail how participants were identified and selected, including the ethical elements that were involved. Finally, I have detailed my data collection methods, the methods of data analysis, coding and the form of data reduction process (Miles & Huberman, 1994; Ling et al., 2104) that I employed, and have described the ways in which I chose to present my data.

In Chapter 4, I present my analysis of the data derived from the document examination that I undertook at LANGS.

CHAPTER 4

Examination of Documents

Introduction

This chapter presents data gathered from an examination of LANGS' documents and realia. Fundamental document reference materials for LANGS' business operations were examined subject to the approval of the Commanding Officer. These data formed the initial basis for further exploration of language programming (Berwick, 1989) and of the intensive language teaching at the ADF School of Languages in terms of the overarching question:

What are the critical elements of a sustainable intensive foreign language program designed to meet future ADF's needs?

Adopting a qualitative, case study approach, I identified LANGS' organisational behaviour (O'Reilly et al., 1996) as the overarching theme. This broad theme fits with the literature on this topic presented in chapter two. LANGS' operations reflect aspects of corporate culture. Curriculum documents embodying teaching and learning issues and stakeholders' expected outcomes were examined to help identify the unique characteristics of the ADF situation. These outcomes intersect with the actual teaching and learning dynamics. Military training materials, pedagogy, assessment, recording and reporting system identified in the said documents which

comprise LANGS' mission. Teaching and learning processes and facilities were available for scrutiny. I selected these documents.

I labelled the actual language skills linking to the teaching and learning materials and as key result areas (KRAs). The ADLPRS proficiency levels are labelled as key performance indicators (KPIs). The General Curriculum's assessment used the prescribed proficiency levels known as the Australian Defence Language Proficiency Rating Scales (ADLPRS), which provided the key performance indicators (KPIs) – a business term that I adopted in the course of the study. The KRAs and KPIs described the expected behaviours of both staff and students in assessment, recording and reporting at LANGS. This forms another theme in this chapter. Lastly, I presented data relating to staff professional development derived from the documents and realia.

LANGS' organisational behaviour

LANGS' organisational behaviours are evident in a number of documents. One is a curriculum document stating LANGS' mission. Like Persian, the business objectives for the language departments delivering Group 3 General Language Curriculum is...

To graduate linguists who can use Thai to complete language tasks common to the employment and employment related domains.

LANGS Curriculum, 2005

The business plan articulates aims, objectives and the strategic directions for LANGS and for each its department and operational cells. It indicates what various language departments need to achieve in the coming academic term and year. From these, detailed plans can be produced to forecast the resources – including people and other resources required to achieve the required outcomes. An extract of a part of LANGS' business plan and risk management practices at LANGS is illustrated in Table 4.1.

TABLE 4.1 LANGS' BUSINESS PLAN.

OBJECTIVE 5 ADFLANGS manages the training system and resources to achieve the Net Training Liability through effective and efficient planning within a framework of sound governance, accountability and risk management.		
Task	Performance Indicator	Reporting Responsibility
5.1 Maintain a balance between all elements of the training cycle	• Provide data on backlog of course development tasks	DS
	• Provide data on backlog of course evaluation tasks	TD Staff
5.2 Actively manage the workforce and workload to ensure sustainable training delivery	• Civilian posted strength against constrained establishment	XO/DS
	• Military posted strength against constrained establishment	DS
	• Percentage of posted instructors (civilian and military) against established instructor positions	DS/URSO
5.2 Actively manage the workforce and workload to ensure sustainable training delivery (cont.)	• Percentage of non-effective instructors (i.e., Members on long service, not completed all requisite training, etc.)	ADMINO
	• Percentage of staff with more than 20 days (CO Approval) leave (BRL)	ADMINO
	• Percentage of staff with more than 40 days (CAF/CA/CN Approval) leave (BRL)	ADMINO
	• Any workforce or workload deficiency that may impact the ability to deliver training	All
5.3 Provide accurate and timely estimates of requirements to service providers	• Feedback from suppliers and service providers on timely advice by GTW units	URSO/PROCO
	• Provide information on customer satisfaction with the performance of base support	XO
5.4 Manage major training contracts	No ADFLANGS reporting requirement	--
	No ADFLANGS reporting requirement	--
5.5 Manage the training continuum	No ADFLANGS reporting requirement	DS
5.6 Ensure sound financial and resource management processes	• Achievement against phasings	URSO
5.7 Manage risk	• Evidence of good risk management practices	XO
	• Report on completion of the Fraud Risk Plans	URSO

(G: \langs\COMMON RESOURCES\Business Plan)

To achieve LANGS' business objectives, recruitment of students has been through aptitude testing. An email message to teachers says

Psych personnel will be using Lang Lab 1 for Language Aptitude Testing on the morning of Wed 14 Mar. Please do not program any lab sessions for Periods 1-4 that morning.

Document, March 2007.

LANGS' document revealed the scope of the operations and on-going alterations of activities directed by management.

Corporate culture: Policy documents

LANGS' training has been directed by two key documents: the Curriculum Manual and the Assessment Manual. In addition to these two documents there are a number of policies known as the 'Standing Instructions-Personnel' (SI PERS). All operations done at the School are categorised in SI PERS documents with an identification number, for example one of the SI PERS document deals with Student Joining Instructions. Another one of the SI PERS document deals with Student Induction. There are many similar procedural documents directing LANGS' operations with the version control number given to the document initially and when amended. I examined LANGS's Weekly Timetables to generate a clearer picture of how intense the language training is. An adherence of class time is critical to its regimented ways of achieving learning outcomes. One of the documents examined says

At 0908hrs this morning four students were in the smoking area at the rear of the school. Considering that the second period started at 0855hrs, I would be interested to know why these students were having a smoke some 10 plus minutes into the lesson. On this occasion, I did not ask the students why they were not in class. In future, however, I will ask and will then expect the lecturer concerned to explain why valuable teaching and learning time is being used in this manner. To avoid this happening and the embarrassment caused to all concerned, I ask that you ensure that students

are in class on time and that class time is used correctly. You are requested to bring the contents of this email to the attention of your staff.

Document, February, 2005

A registered training organisation (RTO) status

LANGS has allowed itself to be scrutinised and audited against the requirements of the Australian Quality Training Framework (AQTF) and the AQTF 2007 focuses on the quality of services and outcomes being achieved for clients rather than the inputs used to get there. This means that registered training organisations have more flexibility in demonstrating how their individual approaches provide quality training outcomes for their clients. LANGS' training and operations directed by the Director of Studies at the time was a quality endorsed training organisation, with the Australian Quality Training Framework.

Evolution of Curriculum at LANGS

The 'B' Grade curriculum, outline in Figure 4.1, was used at LANGS until 1995. LANGS engaged in a bid to demonstrate corporate culture by continuing to deliver language training for the ADF during its commercial support program, allowing civilian institutions to bid for these services. LANGS embraced the concept of monitoring and responding to changes influenced by the external environment within an open-system focus (Robbins & Judge, 2008) and transformed its curriculum to reflect language needs in the ADF workplace called General Language Curriculum in order to achieve 'competitive advantage in its product creation activities' (Schneider, 2015: 249).

FIGURE 4.1 CONTRAST OF ‘B’ GRADE CURRICULUM AND GENERAL LANGUAGE CURRICULUM

B Grade Curriculum	General Language Curriculum
<p>The aim was to train Thai-language interpreter/translators to the ‘B’ Grade level. To pass the course a student’s performance objectives were skill-based approaches.</p> <p>Students must</p> <ul style="list-style-type: none"> • develop their listening comprehension, oral expression, reading, writing, interpreting and translating skills, and ability to use aids and references in all areas covered in the training situation to the following levels of proficiency • be able to converse with reasonable ease and fluency with a native speaker on a wide range of subjects • be able to translate accurately from Thai into English and from English into Thai, using reference books where appropriate; and. • be able to function as an interpreter for general subjects involving material of moderate difficulty. • develop a good general knowledge of Thailand, the Thai people, and their culture. 	<p>This course was previously LANGTHAIGEN. EDP code 111420.</p> <p>•</p> <p>The course emphasises the development of lingua-cultural proficiency through the four macro-skills of speaking, listening, reading, writing as well as translating from T-E. In addition, students develop their skills as dialogue interpreters. The focus is on the completion of real-life language tasks using authentic Thai texts wherever possible.</p> <p>•</p> <p>Source: ADF School of Languages. Curriculum Approval Reference: DEGT 57/400/93/Air Pt2 (37)</p>

Source: Lowe, 1982

Volatile marketplace of language courses

The changes in the LOTE courses offered at LANGS correspond to the military conflicts in which Australia has been involved in the past 70 years – representing the time of operation of the language school. These changing requirements are shown in Table 4.2. Australia’s role in conflicts, together with the language courses arising from this involvement, for instance, when there was tension in Asia post World War II with Australian involvement in Korea, a Mandarin Chinese Course was introduced at the School. As the

tensions heightened between Australia and Indonesia we saw

TABLE 4.2 PARTICIPATION IN MULTINATIONAL WARLIKE OPERATIONS

Timeframe	Conflict	Multinational Force	Australian Role
1914-1918	World War I	Britain & Allies	Allies' member
1939-1945	World War II	Britain, US & Allies	Allies' member
1950-1953	Korean War	UN	UN's member
1950-1960	Malayan Emergency	British Commonwealth	Commonwealth
1963-1966	Indonesian Confrontation	British Commonwealth	Commonwealth
1962-1975	Vietnam War	US led coalition	Member of the coalition
1990-1991	First Gulf War	US led coalition	Member of the coalition
1999	East Timor/. Timor Leste	INTERFET, UN Transitional Administration in East Timor (UNTAET)-UN led, International Stabilisation Force	Australian led
2001	Afghanistan	International Security Assistance Force – NATO led	Australian led
2003	Iraq & Middle East	International Coalition Against Terrorism – US led	Australian participation
	Solomon Islands	Regional Assistance Mission to Solomon Islands	Australian led

Adapted from: Australian Defence Doctrine Publication, 2011: 1-10

the introduction of an Indonesian Course in 1956. The need for fighter aircraft from France saw a French Course being introduced; the Vietnam war prompted the ADF's need to cooperate with Thailand and a Thai Course was introduced in 1965. The Australian involvement in UN peace keeping in Cambodia saw the Khmer Course in 1987; Australian intervention in Timor saw an East Timorese Course introduced in 1997; Middle East involvement in 2000 saw the introduction of Arabic and Persian Courses and the war against terrorism in Afghanistan saw Pashtu introduced in 2009. LANGS' Languages Other than English courses, dictated by participation in military

conflicts in the world and the designated group of languages based on the degree of difficulties in relation of comparable time in teaching and learning to get similar language proficiency levels, are shown in Table 4.3.

Table 4.3 Languages introduced at LANGS related to military events

Year	Language	LANGS level	Military event and duration	
			Event	Duration
1944	Japanese	4	Boer war. World War II (993,000 Australian served with 39,366 killed and 66,553 wounded) The School was opened in 1944.	1899-1902. 1939-1945
1950	Russian. (Closed in 1995)	3	Korean War. To meet the requirements of Defence during the Korean War.	1950-1953
1956	Indonesian	2	Malayan Emergency (7,000 Australian serve with 36 killed and 20 wounded)	1948-1960
1962	Vietnamese	3	Borneo War. Vietnam War (49,968 Australian served with 520 killed and 2398 wounded)	1962-1966. 1962-1973
NA	French	2	Indonesian Confrontation (3,500 Australian served with 15 killed and nine wounded)	1963-1966
1965	Thai	3	Currently 25 ADF members deployed to Sinai	1982-1986
NA	Nil		Gulf War (Iraq) From 1993 – ongoing (Currently 25 ADF members deployed to Sinai)	1990-1991
1987	Khmer	3	Cambodia (Australia's commitment to the United Nations' program in Cambodia.)	1991-1999
2000	Arabic		Somalia	1992-1994
2000	Toc Pisin		Bougainville	1994 & 1997-2003
2009	Pashtu	3	Rwanda	1994-1996
NA	Nil		Mozambique	1994-2002
NA	Nil		Kosovo	1999
1999	Tetum/. Timorese	2	Timor-Leste (Currently 800 ADF members deployed)	1999-ongoing
2000	Korea	4	First Defence Attaché position established at the Australian Embassy in Seoul in Korea. (currently 140 ADF members deployed to Solomon Islands)	2000-2002 & 2003 ongoing
2001	Persian	3	Persian/Farsi	2001-ongoing
2001	Arabic	4	Iraq	2003-ongoing

Source: Statistic for military event and year sourced from www.awm.gov.au, www.defence.gov.au.

As a result, there were changing needs in the languages offered, the delivery focus and modes, teaching resources and staff re-assignment.

Key result areas and key performance indicators

Outlining goals, areas of responsibility and time frames assist planning towards intended outcomes. Both LANGS' staff members and students engage with a combination of workflow and workload. I use the business term key result areas (KRAs) and key performance indicator (KPIs) when implementing the 46-week General Language Curriculum to link to the four basic response strategies for negative risks: risk avoidance; risk acceptance, risk transference and risk mitigation (Schwalbe, 2014: 467). These are the 'drivers'. These drivers vary according to the type of language skill set and expected proficiency level involved. The best way to forecast future language performance is to do it comprehensively by producing not only achievement test results forecast, but also a forecast of language proficiency levels. LANGS' operation of foreign language programs involves taking in to account general risk mitigation strategies for technical, cost, and schedule risks (Couillard, 1995). It is one of the curriculum elements as shown in Figure 4.2. The overall management strategy falls within areas of responsibility for non-teaching staff. These responsibilities are outlined in Table 4.4. The duties reflecting the notion of key result areas for language teachers/lecturers at LANGS are shown in Table 4.5.

The Army personnel may use the target language in their operational deployment, conducting regional stability operations and assisting remote target countries' local communities. Operational deployments require operational language which is used in warfare. This language includes military appreciation associated with military task order: situation, mission, execution, administration and logistic, command and signals (SMEAC); Administrative Orders.

FIGURE 4.2 LANGS CURRICULAR LENGTH DURING YEARS 1996-2012.

Document: - Enclosure 1 to PERS 92/32673 (3) Dated 01 Mar 96.

TABLE 4.4 ROLES AND RESPONSIBILITIES OF NON-TEACHING STAFF

Position	Role
Executive Officer	Second in command, an essential element displaying a genuine military structure of the military unit LANGS was trying to accomplish.
Administrative Officer	Oversees some school administration.
Unit Resource Staff Officer (URSO)	A human resource manager who also oversees LANGS' budgetary matters and civilian staff administration. He manages day to day financial operations of LANGS as well as being a source of financial expertise for complex language project is the URSO role.
Procurement Officer	Conduct purchase stores and equipment for the Unit.
School Sergeant major	Oversees LANGS' discipline matters
Assessments Officer	Oversees LANGS' assessment program and related matters.
External Testing Coordinator	Coordinates external testing
Training Development Officer	Oversees course evaluation and staff professional development
Distance Education Officer	Designs and oversees distance education programs
Information technology (IT) Officer	Advises on information technology matters and Develops IT products

General Hand	Executes general duties required by the unit
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Source: LANGS Induction Booklet, 2008)

TABLE 4.5 ROLES AND RESPONSIBILITIES OF LANGUAGE TEACHERS/LECTURERS.

Lecturer Roles & Responsibilities.	Lecturer in charge Roles & Responsibilities.
<ol style="list-style-type: none"> 1 Prepare lessons, lesson plans, written and oral exercises, ADLPRS and other tests, and develop other training packages in the language. 2 Instruct students in using a wide variety of up-to-date teaching techniques. 3 Assess students using the ADLPRS and other tests as appropriate. 4 Provide counselling and advice to students on course-related matters. 5 Assist other lecturers in curriculum and course design and development. 6 Provide cross-cultural awareness training when required. 7 Accompany students on overseas In-Country Training activities when required. 8 Take part in interstate training activities as part of Mobile Training Teams when required. 9 Take part in other teaching-related duties as required. 10 When appropriate, research and prepare academic papers for presentation at conferences, staff development seminars, and for publication in professional journals. 	<ol style="list-style-type: none"> 1 Design, develop and deliver language courses to ADF requirements including <ol style="list-style-type: none"> 1.1 design & development of curricula,. 1.2 development of ADLPRS and other tests; and. 1.3 design and development of course materials. 2. Manage the Department according to ADF and LANGS requirements, including <ol style="list-style-type: none"> 2.1 drawing up annual and weekly timetables 2.2 monitoring the instructional program 2.3 drawing up the annual assessment schedule 2.4 monitoring the conduct of the assessment program 2.5 supervision of subordinate staff 2.6 the submission of reports as required; and. 2.7 the organisation of relevant cultural activities. 3. Provide on-going assistance to the professional development of staff, including the conduct of Professional Advisory Visits and annual Instructor Assessments, the identification of suitable staff training opportunities and relevant seminars and conferences. 4. Identify suitable PSP staff as required. 5. Instruct students in the language using a wide range of contemporary teaching strategies. 6. Assess students using ADLPRS and other testing methods as appropriate. 7. Provide counselling and advice to students on course-related matters. 8. Provide cross-cultural awareness training and take part in interstate training activities as part of Mobile Training Teams when required. 9. Accompany students on overseas In-Country Training activities when required. 10. Monitor developments in the language. 11. When appropriate, research and prepare academic papers for presentation at conferences, staff development seminars, and for publication in professional journals.

Source: LANGS' G Drive Common Resources, viewed 4 October 2006)

Conducting regional stability operations and assisting remote target countries' local communities' language demand the use of social and trade skills language. The Army personnel have to engage in a wide range of social and trade skills that are used in these specific contexts. Social skills involve

liaison with local officials, citizens and workers. The Army trade skills

Table 4.6 Key result areas, assessment conditions and key performance indicators

SERIAL	KRA: MODULE	ASSESSMENT CONDITIONS	WEEK	KPI ACTIVITIES IN THE MODULE
1	M 1 PEOPLE& SOCIETY	Assessment Type	2	Pronunciation and Tones, Vocabulary and Grammar
		Test Aim		To assess a student's application of knowledge and skills related to Thai sound system and tone, vocabulary and grammar of Thai containing in the first five topics in Module 1
		Condition		50 minutes' duration, written translation from English into Thai using 25 items of English sentences.
		Reference (Topic, Functions, Notions)		Topics 1-2 in SECT 4 Module of Training - Module 1

Source: LANGS Thai General Language Curriculum, 2005.

personnel require languages to work with their target countries' counterparts in the context of aviation, automotive, construction, development of infrastructure, plumbing, ship-building, training the target country military and the technical trades that electrical and electronics skills.

The Royal Australia Air Force trade skills personnel require language to work with their target countries' counterparts in the context of aviation, aircraft life support fitters making sure that the aircrafts are safe, avionics technicians, airfield defence guard, communication information system controllers, search and rescue tasks and flying instruction skills. A sample of a Thai language KRA defence module (M1: People and Society), the assessment conditions, the timing and required KPI skills required is shown in Table 4.6.

LANGS' Assessment Manual was examined in order to collect the data relating to each language skill set (KRA) and its associated expected performance of course training outcomes or proficiency standard (KPIs). This is a form of accountability which presents a basic challenge to its students (Lessinger, 1969)

Speaking KRA and its Course Training Outcome (KPI)

This KRA is one of the most important course training outcomes. Students must have high levels of functioning. It one of the most highly valued KPIs by the stakeholders. Upon examination of documents, it is found that LANGS' speaking KRA is integral to all compulsory and elective modules of learning. The description of the expected course training outcome (KPI) is shown in Table 4.7.

Listening KRA and its Course Training Outcome (KPI)

The listening KRA is as important a course training outcome as speaking. It is equally valued by the stakeholders with the speaking KRA because military interpreters must have high levels of functioning in the modules of learning KRA. Based on an examination of documents, it is found that LANGS' listening KRA and the description of the expected course training outcomes (KPI) is illustrated in Table 4.8.

TABLE 4.7 SPEAKING KRA AND ITS ASSOCIATED ADLPRS LEVEL (KPI)

Skill/KRA	Course Training Outcome - ADLPRS LEVEL 2+ (KPI)
	Can complete routine military and social speaking tasks, requiring the expression of opinion or explanation, e.g., to express and support an opinion about a current issue of general interest. Speaks in paragraphs in the most common formal and informal registers of the Target Language's standard variety. Uses extensive though high frequency vocabulary.

Source: Document - LANGS Assessment Manual, 2005.

TABLE 4.8 LISTENING KRA AND ITS ASSOCIATED ADLPRS LEVEL (KPI)

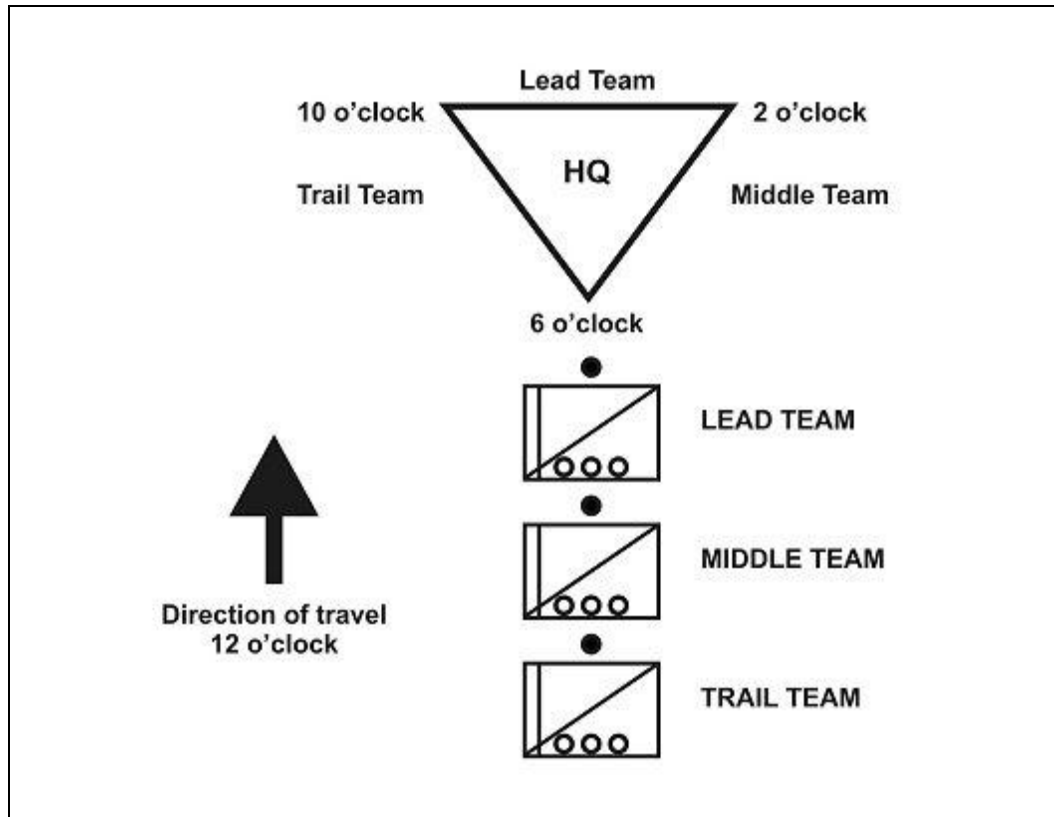
Skill/KRA	Course Training Outcome - ADLPRS LEVEL 2+ (KPI)
Listening	Can complete military and social listening tasks, by understanding the most essential points in sequential structured reportage designed for a general audience, e.g., to gist an item from a news bulletin. Texts comprise paragraphs in the most common formal and informal registers of the Target Language's standard variety. Uses a bilingual dictionary to enhance understanding of low-frequency vocabulary and nuance in such texts.

Source: Document - LANGS Assessment Manual, 2005.

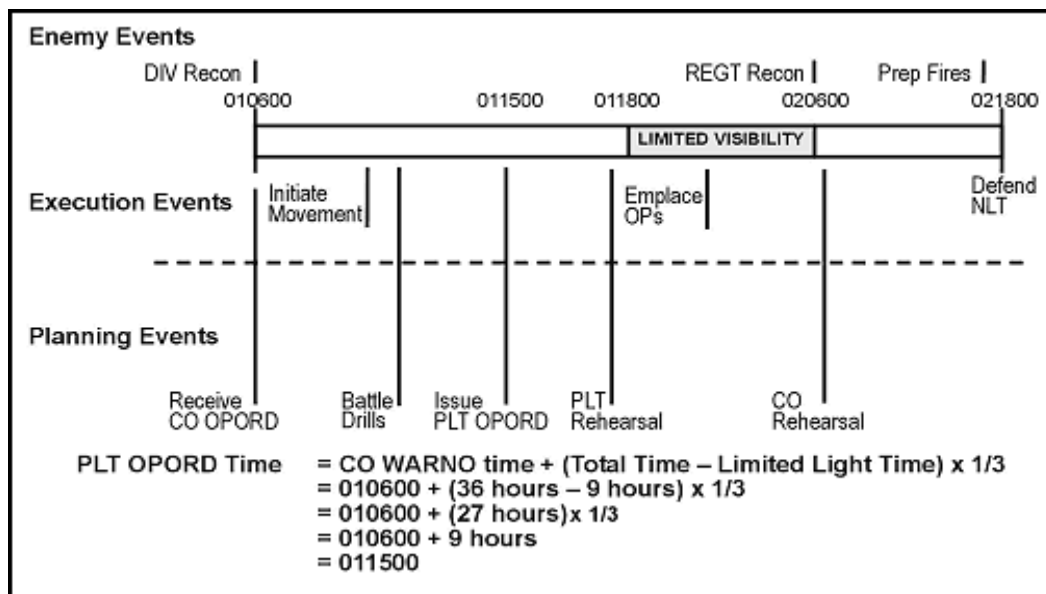
Reading KRA and its Course Training Outcome (KPI)

An examination of curriculum document reveals that students to learn how to read and interpret texts critically, contextually and inter-culturally to attain basic literacy. Students increasingly apply their reading KRA to learn course materials such as dialogues and narratives including using learning aids such as bilingual dictionaries. They then role-play the learned dialogues in learning to speak, listen, write, translate and interpret. Examples of the importance of numeracy in the military communication during patrol, attacks and withdraws and routine activities involve numbers. During planning, the platoon leader selects a tentative objective rally point based on a map reconnaissance or, if possible, a physical reconnaissance. The platoon leader then decides how to occupy the ORP. Every member of the reconnaissance platoon must know how to execute this task. The patrol can use the numerical style by linking to the o'clock concept displayed in Figure 4.3.

In my language teaching experience at LANGS I have always introduced the language related to time to the notion numbers of days in a month. Basically, numeracy perspectives encourage students to see the world in quantitative terms, to appreciate the value and purpose of effectively communicating quantitative information, and to interpret everyday information represented mathematically. The platoon timeline can use the numerical style by linking to the 'number of hours' concept displayed in Figure 4.4.

FIGURE 4.3 OBJECT RALLY POINT USING THE O'CLOCK CONCEPT.

Source: <http://www.globalsecurity.org/military/library/policy/army/fm/3-21-94/c04.htm>.

FIGURE 4.4 NUMBER RELEVANT TO MILITARY IN PLATOON TIMELINE.

Source: (<http://www.globalsecurity.org/military/library/policy/army/fm/3-21-71/ch2.htm>) accessed 28 Aug 12.

LANGS' students learn to be numerate in the target language using a contextualised approach identified by Sullivan and Jorgensen, (2009). Government sponsored linguists are expected to be able to read and function in their language related working roles. The KRA and KPI are shown in Table 4.9.

Writing KRA and its Course Training Outcome (KPI)

Initially the writing KRA enhances other KRAs such as reading, speaking, listening and translation. It is particularly important for tonal languages such as Thai. It helps students develop the ability to analyse and identify correct tones. All language learning activities are to some extent enhanced by writing. In the cases of Persian and Thai, students are expected to display the writing KRA as per the KPISs shown in Table 4.10.

TABLE 4.9 READING KRA AND ITS ASSOCIATED ADLPRS LEVEL (KPI)

Skill/KRA	Course Training Outcome - ADLPRS LEVEL 2 (KPI)
Reading	Can complete routine military and social reading tasks by understanding the unembellished, printed and hand-written reports, e.g., to gist the 'News in Brief'. Texts comprise paragraphs of uncomplicated standard variety Target Language on familiar topics. Reference to a bilingual dictionary enhances the understanding of detail in such texts.

Source: Document - LANGS Assessment Manual, 2005.

TABLE 4.10 WRITING KRA AND ITS ASSOCIATED ADLPRS LEVEL (KPI)

Skill/KRA	Course Training Outcome - ADLPRS LEVEL 2 (KPI)
Writing	Can complete routine military and social writing tasks requiring the composition of brief reports and/or the basic communication of ideas, e.g., to write a brief account of events or write a brief biographical report. Uses a brief collection of standard variety sentences extending to paragraphs on familiar topics. Uses a brief collection of standard variety sentences extending to paragraphs on familiar topics. Competence enhanced by effective use of word processor.

Source: Document - LANGS Assessment Manual, 2005.

Translating KRA and KPI

One of the key roles of the government sponsored linguists since the School's inception is to be able to translate work-related documents. Intelligence documents are required to be translated for military operations and strategic purposes. Students who study translation are expected to reach the KPIs shown in Table 4.11.

Interpreting KRA and KPI

Historically, LANGS was established specifically to train interpreters to interrogate Japanese prisoner of war. Contemporary interpreting requirements in the ADF range from combined military exercises, disaster relief assistance and escorting military personnel on their visits. The interpreting KRA is linked to the speaking and listening KRAs. Like the translation KRA, students are expected to reach the KPI shown in Table 4.12.

TABLE 4.11 TRANSLATING KRA AND ITS ASSOCIATED ADLPRS KPI

SKILL/KRA	COURSE TRAINING OUTCOME - ADLPRS LEVEL 2 (KPI)
Translating	Can complete routine military and social translating tasks by transferring unembellished reports, e.g., to translate a newspaper report designed for a general audience. Translations are recognisably foreign at discrete points but in a form appropriate to the immediate needs of the reader. Text comprises paragraphs of the standard variety on familiar topics. Can translate into the receptor language at a rate of 200 words (or equivalent number of ideograms) per hour.

Source: Document - LANGS Assessment Manual, 2005.

TABLE 4.12 INTERPRETING KRA AND ITS ASSOCIATED LEVEL (KPI)

SKILL/KRA	COURSE TRAINING OUTCOME – ADLPRS LEVEL 2 (KPI)
Interpreting	Can complete military and social interpreting tasks by transferring concrete reports and transactional information, e.g., to interpret dialogue to arrange a function or to interpret description of an incident. Interpretations are in a highly appropriate form. Discourse comprises standard variety utterances on familiar topics. Maximum length of utterance is 25-35 words. Requests for reiteration rare unless dialogue extends beyond this length of utterance or text style.

Source: Document - LANGS Assessment Manual, 2005.

In summary, training needs based on the course appraisal mentioned above take advantage of opportunities from real life activities of members from the stakeholders. It reflects only some of the steps identified in the training needs analysis conceptual framework.

Examination of photographs and realia

The cultural aspects of language learning can efficiently derive from seeing photographs artefacts and displays. They facilitate the feeling of identity with the target country and experiential learning through the Krashen (1985) concept of ‘acquisition of’ and ‘immersion in’ the target language. In addition, students are pleased with the improved design elements such as personal lockers and the provision of hat racks. The evolution of LANGS’ classroom from Point Cook to Laverton is shown in Figure 4.5.

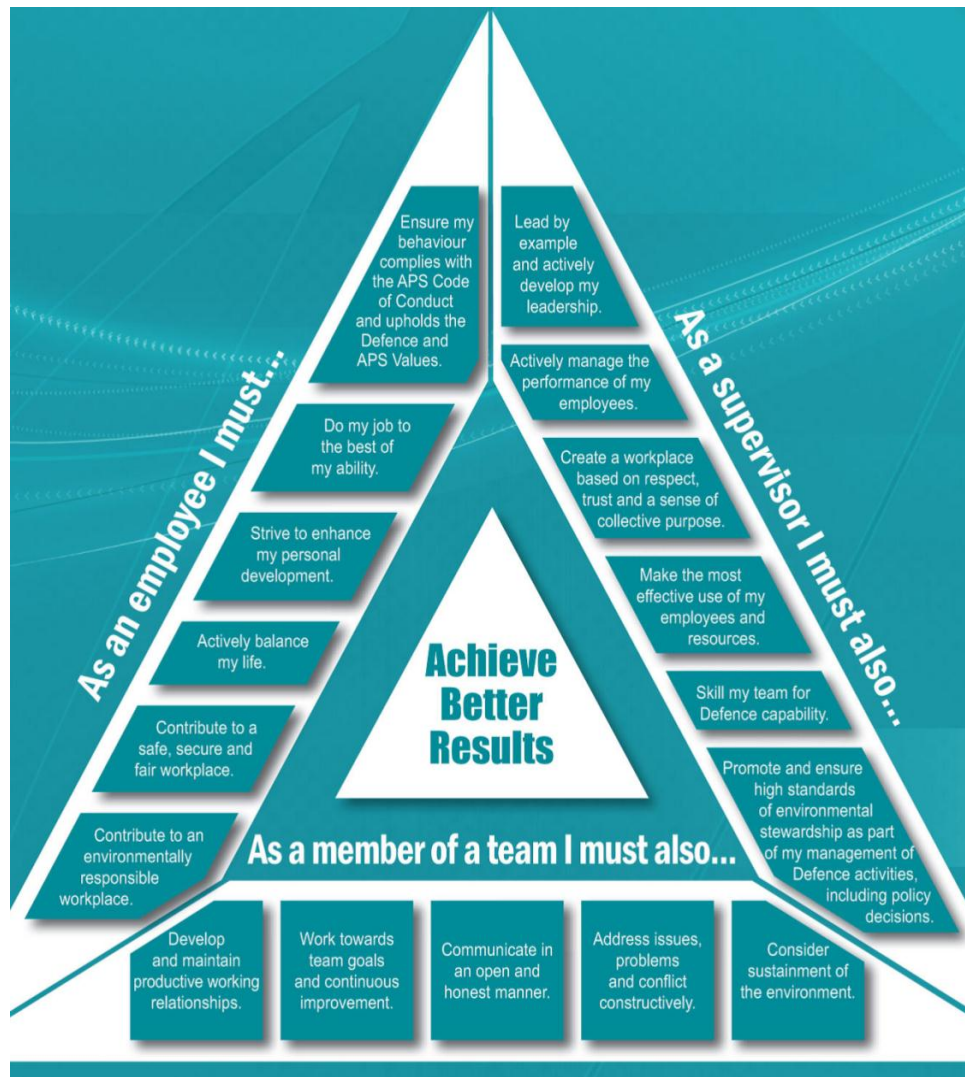
Teaching of Group 3 languages used classroom and language laboratory extensively to drive its business objectives and to help make students reach the course training outcomes. The evolution of the language laboratory from analogue to digital operations at LANGS is shown in Figure 4.6.

Using native speakers as speaking partners, guest lecturers and interactive engagement is critical in building students’ communicative competence and confidence in learning. This use in the Thai course is illustrated in Figure 4.7.

Ethical operations

LANGS’ financial resources, and human resources function recruits and develops LANGS’ staff as well as looking after the staff and students’ welfare (Slack, Chambers & Johnston 2010: 4). LANGS’ ethical operations strongly help shaping the performance of both the staff and students which results in effective training outcomes attained by the students at LANGS. Staff members are to achieve LANGS’ business objectives through being either as employees or supervisors who observe the guidelines shown in Figure 4.8.

FIGURE 4.5 CHANGES IN CLASSROOM FACILITIES**FIGURE 4.6 LANGS LANGUAGE LABORATORY TECHNOLOGIES****FIGURE 4.7 LEARNING BY INTERACTING WITH MILITARY NATIVE SPEAKERS.**

FIGURE 4.8 APS EMPLOYEE GUIDELINES.

Source: Defence Enterprise Certified Agreement (DECA) Handbook, 2010.

Benchmarking

When undertaking the literature review I read a document received from a past student of Thai language who had attended the Royal Thai Command and Staff College; he said, in part:

In comparison with other Allied students, the Australian is best prepared. The most direct comparison can be made with the American student. He has a better oral comprehension than I do as this is stressed on American language training, but I was far better prepared in both reading and

writing. As the lectures are delivered so quickly as to be comprehensible to both of us, I have been able to keep track by reading summaries at reasonable speed and I have been able to turn in written work about half the length of my Thai classmates in the same timeframe, which is more than adequate.

This personal evaluation suggests to me that the LANGS program set a benchmark, internationally, for military language courses.

Professional Development

Documents relating to professional development were examined. One of these documents was associated with staff performance reviews. It was like a contract and was called 'plan on a page'. Minute papers, email messages and other computerised documents associated with LANGS' professional development were also examined. The Defence White Paper of 2009 was examined. Some of the sections referred to language teaching. For example:

- Section 9.50** states that Defence will also broaden the delivery of foreign language training through the new regionally-based training facilities and the Melbourne campus of Defence Force School of Languages;
- Section 14.1** states that attracting and retaining the future workforce will be one of the most significant challenges facing Defence, and the Government is determined to ensure that Defence puts in place right strategies to achieve the required outcomes;
- Section 14.2** states that to ensure that we have the people we need we must be able to respond to a fast-moving and fast-changing labour movement. The Defence People Strategy will address the key issues in building Defence workforce over time, and provide strategies for how Defence will deliver that workforce. Specifically, Defence will seek to provide compelling and competitive career offer, professional and personal development, career fulfilment and a safe and healthy workplace;
- Section 16.18** states that the Government will require ongoing investment in skills development, workforce growth and improved productivity; and.

Section 16.27 states that enhancing the Skilling Australia's Defence Industry (SADI) program to expand the pool of appropriate skilled workers, enhance work and career pathways in the defence industry sector.

Defence White Paper, 2009.

This has implications for change to LANGS' organisational culture for operating intensive language teaching. LANGS has to conform to the requirements for national recognition of training. New organisational culture is needed to respond to change stated in the government policy document. This new organisational behaviour will require professional development to adopt competency based training and assessment. The adoption of the Vocational Education and Training (VET) Sector's style of curriculum, syllabus and assessment would also require professional development.

Internal activity

Internal professional development activity ranges from an annual induction, compulsory and non-compulsory staff discussions, workshops, teachers participating in the professional advisory visit program and online learning opportunities through a program provided by Defence called CAMPUS.

The activities listed below reveal the importance LANGS places on professional development as an integral part of its organisational behaviour and culture.

Annual induction

At the beginning of each academic year LANGS runs an induction for staff in order to welcome new staff members and familiarise them with life at LANGS. All staff members are presented with induction information regarding relevant administrative issues and changes in both booklet and electronic files I have examined. Staff then prepare their training materials and prepare to teach the students. Following staff induction, LANGS also runs an induction for students.

Compulsory and non-compulsory staff discussions

Documents examined show that staff discussions are conducted regularly. Paper-based or email notices are sent out by LANGS' Training and Development Cell to staff advising them of topics, presenters and meeting dates. Some military personnel and teachers who have specialist experiences and skills are scheduled to facilitate the discussions. Staff members who wish to lead the discussion may also submit the topic. Topics that affect LANGS' operations are compulsory. Others are optional. I have attended both compulsory and non-compulsory discussions. Staff members attend sessions that introduce new knowledge, skills and attitudes in order to implement them as directed.

Workshops

Workshops are conducted occasionally by external experts and selected staff members in language teaching, assessment and technological topics. One of the documents examined is a Minute paper sent to staff members on 19 June 2001 making reference to the previous Minute dated 09 May 2001. One of the Minute papers dated 19 June 2001 invited expressions of interest to staff members. The topics listed were objectives in a lesson; sequencing activities and exercises; use of technological aids; mentoring, feedback, counselling; and professional ethics in the classroom.

Professional advisory visit

Supervisors namely lecturers in charge of the language department, the Director of Studies, or occasionally peers conduct this program each term. One of the documents examined showing PD activity says

A number of staff members have expressed interest in taking the Assertive Communication course run by Education, Training & Development - SV. Please note that the next course called 'Becoming more Assertive' is scheduled for the 4th of June 2007. This gives you time to ask your supervisor for permission to attend during your POP interview.

Document, October 2006.

Yet another document relating to the PD in the area of technological training available for LANGS staff member reads thus:

Smart Board training starts on Monday. Please ensure that your staff members are on time for the start of their scheduled session.

Document, March 2007.

Publicising a website is another form of guidance in support for professional development. One of the documents in support of professional development at LANGS sighted by the researcher says:

The site below might be of interest to many of you who wish to attend a conference this year as part of professional development.

Source: <http://www.uow.edu.au/arts/conferences/asaa/index.html>.

Online learning

From time to time staff members are tasked to do certain topics on line through a program called Campus which is an e-Learning program. These topics include, for example, merit selection for those involved in recruitment of future staff members in their language departments and Defence Enterprise Collective Agreement (DECA)–The Essentials for Employees’ and/or ‘DECA - The Essentials for Supervisors’ via Defence Remote Electronic Access Mobility Service. E-learning via Campus is a proven, cost effective training solution for Defence with large scale Military and APS training requirements but this style of learning can be frustrating and lonely. This includes mandatory training and ‘no training - no access’ systems training. Campus manages over 100,000 Australian Defence Organisation learner accounts and we are also working with stakeholders to explore the implications for Defence in new learning technologies, including: virtual classrooms, mobile leaning and Campus access external to Defence Restricted Network.

Conclusion

An examination of documents reveals the nature of LANGS' organisational behaviour. The military approach adopts specific language use and terminology in its communication. Documents specifying all activities are coded for reference. This culture links to standards necessary for its status as a registered training organisation.

The documents reveal that LANGS' operations are conducted ethically. As a business, LANGS is obliged to provide services that give value for money.

The documents illustrate the evolution of curriculum and assessment over time. The nature of LANGS' workflow and workload specified in the documents intersect with the business terminology key results area (KRA) and key performance indicators (KPI). They link to LANGS' mission and business objectives in terms of stakeholders' expectations.

Professional development was necessary to prepare staff members to meet new challenges, the on-going stakeholders' expectations and organisational environment as found the literature.

The data in this chapter will be triangulated with the data gained from in-depth interviews and focus group interviews presented in Chapter 5.

CHAPTER 5

Analysis of In-depth Interviews and Focus Group Meetings

Introduction

In Chapter 4, I presented data based on an examination of documents, realia and photographs. In this chapter, I present an analysis of in-depth individual interview and focus group interview data to triangulate with data in chapter 4. The study suggests that intensive language teaching at the ADF School of Languages provides optimal language learning outcomes to support real-life language needs in a military workplace. It provides a useful model for other institutions requiring teaching of language skills and cultural competency for workplace. It requires appropriate academic support and resources in order to be sustainable.

By adopting a needs assessment approach, a number of themes underlying operations at the ADF School of Languages emerged. The themes presented in this chapter include the status quo providing a picture of the work of LANGS; the evolving curriculum and pedagogy; and the impact of the intense nature of the language teaching, learning and support on all participants. The last theme presented is the professional development necessary to sustain and further develop the business outcomes expected by stakeholders.

Status quo of LANGS – change or no change

The data reveals that LANGS executes its operations through collaborative efforts. It has been meeting the needs of federal government foreign policy agendas and the Australian Defence Force's language capability needs and cultural awareness training. The ADF School of Languages (LANGS) has consistently met the Australian Defence Force's policy directions within a flat organisational structure – despite the ADF's tight hierarchical structure; a Thai language teacher pointed this out:

Even though the military has a hierarchical rank structure, learning in the classroom cannot be effective if students are conscious of differences in status. I believed that it was important to treat the students and colleagues as equals, despite differences in age, gender and position.

Thai teacher 3, email interview, 2006

Benchmarking

Developing and managing an effective intensive language teaching function and its related systems, policies and procedures is a major challenge for LANGS. Ensuring appropriate staffing, courses and student recruitment is needed to meet objectives identified in its mission. Benchmarking provides a means of comparing LANGS' operations with similar organisations. Management staff 3 commented

The problem is that we don't have too many models that we can measure ourselves against.

Management staff 3, interview, 2006

LANGS complies with Defence's Training system which requires continuous monitoring, reviewing and judging its performance and productivity. Measuring and comparing its operations has been limited,

however it is familiar with the American System as Management staff 3 revealed

I think you're aware that we have done a benchmarking activity against the Defense Language Institute in the United States which is the best one in the world. Certainly in my knowledge [of the] American System, Defence Language Institute at Monterey California is perhaps the institution that most equated to us. And we've done benchmarking against them and we can judge our performance by measuring comparing against that.

Management staff 3, interview, 2006

The usefulness of benchmarking against other institutions could be accessed by LANGS through stakeholders' experiences. Stakeholder 1 added

Last year, I actually visited Defence Language School in England at Beacons Field which is a similar organisation to the ADF.

Stakeholder 1, interview, 2006

Lack of familiarity with other systems show the limitation of benchmarking at LANGS. There are a few other systems that LANGS could engage with. Management staff 3 lamented

I'm fairly unfamiliar with the British System, the Canadian System and the German System.

Management staff 3, interview, 2006

Geo-political reasons, military cooperation and national security interests generally dictate languages taught. Australia is situated in the Asia Pacific region but engages in supporting allied nations. Stakeholder 1 commented

Our (LANGS) focus is on predominantly Southeast Asian languages plus those languages where we deploy our troops.

Stakeholder 1, interview, 2006

The United Kingdom and the United States of America are far from the Asia Pacific region and teach the languages of their neighbouring countries in addition to language for their military operational deployments. Stakeholder 1 stated

The British School focuses predominantly on European languages plus those countries where they send their troops like Arabic and the like.

Stakeholder 1, interview, 2006

Staff members influence the organisational output. The staffing is dictated by government policy and budgeting. LANGS won the in-house option tendering from other civilian language teaching organisations. A higher proportion of civilian instructors were employed. Stakeholder 1 made the following observation

The biggest difference I noticed between the Schools [European and LANGS] was that they [European] still have a number of military instructors. Most of their military instructors are professional academic teachers, - Education Corps - those sorts of people, with a wide range of civilian instructors as well; whereas at the School of Languages (LANGS) at the moment as you know we got predominantly native speakers instructors.

Stakeholder 1, Interview, 2006

LANGS' culture

Language and discourses within schools impact on the creation and maintenance of hierarchical power structures (Ashton & Cairney, 2001; Gee, 1996). LANGS' culture in intensive language teaching is geared towards students' workplace needs by making attempts to use authentic training materials and reporting the training outcomes in the manner that language users can understand what the linguist can do in relation to their language skills as a result of passing the courses. LANGS is staffed by Australian

Public Servant and uniform personnel. Key findings relating to LANGS' culture are presented below.

Four opinions based on hierarchical staff functions

Four participants, whose responses are contained in Table 5.1, discussed issues associated with the culture of LANGS. These responses were in response to one of the questions asked: What is LANGS' culture in intensive language Teaching? The key ideas to emerge from my analysis were: holism of life, collaboration, constraint in its ability to act strategically, and priority. As LANGS is making an attempt to portray itself as a business identity despite a military unit, each of these will be analysed in turn using definitions from business perspectives.

TABLE 5.1 INSIGHTS ABOUT LANGS' CULTURE

Key Themes/ Ideas	Specific Comment	Source
Holism of life	To me LANGS' culture is the all-encompassing environment of life at LANGS, rather than any specific association with LANGS human resources, structure, etc.	Stakeholder 1: a language manager
Collaboration	I go back to the point that is dynamic quality of 18 different cultures engaging and having some collaboration with each other as a group of people. I think that is the culture of LANGS.	Management staff 1: a senior officer from the RAAF
Constraint in its ability to act strategically	I'm not sure whether there is or there is much value in talking about the LANGS' culture. I think it all bogs down to a very very simple philosophy if you can call that, and that is we are at the dictated of our customers. Our customers tell us what the linguists to be able to do. What the graduations standards are that they required of the linguist here and we have to try to get them to that level, like I say in a relatively short period of time. To that extent, if we were going to talk about philosophy of the School of Languages it is that we have to push the students to use the language at every opportunity.	Management staff 3: a senior civilian and a former military officer with Indonesian proficiency and extensive experience in language
Priority and Resource	(1) From 1978 to 1982, when we had only Army and civilian students, there was never any money to hire any native speakers for the Thai Department. It was only in 1983, when we had two RAAF officer students that the money was found. (2) The first year we had field trips, they were only for the Indonesian and Chinese Departments with their majority of RAAF students serving RAAF interests. It was also a time when most of the so-called 'Directors of Studies' were not trained linguists, and none were trained language teachers, making them quite incapable of 'directing studies' because they knew very little about it. Each department was run as	Thai Staff 1: the longest serving military instructor from the Australian Army Education Corps, teaching Thai

	each Lecturer-in-Charge saw fit.	
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When these themes are examined more closely, it quickly becomes apparent that the organisational culture which includes the leadership and aspects for the school improvement, the policy and process, the curriculum, the teaching and learning activities, technological skills and staff professional development represent the ‘holism’ of the life at LANGS and for effective intensive language teaching.

The following themes explain the power of understanding the context or fundamentals, LANGS’ cultural ramifications, the necessarily to follow a thoughtful problem-solving and decision making process, and addressing the reality of the facts and the theory of intensive language teaching at LANGS.

Constraint in its ability to act strategically

LANGS’ status, relating to its strategic or long-range planning, characterises ‘reactive taskforce’ features so as better to serve the needs of the stakeholders’ or language sponsors’ language needs. A strategic plan has to be flexible and practical and yet serves as a guide to implementing intensive language curricula, evaluating how curricula are doing, and making adjustments when necessary. A strategic plan must reflect the thoughts, feelings, ideas, and wants of the language curricula developers and mould them along with LANGS’s mission, purpose, directives and regulations into an integrated and visionary document.

In order to effectively and efficiently implement a strategic plan, all teaching and non-teaching staff members involved in its implementation must function within the framework of the ‘Holism of life’ principle at LANGS, as articulated by Stakeholder 1 mentioned above. Otherwise, the strategic plan in intensive language teaching is destined for failure.

Priority and Resource

Language training needs involvement of downstream functional tasking is the basis for concurrent intensive language teaching and integrated General Language Curriculum development. However, early involvement is ineffective without collaboration. But early involvement requires that adequate resources are available so that team members have time to effectively collaborate. For example, we often find a situation where a LANGS staff member is assigned to a development task, but is so busy teaching that he or she does not have the time to effectively participate and collaborate. If collaboration is to work, management must provide adequate resources to support the training and delivery side separately from the design side of its holism of intensive language teaching operation.

LANGS as a 'reactive taskforce'

The data indicate that over the years LANGS' model of business for intensive language teaching for the Australian Defence Force (ADF) has been a 'reactive taskforce'. This means that LANGS can get tasking from the stakeholders from different units within the ADF when external factors arise and the uniformed Australian Defence Force personnel including civilian personnel on the deployment are required to have language skills. When it comes to how LANGS received the language teaching task, Management staff 1 made comments about it in the following way

The tasking comes through Air Force Training Group and basically whatever is. We are reacting to whatever else is happening in the world. So if there is some sort of issue in relation to the Middle East or closer to our Asian region then the languages that are required to help our people to understand the culture and engage understanding with the local communities is very much dictated to by events that happen off shore.

Management staff 1, interview, 2006

Tasking changes are echoed by Management staff 3 who oversaw studies at LANGS at the time of interview in 2005 in the following way

The demand within the department can increase of course if student number goes above particular limit as well.

Management staff 3, interview, November 2006

This means that relevant language departments respond to greater demands. The demands on the teachers increase along with appropriate funding and resources. The response could be more innovative than it has been. For example, outsourcing to qualified service providers, reallocating staff members' tasks and embracing distance education and blended learning.

It is arguable that the culture of conducting a language course in response to external factors should be more innovative and adaptive. Currently, this culture means a language department at LANGS will get tasking variably from the originally planned staff and student ratio. The innovation can be related to the effective planning of human capital at LANGS. Management staff 3 who oversaw studies at LANGS at the time of interview in 2005 expressed his stories concerning human capital at LANGS in the following way

The demand within the department can increase of course if student number goes above particular limit as well.

Management staff 3, interview, November 2006

LANGS received language training tasks from stakeholders annually. Support Management staff 3 added his views on Support Management staff 1's descriptions relating to task orientation in the following way

The needs of the various parts of Defence and we were talking about 4 parts of Defence: Defence Organisation, Army, Navy, Air Force and the Civilians, all right? Those four groupings tell us every year the number of people they want trained in the next financial year.

Management staff 3, Interview 2006

Human resource management is based on the number of student to be trained. The staff-student ratio is prescribed in LANGS' Standing Instructions to be two teachers per six students. Management staff 3 explained

So they [stakeholders] give us those numbers and then over the next year we start putting schedule together and then those numbers they give us tell us how many staff we need to employ. Now, wherever possible we try to make sure we don't have the number of students what we call our base line is exceeded.

Management staff 3, Interview 2006

In response to the question of why LANGS has a task oriented culture of operation and how task oriented operations are needed for in intensive language teach at LANGS, Thai Teacher 1 made the following comments

The emphasis is on training and the development of functional skills can be applied for military purposes. Bear in mind that military linguists on exercise are invariably expected to act as cultural advisers as well as interpreters/translators.

Thai Teacher 1, interview, 2006

On the relevant of organisation cultural issue underpinning the practice of intensive language teaching at LANGS, Management staff 1 says

That is dynamic quality of 18 different cultures engaging and having some collaboration with each other as a group of people.

Management staff 1, interview, 2006

Management staff 3 put it plainly that he was not sure that there was value in talking about LANGS' culture because LANGS exists in order to produce outcomes when he commented

I think it's all bogged down to a very simple philosophy if you can call that, and that is we are at the dictation of our customers. Our customers tell us what the linguists have to be able to do...if we were going to talk about philosophy of the School of Languages it is that we have to push the students to use the language at every opportunity.

Management staff 3, Interview, 2006

Serving the RAAF's linguist needs had been keys in the language training in order to supply the linguists to the services' language needs in the 1980s. In relation to LANGS' culture, Thai Staff 1 who ran the earlier Thai courses made the following observation

When I was there, LANGS' culture was very much a military culture, with the aim of producing military linguists. It was also very much a single-service RAAF culture, with most of the resources directed towards the needs of the RAAF.

Thai Staff 1, Email interview, 2006

A strictly controlled learning environment created by the LANGS' management team is part of LANGS' culture; it results in Defence being able to utilise the linguist as soon as the course is finished. Thai student 9 said

The culture at LANGS is totally different and yet is very similar to the methods that I have experienced throughout my 26 years in the Service. I believe that the method of learning at LANGS is much more regimented than for example someone doing a Bachelor of Languages and Majoring in Thai Language at a University, or for that matter an Asian Studies degree.

Thai Student 9, Email interview, 2006

LANGS' culture is a hybrid culture of military personnel and civilians performing common goals in producing linguists with predetermined language proficiency standards. As stated by Dictionary.com, hybrid can define the blending of two different cultures or traditions into a person or

new group of people. The term ‘hybrid’ can also be applied to anything that comes from very different sources. Academic support staff 4 saw a hybrid organisational structure as a part of LANGS’ life when he said

The CO [Commanding Officer] and XO [Executive Officer] and all that are filled by military personnel and bottom – down all the lectures and instructor and support staff are civilian...The views and methods and culture, everything comes mostly from the lecturers of the target language rather than from the top. The top, the management now plays the role in determining where we are headed but taking into account the views of the lecturers and lecturers-in-charge of the languages of the languages.

Academic Support Staff 4, Interview, 2006

The culture of intensive language teaching regards flexible operations dictated by the political circumstances and higher military Units. Academic support staff 1 commented

Certainly the political agenda of the day would have determined, I would imagine, what language is taught and what languages weren’t to be taught. And that was obviously driven by operational international strategic requirements. ... So probably that side of the strategic things would have been driven by the political agenda which would have determine what languages needed to be taught; what languages that the students need to learn.

Academic Support Staff 1, interview, 2006

On the issue of the needs to be flexible and responsive to the stakeholders’ demand for language course at any stage of the operations, Stakeholder 1 explained

The other sorts of things we might discuss in this meeting are things such as if there is perhaps a requirement to start teaching a new language. For argument’s sake, in recent years we started Portuguese, Persia, Farsi; Pashtu is another language. Before new language can actually be started at the School of language, we need to discuss the matter at the LOTETAG.

Stakeholder 1, interview, 2006

A language training strategy that strives to improve a business' return on investment for Defence by reducing in-process activities and associated carrying costs has been a norm of LANGS' culture. On this issue, non-teaching staff 3 made the following comments

The issue is also that sometime we (LANGS) respond to needs that are not predicted a long way ahead. In other words, it fell out of the sort of timetable in terms of predicting the training as I said your general Courses are predicted about a year ahead of themselves; or Pashtu wasn't. Now, but that was responding to political and military necessity. So, it won't always be a perfect solution.

Academic Support Staff 3, interview, 2006

Values in intensive language teaching

My personal experience, together with my regular observation of staff members, has indicated that staff value the importance of their language teaching duties. Students value the opportunities to learn languages at LANGS. Value safety; there is an absence of threat, healthy conflict resolution techniques, healthy assertiveness, establishment of clear ground rules, facilitation of participation of all members' involvement, welcoming of spontaneity, having fun and enjoyment of their work and maintenance of attentiveness of sight of the end result. Staff and students focus on strategic goals embedded in LANGS' mission statement. Values providing the overarching framework permit the bedding down of the fundamental satisfaction in intensive language teaching. The values are indispensable and worthwhile means for developing the attributes necessary within LANGS to achieve the core elements (teach, evaluate and report) of the mission.

Extrinsic and intrinsic motivational factors dictate the learning outcomes. Thai staff 2 affirmed

The ADF situations certainly affect the outcomes because of discipline. The learner has to have some sort of intrinsic motivation in order to wish to learn.

Thai Staff 2 interview, 2005

Interpretations of the ADF situation or circumstances being unique were mixed. Thai staff 3 suspected

It may not necessarily be the ADF situation or circumstances which impact on the approach to teaching, but could be a characteristic of the Australian adult where he/she will question the instructor. When communicating in a language, the learners focus on being listened to. Being corrected by the teacher is important, but being listened to (valued for their input) is more important.

Thai Staff 3 email interview, 2006

Workplace learning has nurtured LANGS' students' optimal learning as a value-added aspect of their job. The stakeholder-funded learning is seen as a condition that obliges students to fulfil the return of investment. Thai staff 5 commented

There are naturally some ADF elements where the learning of a language has become part of a job, being paid.

Thai Staff 2 interview, 2005

Contacts for social and militarily operational purposes influence language capability demands. Thai staff 3 reflected

Influences on the school would still come from the political nature of people who foster their careers through various contacts. In addition, the school is influenced by its clients to train the required number of linguists in each of the languages taught at LANGS.

Thai Staff 3, email interview, 2006

The values of achievement and power reflect the practice of conducting achievement test as an integral part of the intensive language teaching at LANGS. Additionally, the value of achievement can be ranked in close proximity to the value of conformity and tradition. Mandated aptitude tests,

comprising Modern Language Aptitude Testing and if possible the Oriental Language Aptitude Testing or active tone testing, scoring no better or worse than category 3 or four languages to choose the 'right' trainees for intensive language teaching course at LANGS have been traditional values of LANGS' General Language Curriculum. Stakeholder 1's insights about the value of the aptitude testing were enlightening:

The Aptitude testing tries to replicate in 1 and a half hours what is like for one year at the School of language. They do that by conducting a series of about 130 questions in 1 and half hours and they asked a range of questions using a made up language. It's not a real language. There will be a made up language and a student will be given one or two rules about the language then ask a number of questions.

Stakeholder 1, interview, November 2006

The school's underpinning ethos is that trainees must have intensive opportunities to develop their four macro language skills: speaking, listening, reading and writing skill sets and two supplementary skills: translating and interpreting skill to reach the stakeholders' predetermined Course Training Outcomes at the very least and to their optimum level wherever possible.

LANGS' ethos is outcomes focused and disciplined with minimum potential distractions. Defence wants the graduates of language courses to be able to perform language tasks in their jobs within the scope of the stipulated course training outcomes of the designated Language Curriculum. Thai student 9 viewed the LANGS' ethos as a means to the end of language proficiency; he commented

The ethos at LANGS is to set very high standards in selection of language candidates and then bombard them with 12 months of intensive study, focusing on the 6 skills, speaking, listening, reading, writing, translating and interpreting. Lessons outside these skills were down to a minimum because of the perceived limited amount of time in which for the trainees to reach relatively high graduation standards.

Thai Student 9, email interview, 2006

Corporate nature

The corporate nature of LANGS can be a valuable strategy for minimising unproductive interruptions and increase productivity. Management staff 1 provided the following vision for LANGS' future which to greater or lesser extent reflects the content of the 2009 Defence White Paper relating to language capability in the ADF.

I think the importance of foreign language learning in Australia has probably only come to recognition in the last may be five years or so. As I said before we have no borders with other countries so it has been very difficult for us to grow some type of culture sensitivity to other cultures around the world because we just don't share borders.

Management staff 1, Interview, 2005

The extant strategic policy explicitly requires LANGS to be able to design, and deliver 'just in time' language courses in a reactive manner.

Organisational structure

Sustainable effective training is dictated by sufficient human resources. Appropriate functional organisational structure and reporting system play a crucial role in determining desirable outcomes. Productivity can be derived from efficient organisational structure. Management staff 3 commented

I argue that staff shortage with language departments cannot produce a good organisational structure resulting in shortcoming outcomes.

Management staff 3, interview, 2006

The focused-training regime has the advantage of bringing about value added results for the organisation and its stakeholders. Management staff 3 revealed

LANGS' Business Model intensive language teaching at LANGS is an attempt to get the maximum and optimal outcome in a relative short training time, and the training at the same time considered to be accelerated outcomes because it's accelerated language learning in comparison to learning languages as part of a university degree course.

Management staff 3, interview, 2006

The saying: 'Time and tide waits for no man' is relevant to the concept of the just-in-time nature of the economic world of demand and supply. Management staff 3 added

...[the] amount of language learning at the School of Languages is accelerated and therefore compacted into a shorter time because you [students] are not doing any of those [university] subjects as well.

Management staff 3, interview, 2006

Organisational structure affects the efficiency of the business output. In a flat structure one leader exercises control over many separate operations through effective delegation. This provides opportunities for delegates to develop strategic and operational leadership. Management staff 1 commented

It's a very interesting structure because I have never actually [seen] within a structure that has such a lateral, and that means a side-ways, very horizontal structure of personnel...I find it quite interesting that we have 21 senior lecturers directed toward one Director of Studies. That's a very large responsibility for one person to maintain.

Management staff 1, interview, November 2006

Human resource management, based on production and operational needs, influences the shape of an organisational structure. Thai staff 3 perceived

The languages taught at LANGS may have an impact on the political culture of the School where some language departments are bigger, simply because they are required to train more linguists in that particular language.

Thai staff 3, email interview, 2006

An organisation needs a reference body to act as a council to advise and provide expert guidance. Persian student 3 commented

I believe there needs to be some sort of external oversight over how the academic wing is administered.

Persian student 3, interview, 2006

Human resource management with the RACI matrix plays an important role in generating effective dealings, resulting in the management of work break down structure as well as product breakdown structure, essential to the success of the language project management concept. Management staff 3 commented on LANGS' structure

Well, we don't have enough staff here, although the number within the teaching departments are calculated on set staffing slash period allocation figures but the demand within the department can increase of course if the student number goes above a particular limit as well.

Management staff 3, interview, November 2006

Persian student 3 echoed this concern

I believe that the size of the staff of some departments need to be looked at which comes back to the focus of the School then on Indonesian rather than on operational languages.

Persian student 3, interview, 2006

In project management situations, as a result of the work break down structure analysis, experts need to be recruited to improve the organisation accomplish the mission and business objectives. Management staff 3 proposed

In fact, you mentioned earlier about the structure. I would really like to see us have experts in the School specifically employed in the School to assist the staff in innovative approaches to language methodology.

Management staff 3, interview, 2006

As per when I questioned in terms of LANGS Head Quarters (HQ), whether the student participants think there needed to an adjustment in terms of personnel and staffing, Persian student 3, added

As I said it hasn't caused any great problems, I think that it would make life easier for themselves and the students if it reflects the thing.

Persian student 3, interview, 2006

Sustainable language teaching

The learning organisation must not be so risk averse that it stifles appropriate innovation. Persian student 4 observed

It's interesting, like they've got, of course the military side, they've got the CO and then the head of the departments and they've got the teachers. But sometimes, it seems the head of the department can't always make a decision because it might be against the School policy when that decision might benefit the students.

Persian student 4, interview, 2006

Good information systems enhance the sustainability of business operations in terms of consistency, reliability and compliance. Curriculum documentation serves as a tool for reproducible quality language teaching and learning processes. Management staff 3 explained

We've modified that [curriculum] to some degree because the model is not really an appropriate model in some areas for language teaching. So we've modified to some degree but nevertheless it's an important document in that it sets down what is taught on the courses.

Management staff 3, interview, 2006

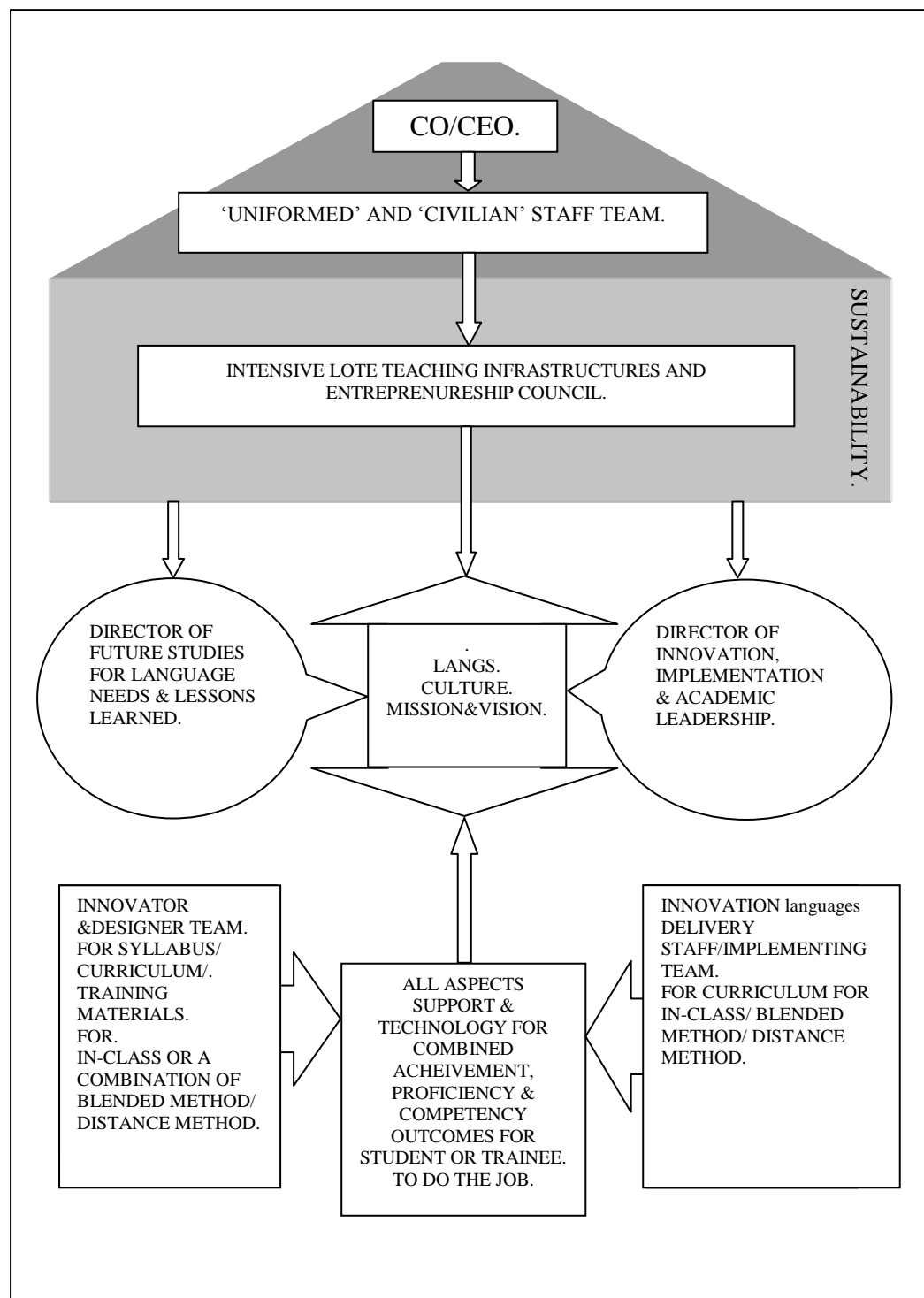
Sustainability requires the capacity to endure and evolve at a high standard over time. New generations can learn and improve on past practice.

Management staff 3 added

And, that's quite important as a plan of attack for a year ahead. It's also a record of what you've done. It also means that if we are ever in situation where a lecturer in charge or a staff member is no longer with us, that there is a document new staff can refer to.

Management staff 3, interview, 2006

Based on the data collected relating to the sustainable intensive language teaching theme, I developed the model presented in Figure 5.1. In this model, I have proposed a structure to sustain LANGS' operation. It starts with the renaming of the commanding officer as a chief executive in order to merge and integrate the military and civilian environment. Under the chief executive officer, a team of civilian and military personnel work together. Below the combined team an entrepreneurship council is established to maintain economic viability. Below the council two directors are recruited through merit selection. The first is the Director of Studies for language needs and lesson learned; the focus is on sustaining the LANGS programs to in order to meet the needs of stakeholders. The second is the Director of Innovation, Implementation and Academic Leadership. Both directors influence the LANGS social and environmental culture, in particular, the mission and vision. The three boxes below represent the operations executed by both staff and students in order to establish and maintain the learning environment. This model is consistent with Cole's principle of sustainability presented on page 2 of this thesis and developed more fully in the literature reviewed in Chapter 2.

FIGURE 5.1 PROPOSED SUSTAINABLE INTENSIVE LANGUAGE TEACHING MODEL.

LANGS' modus operandi

Operations is concerned with transforming inputs into useful outputs according to agreed-upon strategy and thereby adding value to some entity; this constitutes the primary activity of virtually every organisation (Meredith & Shafer, 2010: 7). Management staff 3 who directed the direct learning plan described the modus operandi in intensive language teaching at LANGS in the following way

We're pushing the students towards achieving proficiency, reasonably high proficiency level in a very, relatively minimum period of time. It is our remit to get them there. The Defence Organisation expects us to do that if we're going to be to using technique into the program, or an approach where we slowdown that process.

Management staff 3, interview, 2006

The sustainable intensive language teaching model presented in Figure 5.1 is clear in its directions that there is no single all-purpose teaching behaviour style that is effective in all situations. The type of behaviour needed depends on the situation and various comments taken as evidence in Table 5.3. They paint an overall picture of its current culture of operations on intensive language teach in the two cases selected: Persian and Thai Departments at LANGS.

Positive insights for intensive language teaching

A summary of the comments that provided positive insights for intensive language teaching is contained in Table 5.2.

I was interested in obtaining student insights into any restrictions they had experienced in their intensive language course. Another significant question I posed to elicit the conditions of learning language intensively at LANGS was: 'How restrictive was working in a small class of four or five

students with two teachers?’ Persian student 1 expressed it in the following way:

TABLE 5.2 ASPECTS CONTRIBUTING TO POSITIVE INSIGHTS FOR INTENSIVE LANGUAGE TEACHING

Positive Aspects contributing to Outcome	Comment Sources
Expert weekly tuition by native speaker teacher in small groups of 1 to 6 ratio teacher against student; an ideal class size because it permits a range of interactive activities.	PS, TS, PT, TT, STS, NTS, MS
Intensive language learning involves up to 40 hours per week in the classroom, with around two hours' private study for each day in class. Students follow a fixed program using course materials selected to meet specific requirements.	PS, TS, PT, TT
Intensive language learning means that they build upon like a wall. They build upon the foundation that is laid initially and from then on the wall gets higher. There is no time for the wall to break down basically.	TT
Comprehensive and exclusive revision, mock test and study booklets and authentic teaching and learning materials	PS, TS, PT, TT
Individual help and attention from experience language native teachers for trainee in teaching and explaining cultural, word groups with new meaning, difficult grammatical and contextual concepts, one-on-one speaking practice, clarifying language learning tactics and style issues, individual and group feedback, extra class assistance program (ECAP) if needed be, and mentoring.	PS, TS, PT, TT, STS, NTS, MS
Receive practice exercise and audio materials in the form of tape, MP3, CD, and DVD.	PS, TS
Tips on applying linguistic knowledge, cultural awareness knowledge and intercultural and cross-cultural communication skills to achieve workplace tasks	PS, TS, PT, TT, STS, NTS, MS
Individual help with personal administrative issues from teachers and non-teaching staff. Every student has issues that need to be sorted it out and in order for them to learn as well as they can, they need to be, I supposed, they have got to have methods put to them as to how they might best learn and then they have to sort out for themselves how they should be learning.	NTS, TT
Students who had a personal motivation (e.g., a Thai spouse) or professional motivation (e.g., chance of a posting to Thailand) tended to be very highly motivated, and to maintain their skills for years after the course.	TT
Concentrate on core vocabulary.	TT
The people are all driven to work hard usually by their nature of the people that come to LANGS. They're used to courses; are used to Army courses or Defence force courses; they are used to working hard. Although they might be used to working hard on other courses they probably have never really experienced anything as intense as this. Most people would agree that there is nothing outside and there is probably nothing as intense and as tough as this course. There is still this drive to get as good as you can.	TT
I think we need to put more into it and that would, like this course that has just gone and had Infantry Corporals. I am sure they would feel less stress if it was in area which they are already familiar in English. I mean that's the thing I find it very easy or easier to read about things that I understand about in English to read it in Thai or Chinese because you can guess what it's on about.	TT

Positive Aspects contributing to Outcome	Comment Sources
The course provided a good grounding in all of the language skills. Since graduating I have been able to further develop my language skills because I have a sound basis to build on. I can't remember any area of the training that was not helpful or relevant.	TS

That was in no way restricted. It was very freeing in that you know I mean that's small class size, that high ratio of students to teachers make it very effective and flexible learning environment.

Persian student 1, interview, November 2006

Another positive insight was added by a second Persian student who said

I found that to be very good. I find it very conducive to learning and obviously you have to be able to get along with your classmates or your peers. If you don't then it's going to be issues but I think if you can do that you can't ask for a better learning environment.

Persian student 5, interview, November 2006

Self-directed learning in conjunction with good facilities can promote student wellbeing. Appropriate contextual factors provide positive environment to learning. These factors enhance productivity and optimal learning outcomes. Persian student 6 lamented

I don't like [being] supervised. I don't like indoors. I'm more an outdoor person. I don't like sitting in classrooms ... If the classroom is outside, I'll be just [as] excited. I'll be extremely happy. But no, I didn't have any problems with sitting in a classroom.

Persian student 6, interview, November 2006

Effective interpersonal staff–student relations exhibiting some degree of emotional intelligence compliment physical environmental factors. These cordial relationships generate memorable learning experiences, resulting in positive attitudes which help sustain the reputation of an organisation. Persian student 6 acknowledged

The teachers themselves ... They are good teachers. They are very down to earth. They make you relaxed so I have no problems with them at all.

Persian student 6, interview, November 2006

Intimacy is one of the ingredients of effective project coherence. The project members become aware of one another's strengths and weaknesses. Close collaboration leads to organisational effectiveness. Persian student 6 affirmed

Personally I think it's better to have a limited amount of teachers especially for such a small class. ... And these teachers know your skills and know what you are capable of, rather than getting brand new teachers in and they may talk a bit too fast for you.

Persian student 6 interview, 2006.

A small team may have both advantages and disadvantages. It leads to greater opportunities for active engagement but a larger group could be more dynamic. Knowledge can be generated and shared within an organisation. Persian student 7 established

I didn't feel restricted because well obviously there are only two of us. I got to voice my opinion a lot. I just felt that [with] two people here are not enough points of view. One more person would have made [it] a little more interesting. [It] makes the conversation a little more interesting. Debate and things like that.

Persian student 7, interview, 2006.

Restricted human resources may have some impact on project participation and effectiveness. Innovative approaches such as inclusiveness may be adopted to overcome any limitations. Persian student 7 outlined

Like when you're doing interpreting or translating, role play [or] paired work. I think anything you do with two people you can do with three people. If they're role playing and it's not so hard, [you can] bring in another person, [to participate in] watching and listening.

Persian student 7, interview, 2006.

Appropriate resourcing may lead to high quality outputs and organisational productivity. Consideration of the ratio of participating personnel is a form of strategic planning that may lead to organisational sustainability. Persian student 7 proposed

We had two students and two teachers but obviously doing class, just the one teacher. Maybe one teacher to four students is ideal. One teacher: four students. I mean in the classroom. Three people with one teacher I suppose would be all right.

Persian student 7, interview, 2006.

On the issues concerning restrictions in intensive language teaching and learning situations, Persian student 8 valued friendship as a key moral support in intensive language learning success. He made the following points

I suppose what made it ideal was the ratio for one. The fact that we had two for one teacher teaching at one time and 5 students so it was easy to get one on one during the class if one person has a problem but also the relationship we have with the teacher was more of a friendship.

Persian student 8 interview, November 2006.

Similarly, I posed follow-up question 10A to Persian student 8 in order to elicit the points made about restriction in intensive language teaching and learning situations. Persian student 8 valued student-staff-ratio of low face-to-face and personal contact and classroom interaction as an ideal intensive language learning environment when he said

I didn't find it restricted at all. I thought it was ideal for learning. We had a small environment so you're getting nearly one on one at some times. It was great. That's I think heaps better than anything you get when you're in high school when you've got a classroom with 30 people and one teacher. I mean. We only had five students. I thought it was ideal learning environment.

Persian student 8 interview, November 2006.

When I posed a follow-up question to elicit the issue of friendliness of the relationship with the teacher-student that enhanced the learning condition Persian student 8 responded as follows

Yeah, and that also I think also helps to create, to make the class a bit more exciting and less I suppose, that would have help stop boredom kicking in I think. No. Because of that feature: relationship, good relationship and things like that were ideal.

Persian student 8 interview, 2006.

In response to follow-up question Q6E ('OK because of the friendliness of the relationship with the teacher-student that enhances your learning? In order to ascertain other ideas?'), Persian student 8 responded emphatically

Yeah, and that also I think also helps to create, to make the class a bit more exciting and less I suppose, that would have help stop boredom kicking in I think.

Persian student 8, interview, 2006.

In relation to my question to elicit the feelings of being restricted from a small class size, I posed a question: 'How restricting is it being in just a small class with one or two teachers?' All of the students liked the small class size; e.g., one student responded in detail

Not really, the majority of the year we only had the two teachers and we started it off with six students and then went down to four but I think it's pretty good number to have. You still get the variety of speaking to different student...I think the ideal ratio between teachers and number of students would be probably three [students] to one [teacher]

Persian student 9, interview, 2006.

Curriculum and workplace language skills

In a world of language teaching where change, resource consumption, curriculum, assessment system, language relevance to workplace are

becoming critical issues, both Defence and LANGS are required to undertake innovation within its school-based curriculum planning (Soliman et al, 1981). When it comes to the importance of curriculum in terms of framework for operation, Management staff 1 commented

A water tight, effective curriculum is crucial because if you don't have that as your framework for understanding the rate of intensity and where you start and where you finish and to achieve what types of learning outcomes and training outcomes.

Management staff 1, interview, 2006.

On the issue of curriculum, Management staff 3 defined the term curriculum from intensive language training perspectives in the following way

It is an important document that sets down what is taught on the courses. And, that's quite important as a plan and attack for a year ahead. It's also a record of you've done.

Management staff 3, interview, 2006

Business products are specified and demanded by market segmentation. The specifications determine the operations, procedures and processes. In terms of LANGS' products and curricula, such as the General Language Curriculum Management staff 3 explained

In normal education, we talk about the curriculum from which syllabuses derived where we talk here in this institution [LANGS] of curricula that are in fact syllabuses. Well, it is used interchangeably here...put simply the curricula that our staff do here are drawn up to a model which is set and laid down by Air Force.

Management staff 3, interview, 2006

Quality control of a product is vital to market sustainability. Market sustainability requires customer satisfaction and endorsement. Product

modification may be required. Management staff 3 commented about student number eligible to fit for each course in the following way

The base line is determined by the LOTETAG. Now if members of the LOTETAG say, “Look, the base line is too low”; well then, steps could be taken to change it.

Management staff 3, interview, 2006

The evolution of the General Language (GL) Curriculum

The Persian General Language Curriculum has not undergone an evolution similar manner to that of the Thai General Language Curriculum. Instruction has been 30 course periods of 50 minutes’ duration per week; the total contact time after deducting administrative, military and recreational periods is almost 1200 hours. LANGS’ curriculum was flexible and individualistic during the 1970s and 1980s. Thai staff 1 who oversaw the ‘B’ Grade Thai curriculum at that time said

Choice was not available in the 60s, 70s and 80s *modus operandi* of LANGS. The Eurasian Thai was the first lecturer in charge of the Thai Department to conduct the early Thai courses at LANGS using the ‘grammar-translation’ technique, probably because the language teaching methodology community at the time was ‘grammar-translation’.

Thai staff 1, interview, 2006

Learning language in the 60s, 70s and 80s emphasised recognition of syllables words, sentence structures and equivalent meaning in the target language. Thai staff 1 added

Learning to read the Thai script was emphasised before learning to speak. Pronunciation was not considered important and this is even now reflected in the accents of those early learners. One feature of this early curriculum was that it produced superb ‘readers’ and ‘translators’.

Thai staff 1, interview, 2006

The performance of the linguists did not fully meet the stakeholders’ language capability requirements. Thai staff 1 added

...the necessity for correct speech caused me to scour Bangkok for suitable course materials and methodology which matched the graduation requirement.

Thai staff 1, email interview, 2006

Operations within specific organisation are dictated by the context and its organisational culture. Appropriate protocols may need to be observed. Thai staff 1 noticed

There is a huge difference between language teaching in civilian and military environments. Military language teaching has more in common with barrack-square drill than classroom instruction.

Thai staff 1, email interview, 2006

The Army Education Corps' Captain, responsible for changing the Thai Course at the time, went on to classify his method of instruction as 'a military-based training style'. He reflected on this, saying

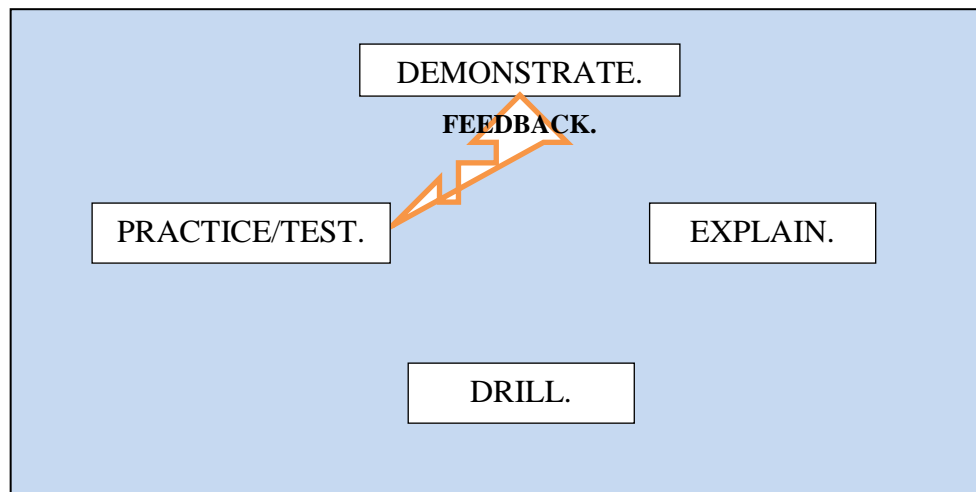
Mine was not a teaching style so much as a military-based training style: demonstrate, explain, drill, practice and test.

Thai staff 1, interview, 2006

It is through training that ideas, concepts and theories are translated into practice; into the teaching, learning and assessment programs that form the day-to-day experiences language for trainees when LANGS becomes a part of the Army's Training System; it is graphically represents in Figure 5.2. Thai staff 1 concluded that although some people criticised this technique as 'mindless repetition' he valued it as nothing could be further from the truth that the teaching of language was of mindful repetition conducted for specific purposes.

The methodology used by American University Alumni's (AUA) Structured Approach was integrated into Thai teaching method at LANGS. Thai staff 5 who was the student at the time expressed his experience of learning Thai at LANGS in 1990 in the following way:

FIGURE 5.2 THE MILITARY-BASED TRAINING STYLE USED IN THE THAI LANGS DEPARTMENT, 1975-1986.



LANGS tended to use a mixture of curriculum based on aural-linguistics (early phase) and communicative competence (later phase). It was actively stressed that students should not get ahead of their peers...it was only in the final phase of the course when learners could access the different resources available, that they could move towards task-based activities which supported the requirements of their individual career stream.

Thai staff 5, email interview, 2006

Materials: Thai and Persian languages

The question: ‘Did you learn the language straight from the true script of Persian or just go with the Romanised form at the beginning?’ was introduced to highlight the state of intensive language learning at LANGS. When it comes to the choice between starting learning the language straight from the target language scripts, Persian student 7 reflected

We did a transliteration. Is that what they call it? Which is just Persian words written in English letters and basically just sound it out in English letters and you know uh little dashes and things like that so that we know how it sounds and then we went on to script after.

Persian student 7, interview, 2006

Despite the difficulties, the target language offered learners the preference of commencing the course using the target language's script; this remains divisive. When pressed by referring to other participants' judgements made earlier, Persian student 7 claimed:

I just like the way we did it. Gradually build up, yeah, we always we learn the alphabet from the start like the Persian script alphabet but yeah how we were doing our work in transliteration and then just every now and then incorporate a bit of script and all that. I think it just made it easier because you had something familiar to focus on rather than just you know a lot of scribble and then when you try to remember words and that you actually had you know these familiar letters for...so remembering vocabulary and that kind of thing. I think it really helped.

Persian student 7, interview, 2006

When pressed by asking as to whether student participants prefer starting off their language learning materials with Romanised forms and gradually introduced the script, Persian student 7 gave the following verdict, 'Script yeah!'.

When it came to materials in intensive language teaching, Thai staff 1 gave the following advice

Material should be carefully graded in order to progressively develop students' knowledge and skills. Frequent up-dates to 'keep material current' are rarely necessary. Core language does not change that much.

Thai staff 1, interview, 2006

During term one, both Persian and Thai courses use both Romanised/Target language script version of materials and later dropped to only the target language. Persian student 6 commented about the mixture of Romanised form of language during the early stage of the course in the following way

We started both actually. We started with the Romanised form and then at the same time with the Romanised we were learning the script itself. Then half way through the year, or three months into the year itself, we got rid of the Romanised form, and we started reading straight from the script.

Persian student 6, interview, 2006

Perceived positive and negative emotion in intensive language teaching and learning

Based on my own teaching experience and the available data in this study, I am confident in saying that intensive language teaching, learning or acquisition is directly linked to emotion and feelings of need satisfaction, achievement, satisfaction of dynamic and effective leadership, recognition and reward within the questions: (1) what intensive language teaching is, and (2) what intensive language learning is. These two themes can be regarded as imaginary barriers, the blocking or thwarting of goal attainment, resulting in frustration and fear that may form ubiquitous aspects of intensive language teaching and learning cycle. These two themes are now analysed in turn.

Thai approach to intensive language teaching

Students learned Thai through listening to an initial explanation of aspects of the language in English. They began to learn vocabulary, dialogue and narrative using Romanised script of the Thai texts before learning Thai script materials. Word formation was developed by adopting a phonic system. Students learned how to compose words and to identify tone rules. They then read the grammatical and cultural explanations in English and later replaced them with Thai explanations.

Structures comprise a multifaceted arrangement of elements. The elements are connected in a balanced manner. For every action there is an equal and opposite reaction. Thai staff 1's experiences of language teaching and its accompanying students' learning responses are listed in Table 5.3.

TABLE 5.3 THAI APPROACHES TO INTENSIVE LANGUAGE TEACHING

DOMAIN	Teaching
Script	Take a known word; break it down into its component sounds; teach the symbols that represent those sounds; switch the symbols around to represent other words.
Vocabulary	Teach about 15-20 words per day, five days per week. Teach a core vocabulary of 3,150-4,200 words, carefully selected for functional usefulness during the 42 weeks. Listen-and-repeat drill first, then teach reading and writing then, explain meanings, give examples of usage.
Pronunciation	Teach by adopting a 'phonics systems' via an explanation of how the sound system works, followed by listen-and-repeat drills.
Grammar	Teach in the context of functional dialogues.
Dialogue	Teach situational/functional dialogues e.g., how do you attract the attention of someone whose name you do not know? You say 'Khun khrap.' And if you know their name is John, it becomes 'Khun John khrap.' And so on.
Narrative	Introduce graded readings to progressively introduce written grammar and further expand vocabulary.

The saying, 'Spare the rod, spoil the child', was applied to students learning Thai at LANGS. Students learned Thai through repetitive practice and recycling vocabulary in language usage. Thai staff 1 added

Keep on drilling them [students] until it is second nature. Some people criticise this technique as mindless repetition. Nothing could be further from the truth. It is mindful repetition, conducted for specific purposes.

Thai staff 1, email interview, 2006

Immersion into an organisation requires the implementation of an organisation's standard operating procedures. Operating by observing the standards and norms are essential to survive and thrive. Thai staff 2 commented

The School of Languages has a semi or pseudo immersion environment in the sense that the language is used as much as possible all day; the student is required to do two-three hours' study per evening.

Thai staff 2, interview, 2005

Confidence plays an important role in performing tasks. Increasing familiarity with the operational systems help achieve the business goals. The achievement helps promote a positive outlook. Thai student 3 added:

At the beginning of the course, I was a bit nervous as I had not undertaken a course such as this before and did not know what to expect. However, as the course progressed I became more comfortable with the course and familiar with its structure which made learning more comfortable. Initially I felt a bit overwhelmed with the amount of work required, combined with the fact that it was an entirely new alphabet, but after a while became more comfortable. The amount of testing also overwhelmed me at times.

Thai student 3, email interview, 2006

Introducing measures of expected behaviour is vital in any practice. Everybody must conform to conventions to some degree. Teaching methods influence learning strategies.

Oral communication is essential for interpersonal and mass communication. Effective social interaction demands competent speaking skills, listening skills and cultural awareness. Business acumen requires good verbal and aural communication.

Persian approach to intensive language learning

Manual writing skills such as hand angle and line movement play an important role in developing motor learning skills. This process facilitates language production and mastery to achieve initial outcomes. This ability serves as a performance indicator. Persian student 1 reflected

It was the way that the [Persian] script is written, we were taught everything from right down to how you start your pen here and you go up here and you join it there. When the following consonant was joined like this, it met [where it needed to.].

Persian student 1, interview, 2006

Comprehensive problems-solving learning strategy was adopted in the year-long intensive General Language Curriculum. This strategy provides deep linguistic knowledge. Persian student 1 perceived

We dealt with all the problems as they [teachers] went through. I have seen it taught in the short courses where they were just completely bamboozled because here is the list of alphabet but no real conception of how it went together.

Persian student 1, interview, 2006

Students learning Persian undertook extensive training in writing through the gradual phasing out from Romanised scripts to Persian. Learning input derived from logical planning and script presentation. Word formation formed an important step in language development. A clear grammatical structure was learned and applied. Students started to read graded authentic materials. Romanised script was used to assist pronunciation and develop speaking skills. Dialogue was learned both informally and through role-play. Persian staff 2's experiences with student learning are reported in Table 5.4.

TABLE 5.4 INSIGHTS FROM TEACHING PERSPECTIVES – PERSIAN CASE

DOMAIN	TEACHING
Script	We use first Romanisation because it helps and gradually use [Persian] script. We start with the alphabet one by one. We've got vowels but we drop them later. They learn the vowels. They learn the alphabet one by one. But when I say one by one it doesn't mean that I say, well this is ABC. ... They learn them [alphabets] three at the time because first they have to practise writing from right to left. When they learned that, we try to make them learn how to make words with those three letters and they write them.
Pronunciations	We use a small group for that [speaking]. And while we are doing the labs, well, they have to listen at the beginning and then talk in small groups and we use transliteration, which makes it very clear for them to learn how to pronounce it.
Grammar	They learn the structures. They can identify where the verb is in that sentence because our structure is very different from English, for example, you say, 'He is eating.' 'Eating' is your verb at the end.
Dialogues	The dialogues were mostly role-plays. We teach them like watching movies and they role-play, using photos... sometimes just sitting and chatting about hot gossips, about anything. I think they like it. What we do is we use what they are interested in for a start. We practise what they get in textbooks for a little while but we want to stop that because then they get bored. At the beginning the textbooks [used] at the first weeks, they are very short and not many lines of text. Then we try to expand it. So, we don't worry [about using the textbooks rigidly] so that's why they are so good. Our students, when they went to Iran last year, they were very happy. People understood them very well. They understood they people very well because we only didn't say that we should only use the textbooks. You should prepare them for real life.

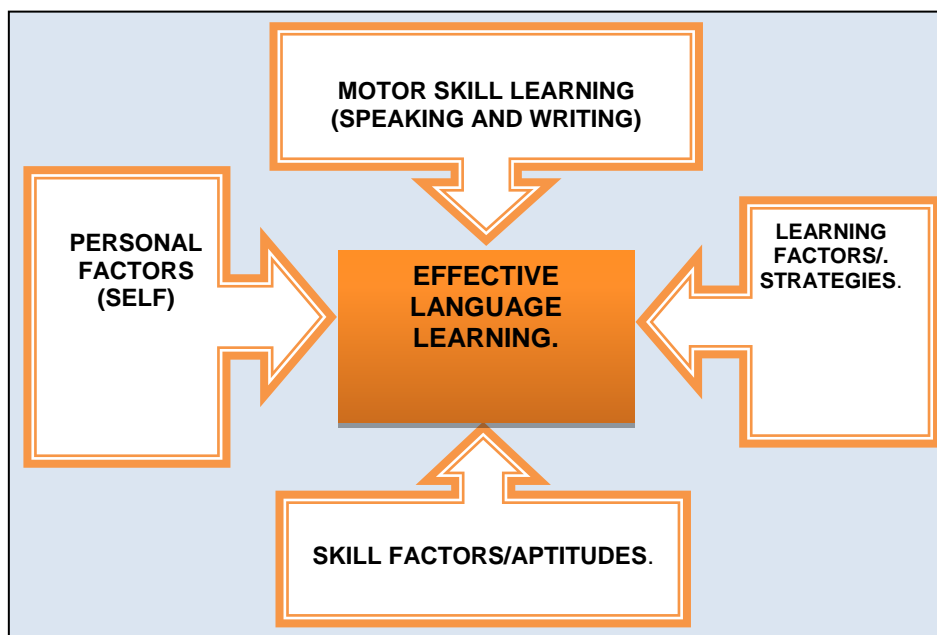
Persian student 1 valued the teaching as aspects dictating how he learned Persian language in the following way

I think that whole rule set that they gave us at the start, combined with the way the writing was taught to us made the reading just easy. We can see immediately how a sentence was structure because we work on structures and sentences ourselves.

Persian student 1, interview, November 2006

In intensive language learning, two major types of interactions: active and passive language interaction. Active language production involves learning through motor skills, which essentially are specific muscular responses made to attain a specific language proficiency and language development. The musculo-skeletal and the nervous systems of the body are the most important in the performance of motor skills in writing linking to speaking proficiency. Four major categories that are important in effective language learning through motor skills are depicted in Figure 5.5.

FIGURE 5.5 EFFECTIVE LANGUAGE LEARNING MODEL.



Cultural awareness has been identified as a specific individual and collective training need, both in terms of knowledge to be acquired and as an interpersonal skill to be developed (Miller, 2001: 44). Cultural awareness in intensive language teaching is the term we have used to describe sensitivity to the impact of culturally-induced behaviour on language use, communication, engagement, participation and paralinguistic features such as dress, gesture, facial expression, stance, tone of voice and movement as well as everyday motivation, attitudes, beliefs, values and feelings.

Immersion

Awareness of one's culturally-induced behaviour, ability to explain and clarify one's cultural standpoint, and ability to explain and clarify others' cultural standpoints are considered important in intensive language teaching and learning.

Local target language communities can provide opportunities for students to engage in language interactions culturally and linguistically. The communities are a rich source of speech acts. Persian student 2 commented

Because we don't get the ICT we've been going down to Thomastown and Dandenong which is a little Afghan community, quite a few restaurants and stuff, shops and stuff. The community is quite good. As soon as you greet them in Farsi or Dari, they're really excited about it.

Persian student 2, interview, November 2006

Confidence is an important attribute of communicative competence, sociolinguistic competence and linguistic outcomes. Persian student 2 proclaimed

There was a case a couple weeks ago we had a Cultural Day and there is a guy here in Australia that only has been in Australia from Afghanistan for a couple months. And I was using my skills that I have learned here to interpret between him and the short course which has only for a matter of

five weeks at that stage and I feel that I can communicate to a pretty good level.

Persian student 2, interview, November 2006

Persian student 3 added they could not attend the in-country training component (ICT) of the curriculum because Iran had denied them access visas. The only other country with a significant Farsi-speaking population is Afghanistan; however, for operational reasons, they were not permitted to visit there. Dubai would have been a good choice; however, an Australian embassy staff member had been ill-informed on opportunities for meeting Farsi speakers. This official is reported as having said

Oh, no there are not a lot of Farsi speakers there. There is no media in it. There is nothing.

Persian student 3, interview, November 2006

Persian student 3 totally disagreed: he was able to speak Farsi (Persian) with many people down the street in Dubai at a level better than 30 per cent of the native population. He observed

There were TV programs. There are newspapers. There are... so what happens is that whoever makes the decision about whether or not it can be used by ICT has taken the word of the embassy as gospel and haven't bothered to investigate any further. They have been lazy.

Persian student 3, interview, November 2006

In-country training reflects the practice of everyday life (de Certeau, 1988) of the target country and has been a carrot for trainees and is always regarded as significant and positive elements in learning language from an immersion perspective. When student participants were asked about the most suitable and effective length of the ICT, Persian student 9 made the following suggestions

I think if they also want to incorporate ICT as well like the studying and that sort of stuff. You do that for say a week and then you also I think need a fair probably a week or so of your own time just to travel around and experience things for yourself. So I think the best way to learn the language further is to actually get out and experience different parts of the country and see the different cultures and just speak to different people. So I think finding all those three things would probably take up to 3 weeks of the program. I think it not only. I think it even give you a bit of a goal as well at the end of the course.

Persian student 9, interview, November 2006

Organisations invest in their future by initiating projects, programs and portfolios as a means of achieving organisational success. The utilisation of program and portfolio management processes and skilled program and portfolio managers continues to rise. Thai staff 2 made the following observation

I think in those days we did operate more from long established textbooks such as the Thai Cultural Reader, the AUA materials and things like that, and it did suffer from the lack of authentic materials in many ways. We came on to it at the end with our newspaper reading and things like that, and they were more limited in the scope that I was talking about so the same report of the same style of article came up time again and that was good.

Thai staff 2, interview, November 2005

Goals are what organisations hope to achieve in the medium-to-long term future (DeCieri & Kramar, 2005: 682) through RACI (responsible, accountable, consulted, and informed) matrix (Meredith & Shafer, 2010: 221). In designing a language course one may bring the concept of project management into play. A project is a method for getting work in an organisation done. It comprises a set of inter-related activities and tasks. They are completed by a work team (non-teaching staff, teachers and students), and represent a finished product or service output when it is

completed. Time is allocated to stages of the project. Tasks and activities are determined for the measureable outcomes. During the initial stage of a language course Stakeholder 1, who is a language manager for the Army, proposed the following

Let's say we make this [course] 50 week or close to a year, I will be looking at something on the line of 10 weeks. This will be the compulsory and that will give you all the standard, general, conversational, day to day vocabulary, sentence patterns, those sorts of things.

Stakeholder 1, interview, 2006

The next stage of the project requires development of key result areas (KRAs) of a program measured by key performance indicators (KPIs). Knowledge is actual or procedural information that is necessary for successfully performing a task (DeCieri & Kramar, 2005: 683)

Extension activities are undertaken. Expertise or the concept of subject matter expert (SME) is incorporated. At the extension stage of a language course, Stakeholder 1 suggested

I will then look at perhaps the next say 10 weeks and in that time I will provide an introduction to specialisation. That's like in a military school here like here [LANGS] I will start to introduce some military terminology into the conversation and the exercise and those sorts of things.

Stakeholder 1, interview, 2006

The concluding stage of the project culminated in a consideration of the goals and the outcomes. The formative activities are executed while being appraised against prescribed criteria. Mawer (1999: 60) claims: 'the workplace is the curriculum'. At the final stage of a language course, Stakeholder 1 advocated

And the final 30 weeks, that's where it would be, we might call 'Freelance' or 'Open subject matters', where you might use things like

newspapers. Of course you would start with simple articles ranging to more complex articles, radio broadcasts, perhaps some television.

Stakeholder 1, interview, 2006

A variety of resources are required throughout the project. The flexibility and sophistication of the resources influence the goals and the outcomes. Resources for a language course that Stakeholder 1 recommends are

It might even be some materials that the staff have actually recorded themselves to replicate news broadcasts or whatever but during the second half of the course. That's where I will be focusing on the sort of language training where it can be a bit more flexible and perhaps for the students less predictive.

Stakeholder 1, interview, 2006

A quality assurance stage of the project involves testing and debugging prior to the sign off stage. Language learners are exposed to real a world language, speech acts and speech community. Stakeholder 1 concluded:

Let's say weeks 30-35 at some time in there that where I would include an ICT. It might be, let's say 2 or 3 weeks. They can actually use the language in country. If you were to have it too early even though they might enjoy it, they won't really use the language. If you have it too much towards the end of the year it will be too much like a holiday but at about that period they've got enough of the language that they can use in country. Those who have a bit of trouble with the language will get a bit of a boost, a bit more incentive and also they come back and there are 15 to 20 weeks from the end of the course. It will give them that incentive to continue progressing to the end of the course.

Stakeholder 1, interview, 2006

The majority of participants wanted to see the length of in-country training longer than two weeks. Management staff 3 made the observation about the length of LANGS' in-country training in the following way

I'd like to see all our ICTs out for 3 weeks but bear in mind that we've had some very successful ICTs at 2 weeks.

Management staff 3, interview, 2005

Emotions in intensive language teaching and learning

Trainees have a need to accomplish a particular language skill set or goal, we would say that the trainees are motivated. Motivation assists learning and is likely to have a profound impact on skill acquisition (Martin & Chakravorty, 2005). In intensive language learning instrumental and integrative types of motivation are well documented. The best motivations are a desire to learn a language skill and a desire to improve their performance, proficiency and competence. If trainees have a positive attitude they are more likely to learn language better.

Emotions have the potential of positively or negatively influencing the competence and performance levels of language tasks. Some trainees perform communicative language task better with the native speaker audience, in front of peers and instructor in the class, while some do worse. When trainees are in a communicative situation it is necessary that they control their emotions so as to concentrate on the linguistic competence, sociolinguistic competence, intercultural competence, and compensating competence of the overall language task being performed. Trainees are trained not to let the native speakers' natural speed utterances in the real-life language use or the assessor's natural speed utterances in the testing context affect your language engagement activities and interactional speech acts. Trainees were trained not to let their emotions interfere with their performance of language tasks and with their intensive language learning processes.

I am aware that teaching is an emotional practice. To that extent I posed a specific question to elicit the emotional states of learners experiencing intensive language learning at LANGS in terms of how boring it was doing

intensive language course, 5 days a week and nearly all day long. The purpose was to find future best practice to cater for trainees' well-being in learning language in military training environment. One of the Thai trainees expressed her experiences learning language at LANGS as a 'roller-coaster' experience. This is relating doing a language task well one day but language retention lost can be lost and a trainee might not necessarily do well the next day. Thai student 1 commented

Emotions then take a roller coaster ride over the year as success makes you happy and hard work and the feeling of uncertainty can be stressful. Overall I am on a massive high learning a language because I love the challenge and I love communicating.

Thai student 1, interview, November 2006

Thai student 3 supported that 'roller coaster' emotional aspect of intensive language learning when she commented

I really did view this past year as an emotional roller coaster ride as one day you would feel that you are grasping the language and the next you might feel that you really don't have any idea.

Thai student 3, interview, November 2006

Personal interest and curiosity can drive a student's learning outcomes. It can inculcate a positive attitude, sustain interest and maintain work-life balance in dealing with the challenges of learning a tonal language. Thai student 1 said

When I knew I was coming back to learn an Asian language I was excited to think of the challenges that lay ahead. I was interested to see the different teaching methods. This year was an amazing experience, I loved learning a tonal language and I believe that I have achieved a lot this year. It is one of the highlights of my life.

Thai student 1, email, November, 2006

Esprit de corps is important in intensive language teaching. Relationships play an important role in success. They are an integral part of communication and interactions. Learning effectively in a small class demands emotion intelligence. Thai student 1 continued

Being in a small class was great. Having such a close relationship with fellow students and with the teachers was a very positive situation to be in.

Thai student 1, email, November, 2006

Fear of the unknown can have a negative impact of a learner's emotional state. Doing a language course is an investment that has associated risks. Thai student 2 reflected

I was not sure of how the course would be conducted. I was not very confident at the start, but gained confidence as the course progressed.

Thai student 2, email, November, 2006

Experiencing continually new incomprehensible input leads to a negative emotional response; however ongoing clear expectations can generate a positive attitude towards learning. Thai student 2 commented

Initially I felt a bit overwhelmed with the amount of work required, combined with the fact that it was an entirely new alphabet, but after a while became more comfortable.

Thai student 2, email, November, 2006

Intense and ongoing monitoring can engender discomfort; confidence develops through guidance and support. Thai student 2 claimed

The amount of testing also overwhelmed me at times; but again after a while and after some practice tests, I became more comfortable with the testing regime.

Thai student 2, email, November, 2006

Managing frustration is essential in intensive learning for work purposes.

Thai student 3 lamented

The entire year was stressful. Sometimes it is more stressful than others.

Thai student 3, email, November, 2006

Criterion-based language learning is a challenge towards which one can only hasten slowly. Perseverance, passion, patience and courage must be realised.

Thai student 3 added

You are constantly trying to reach a standard of being able to competently communicate in the target language. This is something that can be really frustrating because it certainly doesn't happen quickly and there are many days when you feel like you're getting nowhere.

Thai student 3, email, November, 2006

External circumstances such as family demands affect emotional reactions and performance in language development. Thai student 4 recounted

I was excited and anxious to learn of another people and their culture, as well as their language. I did, however, feel much frustration, disappointment, and at times, shame, throughout the course due to the failure to perform to my actual potential in light of my personal circumstances this year.

Thai student 4, email, November, 2006

Not all paid students have a positive experience of learning in a well-conducted course, despite achieving good results: Thai student 4 had a negative response to nearly two-thirds of the program

This course was both very stimulating and satisfying emotionally. [My] experience was not a good one with me in fact hating about 60% of my experience.

Thai student 4, email, November, 2006

Expectations of peers from a short course influenced the learning environment. Fellow students' attitudes aggravated Thai student 5; he stated

I was exceptionally angry with those individuals, in particular the officers on the three-month course, who did not quite understand the intensity and commitment involved in the long course. These emotions were not a result of the course itself but with those in the learning environment.

Thai student 5, email, November, 2006

The experience of a changed role with lower status in society as a student can be emotionally challenging. Thai student 6 described

You are in the classroom. You are a student again 100% of the day. I think they feel more vulnerable probably. And then if they feel that they are not doing well, that can create insecurity, tension, frustration or anger.

Thai student 6, email, November, 2006

In the Persian cases, when asked if participants found the intensive language learning boring sometimes, doing all day long five days a week, Persian student 6 commented

You find that [boredom] everywhere if you're doing the same thing day in and day out does get boring. I prefer to go out and get a scrub my eyes. I like a bit of fresh air and things like that.

Persian student 6, interview, November 2006

Within this key issue I will discuss a foreign language learning conditions at LANGS seem to make trainees felt that learning language intensively monotonous rather than boring. I argue that what was learned by the adult trainees with prior disciplined behaviour, monotony was perceived as not used in a realistic way, which made learning a perceived monotonous leading to some degree of boredom. The teacher was always the centre of attention and was there to listen, read and write and somehow master the language features and cultural awareness and to gain the knowledge from the teacher but somehow my automated response to all this was unpleasant, not

meaningful and uninspiring in the trainees' intensive language learning adventure. To be more successful and relevance of materials and learning to take place in learning language at LANGS, the learning must be purposeful, motivational and above all, engage the learner with language task-based approach and participative, consultative and intercultural-activity approach. When asked what boredom in the intensive language is, Persian student 6 added enthusiastically by saying

Boring? [laughing] Yeah; just monotonous, like going over the same thing again and again and again, just drilling. Mate, yeah. Oh really, okay. You want to know this one.

Persian student 6, interview, November 2006

Boredom can result from the ongoing demands of distinguishing between different tones, shift of meanings in vocabulary based on new combination of word groups, and changes of meanings with cultural context. It may cause by monotonous learning and teaching activities. Thai student 1 said

I did not find it boring because it always felt like there was always something new to learn, however I did feel tired at times. Obviously everyone has their own interests so some topics were more boring than others.

Thai student 1, email, November, 2006

Another essential aspect is to know the goals or expected outcomes or in LANGS General Curriculum's Course Training Outcomes (CTOs) towards which trainees are working. The language sponsors should be careful to set their realistic goals or training outcomes that are within trainees' capabilities and within the length of the course specified. If the goals are too high or the CTOs are too high within the limited time available couple with the language skills the trainees are attempting too difficult, then trainees may get frustrated. Trainees will generally learn more rapidly if they feel that they have achieved and successful and satisfied with their efforts.

Many trainees strive for unrealistically high goals which inevitably result in feelings of failure when not achieved. Thai student 2 commented when asked to comment on the language intensive training that trainees received as to whether it was sufficient for their work related role or not. Thai student 2 gave his stories in the following way

I believe it was sufficient for my purposes. While I understand that it is the basis of the language, and I should continue to use and further study the language, I believe that this course has given me the confidence and ability to go out and integrate in Thai society and utilise the language every day.

Thai student 2, email interview, November 2006

I argue that effective process is critical in intensive language teaching business practices. According to <http://www.businessdictionary.com>, process means ‘Sequence of interdependent and linked procedures which, at every stage, consume one or more resources (employee time, energy, machines, money) to convert inputs (data, material, parts, etc.) into outputs. These outputs then serve as inputs for the next stage until a known goal or end result is reached’. Flash cards or palm cards are one of the key weapons in student’s approach in getting on top of language understanding and making achievement leading to their competency in performing various language tasks using their combination of language learning achievement and language proficiency developed over the period of their intensive and extensive training opportunities. Thai staff 5 said

Symbolically, there was the public burning of flash cards as learners progressed from initial to more advanced proficiencies; and the greater importance of an individual’s pattern book, where linguistic patterns of importance to the learner/graduate were recorded and reviewed.

Thai staff 5, email interview, November 2006

The argument is the extent to which the current expected course training outcomes (CTOs) of the four macro skills which were specified as L2+, S2+,

R2, W2 for the Australian Defence Force's Group 3 language such as Persian and Thai realistically set? The majority of participants expressed satisfaction with the set standards, for example, Management staff 3 said

I do feel we should be investigating new and innovative approaches to do our teaching at the same time balancing that up against the needs to get, you know, a considerable amount of materials done within a limited period of time.

Management staff 3, interview, November 2006

Nevertheless, Thai staff 1, who is recognised as one of the most competent Thai linguists in Defence's Army Education Corps' circle and once was in charge of the Thai Department and drove LANGS' training outcomes in Thai language (Group 3 language designated degree of difficulties), commented on the suitability of course training outcomes (CTOs) for Thai, based on the Australian Defence Force Language Proficiency Rating Scales – an industry standard at LANGS as follows

I would suggest that L2 (Listening ADLPRS Level 2), S2 (Speaking ADLPRS Level 2), R2+ (Reading ADLPRS Level 2+), W2 (Writing ADLPRS Level 2) - are more realistic objectives, and adequate for initial employment as ADF linguists.

Thai staff 1, email interview, 2006

Persistence is another important personality factor. At the beginning stages of learning language which also heavily involved learning motor skills in speech and writing scripts, particularly the complexity of tones, it is easy to get frustrated. Persistence on the trainees' part is essential to get past the initial difficult stages in dealing weirdness speech mechanism, unusual way of articulating target language sounds; however, at all times trainees must be analytical, and make alterations, as necessary, in their techniques. If they are persistent, keep trying, keep taking risk, and keep practicing it, the language skill will gradually be mastered. The question 'What are your experiences of LANGS in relation to intensive language learning and teaching?' was asked to participants. Thai student 1 explained how he learned Thai

After my first experience at LANGS I realised very quickly that extremely hard work is needed to be successful at learning a language. When I knew I was coming back to learn an Asian language I was excited to think of the challenges that lay ahead with learning.

Thai student 1, email interview, November 2006

Emotional cravings in language awareness

Dealing with language differences can trigger emotional state. Differences between students' first language and operating in a new system require physical and mental adjustment. Outputs may fluctuate when performing an unfamiliar task due to one's existing skills, knowledge and attitude. Thai student 2 revealed

I really did view this past year as an emotional roller coaster ride as one day you would feel that you are grasping the language and the next you might feel that you really don't have any idea but I understand that this was all part of learning a language intensively.

Thai student 2, email interview, 2006

Learning languages tends to place high value on being patient and tolerant. High sociability also affects how people talk to each other. Confidence in using the language helps stabilise one's own emotional identities when leaning language. Thai teacher 3 revealed

Students need to feel confident about their abilities. I considered that it was important to acknowledge students' emotional needs and try to have them remain objective about their reactions to staff and the course.

Thai teacher 3, email interview, 2006

Boredom may affect the optimal learning outcomes. Thai teacher 3 added

It is important to vary activities, including getting out of the classroom by undertaking language-related activities (e.g., restaurant visit, car rally with

instruction in the target language) or have a guest teacher from Defence International Training Centre.

Thai teacher 3, email interview, 2006

The degree of contrast of language in relation to English and language learning etiquette create emotion-based learning. Persian student 6 revealed

It's a difficult language. It's a difficult language. It's not tonal like Thai. I think the hardest thing is actually script. There is no gender and things like that included. That's the thing. You've got the words for wife, husband, daughter, woman and man.

Persian student 6, interview, 2006

Meanings that are being made by the language will give the participants a great deal of information about the kind of situation they are in dictates students' emotional states. This is significant for the types of material such as 'Small Talk' used in the Thai course. I asked student participants to elicit the 'know how' insights: 'How did you feel with language structure that is different?' Persian student 1 responded to the importance of grammar training essentials in the following way

See this was where the grammar method came into it up. Because we were shown what the difference is. In each sentence there is a rule that said from English to Persian, you change the sentence in this way. That's just makes it all click into place for us. That means we wouldn't have to think about each sentence.

Persian student 1, interview, November 2006

I followed up the participants' feelings and experiences of trainees' dealings with language structure differences from their first language namely English by asking a question: 'How did you respond to language structure differences?' Persian student 2 gave his insights into this issue in the following way

We were basically being taught how to build the language from scratch. Build sentences so and then, 'Here is your vocab; here is your sentence; here is your verb; here is your noun, your adjectives. Here is the rule for how you assemble that into a Farsi sentence. Create sentences a lot. We did a lot of practice on that too.

Persian student 2, interview, November 2006

When it came to a consideration of how participants felt about the difference between the structure of Persian and English, Persian student 2 commented

I actually found that interesting here I spoke once I was fluent in my Farsi. I speak more Farsi in a week than I would English because I was a live in student. I live by myself. I didn't interact with very many other people face to face whereas I was talking to 30 hours a week in Farsi. I wasn't talking for 30 hours in English so it does become very second nature, very fluent.

Persian student 2, interview, November 2006

I also asked to elicit how adult learners with military, federal police and Australian public servants in Defence backgrounds respond to the structures of the language that are different. Persian student 5 shared his experiences in the following manner

As I just explained, in English we bring our verb in the middle of the sentence and sometimes right at the beginning whereas in Farsi the verb generally comes right at the end.

Persian student 5, interview, November 2006

I posed two follow-up questions to student participants: 'How did you feel about the structure of the language like Persian and the difference from English? Does that contribute to your confusion and difficulties in learning and frustration?' The purpose was to get a broader perspective on this issue. Persian student 8 explained this in the following way

I think where most of the teaching time the teacher put into and that's where that's where the confusion probably would line the most.

Persian student 8, interview, 2006

I posed a further question to student participants to elicit comments on the structure of Persian and English language; the differences between English and Persian were emphasised by. Persian student 8 spoke of the confusion caused by differences in sentence construction

If it's going to be confusing that'll be the major point of confusion, definitely. Yeah, well just, I mean, you learn the simple thing like a simple sentence where there is one verb. Obviously it's different in Persian than in English but I suppose when we are going to more complex sentences where you have multi-verbs and then you bring in different tense.

Persian student 8, interview, November 2006

Good use of grammar without any confusion by language learners can be key clear performance indicators of reaching the learning outcomes. I questioned student participants to elicit how confusing was it learning the language course and how adult language trainees it if any. When asked if learning the language intensively, made participants confused or a feeling of being confused at any stage, Persian student 6 expressed his experiences in the following ways

You're looking at the words but you know these words, you know how to put into sentence together but also you just don't absorb because you're studying it, looking at it too hard. That's my experience especially in the first few months.

Persian student 6, interview, November 2006

Performing real life language tasks help build confidence and stabilise students' negative emotion and reducing confusion in learning intensively among adult language learners. Persian student 7 labelled

I think at the start of the course, “That’s not so bad because we only do simple sentences any way so as long as you remember the sentence structure which is fairly easy to remember it’s alright”. ... It is pretty confusing, even now. Even now that we’ve passed there is still you know something you’ve got to sit and go “Uh? How do I say that?”.

Persian student 7, interview, November 2006

When pressed with a follow-up question to elicit how linguistic features, those structure of language still confusing for the participants, Persian student 7 said

The first week I just tried to take as many notes as possible with the grammar and things like that so that you always had something to go back to if I forgot I would go back to it and otherwise I just focused a lot on the vocabulary because you know if you don’t have the words in the first place, everything is going to be a lot more difficult whereas if you got the vocab then just a matter of putting everything in the right order.

Persian student 7, interview, November 2006

I then went further by asking student participants to detail emotional aspects of doing language intensively. I asked: ‘Describe your emotion experience dealing with intensive language learning’. Persian student 7 described it in the following way

I found the whole year very enjoyable. Just completely different from the work that I normally do and you know such a satisfying kind of feeling at the end of the year when you pass it. You’ve been overseas and you spoke to people from the country and they understood you and you understood them.

Persian student 7, interview, November 2006

Trainees’ personal values and beliefs in terms of defining frustration were sought in terms of what frustration in intensive language learning really was. Persian student 7 defined it in the following way

I can't really explain it. I'm just really stupid sometimes. Like and get frustrated that I feel like that I can't work something out. So the feeling that I can't pick something out or achieving what I already have the ability to do it...kind of.

Persian student 7, interview, November 2006

I finally asked how trainees cope with frustrating moments in intensive language learning circumstances. Persian student 7 reflected by stating

Normally I just go on to something else and then go back to that later on when you know when I decipher a few sentences and I feel a lot better and then I go back the one that's annoying me and a lot of the time just somehow like come to me and I realise what it means and then obviously just from settling down.

Persian student 7, interview, November 2006

Persian student 8 told stories about her experiences learning language intensively at LANGS. In particular, she made reference to confusion issues in learning Persian or Farsi, Defence's designated Group 3 language in terms of difficulty just like Thai despite non-tonal language in her case, the following way

It's confusing at times I mean there is always when you're given a rule like a grammar law, a rule and then they say this an exception to this and this an exception to that. Every rule has an exception so when things like that come up you get confusing but overall I think because the learning was so structured it made it less confusing.

Persian student 8, interview, November 2006

Persian student 9 explained his experiences learning Persian intensively with particular reference to confusion one may experience in the following way

It is pretty confusing just I found them the hardest part was to get grasp around the different sentence structure. ... It does sink in and it gets easier as the time goes on.

Persian student 9, interview, November 2006

Emotions and feedback

In organisations, perceptions of fairness and justice can be seen in high relief in accommodating actions to outcomes. Feedback system helps increase attention to performance by identifying the exact behaviours desired and praise people when they act that way. Thai teacher 3 advised

Feedback should happen continuously. Especially in the early stages, students need feedback as reassurance on whether they are speaking, listening, reading, writing correctly. Students cannot learn in a vacuum.

Thai teacher 3, email interview, 2006

Feedback is a time of confronting one another involving positive or negative relationship catalyst. It is an important tool that language teaching staff used to improve the intensive language teaching and learning relationship and rapport network. Feedback is critical in any performance based learning. Persian student 3 labelled

The feedback I have been able to gain from an Australian instructor's point of view even I'm not qualified in the language and it's an Australian instructor, I have taken it on board and act on it.

Persian student 3, interview, 2006

Professional development for staff at LANGS

Professional development at LANGS helps staff keep abreast of current knowledge and enables them to perform their duties effectively. It helps develop staff members' interpersonal communication skills, commitment, and professionalism. Management staff 1 commented

I think commitment, their genuine willingness to contribute, their flexibility in being able to accommodate the unexpected and to deal with the interpersonal attributes of individuals because sometimes students aren't easy to get along with. They [teachers] pull the class together as a little 'tribe' as opposed to treating them as individuals and separate entities within the classroom.

Management staff 1, interview, 2006

Professional development can engender staff members' need for tolerance. Management staff 3 echoed the need for positive environment in adult learning

Another aspect which I think is very very important is to be tolerant. To be tolerant of their mistakes and at the same time helping to fix their mistakes up in a manner that is perceived by them [students] to be non-threatening. Also treat them like adults not like children.

Management staff 3, interview, 2005

High quality teaching standards revealed the need for thorough planning. Preparation time must be factored into the workload. Management staff 3 added

In terms of language teaching at this institute [LANGS], I think that one of the most important things that people [teachers] can show to the student is that they're well prepared. You've got to show them that you're well prepared.

Management staff 3, interview, 2005

Research and development of authentic language materials enhances classroom efficacy. Teachers need to continually update their knowledge through their materials and applications of technology. Management staff 3 hypothesised

If you [teachers] get into the classroom and you can't answer their questions, they started to lose confidence in you. And if that continues over a period of time you've lost that [confidence].

Management staff 3, interview, 2005

Conclusion

In this chapter I have presented data which showed how the interface of teaching, learning and support were managed. The data outlined insights into LANGS' status quo and organisational structure. It revealed the importance of curriculum design in relation to the need for workplace language skills. It provided an account of curriculum evolution over time and is based on 'a defined orientation, or values, embedded in a curriculum perspective, which characterises the most prized virtues connected with a curriculum style or practice.' (McKernan, 2008: 26). The manner in which students formally learned language, acquired knowledge and culture including their associated emotional experiences was exemplified.

The data suggest that the specific *needs* of intensive language learning are associated with

- competent teachers (at least one native speaker and one English speaker) who receive ongoing professional development and expertise in the field;
- motivated students, peers and positive inputs and a positive learning environment complimented by modern contextual factors and learning technologies;
- external mentors;
- implementation of clearly stated objectives;
- both pedagogically designed and authentic materials presented in a methodical consolidated manner;
- varied activities and experience exposures to be included in the program's lesson plan;

- access to other resources, e.g., other native speakers who are representative of the target country's people and society;
- regular feedback;
- clearly defined assessment results in relation to key performance indicators contained in the ADLPRS.

These data highlight the overall need for a collaborative supportive environment in conjunction with ongoing staff professional development. These themes portray the way intensive language teaching was managed from an organisational behaviour perspective.

In Chapter 6, I discuss the overall assessment needs of LANGS' intensive language teaching and use these needs to present a conceptual model for a sustainable future that is perhaps more sustainable to support Defence's language capability.

CHAPTER 6

A Conceptual Model of a Sustainable Intensive Language Teaching System: SILOTETS Part I

Introduction

This chapter presents a discussion of selected findings from the data presented in Chapters 4 and 5 to address the overarching research question

What are the critical elements of a sustainable intensive foreign language program designed to meet future ADF's needs?

A needs assessment was performed with the objective of translating a broadly defined want in the above mentioned question into a more specific system-level need. The questions were

- **What is required of the system in functional terms?**
- **What functions must the system perform?**
- **What are the primary functions?**
- **What are the secondary functions?**
- **What must be accomplished to alleviate the identified deficiency?**
- **How sustainable is the system of maintenance and support?**

There are many basic questions of this nature to be realised through a team approach involving the customer or stakeholder, the ultimate consumer or user namely students and the producer or delivery of the program as

appropriately selected in my research. The voice of all players must be heard and analysed, and the system developer must respond accordingly. Thus, I formulated a model called a sustainable intensive language teaching system or ‘SILOTETS’ by connecting the common needs themes that emerged from chapters four and five. The model is not reserved just for foreign language programs. My findings show that it does not matter where you are on the creativity ladder, this model and techniques will boost your creativity and business survival opportunities in any field and in any part of your life, professional or personal by applying this model to the world around you, regardless of your starting point.

The presentation of the model occurs in two parts. Part one is presented in this chapter and part two in chapter seven. I adopted the notion of vignettes, ‘...a vivid account of a professional's practice written according to a pre-specified outline, iterated through interaction with a researcher’ as defined by Miles (1990: 37), in order to discuss both parts of my model. Each vignette is followed by alternative solutions to the issues identified.

Developing systems to connect and build strong language programs and student-supplier communities

The model in this study relating to language training trends is based on the findings of my case studies. It reveals the key influences on student achievement and sustainable program operations. The themes contained in this systemic model were developed in response to an extensive and detailed consultative process with research participants using the data collection method described in Chapter 3. The vignettes provide a discussion of LANGS’ operations. Alternative considerations are proposed at the conclusion of each vignette which may provide the basis for continual change and improvement.

Vignette 1: Development of the SILOTETS model

Vignette 1 highlights the need for LANGS to generate a needs model that reflects its capacity to sustain its operations of foreign language programs focusing on its people and their knowledge, skill sets and attitudes. Defence context and requirements are better aligned with the Australian Defence Force's commitment to skill development of its people related to current and future operational and strategic needs. Skill development specified in the Defence White papers can be sustained only by LANGS ensuring LANGS' intensive language programs meet learners' needs and stakeholders' needs alike. The language teaching organisation such as LANGS must meet the massive challenge of ensuring future sustainability of its relevancy in the face of rapid global community engagement militarily and politically.

The processes involved in generating a model were identified from the need for improvement in relation to the concept of the triple bottom line and customer satisfaction and the stakeholders who directly influence the LANGS' operation.

In summary, LANGS has offered intensive language teaching services to the Australian Defence Force since 1944. Comprehensive systematic research had not been conducted previously. A model linking all of the elements of the people and their operations could be beneficial in this context.

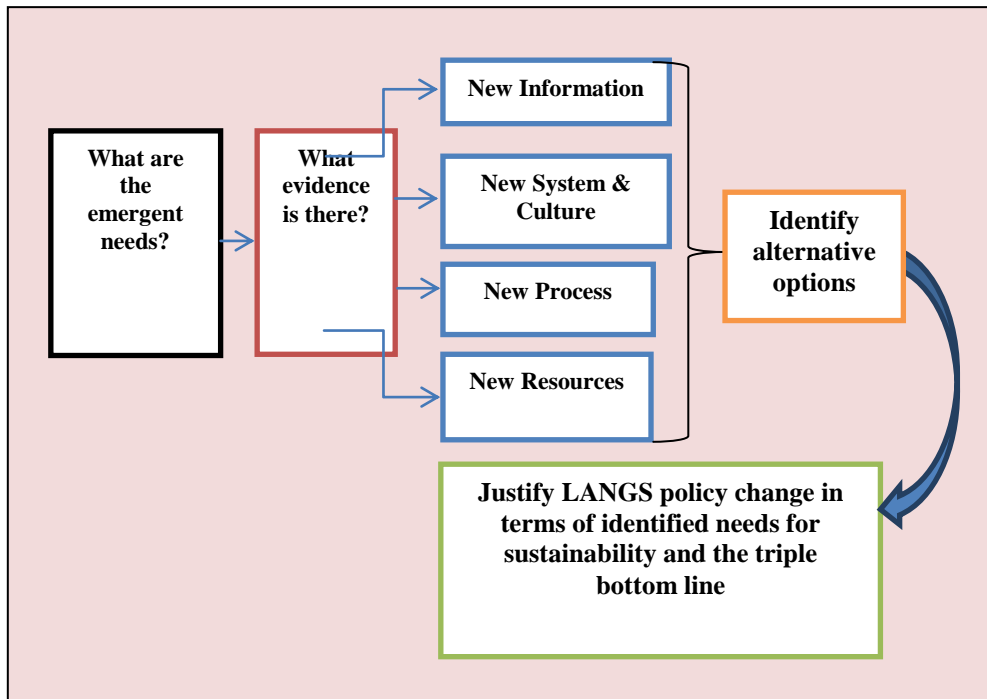
What is needed

From a consideration of this vignette, I see a need for the following

- LANGS' management should delegate a staff member to identify any shortcomings then gather information on them in a supportive and compassionate manner.

- LANGS' solutions of the future foreign language programs should consider the background considerations for its program's operational model.

FIGURE 6.1 BACKGROUND CONSIDERATIONS FOR MODEL DEVELOPMENT



- A team should to be appointed to examine the information gathered, to analyse it and to prepare an executive summary. This data should be managed through LANGS' information management system. The processes may help sustain the LANGS operation. The team may adopt elements depicted in Figure 6.1.

Vignette 2: Connecting all people and elements in intensive language teaching systems

Vignette 2 relates to a number of interlocking socio-economic, educational, environmental, political and military changes that have resulted in the practice, administration, design and development of foreign language

program becoming more demanding and complex. These changes have been accompanied by findings from this study and in the formulation of a sustainable way of operating the LANGS program. As with the original ideas concerning sustainability, a contemporary view of sustainability has now been viewed from a sustainable perspective – consisting of human, environmental and social elements – rather than mostly in terms of the environment. My study also found that there is a need for LANGS to address its training programs, people and operational issues from a “triple bottom line” perspective: human, environment and social perspective. Needs-based foreign language programs’ answer to sustainability is an integrated approach encompassing the social, economic, the environmental and the participation of the people most affected in a horizontal fashion. A diversity of new explanatory elements has appeared; there is a keener awareness of, and interest in, the philosophical foundations of sustainable practice. I have attempted to reformulate a new structure called the sustainable intensive language teaching system (SILOTETS). I propose that SILOTETS will describe and explain LANGS in terms of the practical and ethical, ideological, political and military dimensions depicted in Figure 6.2. This will provide a conceptual framework that encourages a strategy to successfully meet the scale, resources, flexibility and sustainability requirements of the Australian Defence Force’s intensive language teaching strategy. It will assist in creating a sustainable, intensive language teaching system.

What is needed

From a consideration of this vignette, I see a need for the following

- LANGS’ solutions of the future foreign language programs should accept a new decision-making model such as SILOTETS, similar to the integrated horizontal model shown in Figure 6.2.

The systems development life cycle shown in Figure 6.2 is a model for reducing risks through careful assessment of business needs and strategy, planning, execution, control, and careful documentation of all facets.

FIGURE 6.2 SILOTETS CONCEPTUAL FRAMEWORK/NEEDS MODEL



The following dimensions and definitions should be incorporated into this life cycle:

- **Scale:** the size of the enterprise;
- **Resources:** the support underpinning the operations;
- **Flexibility** the responsiveness of the operation to external factors;
- **Sustainability:** that refers to the ongoing nature and quality, used in a rather broad context here, applied at the system level, and can be related to the degree to which the system is able to attain a status reflecting customer and stakeholder satisfaction of the operations in terms of the responsiveness of the logistics and maintenance support infrastructure in fulfilling the mission (Frazelle, 2002).

As with in-house development, the SILOTETS model is driven an analysis of user needs. The model is formally presented in a statement of systems requirements that provides a basis for choosing between competing

alternatives by addressing the needs of the LANGS organisation, will inform the Australian federal government's policies with an emphasis on Defence policy and Australian participation in international engagement and multinational operations. LANGS' should consider the following elements:

- its 'people' culture, organisational structure, professional development, financial resources and management. Infrastructure, building and Occupational Health and Safety compliance are integral;
- the vital elements of partnership, innovation and entrepreneurship;
- the inclusion of a training needs analysis, curriculum design, training material development, pedagogy, teaching and learning dynamics, assessment practices and technologies;
- LANGS' operational policies and future project plans to ensure that Defence achieves optimal business outcomes in terms of return of investment and students attaining optimal course training outcomes;
- SILOTETS as a model to be incorporated in decision making for future planning of language teaching operations.

Vignette 3: Change at LANGS

Vignette 3 indicates ongoing change relating to organisational aspects, training and technological support training issues. These changes impact on staff workload and morale.

Changes relating to organisational aspects

LANGS' position the Australian Defence Force has evolved over time. Operational procedures have been an integral part of these changes.

New school name

In 2004, LANGS' full name was changed, to be the 'Defence Force School of Languages' and the acronym DFSL is used. The original acronym 'LANGS' still remains in most policy documents; it is being gradually replaced.

LANGS' higher status in the ADF

LANGS was transferred from the control of the Royal Australian Air Force to the Army Training Command in 2007. The change has impacted on the training culture of the School.

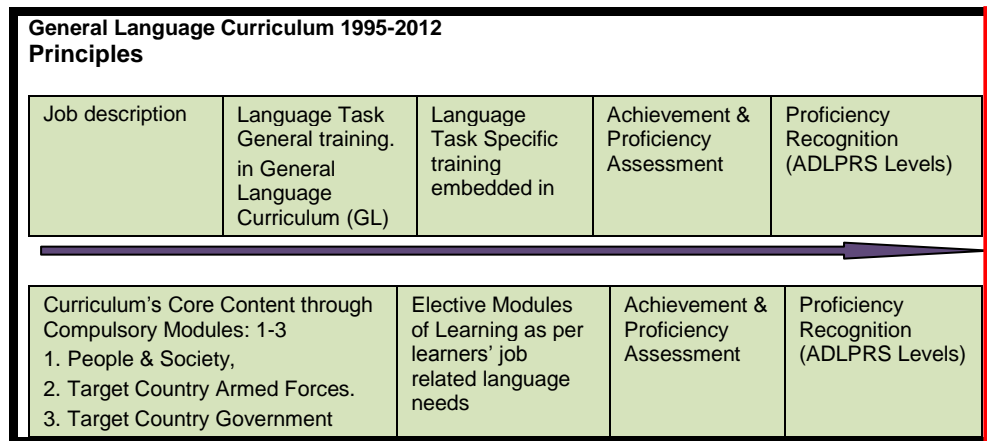
Organisational structure

The Executive Officer (XO) position was established in the organisational structure in 2001. Previously, the role had been filled occupied by an administrative officer. This change gave LANGS a hierarchical military structure.

Changes related to training issues

Curriculum and assessment issues are reviewed and updated annually. Principles that have been applied in the development of the General Language Curriculum in the period 1995-2013 are contained in Figure 6.3.

FIGURE 6.3 GENERAL LANGUAGE CURRICULUM COMPONENTS



Curriculum change through feedback

Each academic year there has been feedback through an internal end of course appraisal and ongoing course evaluation relating to curriculum implementation. This updating has impacted on the following core curriculum modules: 'People and Society'; 'Target Country Armed Forces'; 'Target Country Government'. The selective modules of the General Language Curriculum are modified to accommodate students' job descriptions for example prospective staff college students, Defence Attaché position and translators and interpreters. The assessment aspects within the curriculum that uses the Australian Defence Language Proficiency Rating Scale are reviewed as the curriculum changes.

Extra class assistance program (ECAP)

In the past students were mentored by their teachers. This was a contentious issue in which the roles were not clearly defined. Mentoring is now called an extra class assistance program.

Change in technological training support

Technology support was limited to the language laboratory and tape recorders. There were few broadband connected computers. Staff and students were confined to Defence Restricted Networks limiting the scope of the associated teaching. Slowly, the ADF invested more in technology for language training at LANGS.

What is needed

From a consideration of vignette 3 relating to change at LANGS, I see a need for the following

- Future changes in these areas should be systematised.
- An appropriate transition program should be adopted and be given effective support.

Vignette 4: The Federal Government's policies

Vignette 4 indicates that the Australian Federal Government's foreign policy, Defence policy and Australian participation in multinational operations have influenced intensive language teaching at LANGS since 1944. Languages are introduced or discontinued as the policy changes over time. One policy that has impacted on language teaching at LANGS is the discontinuation of the Australian federal government's 1987 National Policy on Languages (Lo Bianco 1987) in Australian schools. The effect was that fewer LANGS' students have had contact with a secondary school language.

What is needed

From a consideration of this vignette, I see a need for the following

- The viability of language teaching at LANGS should remain dependent on an effective responsiveness to both government foreign and domestic policies.

Vignette 5: Language skills for the ADF

Vignette 5 indicates the evolution of language skills needed for and used by the Australian Defence Force. The introduction and removal of languages taught is linked to both military campaigns, reconstructions after wars and peace undertakings. Workplace language demands were not being completely met.

What is needed

From a consideration of this vignette, I see a need for the following

- The General Language Curriculum should be reviewed on a regular basis so that past students' feedback from their workplace experience may be taken into consideration. Connections should be maintained via an alumni association.
- A 'Language for Specific Purposes' curriculum should be developed.

LANGS, and status quo

The *status quo* position for the General Language Curriculum is as follows: it is being delivered adequately; standards of presentation and assessment are maintained; the staff and students are taking their tasks seriously; the whole enterprise is evolving and gradually improving; therefore, leave it unchanged.

The difficulty with this model lies with the advances in technology: the boundaries between a general language curriculum and language for specific mission are becoming blurred. The present system – especially that relating to funding – leads to frustration in individual LANGS language departments: they are obliged to teach the General Language Curriculum. The status quo impacts on the *who*, *how* and *what* of LANGS. The overall perception of the stakeholders and students is that LANGS teaches language competently. My

findings, however, revealed that there are shortcomings. Students entering the workplace find that their social language skills were adequate; currently, however, their exposure to technical military language applications were rudimentary. In all cases, the language teachers are civilians who have limited military knowledge and experience.

Vignette 6: ‘People’ or human resources

Vignette 6 indicates that the ‘people’ at LANGS comprise staff and students. They are perceived to be competent professionals. The staff members are the teaching and non- non-teaching staff. They have clear roles and responsibilities. Both staff and students have key results area (KRA) descriptions to perform and key performance indicators (KPIs) to achieve. Students’ KPIs are course training outcomes. All KPIs are used to manage of the language teaching operational risks. The staff KPIs are managed through the performance feedback and development scheme (PFADS). The majority of the civilian staff members are public servants with the corresponding codes of conduct. Staff and students have duties that correspond to the RACI matrix used in the business world. RACI refers to personnel’s responsibility, accountability, consultations and the need to keep everyone informed. There has been an unwavering devotion from the top to hire and manage the best people in language teaching and aptitude tested students. Excellent management of LANGS’ human resources is important at LANGS.

Non-teaching staff members are occasionally employed to fill roles for which they are not fully trained. This affects their morale and their effectiveness in supporting staff and students.

What is needed

From a consideration of this vignette, I see a need for the following

- A tighter policy linking the use of personnel more closely to their job descriptions should be developed.

- The input of customers, as those who experience the greatest number of unmet needs, should be used to identify the type and nature of those needs.

Teachers

The teachers at LANGS consist of lecturers-in-charge and lecturers all of whom are Defence public servants. They are mostly native speakers who have appropriate academic qualifications, and who are experienced and committed.

The workload varies from one department to another depending on staff to student ratios. Collaboration and collegiality facilitate effective teaching, preparation of materials and assessment; the benefits of collaboration and collegiality are limited in small departments. When a teacher is absent there is limited funding and a limited pool of sessional staff to draw on.

What is needed

From a consideration of this vignette, I see a need for the following

- A review of staffing policies should be undertaken.
- A collaborative whole-school approach should be developed to rectify any staffing shortcomings.
- Time should be allocated during the working day for the development of materials.

Students

In the main, LANGS' students are sourced from the three services – although the majority come from Army. They are waged adult learners who have responsibilities at home and in class. They have great demands made on their time. They were not interviewed by a LANGS' teacher during the selection process for the designated language. They need effective academic support to succeed.

The majority of classes comprise students ranging in rank from private to colonel. This can present some challenges to the instructors as students often have very different levels of education and life experience. Other students may be sourced from the Department of Foreign Affairs and Trade, Federal and State Police. Most, but not all, students entering the General Language curriculum language course are aptitude-tested as a pre-condition for their attendance in the adult learning environment.

Students are often impatient with the pace of their language achievement and occasionally disagree about the most effective methods they need to adopt to learn it.

What is needed

From a consideration of this aspect of the vignette, I see a need for the following

- The students should be adequately prepared to learn a language. Should they require a refresher course in English expressions and awareness of cultural differences then these should be made available?
- More systematic personnel recruitment, induction and follow up programs should be implemented.
- Student selection processes should be more thorough through correlation of their aptitude scores with the target language.
- LANGS' teachers should be involved in an interview of prospective students to be panelled for the course run by the target language department.
- A body should be established to help students come to terms with the challenges with learning a foreign language.

Vignette 7: Organisational Structure

Vignette 7 indicates that LANGS' flat organisational structure, unlike every other military unit, does not have an executive officer position. There is perceived to be too many lecturers in charge under one director of studies. It is regarded as being an inadequate system which is difficult to monitor.

What is needed

From a consideration of this vignette, I see a need for the following

- The organisational structure of LANGS should be reformed in relation to work allocation and staff roles.
- For greater efficiency, a clustering of languages in a region under a number of leaders, rather than one leader, should be considered.

Vignette 8: Financial resource and management

Vignette 8 indicates that LANGS' management of finances relating to cultural activities and the acquisition of commercial language resources is perceived to be fair and equitable. Activity and resource costs are allocated on a student and staff pro-rata basis. Each financial year, financial resources are allocated to cultural class activities, local excursion, commercial materials and guest speakers. The language departments submit their proposed training activity plan along with resource and budget forecasts to the Unit Resource Officer (URSO) who in consultation with the commanding officer and the whole school approach allocates resources to departments. The departments spend the allocated money and provide documented financial reports to the URSO. Periodically, the URSO reports the balance of the allocated funds to the department. Effective financial resource and management planning is perceived to be in place at LANGS.

The decision making system that operated previously and which was run by the Unit Resource Officer was based on pro-rata staff and student numbers for the proposed departmental activity and resource needs. This practice has ceased.

What is needed

From a consideration of Vignette 8, I see a need for the following

- Ongoing financial resources should be allocated to each department.
- Professional financial management skills of staff should be developed when any language department is asked to manage its own finances.

Vignette 9: Professional development

Vignette 9 indicates that LANGS has a professional development system. The current system is useful despite its unsystematic nature. It provides staff with appropriate knowledge and skills regarding LANGS' operations particularly in innovative approaches requiring new technological resources. Staff are funded and encouraged to be immersed in military specialist areas and undergo further education through a scheme called Study-bank for certain applicants. Staff can also do a course online called Campus. LANGS has had associate membership of the Bureau of International Language Coordination (BILC) since 1992. Membership of this body is held by the various defence language training institutions of the NATO countries.

In-country training is perceived by staff chaperoning students attending this curriculum element as a valuable opportunity to reconnect with shifts in language and dialects, update their language, society and cultural mores.

What is needed

From a consideration of this vignette, I see a need for the following

- High-quality professional development opportunities should be provided. The management of LANGS should be required to provide strong leadership in this area.
- A formal link with a university that provides courses tailored to the specific needs of LANGS' staff in the form of a viable partnership should be established.
- The exchange program with the Defense Language Institute in the United States of America, and Defence School Languages at Beaconsfield in the United Kingdom, should be extended.
- The on-going association with the Bureau of International Language Coordination should be encouraged, together with networking with staff from other related organisations.

Vignette 10: Facilities and buildings

Vignette 10 indicates LANGS' facilities have improved in recent years. The buildings comply with the Occupational Health and Safety Act. There are periodic audits and inspections. Staff and students respond positively to LANGS' working conditions despite some shortcomings with the air-conditioning system. Students take advantages of opportunities to use classrooms and learning resources outside class hours. The courtyards are not maintained regularly; as a result, they cannot be used for impromptu activities.

What is needed

From a consideration of this vignette, I see a need for the following

- Energy efficient buildings that are better able to accommodate a diverse range of religious and cultural practices should be established.
- Courtyards should be maintained so that they may be used for relaxation and classes.

Vignette 11: Entrepreneurship

Vignette 11 indicates that LANGS' operations display a strong awareness of business and entrepreneurship principles. A business is generally an organisational unit that has or should have a defined strategy and a manager with sales and profit responsibility (Aaker, 2014: 3). LANGS has outsourced some language courses; at the same time, it encourages in-house materials' production. LANGS adopts cost-benefits analysis practices when procuring resources; it engages in risk management; it strives to serve stakeholders' demands innovatively. Overall, LANGS' staff work together to achieve Defence's business goals and objectives in language training.

What is needed

From a consideration of this vignette, I see a need for the following

- Pertinent language needs data should be systematically captured in order to provide LANGS with the information necessary to help market the benefits of LANGS and help achieve the ultimate vision of its corporation.
- Value-added teaching and learning enterprises should be promoted.
- Entrepreneurship that enhances a competitive advantage and cutting edge expertise over competitors in language teaching circles, resulting in a positive image for LANGS should be encouraged.

Examples of the entrepreneurship components associated with language teaching are shown in Table 6.1.

TABLE 6.1 **EXAMPLES OF LANGS' PARTNERSHIP AND ENTREPRENURIALSHIP ROLE**

PLAYER-PARTNER	PARTNER-SHIP EFFORT	PARTNER-SHIP PROCESS	OUTCOME	OUTPUT/ MISSION ACCOMPLISHED
Stakeholders	<p>Give clear expected outcomes.</p> <p>Give sufficient resources: 'people', financial, aids, resources for training activities and technologies</p>	<p>Two-way communication.</p> <p>Conduct function analysis with LANGS</p>	<p>Use linguists in accordance with outcomes.</p> <p>Effective and efficient use of financial resources reducing wastes</p>	Stake-holders' accomplishment
<p>Staff as Administrators.</p> <p>Assessment managers.</p> <p>Teacher.</p> <p>Test developer.</p> <p>Rater.</p>	<p>Manage, teach, administrate, mentor, supervise, assess, record, report, feedback.</p> <p>Support technologically, administratively and emotionally.</p>	<p>Consult, interact act, do, check.</p> <p>Two-way communication</p>	<p>Organisational outcomes.</p> <p>Organisational sustainability in language training and Delivery</p>	Staff accomplishment
<p>Students as Needs informant.</p> <p>Test takers.</p>	<p>Attend class and training activities.</p> <p>Learn, acquire, immerse, research, practise the use of language, use in real world and pedagogical contexts.</p> <p>Achieve, pass the tests, can perform expected language tasks at the expected time and space</p>	<p>Learn, acquire, use, develop the following</p> <ul style="list-style-type: none"> • language competence. • sociolinguistic competence. • grammatical competence. • discourse competence. • test taking competences 	<p>Achieve at the expected matrix levels of proficiency.</p> <p>Certification of the proficiency levels.</p> <p>Effective performance of language tasks in the workplaces requiring the language proficiency obtained from LANGS and personal effort dedicated for skills maintenance effort</p>	<p>Students' accomplishment.</p> <p>Customer satisfaction.</p>

PLAYER-PARTNER	PARTNER-SHIP EFFORT	PARTNER-SHIP PROCESS	OUTCOME	OUTPUT/MISSION ACCOMPLISHED
Communities Contractors, i.e., Language Testing Research Centres	Engagement support & in Language as action and assessment research	Language & cultural Support, Research, Development & Report	Innovative adaptive organisation	Organisational continual improvement

Vignette 12: Developing resources and programs

Vignette 12 indicates that LANGS modifies and develops its curriculum annually. Despite these efforts, students feel that the programs are not fully resourced; nor are the programs tailored to their future workplace language training needs. One problem is that the external Defence demands can change rapidly. Military linguists in the field who need extra staff support may struggle to meet linguistic needs: they will need greater support.

What is needed

From a consideration of this vignette, I see a need for the following

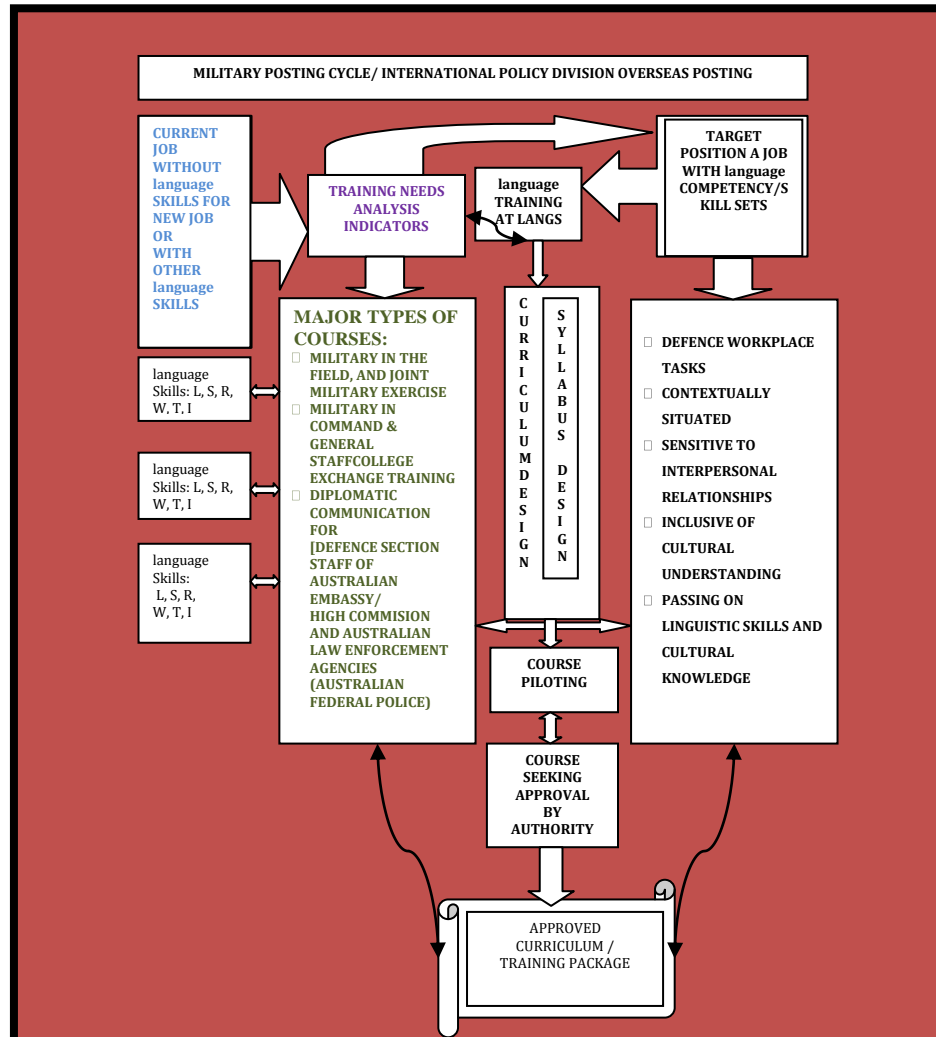
- A regular language training needs analysis should be established.
- A systematised process should involve stakeholders who have the opportunities to participate in real life activities such as peace keeping missions, combined military exercises and natural disaster operational assistance to help collect and send materials to LANGS with simple protocols. This involvement should accelerate access to relevant new course materials.
- The value of obtaining the services of a Defence training consultant company should be explored.

The flow diagram shown in Figure 6.4 is proposed to provide a basis for identifying future language training needs.

Conclusion

In this chapter I have presented needs that relate to the connection between aspects of the organisational behaviour and the underpinning business practice as shown in the SILOTETS model.

FIGURE 6.4 ELEMENTS OF TRAINING NEEDS ANALYSIS



The constituent elements were drawn from the findings relating to federal government policies, military engagements, LANGS' status quo, the people and the organisational structure. Facilities and professional development were found to be integral to the framework. A financial management plan, resources, entrepreneurship and customer service issues were part of the equation that I used to develop these findings.

In Chapter 7 I discuss elements within the SILOTETS model focusing in detail on curriculum and pedagogical aspects.

CHAPTER 7

A Conceptual Model of a Sustainable Intensive Language Teaching System: SILOTETS Part II

Introduction

This chapter concludes the discussion of the model called a sustainable intensive language teaching system, SILOTETS, that emerged as extended themes identified in Chapters 4 and 5 to address the overarching research question:

What are the critical elements of a sustainable intensive foreign language program designed to meet future ADF's needs?

I have continued to use vignettes as defined by Miles (1990) to discuss this last part of my model. Again, each vignette is followed by alternative solutions to the issues identified. The vignettes and proposed alternatives in this chapter relate specifically to teaching, learning and assessment. They include a discussion of curriculum, pedagogy, language, numeracy and cultural awareness, assessment and technologies. Additional vignettes, and proposed alternatives, relating to the crafting of a robust future policy, as well as optimal outcomes are included. The perceptions of LANGS' intensive language teaching outcomes are incorporated. I conclude the chapter with a set of recommendations for action.

Vignette 13: Curriculum

Vignette 13 indicates that the curriculum has evolved from a 'B' Grade curriculum which was quite vague in terms of assessment and reporting. The units which employed the graduates were not clear initially what tasks the graduates could do.

The General Language Curriculum, accompanied by the proficiency assessment descriptors, has helped to clarify the tasks the language teachers are required to address. Adult learning principles, feedback, additional information and strategies for risk management of learning for workplace preparation have become integral components of the current curriculum. The problem identified is the perception that the language learning undertaken lacks specificity.

What is needed

From a consideration of this vignette, there is a need for the following

- An innovative approach to dealing with the design and development of curricula should be adopted.
- A *military* mission-focused curriculum resulting in a Language for Specific Purposes program should be established.
- A course registered with the Australian Quality Training Framework (AQTF) which is the national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training system.

Vignette 14: Pedagogy

Vignette 14 suggests all teaching and learning practices came from a variety of language teaching and learning theories and sources incorporating a learner-centred approach. In the final stages of the courses, scaffolding techniques relevant to each stage of learning are used to guide students in learning encounters ranging from selecting materials, dialogues and news items. Acting out and role-play both social and military situations to simulate real life language use and culture and learning is enhanced when students work together cooperatively with native speakers and military counterparts in resourceful environment.

Sustained attention is important in intensive language learning. The timetabling is balanced and appropriate for training purpose which recognises the need for students to have adequate, sustainable attention spans (Posner & Petersen, 1990). Staff members support this sustained attention by providing a variety of language activities and memorable learning situation.

Materials in the General Language Curriculum are perceived to be too broad in nature despite labelling the learning module as people and society, defence of the target country and the government of the target country as core learning aspects. Language context are learned using audio-visual and printed matter in both English and the target language. Both Persian and Thai courses and their supporting educational material in this case are mostly designed and developed in-house. In some cases, there are no authoritative texts for the languages taught at LANGS; students must rely on the resources that have been developed in house.

Risk management is important to avoid information overload. The clear end-state of learning outcomes of each unit must be clearly outlined. Adult military students demand that this structure be visible at all times; they also demand variety and stimulation from the materials they are exposed to. The

quality of materials produced must be of a high standard to meet the students' high expectations.

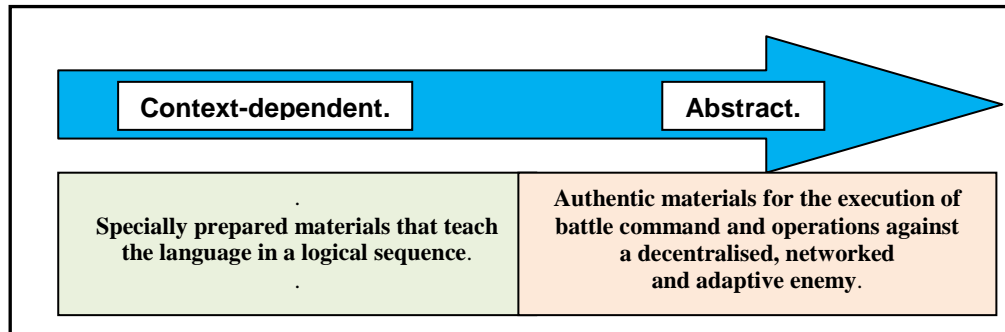
Materials comprise an integral part of language teaching at LANGS. Teachers continue to need ongoing professional development in material development and production. I am aware that teachers now have far fewer opportunities to determine for themselves what is to be taught to students at LANGS and, increasingly, how and when students would learn language than previously enjoyed in the General Language curriculum. This agrees with the use of authentic materials (Long & Crookes, 1992). It also in line with key concepts provided by Bygate et al. (2001) relating to meaningful foreign language; and Bygate, 1999b, and Ellis, 2000, relating to language functions and features that support second language acquisition.

What is needed

From a consideration of this vignette, I see a need for the following

- Training – involving seminars and workshops – as part of either a formal or informal professional development should be provided during the annual induction schedule at the beginning of each academic year.
- Standardised materials production in the form of Learner Guide for learners as exists in the Vocational Education Sector whereby at the end of each chapter a student must fill out a form containing employability skills should be produced.
- The learning materials produced at LANGS have simple or simplified language authenticity, and are structured and pedagogically developed.

Later, authentic materials are used increasingly to provide end-to-end solutions from mission support activities to live, virtual and constructive training as shown in the Figure 7.1.

FIGURE 7.1 SEQUENCE OF MATERIAL DEGREES OF COMPLEXITY.

Vignette 15: Language and numeracy awareness

Vignette 15 reveals the importance of language development in terms of literacy and numeracy; in turn, this reveals similarities and differences between the students' first language and the target language. For example, the structure of pronunciation, noun phrases, word order, inflection, word-formation, texts and text-types language typology and how these are similar or different from the target language. Students display some difficulties remembering and using target language numbers in various contexts such as telling time, currency, surface areas and calculation. Students of Thai and Persian courses tend to confuse the similar shapes of different written numbers and the similar sounds of numbers and assimilation of sounds of numbers in spoken texts. Counting also poses a problem.

Language in the sense of literacy and numeracy is much more than a subset of mathematics. It also offers an important focus for school numeracy at all levels, in terms of preparation for the military workplace, and also in connecting learners with the relationship between some cultural and social decisions as well as a mathematical analysis of the possibilities in military contexts. Numeracy is important in the language teaching and learning process. Numeracy needs to be emphasised explicitly in the curriculum.

Students must master the numeracy component on an ongoing basis. A curriculum focus of numeracy learning will enrich the study of other content areas in the General Language curriculum, offering examples and problems that connect the students with the mathematics they need to use in their workplaces. It also provides explicit rationales and encouragement for language teachers to incorporate/integrate mathematical learning across a wide range of subject areas and for language teachers to communicate with colleagues across subject boundaries.

What is needed

From a consideration of this vignette, I see a need for the following

- An explicit module of learning should be developed and incorporated into the curriculum to recognise the importance of numeracy issues in the military context.

Vignette 16: Cultural awareness as learning

Vignette 16 suggests that a greater awareness of cultural elements in language teaching and learning is important in terms of using vocabulary, grammar, pronunciation and appropriate gestures in spoken mode, including appropriate convention applied in writing modes for the purposes of intercultural literacy. This study found cultural awareness is an important aspect in translation and interpreting skills.

This study revealed that cultural and intercultural awareness forms an integral and important part of language learning. The link between culturally appropriate communication in language and improving their language usage skills is evident. Social competence from interacting with native speakers breaks down stereotypes. Students reach an intercultural level where they learn, share and appreciate other cultures.

Every participant emphasised the importance of culture awareness, the need for it to be introduced at the outset and an emphasis on it on an ongoing

basis at all times inside and outside class. Military linguists on exercise are expected to act as cultural advisers as well as interpreters and translators. In the case of Thai intensive language teaching in the case of Thai in this study has included a simulating intercultural role play and game (Cushner & Brislin, 1997).

This vignette reveals that learning about one's own culture, and being able to compare it with that of the target language culture (Crozet & Liddicoat, 1999), a core set of principles for learners' language and culture acquisition (Crozet & Liddicoat, 2000; Liddicoat, 2002), and understandings about the role of culture in language all link to the notion that 'language cannot be separated from its social and cultural contexts of use' (Liddicoat et al., 2003: 1).

In summary, cultural competence is developed through intersection between the understanding of the learner's own culture (Self) and the target country's culture. Opportunities to be immersed in the target culture communities and in- country training element of the curriculum enhanced cultural competence. An inter-culturally competent learner therefore displays a range of affective, behavioural and cognitive capacities (Byram, 2006).

What is needed

From a consideration of this vignette, I see a need for the following

- Cultural competency should be adopted and included in the language curriculum explicitly and continuously in all future programs.
- A variety of activities and initiatives inside and outside the classroom are needed to promote cultural awareness, for example, bringing high ranking defence personnel from embassies of target countries to LANGS to promote intercultural understanding.
- The effectiveness of the cultural awareness component of the curriculum depends on appropriate funding. It is important that the in-country training component of the curriculum be retained in the program.

Vignette 17: Assessment

Vignette 17 reveals that assessment of language training has on-going learning and teaching shortfalls. The risk register not only includes shortcomings in vocabulary retention, pronunciation difficulties, literacy and numeracy challenges as well as grammar, but also positive achievement of material covered in the course. The risk management of an assessment practice at LANGS is based upon a control measure that used a combination of achievement test and language proficiency test. The proficiency assessment is also based around four macro-language skills: Speaking, Listening, Reading, Writing, and two associated language skills namely Translation, and Interpreting. Conditions for proficiency testing (writing, reading, translating) are illustrated in Table 7.1.

Three stages were identified which related to particular mile-stones (ADLPRS Level 1, Level 1+) and the final examination (ADLPRS Level 2). Similar conditions applied to the assessment of speaking (ADLPRS Level 2+), listening (ADLPRS Level 2+) and interpreting (ADLPRS Level 2)

In summary, an assessment, recording and reporting system is an integral part of the teaching and learning process. It drives student learning and performance. Ongoing testing provides students with feedback about their learning and language growth. It is particularly critical to gain insight into changes in customers' priorities in assessment system. In the workplace needs language learning era, customer priorities often evolve from needing help in determining the right assessment method vocationally.

TABLE 7.1 EXAMPLES OF CRITERIA OF PROFICIENCY-BASED TRAINING.**Example 1**

Writing. Level	Amount of Background Material	Minimum Text. Required	Reading Time including reading task descriptions (Setting, Brief, Conditions) and time to read the background material in minute	Working Time in minute	Use of Dictionaries/ other appropriate language references
1	300-600 words	150 words	10	50	Allowed
1+	400-700 words	200 words	10	50	Allowed
2	500-800 words	200 words	10	50	Allowed

Example 2

Reading. Level	Amount of Background Material	Minimum Text. Required	Reading Time including reading task descriptions (Setting, Brief, Conditions) and time to read the background material in minute	Working Time in minute	Use of Dictionaries/ other appropriate language references
1	300-600 words	150 words	10	50	Allowed
1+	400-700 words	200 words	10	50	Allowed
2	500-800 words	200 words	10	50	Allowed

Example 3

Translating. Level	Amount of Background Material	Minimum Text. Required	Reading Time including reading task descriptions (Setting, Brief, Conditions) and time to read the background material in minute	Working Time in minute	Use of Dictionaries/ other appropriate language references
1	300-600 words	150 words	10	50	Allowed
1+	400-700 words	200 words	10	50	Allowed
2	500-800 words	200 words	10	50	Allowed

Source: ADF LANGS, Assessment Manual, 2005

What is needed

From a consideration of this vignette, I see a need for the following

- The essence of successful assessment strategy execution is to embrace what is going on in real-life; thus, a hybrid assessment scheme should be developed that allows maximum discretion to encourage innovative students to make creative assessment contributions to satisfy training outcomes at all levels of the course.
- A scheme should be developed that includes a broader range of assessment in keeping with international trends.

Table 7.2 shows a combination of achievement, proficiency and competency-based assessment (APROCOM) is a more informative performance indicator and as the interplays of relevant factors in assessment practices as a proposed scheme.

TABLE 7.2 ‘APROCOM’ ASSESSMENT MODEL

ACHIEVEMENT ASSESSMENT	BASIS IS MATERIAL TAUGHT AND LEARNED FOCUS.
Proficiency Assessment	Basis is united to material taught and learned focus.
Competency-based Assessment	Evidence as basis <ul style="list-style-type: none"> • devising and developing simple, compound and complex sentences. • devising and developing appropriate pronunciation for speech acts in speech events with sufficient representations of data contained in speech utterances in those events.
Context of and specific resource for language competency assessment	Assessment must ensure <ul style="list-style-type: none"> • access to workplace and language operating scenarios. • access to samples of data for inclusion in language operating scenarios.
Context of ‘APROCOM’ role -play and simulation scenario	A range of assessment methods should be used to assess practical language skills and linguistic, cultural awareness and numeracy knowledge. The following examples are appropriate for any unit <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job language performance by the examinee. • review of authenticated speech and utterance samples, written documents from students’ workplaces or training or field exercise environment. • demonstration of speaking, conversation, interview and negotiation

ACHIEVEMENT ASSESSMENT	BASIS IS MATERIAL TAUGHT AND LEARNED FOCUS.
Proficiency Assessment	Basis is united to material taught and learned focus.
Guidance information for the 'APROCOM' assessment	<p>Holistic assessment with other genres, units, and topics relevant to the military corps, Defence and other government agencies, workplace and job role is recommended, for example</p> <ul style="list-style-type: none"> • studying in the target country's Command and General Staff College. • performing task as a Defence section of the Australian High Commissions or Embassies in the target countries. • replenishment when a naval ship visits to the target country's port. • administration and coordination for exchange military exercise; and\. • escorting senior military figures from the target country

Vignette 18: Technologies in language teaching

Vignette 18 indicates that technologies cover desk top and laptop computers and language laboratory. They help to bring variety to the learning process resulting in minimising monotony. Computers comprise two types namely Defence Restricted Network for work-related use only and standalone computers using broadband facilities to gain internet access and are used in conjunction with LitePro projectors for PowerPoint presentations. CDROMs are also used with computers. Towards the end of the data collection, digital voice recording and the internet are used increasingly.

Using blended learning in conjunction with the laboratory needed to be an integral part of lesson plans since the early part of LANGS' history. Students work at individual booths and independently. Teachers employ both audio-lingual and communicative language teaching methods but it was not in a blended manner.

What is needed

From a consideration of this vignette, I see a need for the following

- The ongoing acquisition of new technologies should be strategically planned and budgeted for.
- The inclusion of the internet facilities to the current multimedia language laboratory should be given the highest priority.
- A knowledge management system with a blended learning method that includes online learning capabilities such as the ‘Moodle’ program should be considered as a future option.

Vignette 19: Policy and project plan

Vignette 19 reveals that LANGS planning displayed some defects and breakdowns in measurements and performance management can seriously undermine strategy. Value is lost in translation. The concept of ‘adaptive’ LANGS is displayed, for example, in relation to staffing rotation especially for support staff requiring generic skills. Some support staff roles are modified to cater for specially arisen project needs such as revising the assessment manual descriptors for assessment. Outsourcing is found to be one of the elements making an operation in intensive language operation robust, for example, the training and delivery of Japanese language. A project plan incorporating a risk management plan is evident (Lempert & Schlesinger, 2000). In this context, robustness is a specific and objective measure of the relatedness between propositions within the policy. The SILOTETS model has been proposed to provide the basis for future planning. A robust policy and a robust language training project plan will stimulate a new organisational culture in the operation of intensive language teaching (Rothwell, 1992).

Gaps between strategy and performance foster a culture of underperformance. Unrealistic plans create the expectation that plans will not be fulfilled. It has rarely track performance against long-term plans. This is one of the unique elements that helped to maintain LANGS' existence.

What is needed

From a consideration of this vignette, I see a need for the following

- A system should be introduced that embraces robust procedures, policy and project planning which is designed to ensure genuine success in keeping the risk associated with intensive language teaching at a low level, including the risk of unethical business practices, which may lead to a disposition for personnel to commit fraud.
- Robust procedures should be developed that reflects aspects such as scope, people, responsibilities, timeline, and milestones within a project management framework.

These procedures match the eight elements shown in Table 7.3.

Vignette 20: Optimal outcomes

Vignette 20 indicates that the intensive language learning system perfectly meets the needs of stakeholders' organisations and gives them the choice to select the curriculum option that suits their workforce best to bring fast and measurable results.

As an example, Defence receives a return of investment from LANGS' graduates in terms of their subsequent language task performance in their workplaces. After graduation, graduates are paid a language proficiency allowance. They must remain employed as a linguist and maintain their language skills through LANGS' skills maintenance package. This allowance enables linguists to purchase materials and/or travel to the target country.

TABLE 7.3 LANGUAGE PROJECT PLANNING IN SILOTETS

STEP	TOOL USE
1. Language training objectives	Specific, Measureable, achievable, relevant, time bounded, evaluation and re-evaluation dimensions (SMARTER)
2a. Language training Scope	Use WBS and PBS (deliverables) Acceptance criteria
2b. Risk Management	Risk list. Risk Register. Risk treatment. Risk management plan. Contingency plan
2c. Project quality	Standards. Legislation. Ethics
3. People – Staff HR	RACI – Skills –Job allocation
4. Project Schedule	Gantt Chart/Milestones (Estimate the time and put in the Gantt Chart)
5a. Project Support resources. • Material. • Equipment. • Hardware/software	Use WBS and PBS (deliverables)
5b. PROJECT procurement	Request for information (RFI) Expressions of Interests (EOI) Request for quotation (RFQ) Request for tender (RFT) Contracts
6. PROJECT Budgeting	Estimate costs. Budget control chart
7. PROJECT Monitoring and control	Project Control Chart
8. PROJECT closure	WBS, PBS. Acceptance Criteria. Standards. Legislation. Code of Ethic. Contract

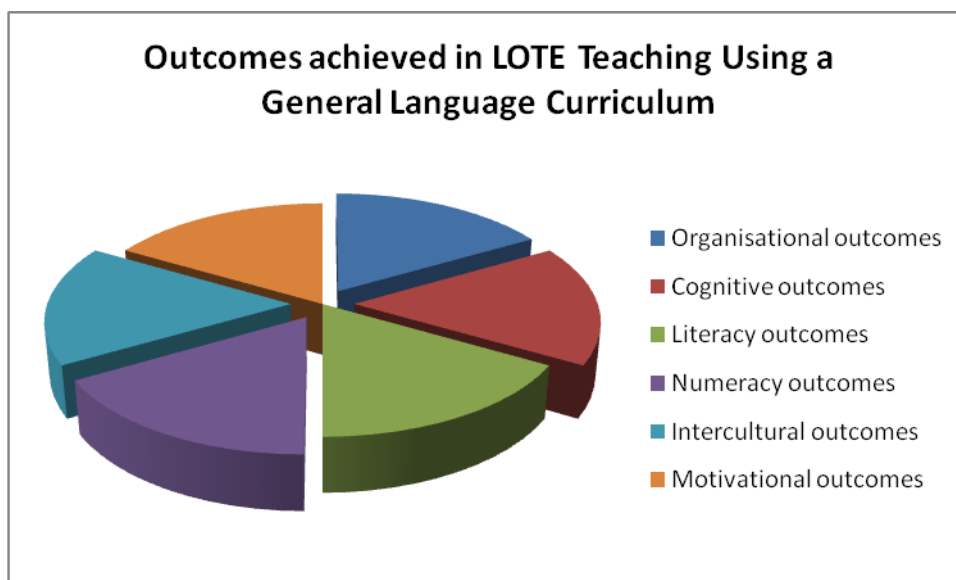
Australian Defence Force
 language needs

Department of Defence Language Project Communication
 • Liaison.
 • Stakeholder management.
 • Escalation.
 • Reporting: Progress/cost.
 • Budget/cost.
 • Media/Ads/PR

This qualitative study in intensive language teaching offers deeper insights into the causal mechanisms through which regulation in intensive language teaching affects business owners. Some are selected for advanced language training in the target country for six months. Upon finishing the advanced language training, they have to sit for a higher level proficiency examination. All linguists need to sit for a qualifying test every two years to maintain the allowance. An optimum language outcome for students is gained through collaborative efforts of staff and students alike; in particular, the students develop organisational, cognitive, literacy, numeracy, intercultural and motivational outcomes. Organisational outcomes include their ability of graduates to organise themselves in relation to answering who, what, when, where, why and how questions in the target language context. Cognitive outcomes reflect their ability to cross-culturally think in the target language. Literacy outcomes reveal their overall maturity in dealing with all signs, symbols and knowledge of both their own language and the target language. Numeracy outcomes incorporate the ability to compute in the target language. Intercultural outcomes include a capacity to have awareness of a range of features relating to people, language and the target society. One of the indications of the motivational outcomes is their desire to keep learning and maintaining their language skills. These outcomes contribute to their employability skills as they come to appreciate a different way of life. These elements are categorised as shown in Figure 7.2.

Language teaching generates changes in LANGS' business behaviour, missions, goals and performance; they do this by demonstrating how regulation enables and motivates business owners to modify business practices, as well as constraints them, within the unique intensive language teaching context that supports or hinders these adaptations.

FIGURE 7.2 OUTCOMES MEASUREMENT FOUND IN LANGUAGE TRAINING.



Highlighting the interrelationship between regulatory change, stakeholders' language needs motives, language capabilities, actions, and business context is important and this study can explain the variety of impact of particular types of regulation/Standing Orders/Standing Instruction-Personnel on different type of intensive language teaching activity and overall LANGS' business.

Policymakers can benefit from the more informed decision making, more adequate conceptualisation of regulation and deeper understanding of innovation in intensive language teaching, direct or indirect; constraining/-enabling/motivating/productive mechanisms generating business-performance effects presented at LANGS.

Optimal language learning outcomes are proposed that should be categorised on the basis of four outcomes: cognitive, linguistic, attitudinal and motivational. language is for students to be able to develop cognitive outcomes to deal with the world. The ultimate outcome of language teaching is for students to be able to use the language.

Effective organisational outcomes and output are attained by LANGS' services for Defence stakeholders and the individual students. Language training and maintenance services are viable options. This results in Defence's perception of LANGS being an effective and competitive language training provider. Graduates achieve both 'integrative' and 'instrumental' motivational outcomes.

What is needed

From a consideration of this vignette, I see a need for the following

- The LANGS course should provide more effective and systematic language skill maintenance program that incorporates both an 'integrative' and an 'instrumental' motivation (e.g., in line with Gardner, 1985) within Australia and an opportunity to be attached to the target country military units.

Vignette 21: Perceptions of intensive language course training outcomes

Vignette 21 indicates that in general, the participants were very pleased with the intensive language teaching experience, both content and presentation at LANGS. Students appreciated the talents and efforts of staff. Staff's perception of proficiency outcomes at LANGS was very good in comparison to tertiary institutions.

In terms of students both Persian and Thai courses received praise from some very experienced students. They considered knowing the Course Training Outcomes (CTO) to be very important for making the learning transition. The CTOs give students awareness of skill sets that they can use in five distinctive domains namely a social context, tactical engagement, an operational environment, peace keeping and peace building, and strategic applications (STOPS). LANGS' intensive training is more effective than

secondary school's classroom language studies students had previously undertaken.

Teachers were satisfied with the outcomes of the intensive teaching approach and feel proud of their students reaching expected linguistic, attitudinal and motivational outcomes in respect to the General Language Curriculum. Based on the information from the data interview intervention, the staff members were positive about the training outcomes at LANGS. Staff and students were overwhelmingly positive with the overall outcomes derived from the teaching and learning regime at LANGS.

What is needed

From a consideration of this vignette, I see a need for the following

- A focused workplace learning and work-based language training for specific mission curriculum should be developed.
- Clear proficiency and competency criteria informed by all stakeholders should accompany this program.
- Opportunities should be provided for high achievers to study in the target country upon the completion of the course from LANGS in order to develop highly functional linguistic skills.
- Practices should be adopted that encourage customers to become active partners in their relationship with the language program rather than passive targets of program and curricula by creating and support customer communities.

Conclusion

In this chapter I have presented vignettes and undertaken discussion relating to curriculum-focused elements of the SILOTETS model and the interrelating control measures contained in the risk management style applied to the LANGS intensive language teaching context. They range from curriculum, language awareness, numeracy awareness, cultural awareness,

assessment regime, technologies, robust policy and project plan, optimal outcomes and the overall perception of the training outcomes at LANGS. These were relevant to the work place needs at the time of the implementation of General Language Curriculum which incorporated a function and notion syllabus aiming at graduates' ability to transform their knowledge into pragmatic competence while in the workplace and not necessarily while being trained in the classroom.

A key premise of the discussion of the findings is that a substantial proportion of school effectiveness was attributed to students' aptitudes and their Defences and Service and the Australian Public Services values that they bring with them. The native and non-native teachers and learning support personnel and school leadership nurtured the individual and the return of investment for Defence. A related view is that expert language teachers require deep understanding and knowledge of literacy, language awareness, numeracy awareness and cultural awareness processes and theory, including competing theoretical positions. Perceptions of training outcomes were generally positive.

This discussion concludes with a consideration of project management practice. Elements covered were identified as follows

1. Scope Management Plan.
2. Time Management Plan.
3. Cost Management Plan.
4. Risk Management Plan.
5. Communication Management Plan.
6. Quality Management Plan.
7. Procurement Management Plan.

The elements and sub-elements of LANGS' various operational plans, that are particularly relevant for construction and application of social choice for a computable optimal and sustainable growth, based on the assumptions of SILOTETS, are listed in Table 7.4.

Table 7.4 Operational plans and characteristics

Plan	Characteristics				
1. Scope Management Plan	<ul style="list-style-type: none"> • Specification of curriculum. • Requirements for organisational operation. • Deliverables – product or curriculum or services with product breakdown structure into smaller products that constitute the bigger product. Work is about the task or activities. 				
2. Time Management Plan	<ul style="list-style-type: none"> • Duration of the course. • Timelines or Schedule. • Milestone – a significant work activity or a significant work deliverable. • Monitoring of teaching, learning and assessment. • Completion operational tasks and curriculum projects. • The matrix of prioritisation <table border="1"> <tr> <td>Urgent and Important</td><td>Urgent but unimportant</td></tr> <tr> <td>Important but not urgent</td><td>Unimportant and not urgent</td></tr> </table>	Urgent and Important	Urgent but unimportant	Important but not urgent	Unimportant and not urgent
Urgent and Important	Urgent but unimportant				
Important but not urgent	Unimportant and not urgent				
3. Cost Management Plan	<ul style="list-style-type: none"> • Budget (break down the expenses for different tasks or training activities) • In-country training costs 				
4. Risk Management Plan	<ul style="list-style-type: none"> • Things that are uncertain and be prepared for and there might be both positive and negative in students reaching the course training outcomes and graduating. • Risk register. • Risk treatment plan. • Escalation plan (What matter reporting issues or information you are consulting with until you get to the person who authorises and make decision) 				
5. Communication Management Plan	<ul style="list-style-type: none"> • Communication with stakeholders. • Communication with people who have influences such as administrators. • Reporting for various purposes. • Consultation. • Informing. • Liaising with both internal – staff and external parties – suppliers and government agencies. • Project documentation artefacts – any related documentation to the project such as statement, contract and project reports. 				
6. Quality Management Plan	<ul style="list-style-type: none"> • Bring the process and products to an acceptable standards and criteria. • Quality control for training outcomes. • Quality assurance 				
7. Procurement Management Plan	<ul style="list-style-type: none"> • Research for the best resource for the best price for equipment, staff. • Procure more up to date technologies. • Outsourcing 				

In Chapter 8, I draw conclusions and recommendations, identify the main findings, and reflect on the effectiveness of my research. I also identify the limitations of this research study and provide suggestions for future research in the area.

CHAPTER 8

Conclusions and Recommendations

Introduction

This chapter presents conclusions and recommendations based on the findings discussed in Chapters 6, 7 and 8 of a case study of intensive language teaching at the ADF School of Languages. The case study was involved LANGS' internal participants from the Persian and Thai language departments as well as a number of staff participants including one external stakeholder.

My research contributes to knowledge by addressing an overarching question

What are the critical elements of a sustainable intensive foreign language program designed to meet future ADF's at the point of needs?

In addition, my study provides material for further case studies, consistent with Rasmussen's (2013: 18-19) observation that: 'Management schools and their students in particular are in need of new case study materials'.

Conclusions are presented to address each research question. I then discuss limitations of this study and further opportunities for research. Recommendations are collected from the vignettes and presented together here.

Conclusions related to LANGS' responses to the ADF's unique needs

The SILOTETS model reflects the uniqueness and interactive aspects of adult language teaching and learning. It is a strategic modelling that addresses aspects of organisational culture, interpersonal factors, facilitation and change in the workplace. These areas, I contend, have been overlooked when considering the key aspects of what constitutes 'good language teaching'. The highly merited selection process of recruiting language teachers, subject matter experts and aptitude tested learners are uniquely conscious of the need to preserve a supportive, conducive learning atmosphere and for optimal learning outcomes. They offer a deep insight into the traps that await those ill-equipped to be part of the intensive language teaching function in terms of relative importance of service quality dimensions such as reliability, responsiveness, assurance, empathy and tangibles (Zeithaml et al., 1990), all essentials for business sustainability.

LANGS clearly emerges as a learning organisation. It exhibits characteristics in terms of ongoing creation of a shared vision that reflects the realities of LANGS' workplace. It refines shapes and supports the vision and mission statements including organisational objectives continually within a flat organisational structure. A combination of strengths, weaknesses, opportunities and threats (SWOT) including cost-benefits analysis dimensions are diagnosed and identified. Changes are then made as required according to motivating factors that propel LANGS into the future.

LANGS' management team members meet with the LOTETAG annually to gather facts about the value, level of productivity and relevance of the training in relation to students' workplaces and the appropriateness of their learning and assessment. In addition, the meeting generates dialogue about LANGS' staff members' job satisfaction. It is also an opportunity to raise issues relating to professional development and networking with other similar organisations. Engaging with LANGS' alumni community in pursuing training and operating objectives strategically, is limited currently

and could be extended annually to craft a robust policy for adults who work with the changing and unpredictable behaviour adult students as a result of pursuing their life's goals through the language learning process.

Another unique characteristic of LANGS is its inclusion of occupational health and safety, diversity issues in its business strategies, incorporating risk management, recognising innovation and networking across Defence. Good team practices which generate new knowledge and innovation hold LANGS in good stead within Defence Organisation and externally.

LANGS' language teaching culture is responsive to stakeholders' demands in a military and mission-focused environment. Each course resembles a project management operation. The adaptation of appropriate curricula and removal of irrelevant learning materials and information so as to allow for their needs is one of great importance. The responsible-accountable-consulted-informed (RACI) matrix from the business world within the SILOTETS model that acknowledges self-direction has to be a central and applicable criterion. A lecturer-in-charge (LIC) is required to refine syllabi and streamline instruction and assessment so as to ensure maintenance of adult learners' interest and desire to learn.

Delegation is an essential part of the process. LICs assume a project manager's role of running a particular language course. LICs set the expectations of people involved in the project from the outset. This can enhance language training in pursuing the sustainability of LANGS' entrepreneurial culture; however, a high concentration of LICs may have a negative perception in terms of sustainable operations and productivity concerns when some language courses become less focused due to the ADF's strategic shifts in relation to its military engagement.

The immediacy of adult learning 'intensive learnings' is one with which teachers and students may have difficulty in coping. These place considerable demands and stress on both students and teachers. Conflicts, due to the breakdown of human interaction which may lead to individual vulnerability and mutual alienation, may arise during the course or project's

life cycle. The considerations of the SILOTETS model can provide valuable aid in the process for addressing its operation and enhancing its learning organisation reputation.

The mobile lifestyle of the ADF, whereby members and their families often have to move from interstate to LANGS to undertake the training is unique. Members are required to be more independent and resourceful in their personal circumstances. They are required to quickly settle into a new environment including learning a language. Members who undertake learning language come from varied educational backgrounds.

Building, rebuilding and improving LANGS' results through the effective knowledge management of LANGS' customer relationships is one of the most important assets that the modern ADF possesses. This management may not be clearly visible on the balance sheet but the language capability development training is also the ADF's single most important investment developed across LANGS' 67 years of operations through an effective management flow of customer responses. The ADF places emphasis on investment and resources to support LANGS' processes, products and its entrepreneurial culture. LANGS' assets and resources are recorded on an inventory. They are systematically monitored through stock taking. The budget covers the physical resources, training activities and allocation for professional development and overseas trips. Stakeholders are in need of language skills to deal with operations they face now so that they can utilise the language capacity tomorrow.

ADF's language needs for workplace and vocational operations

Needs of intensive language learning, emerging from the themes identified in this research, have assisted in developing the SILOTETS model. My study refers to how students learn language and how they cope with the intense nature of the language teaching-learning dynamic, including their perception of the whole school approach that supports the learning.

Students learn contextual factors by attending an orientation. They are reminded of their obligations, organisational values and other learning requirements. Behaviours associated with conduct in accommodation, amenities and LANGS' culture of teaching languages other than English are instilled. In addition to general life information at LANGS, the department provides its own induction booklet which sets the scene for key information to learn behavioural management and time management strategies during the 46-week course. This orientation will hold them in good stead when they face their first and subsequent language classes.

The interactive process of learning language intensively involves students complying with the daily KRAs and workload prescribed in the timetable as a component of quality control. The purpose is to ensure that standards do not falter. A weekly timetable is issued to students, teachers and academic support staff outlining expected learning behaviours so that distractions can be minimised. This weekly timetable is a form of learning material that contains information both in English and in the target language. Learning all of this information serves as a framework and weekly goal to obtain value for money for the organisation.

Students who learn Thai are conditioned to learn through an application of the RACI model found in the literature. As a lecturer in charge of the department and a participatory researcher, I applied it as part of my leadership style. The RACI elements within SILOTETS are used in entrepreneurial practice and project management. In this way, teachers and students are directed to LANGS' business objectives and held accountable for their teaching and learning.

Theories of intensive language learning embrace learning of the sound and writing systems incorporating cultural input. The language and culture are learned in the six skill sets (speaking, listening, reading, writing, translating into the target language, and interpreting from language and vice versa – KRAs). The KRAs are measured and reported through the ADLPRS proficiency levels (a descriptor accompanied each KRA in terms of allocated

language proficiency levels: S2+, L2+, R2, W2, T/E2 and I2 – KPIs). These two elements direct students' learning through their personal learning styles and individual aptitudes. Students learn via a variety of activities

- **Students learn through face-to-face classroom participation**, drill, role-plays and language laboratory exercises. From time to time students are immersed in local communities with target language speakers. Experiential learning occurs during interactions in the communities. Meanwhile the content is learnt exponentially.
- **Students learn through application of a variety of language learning methods**, commencing with pidginisation which is abandoned when both sound and writing systems are mastered. The target language content is learned as the language is acquired. The content learning in language of the General Language Curriculum involves social aspects, tactical aspects of military encounters, operational aspects in military planning, peace issues and strategic engagements (STOPS). These domains are integral to the course training outcomes and develop through the six skill sets. Every skill set is learned through extensive exposure to materials based on various scenarios and workplace language tasks in order to develop comprehension in readiness for both formative and summative assessment.
- **Students develop their speaking skills** by reading words both in Romanised scripts in the early stage of language development and target language scripts as they develop aloud. They mainly practise speaking using words and grammar drills in class and language laboratory. Once fluency of words and sentences develop, they begin to hold conversations in class with teachers, amongst themselves and with target language visitors. In addition, they deliver presentations to the class and the teacher. They also practise speaking the target language by using English background documents, pictures and realia. The student must explain the content from questions the

teacher or native speakers pose. Students also speak the target language using the audio materials as a prompt. They also conduct interviews.

- **Students learn listening skills** by listening and repeating after the language modelling by the teacher, target language speakers or the recordings. They report what they have heard in written or spoken English.
- **Students learn reading skills** by reading for pronunciation accuracy and rhythm. Words written in the target language scripts are read and understood utilising both a ‘phonics system’ and a ‘whole-word’ system. They learn from pedagogically prepared materials. Materials from authentic sources are also used. This leads students to a proficiency to read and write in the target language. These activities incorporate dictionary skills. They report what they have read in written or spoken English.
- **Students learn writing skills** by copying from the modelling. They write from dictation, cloze and comprehension exercises. They also write in a variety of genres. They also write the target language by using English background documents, pictures and realia. The student must explain the content from questions or task requirements the teacher or native speakers pose. Students also write the target language using the audio materials as a prompt. They also transcribe interviews and write reports.
- **Students develop translating skills** by translating what they read aloud first. They orally translate into English immediately after each reading activity. They also translate from the target language into English using a variety of target language sources. They have to learn and apply the theory of translation. Bilingual dictionary skills are required.

- **Students learn interpreting skills** by interpreting the dialogues or narratives they learn in class. They have to learn and apply the theory of interpreting. They also interpret required by the scenario. Note taking skills are required.

Learning language skills starts with an unconscious incompetence which proceeds to conscious incompetence, then to conscious competence and finally the learner achieves unconscious competence where they do not have to think about the elements of the language that have been covered. The process allows diverse interests and values to be accommodated.

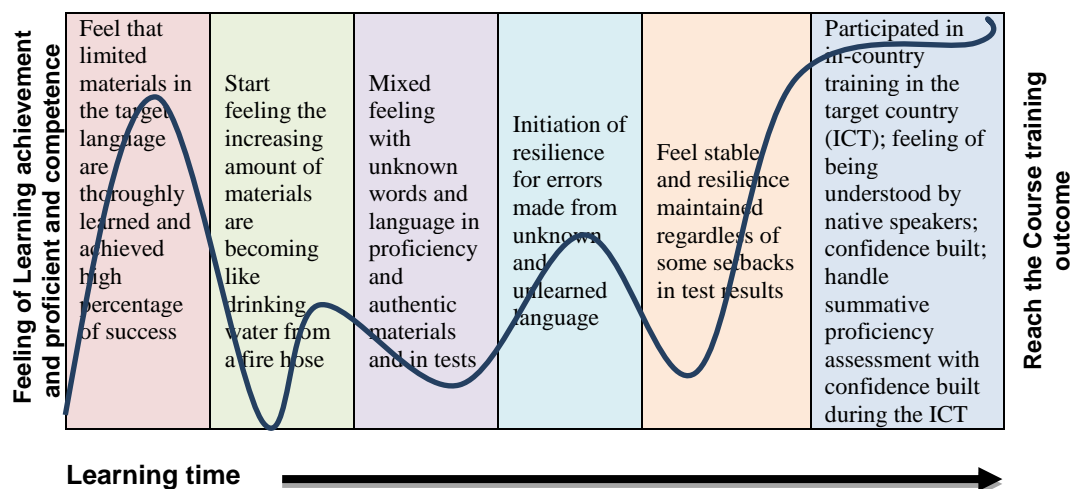
Students learn language skills through collaborative efforts from teachers and academic supporters. Learners become additional resources updating the curriculum and teaching function as learning progresses. The SILOTETS model provides reciprocal language learning theories based on the concept of the interaction between ‘knower-nonknower’ interactions (Curran quoted in McMillan, 1985: 7). Students contribute the relevant knowledge in English and the teacher helps convert it into the target language. The teacher builds on the students’ English knowledge of the context resulting in students learning cultural information, language function and language notion for the topic. Within the content contributed by students, the group contributes to the learning of the sound and writing systems of the target language. This is a form of mutual feedback that sustains learning and nurtures the organisation’s competitive edge.

Theories of intensive language learning at LANGS display characteristics of an organisation’s competitive edge identified in the SILOTETS model. They comprise: collaboration (doing the language activities with others friendly), immersion (offering oneself as a guinea pig in the context of trying out language, and cultural experiences – it does not take much work for a guinea pig to join the family; guinea pigs are temperature sensitive, needing between 15 and 22 degrees; do like exploring; psychological stress can lead to unusual biting, and daily diets should include one cup of fresh vegies),

innovation (trying new ways of learning), excellence (trying to attain top marks on achievement tests and claiming ‘Good’ in the ADLPRS proficiency rating), engagement (persevering with interactive communication and skills maintenance), and entrepreneurship (learning more with less effort and time spent, economy of scale) through bilingualism methods (using language to learn content needed for the job) in a synergistic and highly capable approach to sustainability (CIIEEEBS). The learning pedagogies contained in the ‘CIIEEEBS’ platform enhance Bandura’s (1995) concept of self-efficacy, gearing towards workplace learning resulting in building a language related workforce capability.

The reciprocal interactions that occur during intensive learning and testing can generate conflict. Also, some students experience roller coaster emotions as they advance through the proficiency stages. Application of interpersonal learning associated with emotional intelligence, other fields of psychology and aspects of learning organisations are needed to manage crises. Aspects influencing the rollercoaster nature of learning language are captured and developed as depicted in Figure 8.1. The blue line curved line in Figure 8.1 depicts the ‘emotional rollercoaster’ that students experience throughout the course.

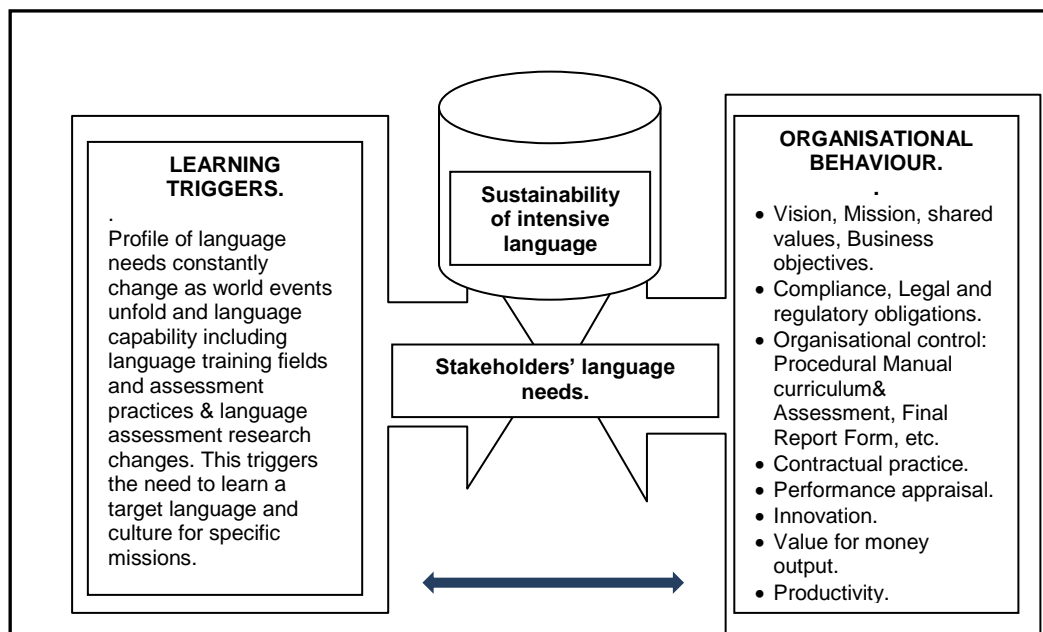
FIGURE 8.1 THE ROLLER COASTER OF LANGUAGE LEARNING



Students learn through a variety of interactive approaches. They learn and acquire the target language materials intensively and extensively both formally and informally. Students must attain above 80 per cent in the early stages and maintain at least 70 per cent at the later stages of the prescribed course. The incremental gradation of students' proficiency stems from proficiency tests; their fluctuating results are part of the roller coaster experience. Learning through different techniques: audio-lingual, grammar-translation, communicative language, including post method approaches of language teaching has a similar effect. Interacting with native speakers from the target language communities generate similar emotions.

Students need to develop strong relationships and build rapport with staff members in order to build confidence, help them overcome language learning difficulties and reduce the effect of the roller coaster feelings. This is a risk-mitigation process that helps to promote partnership education and an entrepreneurial learning culture. Both staff and students are accountable for their performances in relation to stakeholders who dictate language training policy and budget in response to external factors. Each shares praise or blame, affecting reputation and goodwill according to that partner's individual responsibility. Figure 8.2 depicts: the partnership and entrepreneurial learning culture attributes and the LANGS' behaviours that contribute to sustainable learning; that establish the unique bond students and staff share in this intensive language learning context.

Theories of intensive language learning at LANGS emphasise that consultation and feedback must occur regularly. The language department must keep the management and stakeholders informed of students' learning progress and periodic milestones. Milestones are linked to each language topic, lesson, and module of learning. workplace and time bound (SMART). These outcomes are measured using achievement tests and proficiency tests. The students' emotional and cognitive roller coaster experiences in relation to facilitative and the significance of effective communication which is again

FIGURE 8.2 DIMENSIONS OF INTENSIVE LANGUAGE LEARNING

linked with a self- fulfilling prophecy (Brophy & Good, 1974; Merton, 1968), raising teacher expectations regarding student performance to boost a student's performance. Teachers who are led to expect more of their students lead them to greater achievements.

Theories of the way government-sponsored adults set about learning intensive language courses at LANGS reflects its mission statements and business objectives resulting in customer satisfaction, which is the essence of its sustainability. Intensive language learning integrates multidisciplinary approaches. These comprise adult learning principles, first and second language acquisition theories, language education, educational psychology, workplace learning, immersion training and learning styles. All of these require an application of goal setting theory, professional mastery in relation to achievement, proficiency, competences and motivational theories.

Students who undertake an intensive course are perceived to attain accelerated results. They learn language in a focused and supportive environment. Students are equipped with six language skill sets necessary to be able to take positive action to address a range of workplace language

tasks. As a part of their learning activities they have an opportunity to be immersed in the target country. Finally, they become linguists, consultants, advisors, and trainers utilising language skills.

Recommendations related to this needs assessment

Based on the needs assessment findings, as represented in the 21 vignettes shown in Table 8.1, the following 24 recommendations are made

TABLE 8.1 RECOMMENDATIONS

1. That, in the context of the foreign language program, teaching, learning and management should be developed and operated by taking into consideration the SILOTETS sustainable model proposed in this study.
2. That a language Cooperation Program group should be established to support the activities of: LANGS; the Defense Language Institute, USA; the Defence School of Languages, UK; the European Bureau for International Language Coordination in the ongoing process of continual improvement.
3. That LANGS should host a biennial conference at which the work of the language Cooperation Program group is advanced.
4. That the LANGS curriculum should be aligned not only with the curriculum developed by Vocational Education and Training institutions but also with university-based language programs so that LANGS' graduates can access a broader range of curriculum materials.
5. That, for workplace-related language programs, materials should be aligned with the curriculum by embedding both norm-referenced and criterion-referenced forms of assessment, adopting achievement, proficiency and competency measures into language skills development.
6. That the grading systems used in the language assessment of LANGS programs should be allowed to be broader than the tightly prescribed grading systems contained in Defence training manuals.
7. That LANGS should include and develop problem-solving and projects in student assessment that engages and hold the students' interest. To do this, students should be <ul style="list-style-type: none"> • informed of the purpose of the task and provided with the assessment criteria • encouraged to work collaboratively in groups, thus extending them to consider both instrumental and integrative motivations.

8. That the training operations of language program should be re-endorsed under the National Training Framework and that new learning packages be developed to equip linguists with the knowledge and skills to make linguistically and inter-culturally sound decisions on their engagement.
9. That an ongoing needs assessment of the LANGS' language training development and delivery of programs as well as staff professional development should be undertaken to ensure that a comprehensive language training package is available to all Defence personnel.
10. That LANGS should take effective measures to match prudent management of the curriculum in the digital era with work-health and safety issues.
11. That, for better outcomes, foreign language program developers develop. <ul style="list-style-type: none"> • technologies such as apps that would • fill the gap and assist teachers in teach students a foreign language with strategic language development • avoid serious clustering pathways in delivery • make best use of students' on-course time.
12. That cloud strategies should be established that. <ul style="list-style-type: none"> • provide support for foreign language program development and delivery strategies • embrace the principles of modern human resource management and practice.
13. That an operational policy should be developed that <ul style="list-style-type: none"> • ensures organisational harmony and cultural cohesion • assists in making practical dynamic language program infrastructure choices.
14. That LANGS' classrooms and supporting infrastructure that <ul style="list-style-type: none"> • reflects a sustainability concept • involves practical decisions about suitable venue and technology choices • responds both to LANGS' particular needs and capabilities, as well as its current business requirements.
15. That existing investments should be protected even as more flexible and up-to-date systems for both human resource development and staff relief opportunities are added that may upset the <i>status quo</i> .
16. That good governance should be sustained by adopting <ul style="list-style-type: none"> • a mature approach based on the SILOTETS curriculum model • a cloud-based approach to the foreign language program that has a successful social, tactical, operational, peace-building and keeping, and strategic engagement orientation.

17. That the LANGS' approach to cloud-based technology services should meet with LANGS' corporate needs in a mutually consistent manner, i.e., user-friendly intranet computerised systems as well as 'stand-alone' systems.
18. That there should be a concerted effort to ensure that staff fully support the adoption of cloud computing, e-learning, blended learning and work-life balance needs; that staff should maximise the use of these technologies within LANGS so as to ensure that the LANGS' team will benefit optimally.
19. That provision should be made for regular review and revision of the underlying curricula and technology infrastructure to ensure that they support LANGS' mission, objectives and goals relevant to current Defence policies.
20. That Proactive Form of Evaluation approaches should <ul style="list-style-type: none"> • become an integral part in assisting and helping students, staff and stakeholders adapt to changes associated with sustainability • be applied to increase awareness and facility with digital technology that ensures that the emerging and existing workforce work together harmoniously.
21. That the Defence staff's recruiting policy for LANGS ensures that new appointments will have the technical competence to <ul style="list-style-type: none"> • teach the programs • to work harmoniously with their colleagues • to embrace a digital culture.
22. That current aptitude testing of potential students be maintained; that it be extended to include emotional intelligence testing that includes aptitude in interacting people from different cultures.
23. That the LANGS team should confidently embrace and connect with the available ethnic communities' language and culture by <ul style="list-style-type: none"> • extending the current two-week in-country training component to at least a three-week component • ensuring that students engage in workplace learning that is simple, social and effective.
24. That an aligned strategy should be implemented that focuses on innovation that sustains the foreign language program operation offered by Defence to the extent that all stakeholders should be able to heartily recommend the LANGS program to prospective users.

Limitations of this study and further research opportunities

This study has focused on three areas contributing to intensive language teaching. These are related to organisational culture, teaching and learning and stakeholders' expected outcomes. LANGS is unique in that it exists specifically to serve the Australian Government. The context in which the students learn is different from other adults or children learning languages. It is purely vocational with a military focus. There is limited research literature pertaining to this context. The findings may not be appropriate to other contexts. Tardif (1994: 488) states, there is a 'need for more longitudinal classroom-based research...that would help us better understand the communicative process at work in an immersion classroom'. This most certainly is the case at LANGS.

The scope of this case study was restricted to two language departments at LANGS. Nevertheless, it has provided sufficient information to reflect how the unique characteristics of the ADF situation affect the approaches to and the outcomes of the language learning experience for students studying Group 3 languages; this includes the theories of intensive language learning that are reflected in this particular context.

This study is limited to a point in time; it has a broad scope. Future research might be conducted over a longer period of time and in a narrower scope such as language learning difficulties, and language outcome effectiveness in the workplace. Future research may be conducted to discover the effectiveness of language training needs analysis in relation to the outcomes resulting from the implementation of new training packages. Another research study could investigate the application of my proposed 'APROCOM' Model of assessment.

The above limitations of the existing literature of intensive language teaching justify another study in this area, so that accurate definitions and theories of intensive language learning in LANGS' context can be formulated and correct relationships for selecting students and developing language

courses can be specified. Consequently, this study is specifically aimed at addressing some of these limitations.

Significance of the case study

The SILOTETS model derived from my research study provides a useful framework for both educational and business language learning domains. In academic and business terms, the model has been designed to significantly improve mission rehearsal capabilities and assists in guiding sustainable and thriving enterprises.

Leaders of language education institutions requiring the most sophisticated training systems possible in teaching of linguistic skills and developing cultural competencies for the workplace should find that this model will assist them in developing authentic language programs. At the same time, it will provide them with the flexibility to incorporate both traditional and contemporary ideas in the development of language program policy and implementation.

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- http://www.apsc.gov.au/_data/assets/pdf_file/0003/7257/capability.pdf.
- http://www.apsc.gov.au/_data/assets/pdf_file/0003/7257/capability.pdf.
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Attachments

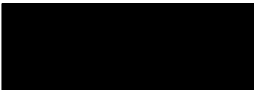
**Attachment A: LANGS Commanding Officer's Research
Approval**



DEPARTMENT OF DEFENCE
ADF School of Languages

TO WHOM IT MAY CONCERN

As the Commanding Officer of the ADF School of Language, I authorise Mr Issares Surachestpong, the Lecturer in Charge of the Thai Department and a student on Victoria University's EdD program to carry out his doctoral research on intensive language teaching at the ADF School of Languages, RAAF Williams, Laverton, Victoria.


W. B. Elliot
LTCOL
Commanding Officer
ADF School of Languages
Tel (03) 92562359

✓ Apr 05

Attachment B: Interview questions for the research study

Past Students

Please tell me about your ADF experiences that involved languages?

1. What are your experiences of LANGS about intensive language learning and teaching?
2. What do you think of your training that you received? What do you think “intensive language learning” means?
3. Could you please describe from your own perspectives the differences between “intensive language learning and teaching”?
4. What part was helpful? What part was not helpful? What are the most important things you have learned whilst undertaking the Thai course?
5. What do you understand about the Course’s terminal objectives? Could you describe them please?
6. Are the training outcomes specified in the curriculum and training that you had received sufficient for your role in the ADF?
7. What part of the course do you think we should put more time to?
8. What part of the course we should spend less time on?
9. What types of materials and learning activities do you consider to be relevant to your needs?
10. What type of cultural awareness aspects should be included on the course?
11. What is your role as a learner during the course and after the course?
12. What are the ADF situations impacting on the approaches to your language learning experience?
13. What are the ADF situations impacting on the outcomes of your language learning experience?
14. What do you think of the evaluation process during the course? Do you think we need both the achievement test and the proficiency test? If you were to give make the policy for the school what do you see needs to be done in this area?
15. Could you please define what you understand “intensive language learning” is?
16. To deal with this kind of intensive learning what do you think the teaching style should be?
17. What other comments would you like to add?

Current students at the time of Interview

1. What is special about the ADF situations? Please tell me about your ADF experiences that involved languages?
2. Could you please define what you understand “intensive language learning” is?
3. What do you think “intensive language teaching” means?
4. Could you please describe from your own perspectives the differences between “intensive language learning and teaching” and “accelerated language learning”?
5. What do you think the ADF wants from the course?
6. What is your understanding of General Course Curriculum?
7. What do you think of your training that you received?/ What are your experiences of LANGS about language learning and teaching?
8. What are the ADF situations impacting on the approaches to your language learning experience?
9. What are the ADF situations impacting on the outcomes of your language learning experience?
10. What do you understand about the course terminal objectives? Do you think sufficient and reasonable taking into account of time and resources?
11. What are the most important things you have learned whilst undertaking the Thai course?
12. What part of the course do you think we should put more time to?

Attachments

13. What part of the course we should spend less time?
14. What types of materials and learning activities do you consider to be relevant to your needs?
15. What type of cultural awareness aspects should be included on the course?
16. What is your role as a learner during the course and after the course?
17. How do you (current students) respond to what the graduate students say?
18. What type of teaching methodology would you consider it to be in relation to your intensive learning at LANGS?
19. To deal with this kind of intensive learning what do you think the teaching style should be?
20. How would you like this teaching methodology to be called in its own right as a LANGS approach?
21. What other comments would you like to add?

Lecturing staff

22. What is special about the ADF situations? (*SAME AS FOR CO DS LM*)
23. What are your experiences of LANGS about language teaching? *SAME AS FOR CO DS LM*)
24. Could you please define what you understand “intensive language learning” is?
25. What do you think “intensive language teaching” means? *SAME AS FOR CO DS LM*)
26. Could you please describe from your own perspectives the differences between “intensive language learning and teaching” and “accelerated language learning”? *SAME AS FOR CO DS LM*)
27. What is your role?/ What is the main business of your department?
28. In your language teaching, do you teach about language? What sorts of things do you teach? Why?
29. What do you think language teaching/learning is about?
30. What do you understand of communicative curriculum/ communicative language teaching methodology?
31. What type of teaching methodology have you used in relation to students’ intensive learning at LANGS? How would you like your teaching methodology to be called in its own right as a LANGS approach?
32. What should the teaching methodology be in relation to students’ intensive learning at LANGS?
33. What types of materials and teaching activities do you consider to be relevant to your curriculum?
34. What type of cultural awareness aspects should be included on the course?
35. 14. How can you contribute to make the intensive course effective?
36. 15. How would you rate your own course? Excellent, Very Good, Good, Average, Not good. Why?
37. Why is that we spent (SPEND) the time that we do on and not more?
38. What do you think we should do to change this? Why haven’t we done (IT)?
39. Why was the decision to make this short (SHORT WHAT?) and this one long when the students are telling us that they want more of this and less of this?
40. What kind of improvement that (DO NOT THAT) you want to see to make the intensive course effective?

Academic Support staff / Non-teaching staff

41. What is special about the ADF situations?
42. What is LANGS’ culture?
 - Human Resources
 - Political view
 - Structure
 - Symbolic

Attachments

43. What is the main business of your department at LANGS?
44. What are your experiences of LANGS about language teaching and learning?
45. Could you please define what you understand “intensive language learning” is?
 - What do you think “intensive language teaching” means?
46. Could you please describe from your own perspectives the differences between “intensive language learning and teaching” and “accelerated language learning”?
47. What do you think the ADF wants from the course?
48. What is your understanding of the General Course Curriculum?
49. What are your services in relation to students’ intensive learning at LANGS?
50. What types of materials and teaching activities do you consider to be relevant to the learner needs?
51. What type of cultural awareness aspects should be included on the course?
52. What are the political considerations that might affect the intensive course?
53. What is your understanding between the relationship of intensive teaching and learning and your present role?
54. How can you contribute to make the intensive course more effective? Teaching and learning environment?
55. What do you think is a good model of intensive language teaching and learning?

Attachment C: Information provided to participant



Victoria University of Technology

INFORMATION TO ADF SCHOOL OF LANGUAGES STAFF:

My name is Issares Sucharestpong and I am lecturer in Thai language at the ADF School of Languages. I am researching for my Doctor of Education degree at Victoria University through a study of language Teaching at the ADF School of Languages to develop a theory and framework for intensive language teaching. This research project aims to explore the teaching situation at LANGS and to develop a theory of intensive language teaching as a framework to explain how things operate at LANGS. The research will focus on students and staff (past & present) from the Thai and Persian Departments as well as support staff at LANGS. Data will be gathered on:

- The perceptions of students, teachers and support staff about their experience of LANGS to develop insights into accelerated language learning and teaching.
- Characteristics of the ADF situations impacting on the approaches to and the outcomes of the language learning experience.
- The effect of variations in ADF background on how learners conceptualise accelerated language learning.

The crucial overarching questions addressed in this research are:

- How do the unique characteristics of the ADF situation affect the approaches to and the outcomes of the language language learning experience for students studying Group 3 languages?
- What are the theories of intensive language learning that are reflected in that context?

Languages characterised as Group 3 languages in the ADF are Thai, Khmer, Vietnamese and Persian (Farsi). These languages have certain features such as the use of non-Roman script and in most cases, a tonal sound system. They are considered to present a higher degree of learning difficulty than Group 2 languages such as Indonesian – but are not as difficult to learn as languages such as Mandarin and Korean. The study focuses on only one Group of languages because a cross-Group study would entail an amount of research and analysis well beyond the limitations placed on this study.

- Data will be gathered through document analysis, in depth interviews staff and current and former students. The interview will be audio-taped.
-

I am asking if you will take part in this research by taking part in an interview of no more than 90 minutes. If you are not currently in Melbourne, I can arrange to the interview by phone or email. To maximise neutrality, the interviewer will be Mr John Cavanagh.

Attachments

I will send you a list of questions in advance of the interview if you agree to take part. Participation is entirely voluntary and will not in any way impact on your involvement with LANGS. You may withdraw from involvement at any time and any data which has not been included in my report will not be used.

Yours sincerely,

Issares Surachestpong

Any queries about your participation in this project may be directed to:

The researcher Issares Surachestpong ph + 61 3 92562456 or

His supervisor Professor David Maunders ph + 61 3 9718 2506.

If you have any queries or complaints about the way you have been treated, you may contact the Secretary, University Human Research Ethics Committee, Victoria University of Technology, PO Box 14428 MC, Melbourne, 8001 (telephone no: + 61 3 9688 4710).

Attachment D: Consent form for participant



Victoria University of Technology

Consent Form for Subjects Involved in Research

CERTIFICATION BY SUBJECT

I,
of

certify that I am at least 18 years old* and that I am voluntarily giving my consent to participate in the study entitled:

A Needs assessment of language Teaching at the ADF School of Languages

being conducted at Victoria University of Technology by:

Professor Ian Ling and Issares Surachestpong

This will involve an interview either face to face or by mail and possibly an additional focus group. These activities will take about an hour each.

I certify that the objectives of the study, together with any risks and safeguards associated with the activities listed hereunder to be carried out in the research, have been fully explained to me by:

Professor Ian Ling and Issares Surachestpong and that I freely consent to participate in these activities.

Volunteer subjects will be invited in person or be solicited by email or letter invitations. They will be invited to join a waiting list until their opportunity for an interview. They are reassured that their participation is truly on a volunteer basis and can be withdrawn at any time. Their record will not be used.

Activities:

Participation in an interview of up to 90 minutes.

Participation in a focus group of up to 90 minutes

I certify that I have had the opportunity to have any questions answered and that I understand that I can withdraw from this study at any time and that this withdrawal will not jeopardise me in any way.

Attachments

I have been informed that the information I provide will be kept confidential.

Signed: }

Witness other than the researcher: } **Date:**

.....}

Any queries about your participation in this project may be directed to:

The researcher Issares Surachestpong ph + 61 3 92562456 or

His supervisor Professor David Maunders ph + 61 3 9718 2506

If you have any queries or complaints about the way you have been treated, you may contact the Secretary, University Human Research Ethics Committee, Victoria University of Technology, PO Box 14428 MC, Melbourne, 8001 (telephone no: + 61 3 9688 4710).

Attachment E: Revocation of Consent Form for Participant



Research Project

**Revocation of Consent Form for Participants in Research
Used for participants who wish to withdraw from the project**

I,

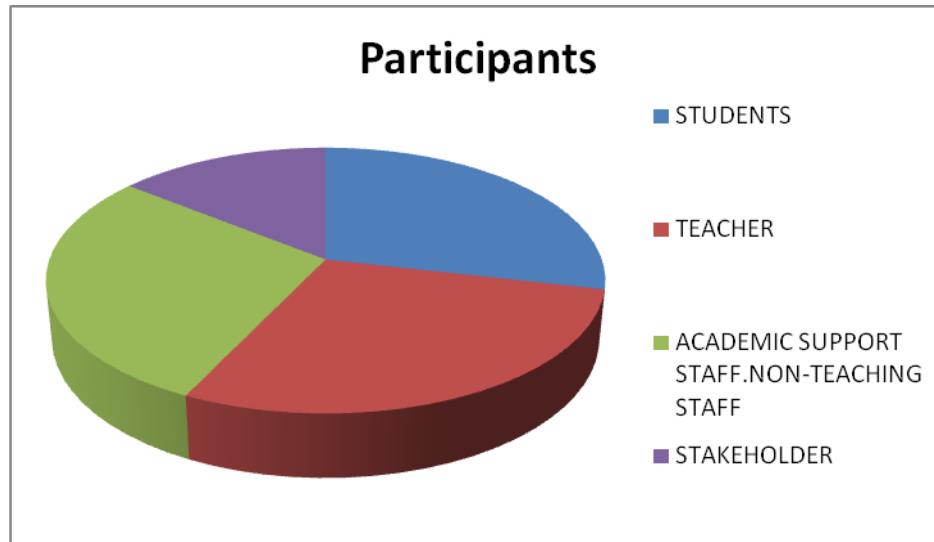
of (address),

hereby wish to WITHDRAW my consent to participate in the research proposal described in the Plain Language Statement which aims to conduct a needs assessment using Proactive Form of Evaluation of the language teaching at the ADF School of Languages and understand that such withdrawal WILL NOT jeopardise my relationship with Victoria University.

Any data already collected may/may not be included in the research project.

Signature: Date:

Attachment F: A list of research participant and the interview plan



Persian Student Participants						
Academic Year/Cohort	No of participants	Code	Reminding Name	Interview date/data date	Interview Venue	Note
2006	5	PS1	Je	30 Nov 06	LANGS' IT recording room	
		PS2	And	30 Nov 06	LANGS' IT recording room	
		PS3	Dar	20 Nov 06	LANGS' IT recording room	
		PS4	Mc	23 Nov 06	LANGS' IT recording room	
		PS5	Pya	23 Nov 06	LANGS' IT recording room	
2005	2	PS6	Dair	2 Sep 05	LANGS' IT recording room	
		PS7	Lis	2 Sep 05	LANGS' IT recording room	
2004	2	PS8	Ros	2 Sep 05	LANGS' IT recording room	
		PS9	Chri	2 Sep 05	LANGS' IT recording room	

Persian Staff Participants						
Yr	No of participants	Code	Reminding Name	Interview date/data date	Interview Venue	Note
2006	2	PT1	AJYP	30 Nov 06	LANGS' IT recording room	
		PT2	AJP	30 Nov 06	LANGS' IT recording room	

Attachments

Thai Student Participants						
Academic Year/Cohort	No of participants	Code	Name	Interview date	Interview Venue	Note
2006	6	TS1	Sairn	30 Nov 06	LANGS' IT recording room	
		TS2	Jatu	30 Nov 06		Email
		TS3	Sa	30 Nov 06		Email
		TS4	Tak	30 Nov 06		Email
		TS5	Wits	30 Nov 06		Email
		TS6	Petr	30 Nov 05	LANGS' IT recording room	
		TS7	Yutvi	30 Nov 04		Email
		TS8	Yuth	20 Dec 05		Bangkok residence
		TS9	Aip	30 Nov 04	LANGS' IT recording room	
2003	3	TS10	Any	21 Jun 06		Email
		TS11	Fyang	30 Nov 06	LANGS' IT recording room	

Ex-Defence Attachés

1994		TS12	Wora	21 Dec 05	Defence Section	Australian Embassy Bangkok
2000		TS13	Pray	17 Nov 05	Parkview Hotel	Melbourne

Past students learning Thai becoming Exchange Officer attending Thai Staff Colleges

1999		TS14	Kom			Email
1994		TS15	Han	20 Nov 06		Canberra

Thai Staff Participants						
Yr	No of participants	Code	Reminded Names	Interview date/data date	Interview Venue	Note
78-83	7	TT1	AL			Email
		TT2	Gria	30 Nov 05	L474/RAAF Williams Laverton Base	
		TT3	Wan	5 Nov 05		Email
		TT4	Jam	30 Nov 06	LANGS' IT recording room	
		TT5	Pras	10 Nov 05		Email
		TT6	Tp	30 Nov 05		Canberra
		TT7	AT	30 Nov 06	LANGS' IT recording room	

LANGS' Non-teaching Staff Participants						
Acad Yr	No of participants	Code	Reminded Names	Interview date/data date	Interview Venue	Note
N/A	09	NTS 1	ACOLA	30 Nov 06	LANGS' HQ Briefing room	VIP service personnel
		NTS 2	XOAdr	30 Nov 06	Vidcon room	L474/RAAF Williams Laverton Base
		NTS 3	AdmiCon	30 Nov 06	RAFFCOL Briefing room	RAAF Williams Point Cook Base

Attachments

		NTS 4	DSLA	30 Nov 06	LANGS' IT recording room	VIP civilian personnel
		NTS 5	TD1-Si	30 Nov 06	LANGS' IT recording room	
		NTS 6	TD2-Ma	30 Nov 06	LANGS' IT recording room	
		NTS 7	URSOLA	30 Nov 06	LANGS' IT recording room	
		NTS 8	ITHa	30 Nov 06	LANGS' IT recording room	
		NTS 9	Lib Mng	30 Nov 06	LANGS' IT recording room	

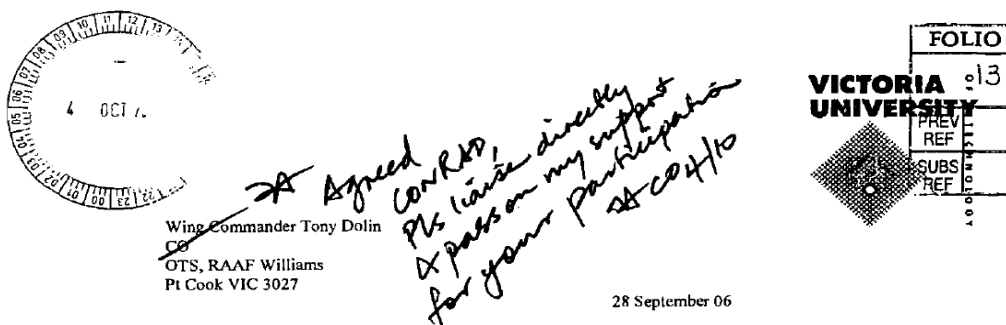
External members of Stakeholders

Acad Yr	No of participants	Code	Reminded Names	Interview date/data date	Interview Venue	Note
1978	1	STK	BT Army languageMng	6 May 06	LANGS' IT recording room	Additional data via email

Total number of participant	43
------------------------------------	-----------

Attachment G: Sample letter seeking permission from the Unit commander to make contact with a participant and an approval letter

A sample letter seeking permission to make contact with participant through the Unit's commander and his approval



Dear Sir,

My name is Issares Surachestpong, Lecturer-in-charge of Thai Department at ADF School of Languages, Laverton. I am researching for my Doctor of Education degree at Victoria University through a study of LOTE Teaching at the ADF School of Languages to develop a theory and framework for intensive LOTE teaching.

I am seeking your permission to make contact to your staff, SQNLDR Conrad Westhead, who is a prospective participant in this research project. This research project aims to explore the teaching situation at LANGS and to develop a theory of intensive language teaching as a framework to explain how things operate at LANGS. I was given a permission to carry out this study by CO LANGS in 2005 as a part of my normal ethic procedures. This research will focus on students and staff (past & present) from the Thai and Persian Departments as well as support staff at LANGS. Data will be gathered on:

- The perceptions of students, teachers and support staff about their experience of LANGS to develop insights into intensive language learning and teaching.
- Characteristics of the ADF situations impacting on the approaches to and the outcomes of the language learning experience.
- The effect of variations in ADF background on how learners conceptualise intensive language learning.

The crucial overarching questions addressed in this research are:

- How do the unique characteristics of the ADF situation affect the approaches to and the outcomes of the LOTE language learning experience for students studying Group 3 languages?
- What are the theories of intensive language learning that are reflected in that context?

I am also seeking your permission for me to arrange a time for an interview which would take about 40 minutes at our agreeable time. SQNLDR Conrad Westhead's participation will enhance the completion of the data of this research as he was in an important support role for the language training at LANGS prior to his posting out from LANGS.

Thank you for allowing your staff to participate in my research project. Please kindly respond to: Issares Surachestpong, Thai Department, ADF LANGS, RAAF Williams, Laverton Vic 3027 or if more convenient at email: Issares.Surachestpong@defence.gov.au

Yours sincerely,

[Redacted signature]

Issares Surachestpong

Any queries about this project may be directed to:
The researcher Issares Surachestpong ph + 61 3 92562209 or
His supervisor Professor David Maunders ph + 61 3 9718 2506.

New Physical Document Name
Request from: I. Surachestpong,
Lecturer-in-charge of Thai
Department at ADF School of
Languages-Laverton.

Attachment H: Sample participant's email communication making an arrangement for the conduct of an interview

From: F, B CAPT
Sent: Friday, 11 November 2005 16: 43
To: Surachestpong, Issares MR
Subject: SEC: UNCLASSIFIED: - SEC: UNCLASSIFIED- Thank you & plan Ajaan Issares,

Happy to meet with you on 1 December if / as required after my discussions with J C. May I suggest you venture to my Headquarters and we could start at about 1600. I am located at:

Headquarters Building
Defence National Storage and Distribution Centre
Moorebank Avenue
Moorebank

For my meeting with J C, I will be available from 1700. Preferred place would be the hotel I am staying at (Parkview Hotel which is located on St Kilda Road) but please ask John to call me on my mobile 0412 xzcseth and we can finalise the venue.

Regards

B

B.A. F
Captain RAN
Commander, Defence National Storage and Distribution Centre
Ph: (02) 9600VVV (w)
0412 1BBBBB (m)
Email: B.F@def....

Attachment I: Samples of two emails seeking permission to make contact with prospective participants and their approvals

Sample Email 1 (identity protected):

From: MacD, G GPCAPT
Sent: Tuesday, 8 November 2005 8: 34
To: Surachestpong, Issares MR
Cc: G, M SQNLDR
Subject: Research Approval

Issares,

Approval as requested in your letter of 31 Oct 05 to contact SQNLDR G is given.

G.G. M
GPCAPT
COMDT RAAFCOL

Ph 03 9256XYZ

Sample Email 2 (identity protected):

From: R, G LT COL
Sent: Friday, 19 August 2005 14: 17
To: Surachestpong, Issares MR
Cc: Elliot, William LTCOL; Ascough, Mark MAJ; G, S MAJ
Subject: SEC: UNCLASSIFIED: - Interview Request
Issares,

Thank you for your letter requesting contact with my unit members to assist your research project. I have two Persian linguists that may be able to assist your research. You are welcome to contact the following personnel to coordinate your interviews:

826CCFF	CPL S. M	1 Coy in Brisbane
824KJLL	PTE R. De V	2 Coy in Sydney

Regards

G R
LTCOL
CO 1 Int Bn

Attachment J: A sample of the demographic details of one defence civilian and four service personnel

10.1 Yuth (pseudonym name) – civilian

Yuth was born in Melbourne in 1965. He studied at Monash University where he received a Bachelor of Science degree majoring in Chemistry and a Master of Arts in Asian Studies majoring in Indonesian language and politics. After completing a Diploma of Education he taught science and maths at several high schools in Melbourne. He joined the Department of Defence in 1996. He studied Thai at the ADF School of Languages in 2004 and took up the position of Defence Technology and Management Adviser, Bangkok in 2005. Yuth is married and has a 4 year-old son. His main interests are Australian Football, music and reading. He also likes Thai food very much.

Interview, 16 December 2005

10.2.1 Any (pseudonym name) - Air Force Flight Lieutenant

Any is a female Air Force officer with having learnt Mandarin through civil schooling for a couple years prior to attending Thai course. Her aim was to be admitted to the Mandarin course at the school of LANGS. This study allowed her to improve her result on the language aptitude test, which led to her being offered a position on the Thai course. She had no other prior language training or experience. She was very interested in studying another language, and she was very interested in Thai because it was so different from English. It was not her first choice though, and it wasn't until she was doing the course that she realised she would not have the same opportunities as a result of doing Thai as she would with another language. There are less opportunities to do Thai staff course than other staff courses (particularly for females doing Thai), which restricted the chances that she could get an Assistant Defence Attaché position later. There are fewer opportunities to do exercises with the Thai military.

Email interview, 21 Jun 2006

10.2.2 Pra (pseudonym name) – Naval Captain

Pra was born in Melbourne. He has been in the Royal Australian Navy for over 28 years, having joined as a sailor at the age of 16 years old. His rank at the time of the interview was Captain (RAN) and although he was a logistics specialist, he has also had significant experience in financial and resource management and human resource management. His position immediately before commencing Thai language training was Director of Sailors' Career Management, where he had responsibility for the career management of all Royal Australian Navy sailors. He has been married for 13 years and live his wife in Canberra, but while he was studying Thai language he was living alone in Melbourne. He has two daughters, the eldest daughter is 23 years old and the youngest is 18 years old. He was studying Thai in preparation for a posting to Bangkok as the Defence Attache in the Australian Embassy, commencing in December 2001. He visited Bangkok only once previously, in 1985, during a naval ship visit. His wife had not been to Bangkok at all. They have previously lived in the United States of America for over three years, when he was working in the Australian Embassy in Washington D.C. Pra completed three Post Graduate courses at University in the areas of Human Resource Management, Logistics Management and International Strategic Studies. He was to complete a Masters in Business Administration in early in 2002.

10.2.3 Mart (pseudonym name)

I am a member of the Australian Federal Police (AFP) and the Thai course has been my first experience with the ADF School of Languages and the ADF system of learning. Throughout my AFP career, I have had no previous language training. In everyday situations, AFP members come across persons using different languages, such as during search warrants, interviews, arrests, or at the customs point of international airports. For court purposes, the AFP are required to utilise NATI accredited interpreters for translating or interpreting, which is done quite regularly and across a vast range of languages. The AFP has previously trained sworn members in languages, including some that were trained in Vietnamese several years ago at ADF School of Languages, however, it is only recently that the AFP has increased its language department and sought to utilise the ADF School of Languages again.

From the perspective of an outsider to the ADF, I would say that the LANGS' culture appears to be about equipping military personnel with the very best in language training in a relatively short time. As a result, the culture appears to be one of achieving for excellence, under well resourced, well-structured and well refined circumstances. To the AFP, the LANGS' culture is seen as being a centre for excellence in language training.

10.2.4 Jatu (pseudonym name)

I am a member of the Australian Federal Police who undertook the Thai general course in 2006 in preparation for deployment to Chiang Mai, Thailand, in 2007.

Attachment K: The big picture of defence relating to language capability

THE BIG PICTURE OF DEFENCE



Defence is a large organisation consisting of more than 91,000 people. This figure can be further broken down into almost 73,000 people in the Australian Defence Force including our reservists (Navy, Army and Air Force); and our 'fourth service', the Australian Public Service Defence civilians, has approximately 19,000 people (Defence Annual Report 2003-2004).

Defence is geographically dispersed across Australia, and also very unique in the way the organisation is run. Defence has a diarchy, or dual leadership by the Secretary of Defence and the Chief of the Defence Force (CDF). The diarchy is about bringing together the responsibilities and complementary abilities of public servants and the military, to achieve the Defence mission sought by the Government of the day.

Defence mission and vision

The Defence mission is the defence of Australia and its national interests. This is the statement of purpose for why Defence exists, and the outcome that the Government is seeking from Defence.

In July 2001, the Chief of the Defence Force and the Secretary articulated a new vision for Defence that captures the character of 'what we're on about' in Defence and why we should be proud of it. This vision is in three parts:

A force for good – a force to be reckoned with – a force to win

From the CDF and the Secretary's perspective, this statement sums up what we aspire to. The vision goes hand in hand with our mission, because it is about the way we go about achieving the mission that the Government has set for us.

Defence's strategic direction

The Government **sets** the strategic direction for Defence, and our job is to produce tangible results for our Minister, and the Government. The way that Government **tells** us what it expects from us in Defence, is through a document called the 'Defence White Paper'. The White Paper is a major statement which helps determine the future direction of Australia's Defence Force for the next decade.

Australian Government
Department of Defence

Attachment L: Terminology and definition relating to LANGS

Terminology	Definition	Source
Ability	a general attribute of the learner that is brought to the task or a potential to perform	Carroll, 1993
Accelerated time frame	Helping trainees achieve their training goals faster by making it easier to attain more vocabulary and patterns with a view to successful long-term proficiency accumulation. Teaching and learning are carefully structured to help maximize the benefits of the trainees in line with currently stated CTOs.	Thai GL Curriculum
Act out	Imitate the speech and behaviour patterns used by members of certain socio-professional groups in a roleplaying context. eg. Act out the role of a client at a Thai restaurant.	Thai GL Curriculum
Act as interpreter	Orally translate what is said from Thai into English and vice versa. eg. Act as interpreter for a visiting Thai dignitary.	Thai GL Curriculum
Activity-Based Management	The use of activity-based costing information about cost pools and drivers, activity analysis, and business processes to identify business strategies; improve product design, manufacturing, and distribution; and remove waste from operations.	Terms & Definitions of Supply Chain Management
Benchmarking	The search among comparable organisations of best practices that lead to superior performance	Graetz, et al. 2011: 327
Best practice	a holistic program for empowered teams to drive continuous improvement in all aspects of a business's operations, leading to world-class results in productivity and equity	Graetz, et al., 2011: 327
Bilingual method	making the students fluent and accurate in the spoken word. To make the pupil fluent and accurate in the written word. To prepare the pupil in such a manner that he can achieve true bilingualism.	Dodson 1968: 66
Budgeting	is related to cost accounting, responsibility accounting, performance measurement, and compensation. Budgeting is used for many purposes, including planning and coordinating an organisation's activities, allocating resources, motivating employees, and expressing conformity with social norms.	Luft & Shields 2003
Capacity Management	The function of establishing, measuring, monitoring, and adjusting limits or levels of capacity in order to execute all manufacturing schedules; i.e., the production plan, master production schedule, material requirements plan, and dispatch list. Capacity management is executed at four levels: resource requirements planning, rough-cut capacity planning, capacity requirements planning, and input/output control.	Terms & Definitions of Supply Chain Management
Coercive change	Top-down, mandated change that involves little or no consultation with subordinates	Graetz, et al., 2011: 328
Coercive power	Power based on the belief that the change driver can administer unwelcome penalties or sanctions	Graetz, et al., 2011: 328
Community engagement	take many forms and covers a broad range of activities. Some examples of community engagement undertaken by teachers and students	Thai GL Curriculum
Competence	The behaviour patterns that an employee must have to perform their tasks and functions with competence. These are set as the criteria against which applicants can be measured and assessed.	Graetz, Rimmer, Smith, & Lawrence, 2011: 328
Converse	Exchange thoughts verbally and informally. eg. Converse with a native speaker of Thai.	Thai GL Curriculum
Core capabilities	Distinctive skills and technologies that provide a source of sustainable competitive advantage because they are valuable, rarer/unique and not easily transferred to, or copied by, other firms	Graetz, Rimmer, Smith, & Lawrence, 2011: 328

Attachments

Terminology	Definition	Source
Customer Relationship Management	A marketing philosophy based on putting the customer first. It involves the collection and analysis of information designed for sales and marketing decision support to understand and support existing and potential customer needs. It includes account management, catalog and order entry, payment processing, credits and adjustments, and other functions.	Terms & Definitions of Supply Chain Management
Customer Value	The customer value approach focuses on how people choose among competing suppliers, customer attraction and retention, and market-share gains. By highlighting the best performer on each key buying factor, marketers obtain a market derived, empirical aggregate of each supplier's customer value proposition. Often the view from the marketplace differs from the organization's internally developed customer value proposition.	Terms & Definitions of Supply Chain Management
Decision	A choice between courses of action	Cronbach, 1971: 448
Defence	The collective term within the Australian Defence Force's three services: The Army, Navy and Air Force, including the or Defence Organisations and Defence Australian Public Service agencies.	Thai GL Curriculum
Dialogic	Use to capture the meaning-making process by which the historical and the present come together in an utterance; Speech genres are 'relatively stable types of utterances in various areas of human activity' A genre 'reflects the specific conditions and goals of each activity, not only through its content but its style, its lexical, grammatical	Bakhtin 1986: 60
Dialogue	Models for real-life interaction was adopted as the backbone of the situational approach; they are intended to be practised and eventually memorised in order to equip students with the language needed to function in the host community, aiming to encourage speaking and thinking about speaking; Steps include: 1. Students first hear a model dialog (either read by the teacher or on tape) containing key structures that are the focus of the lesson. They repeat each line of the dialog, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialog is memorized gradually, line by line. A line may be broken down into several phrases if necessary. The dialog is read aloud in chorus, one half saying one speaker's part and the other half responding. The students do not consult their book throughout this phase. 2. The dialog is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students. 3. Certain key structures from the dialog are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this is kept to an absolute minimum. 4. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialog may be introduced. 5. Follow-up activities may take place in the language laboratory, where further dialog and drill work is carried out.	Richards & Rodgers 2001, 64–65
Dictation	An integrative test like the cloze procedure requiring an integration of listening and writing with knowledge of spelling, word formation, grammar and discourse expectancies	Oller 1971
DNA	The operating mechanisms, behaviours, attitudes and dialogues so deeply ingrained in the corporate psyche that institutionalise and organisation's mindset and strategies; DNA comprising Structure, Decision Rights, Motivations and Information.	Charan & Tichy, 1998; Booze Allen Hailton- www.boozallen.com

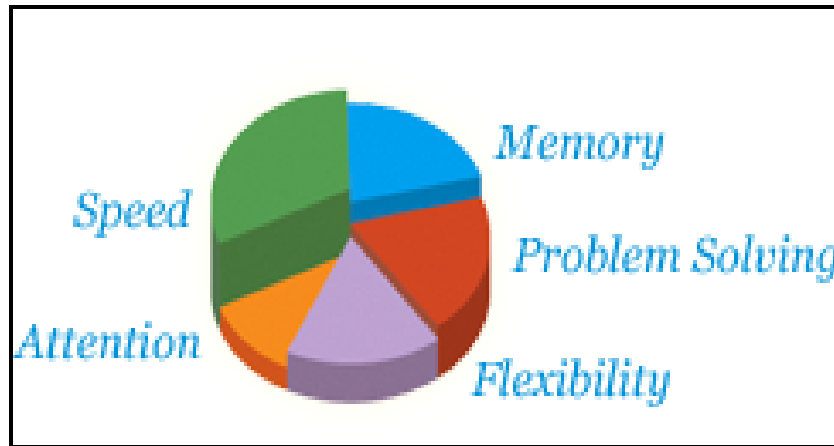
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Terminology	Definition	Source
Information Sharing	A strategic partnering relationship between suppliers and buyers is characterized by a willingness to be open, and to share forecasted demand and cost data as well as the benefits resulting from the information sharing. Both parties in the relationship generally follow a continuous improvement philosophy towards total cost of material acquisition that is confidential is shared both ways between firms during the early and ongoing stages of design and during the production life-cycle of the supplying relationship. This openness exists because of the high degree of trust earned through multiple successful interactions between the two organisations.	Terms & Definitions of Supply Chain Management
Risk management	Risk management is the process of measuring or assessing risk and developing strategies to manage it. Risk management is a systematic approach in identifying, analyzing and controlling areas or events with a potential for causing unwanted change. It is through risk management that risks to any specific program are assessed and systematically managed to reduce risk to an acceptable level. Risk management is the act or practice of controlling risk. It includes risk planning, assessing risk areas, developing risk handling options, monitoring risks to determine how risks have changed and documenting overall risk management program. Risk management is a systematic approach to setting the best course of action under uncertainty by identifying, assessing, understanding, acting on and communicating risk issues.	Terms & Definitions of Supply Chain Management
Status quo	the existing state of affairs, or the 'way we do business around here'	Graetz, et al. 2011: 333
Strategic human resource management	the design and implementation of internally consistent policies and practices, which are aligned with the organisation's strategy, to ensure employees contribute to the achievement of business objectives	Graetz, et al. 2011: 333
Sustaining organisation	An organisation that is fully committed to the principles of human and ecological survival	Graetz, et al. 2011: 334
Summarise	State or express in concise form, in speech or in writing.eg. Summarise a Thai book/film/play.	Thai GL Curriculum
Systems perspective	A change approach that view organisations as a constellation of interrelated and interdependent units or entities that work together, implying that change must be holistic, dealing with the range of organisational subsystems with an awareness that change in one will affect the other	Graetz, et al. 2011: 334
Teacher	means to observe students and study classroom interactions; to explore a variety of effective ways of teaching, and to build conceptual frameworks that can guide one's work	Fischer, 2001: 29
Teaching	involves being alert to what is going on in the classroom, noticing developments and changes, attending to emergent needs, comparing achievements at one point in time with what has happened before and what might happen after, reflecting on teaching practice and assessment, evaluating activities and plans, developing and drawing on curriculums, and the host of other activities that contribute to effective teaching practice; these activities do not happen in isolation; they inform each other through the lesson, the day, the week, and over the longer term, acknowledging the perspectives and changing needs of students, teachers and members of the broader school community	Crichton, 2006: 8
Teaching strategies	"specific actions, behaviors, steps, or techniques that teachers employ - often consciously - to improve their own progress in internalising, storing, retrieving, and using the L2."; and "the techniques or devices which a learner may use to acquire knowledge."	Oxford 1993: 175; Oxford 1990: 175; Rubin 1975: 43

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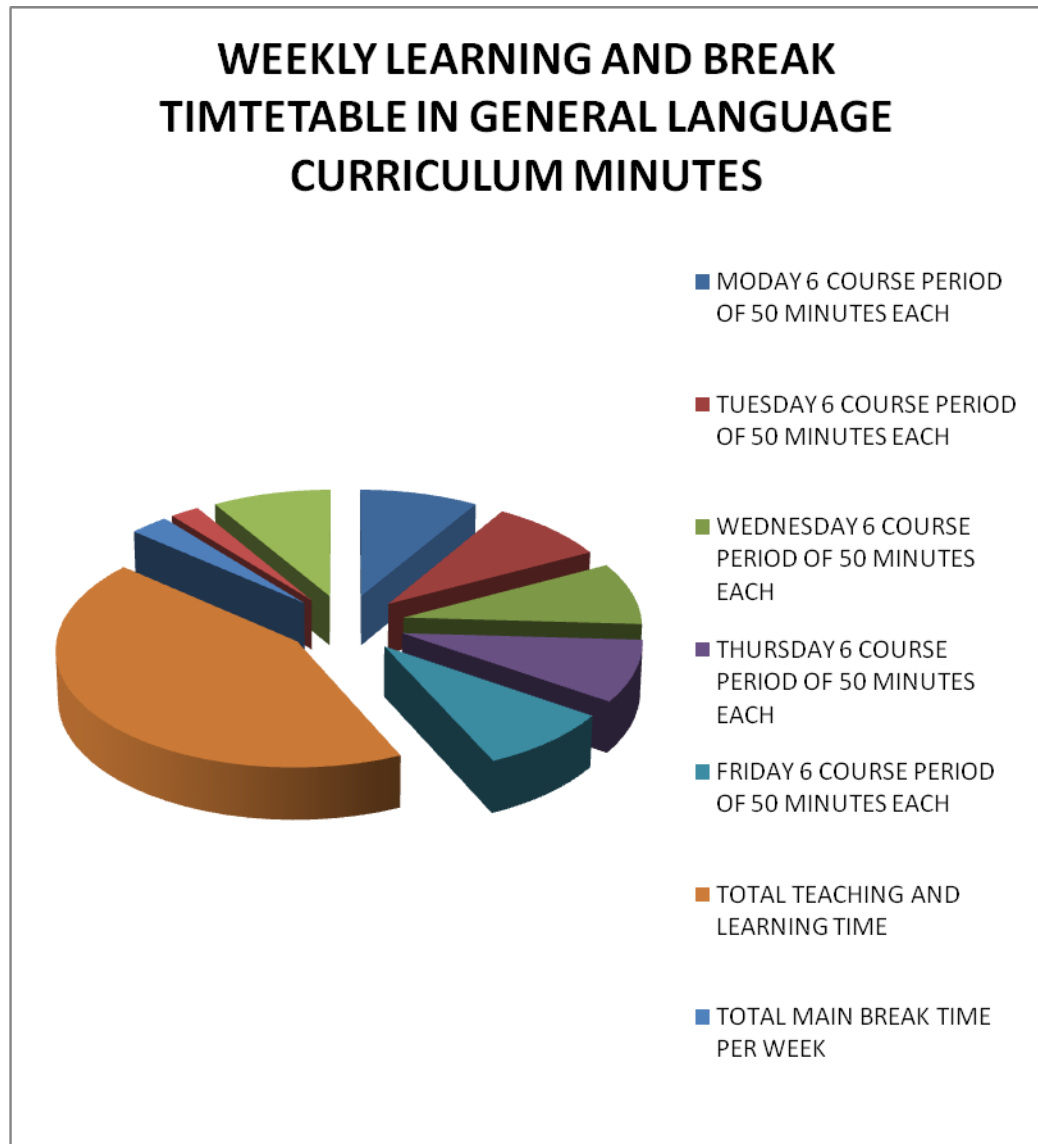
Terminology	Definition	Source
Total Productivity Management	Total Productive Management (TPM) provides a system for coordinating all the various improvement activities for the company so that they contribute to the achievement of corporate objective. Starting with a corporate vision and broad goals, these activities are developed into supporting objectives, or targets, throughout the organisation. The targets are specifically and quantitatively defined. This seminar therefore emphasises how to improve the competitiveness of products and services in quality, price, cost and customer responsiveness, thereby increasing the profitability, market share, and return on investment in human, material, capital, and technology resources.	Terms & Definitions of Supply Chain Management
Trainees	The subjects of the research are current and former Thai and Persian students of the Australian Defence Force School of Languages (LANGS). They are all at least 17 years of age, generally in their 20s, but a few may be late in their 30s and early 40s; most are high school graduates or have higher educational qualifications.	Thai GL Curriculum
Translate	Convert a text from one language into another. eg. Translate from Thai into English, and vice versa, short passages dealing with politics.	Thai GL Curriculum
Translator	work with written materials; presuppose a certain love of language and deep knowledge of more than one tongue.	http://www.prospects.ac.uk/language_skills_translating_interpreting.htm
Use	Employ for some purpose, in the manner intended. eg. Use formal and informal expressions for greeting others.	
User quality	A view of quality in which the quality of a product (curriculum for LANGS) is determined by the consumer (stakeholders for LANGS)	Black, Asafu-Adjaye, Burke, Khan, King, Perera, Sherwood, Verma & Wasimi, 2013: 813
Utterance	Our concrete response to the conditions of the moment of its use, at one and the same time, it responds to what preceded it and anticipates what is to come; containing a two-sided act – creating contexts of use; and create a space for our own voice; 4 interlocking principles: change of speaker, finalisation, expressive intonation, or relation of utterance to speaker and to other participants, and addressivity	Bakhtin, 1986: 87
Value-based strategic management	A technique to convert disaggregated performance data into a single, organisation-wide measure of shareholder value	Graetz, Rimmer, Smith, & Lawrence, 2011: 334
Value quality	A view of quality related to price and costs and whether the consumer gets value for money	Black, et al. 2013: 813
Visit	Go and see a person or place, as part of a training programme. eg. Visit important historical and cultural sites.	Thai GL Curriculum
Vocabulary	chosen according to the functions being taught. A sequence of activities similar to the P-P-P lesson cycle is then used to present and practice the function; allows trainees to focus on core vocabulary and core language awareness skills of building vocab, sentences and confidence	Thai GL Curriculum
Write	Express or communicate in written form. eg. Write a fax message and a personal letter.	Thai GL Curriculum

Attachment M: Australian Defence Language Aptitude Battery




DIMENSION		
TEST	ACRONYM	REMARKS
Oriental Language Aptitude Test	OLAT	Measures ability in Sino-Tibetan languages
Modern Language Aptitude Test	MLAT	Measures of success - an American test found to be a reliable predictor of success
Active Tones Test	AToneT	Measures of mimic skills- a short test of ability to mimic and produce words with tones
Passive Tones Test	PToneT	Measures of tone identification skills - a short aural test of ability in tonal languages such as Thai and Chinese
ACER's English Skills Assessment, Part 2	ACER	Measures of message taking and comprehension
Interview	Int	Measure career interests, work values, motivation, conflict and leadership style, strengths and weaknesses

**Attachment N: Intensive language teaching time breakdown
per week at LANGS**



Attachment O: A sample lesson plan from Thai course

 <p>© DFSL</p>	<p>DFSL Thai Department General Language Course LESSON PLAN 2009-SBS Visit and Cultural Awareness Prior to the ICT</p>
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Day/Date: Friday 4 September 2009	Location: SBS, Federation Square; Melbourne CBD
Week No: 33	Periods: 1-5
Time: 0830 - 1350hr	Prepared by: Issares Surachestpong

Syllabus Code: M 1-People and Society
Lesson Title: Visit to SBS Radio Station and Thai Cultural Awareness Brief before ICT

<p><u>Lesson Objective</u></p> <p>By the end of this activity trainees should be able to describe the way news is produced and broadcast at SBS and list important aspects of Thai culture that will be relevant to the successful completion of ICT tasks.</p>
<p style="text-align: center;">TEACHING POINTS</p> <p>Introduction: Trainees have already completed the Module 1 –People and Society. The Thai Department has conducted the visit to SBS Radio Station – Thai Section for a number of years now. This activity has proved to be a very useful and informative activity, consolidating MLOs from the first module of the Thai GL. The visit provides experience in learning about how media and language influence one another and vocabulary and information about the appropriate application of behaviours and language when interacting with Thais in formal contexts.</p> <p>Key teaching points are:</p> <ol style="list-style-type: none"> 1. Socio-cultural norms - interaction with Thais in formal contexts. 2. Means to give basic brief of self-introduction. 3. Ways to state basic directions in Thai. 4. SBS charter 5. Place of Thai at SBS Radio. 6. News report text type (report structure, discourse structure of individual news items, phonology/prosody, vocabulary and grammar, topics) 7. Issues in Translating. 8. Conveying basic thanks.
<p><u>Procedure</u></p> <ol style="list-style-type: none"> 1. State lesson objectives. 2. Quick quiz on some essential vocabulary and sentence patterns dealing with directions. 3. Meet SBS Head of Thai. Trainees introduce themselves in Thai and deliver short brief about LANGS. 4. Distribute a short exercise about SBS in Thai. 5. SBS Head of the Thai Section discusses issues of composing and broadcasting SBS news in Thai. 6. Trainees and staff listen to and view the SBS broadcast room. 7. Trainees convey thank you speech and describe different aspects of SBS for 3 minutes each. 8. On return to LANGS trainees write 50-70 word Thai report about the visit to Thai section at SBS. 9. Instructors mark and feedback the trainees' essays as a follow up in Week 34.
<p><u>Conclusion.</u></p> <p>SBS Radio is an important media outlet that provides language input to the trainees throughout the course. The visit provides several important learning outcomes. Trainees are able to apply important</p>

Attachments

courtesies in a fairly formal context. They will need to be able to complete similar tasks during ICT and as Defence linguists. Trainees also are enabled to deconstruct a news broadcast and individual news items. This aids listening. The added value of receiving the cultural awareness briefing prior to the departure on their ICT on September 11 serves as an essential preparation for adaptation and wellbeing upon their arrival and first meeting Thai host families.

OH&S considerations & Risk Analysis Attached to application for training support activity
Beware trams, vehicles, condition of paths, and people while moving from Victoria Barracks car park to carrying out the task at SBS at Federation Square.

Materials

SBS Brochure in Thai, dictionaries, brief sheets about LANGS in Thai.

Curriculum References

Module 1 People and Society

Attachment P: Defence School Languages (DSL) at Beaconsfield in the United Kingdom

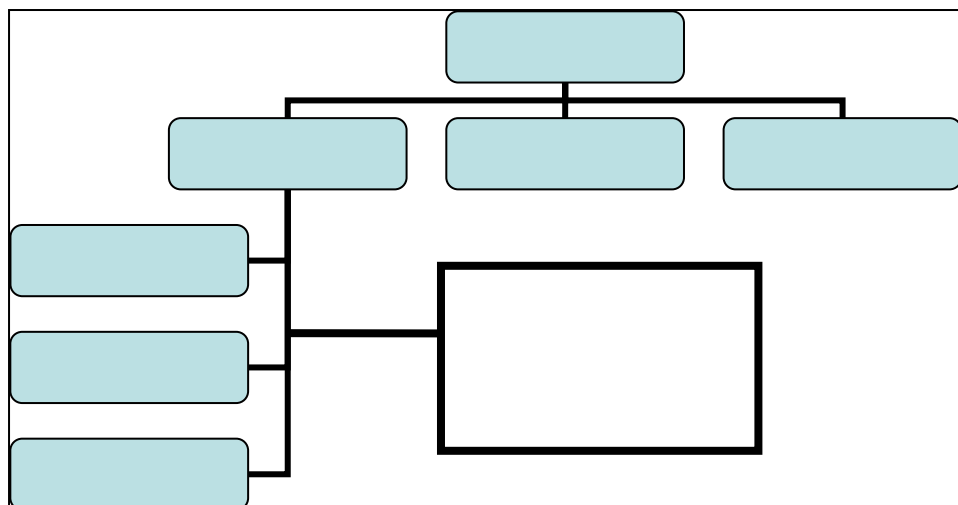
1. DSL's Course types: General Language – GL (Attaches), Intelligence; and Operational – Operational: similar to LANGS' Pashtu Basic Course. A passive course and is similar to LANGS' Initial Employment Training course

1.1 Course length: Survival for 20 weeks; Operational for 40 weeks and Advanced Certificate for 70 weeks.

2. DSL's Organisational Structure

- a. Western European Wing – French and Spanish (and LA)
- b. Slavic Wing – Russian (Serbia)
- c. Indo-Iranian – Pashtu / Dari – 4 fulltime personnel, 28 contract teachers
- d. English Wing – Pre Sandhurst foreign officers
- e. Arabic Wing – Arabic and Farsi
- f. Somali Wing – to come onboard soon; and
- g. German – taught in Germany

3. DSL Organisational Structure Diagram



4. Supply of contractors is a problem area.

Intellectual property given to contractors which allows them to use the information outside DSL. Unable to control what courses contractors attend and what they're qualifications are.

5. Proficiency Rating Scale

DSL uses STANAG – NATO assessment scale as guidelines. Descriptors are interesting, not just tested on accuracy and proficiency but also what they're accurate and proficient in.

Attachment Q: Needs assessment elements with reference to the Literature Review

Key concepts contained within the vignettes in Chapters 6 and 7 that are associated with the Literature Review in Chapter 2

1. Program evaluation	
Key concepts	Author/Date
<ul style="list-style-type: none"> An organised course of language instruction is a prime requisite of all language institutes. 	Brown 1989b Brown 2008 Bryman 2001 Clark 1987 Cohen 1994 Duffy & Sherman 1977 Hargreaves 1995 Hopkins 2001 Kramsch 2002 Liddicoat & Scarino 2013 Lynch 1990 1996 2003 MacDonald 1973 cited in Stenhouse 1975 MacDonald 1973 McNamara 1998 Messick 1989a 1989b Nunan 1989 Owen 2006 Patton 2002 Phelps 2011 Royse et al. 2001 Scarino 2008 Scriven 1991 Scriven 1999 Sherman et al 1997 Soliman et al. 1981 Taylor-Powell et al. 1996 van Lier 2002
<ul style="list-style-type: none"> The extent of the need among a defined population for a program in a given area of provision should be determined. 	
<ul style="list-style-type: none"> Continual improvement of a business operation is enhanced by using the Proactive Form of Evaluation – in particular, by undertaking a needs assessment. 	
<ul style="list-style-type: none"> The selection of the appropriate Form of Program Evaluation, approach and methodology depends upon what evaluator wants to learn about the program. 	
<ul style="list-style-type: none"> Using the Proactive Form of Evaluation assists in the development of evidence-based policy. 	
<ul style="list-style-type: none"> Qualitative research and evaluation methods assist in identifying the restrictive and/or expansive nature of workplace learning. 	
<ul style="list-style-type: none"> Program evaluation provides an informative picture of culturally based processes and practices as well as adding depth to the context-based explanations of events, processes, outcomes and ultimately future policy and practice. 	
<ul style="list-style-type: none"> Specific evaluation methodologies are able to be tailored to fit various problems of evaluation. 	
<ul style="list-style-type: none"> Program Evaluation may readily become part of the managerial process that examines the pragmatic elements of human service programs. 	
<ul style="list-style-type: none"> Program Evaluation assists in the synthesis of existing possibilities of sustainability, in terms of triple bottom line, in relation to future operations. 	
<ul style="list-style-type: none"> The value and worth of training programs are the key focus in Program Evaluation. 	
<ul style="list-style-type: none"> The effectiveness of a language program will be dictated as much by the attitudes and expectations of the learners as by the specifications of the official curriculum. 	
<ul style="list-style-type: none"> School culture, school effectiveness and school improvement are able to be explored using Program Evaluation. 	
<ul style="list-style-type: none"> Evaluating the market equilibrium. 	
<ul style="list-style-type: none"> Policy makers, using Program Evaluation, are able to be concerned with the efficiency, as well as the quality, of economic outcomes. 	
<ul style="list-style-type: none"> Program Evaluation provides insights that are of value to practitioners, researchers and policy makers alike. 	
<ul style="list-style-type: none"> Providing a brief case study as part of Program Evaluation helps to illuminate research findings in relation to a model for school-based curriculum planning. 	
<ul style="list-style-type: none"> Building in an evaluation process into an educational program ensures that both the objectives and means of attaining them can be constantly modified and improved to make the whole teaching and learning enterprise more effective. 	
<ul style="list-style-type: none"> An intimate relationship exists between curriculum design and development. 	
<ul style="list-style-type: none"> Suiting school-based curriculum development rather than the central authority of the school system is enabled by Program Evaluation. 	
<ul style="list-style-type: none"> Policy context and external support networks are enhanced and developed via Program Evaluation. 	
<ul style="list-style-type: none"> Accountability – the responsibility of an entity to report on its use of resources allocated for a specific purpose and is determined through independent examination – is enhanced via Program Evaluation. 	

<ul style="list-style-type: none"> The notion of conducting business activities that focus on the long-term effects of its existence is a desirable outcome of Program Evaluation. 	
2. Systematic approach to second language curriculum development	
Key concepts	Author/Date
<ul style="list-style-type: none"> The elements of language curriculum should involve a systems approach (SA) to planning, scheduling and controlling the program. 	Airasia, et al., 2008 Andriole, 1996 Brown, H., 2004 Brown 1995 Brown 2008 Corbett, 2003 Dror Duffy, & Sherman, 1977 Education Department of South Australia, 1974a, 1976 Farrel, 2002 Frazelle, (2002) Goleman, 2002 Halliday 1985 Kaufman, 1972 Kennedy, 2007 Kerzner, 2001 King, & Newmann, 2001 Kohler, 2003 Kole 2001 Liddicoat, 2002 Light, 1998 Macken, & Rothery, 1991 Mankiw 2015 Martin & Rose, 2003 Mayer & Cobb, 2000 Popham, & Husek, 1969 Scarino & Liddicoat, 2009. Scarino, 1995. Scarino, 2008 Soliman et al. 1981 Stern 1982 Woodward, 2001
<ul style="list-style-type: none"> A SA should result in a sound and effective language program. 	
<ul style="list-style-type: none"> A SA should provide a systemic resource for meaning and intercultural approach. 	
<ul style="list-style-type: none"> A SA should result in the reshaping the System by reflecting of the nature of the language for workplace related to be reviewed, identified, defined, and assessed for each job related curriculum. 	
<ul style="list-style-type: none"> A SA should lead to a multi-dimensional foreign language curriculum. 	
<ul style="list-style-type: none"> A SA should assist in the allocation of resources that maximizes the efficiency of the system (consumer and producer surplus). 	
<ul style="list-style-type: none"> Efficiency is the property of a resource allocation that maximises the total surplus received by all members of the society. 	
<ul style="list-style-type: none"> Equality is the property of distributing economic prosperity uniformly among the members of the society (in this study, the staff, students and stakeholders of LANGS). 	
<ul style="list-style-type: none"> Engaging activities by working with discourse: meaning beyond the clause. 	
<ul style="list-style-type: none"> Value-based system within positive emotion and relationships. 	
<ul style="list-style-type: none"> Higher meaning and a sense of accomplishment. 	
<ul style="list-style-type: none"> Investment in the quality of relationships in training and development systems. 	
<ul style="list-style-type: none"> Particular consideration to ways of representing connections across the program as a whole. 	
<ul style="list-style-type: none"> Connections at the local both short term and long term levels. 	
<ul style="list-style-type: none"> An emphasis on the development of learning over time. 	
<ul style="list-style-type: none"> A lesson is focused and achieves its objectives. 	
<ul style="list-style-type: none"> Technology and communication are fleshed out and afforded to students. 	
<ul style="list-style-type: none"> The processes of development are not linear but recursive. 	
<ul style="list-style-type: none"> Foreign language curricula and programs require recursion. 	
<ul style="list-style-type: none"> A need for the precise evaluation of a curriculum and the effectiveness of the curriculum in attaining the objective. 	
<ul style="list-style-type: none"> Embracing innovation in business as true source to create and apply new knowledge to commercial ends and change as a condition of society and as the driver of consumer demands. 	
<ul style="list-style-type: none"> A SA approach involves systems developments and maintenance controls over the review, testing, piloting, approval of new systems and program changes. 	
<ul style="list-style-type: none"> Systematic management is concerned with systemic control such as training assessors to use marking guide consistently. 	
<ul style="list-style-type: none"> Teacher evaluations become mechanisms for administrative control. 	
<ul style="list-style-type: none"> Systems need to be seen as temporary expressions of human needs, and potential catalysts for more imaginative approaches. 	
<ul style="list-style-type: none"> A SA approach initiates better coordinated public policy making. 	
<ul style="list-style-type: none"> A SA approach assists in developing critical literacy; systemic functional linguistics provides a model for literacy in subject learning. 	
<ul style="list-style-type: none"> A SA approach embraces aspects of emotional intelligence that naturally surface throughout daily work tasks and routines in the system solution. 	
<ul style="list-style-type: none"> Leaders play a central role at virtually every stage 	

3. Use of different kinds of assessment	
Key concepts	Author/Date
<ul style="list-style-type: none"> The art of assessment requires not only knowing what the 'normal' patterns are but also having the expertise in identifying those learning behaviours that will not follow the norm. 	Airasia, et al., 2008 Brown, H., 2004 Council of Europe, 1996 Gardner 2000 McNamara 1996, 2001, 2003 McNamara & Roever, 2006 Norton, 2000 Rae, 1997 Scarino, 1995, 2000, 2008, 2009, 2010
<ul style="list-style-type: none"> A comprehensive systematic collection, analysis and interpretation of evidence that involves monitoring, motivating students forecasts whether the goals of training have been met. 	
<ul style="list-style-type: none"> There is reduced emphasis on the use of traditional achievement and proficiency tests by encouraging diversification of assessment in terms of multidimensional strategies. 	
<ul style="list-style-type: none"> Supports the adoption of both norm-referenced and criterion-referenced assessment (Mastery or Continuum) regimes in the name of the three key assessment metrics – 'APROCOM' – that develop forecasts or produce full or condensed forecast learning outcomes for the students' achievement, proficiency standard and the competency or not yet competent learner. 	
<ul style="list-style-type: none"> The Australian Defence Language Proficiency Rating Scales (ADLPRS) is used as an industry standard to define characteristics of the text use in teaching and testing. 	
<ul style="list-style-type: none"> Deciding as a group on what makes for a Competent (and Not Yet Competent) performance on a given task within competency test regime. 	
<ul style="list-style-type: none"> Using samples of candidate performance to conduct workshops for assessors training in order to use marking guide effectively and consistently 	
<ul style="list-style-type: none"> Deciding as a group on what makes for a satisfactory or unsatisfactory performance on a given skill set within proficiency test regime. 	
<ul style="list-style-type: none"> Using a documentation system to defend the test performance rating decision (i.e., in the form of a detailed marking guide and second or third independent marker) 	
<ul style="list-style-type: none"> Embracing continual improvement by noting any difficulties arising and agree on how to resolve differing rating outcomes provided by examiners (e.g., through further specification of the marking guide for future use). 	
<ul style="list-style-type: none"> Updating the assessment manual to subjectively and objectively provide the dynamics of curriculum, assessment innovation and competitiveness. 	
<ul style="list-style-type: none"> Using new assessment knowledge that has been garnered from learning and problem-solving by LANGS from market research, analysing past mistakes and failures associating with assessment as well as new uses of old techniques. 	
<ul style="list-style-type: none"> Using the assessment metrics of 'APROCOM' to assess receptive skills and productive skills tests in both the formative and summative manners. 	
<ul style="list-style-type: none"> Connecting the assessment metrics of 'APROCOM' to productivity growth performance and knowledge assessment through developers, delivering panel and trial group. 	
<ul style="list-style-type: none"> Encouraging the return of equity behaviour to sustain the current language retention level and all language tests are a form of assessment including checklists used in continuous assessment and informal teacher observation. 	
<ul style="list-style-type: none"> Using the assessment metrics of 'APROCOM' as an innovation in building and sustaining capabilities. 	
<ul style="list-style-type: none"> Using the assessment metrics of 'APROCOM' as one of the aspects of LANGS' enterprise to compete at the level of superior know-how and agility. 	
<ul style="list-style-type: none"> Seeing different ideas about assessment being contested: direct, indirect, impression, guided judgement, holistic, analytic, series, category, assessment by others or fremdevaluation, self, continuous or fixed point types of assessment. 	
<ul style="list-style-type: none"> Assessment criteria should embrace situation switching from compliant to complex, allowing test taker to perform language task to the specified criteria. 	

Attachments

<ul style="list-style-type: none">Using a feedback form which contains signatures of both the student and teacher to document and acknowledge conversational record associated with assessment, learning difficulties and window of opportunity for learning growth and improvement at the conclusion of formal and scheduled feedback session.	
<ul style="list-style-type: none">Using assessment as the smart application of knowledge to transform and meet the stakeholders’ demands and forms integral part of teaching and learning process.	
<ul style="list-style-type: none">Improving, overall, student outcomes and meeting LANGS’ requirements concerning student progress and success.	
4. LANGS and other language service providers	
Key concepts	Author/Date
<ul style="list-style-type: none">The ADF perspective on successful foreign language program operational leadership focusing on case studies from Persian and Thai language departments at LANGS.	Jacka, & Keller, 2009 Jansson, 1995 McConnell, 2006 Meredith, & Shafer, 2010 Smith et al., 1998
<ul style="list-style-type: none">A model of LANGS’ foreign language program operational leadership outlined, demonstrating LANGS’ core business and core aspects of sustainable operations.	
<ul style="list-style-type: none">LANGS’ complexity of foreign language program leadership that leads to improved student workplace outcome.	
<ul style="list-style-type: none">Organisational sub-units, it is more generally used to refer to third party or outsourced suppliers	
<ul style="list-style-type: none">Factors of production – the inputs used to produce goods and services (curriculum development and delivery of foreign language training).	
<ul style="list-style-type: none">Benchmarking in terms of understanding the context, and situation, school characteristics and leadership interventions in the areas of teaching learning, assessment systems, student outcomes, school capacity building, and overall innovation.	
<ul style="list-style-type: none">Cultural differences – different locations develop different customs of their own culture.	
<ul style="list-style-type: none">Pragmatic approaches showing a common and consistent set of traits, organisational behaviours, values and beliefs, communications, flexibility and commitment that can make a difference locally and internationally.	
<ul style="list-style-type: none">Monopoly of a firm that is the sole seller of a product (language programs development and delivery for the ADF) without close substitution.	
<ul style="list-style-type: none">The fraternities of language training school communities	
<ul style="list-style-type: none">Military leadership styles against civilian leadership styles of foreign language program operation.	
<ul style="list-style-type: none">Intensity of delivery against fragmental delivery of training.	
<ul style="list-style-type: none">Learners are being paid normal salary during the attendance of the foreign language program against personal cost from learners’ expenses.	
5. Military applications of language: ADF School of Languages	
Key concepts	Author/Date
<ul style="list-style-type: none">Supporting stability capability mission in the regional and global context.	Defence White Papers 2000, 2009, 2013 Goleman et al., 2002 McGregor, 1960 Peace, 1977
<ul style="list-style-type: none">The human aspects of project management to reinforce the rule of law in the counterpart’s nations.	
<ul style="list-style-type: none">On patrol through the devastated areas associated with natural disasters such as earthquakes which were targeted by rioters during recent unrests.	
<ul style="list-style-type: none">Providing capability for air movement of troops and aeromedical evacuation and evacuation mission.	
<ul style="list-style-type: none">The human side of military enterprises –winning heart and minds of the locals.	
<ul style="list-style-type: none">Creating a ‘good society, by managing the risk associated with disasters relief, peace and terrorism.	

Attachments

<ul style="list-style-type: none">Assisting allied governments in restoring law and order including motion intelligence.	
<ul style="list-style-type: none">Maintaining security at installations such as airfields of allied nations.	
<ul style="list-style-type: none">Social purpose by working closely amongst military and civilian colleagues and locals to answer and invigorate cooperation and civilisation.	
<ul style="list-style-type: none">Tactical purpose in defining the essential features of a problem.	
<ul style="list-style-type: none">Operational purpose – primal leadership: the hidden drive of great performance.	
<ul style="list-style-type: none">Peace keeping and Peace building to deliver an effective project capability that will ultimately translate to improved capability and interoperability platforms and systems.	
<ul style="list-style-type: none">Strategic engagement by supporting strategy and capability by building the best balanced and deployable future force through the projects of the Defence language Capability Plan.	
<ul style="list-style-type: none">language skill sets in supporting Defence design and implement of its future force to conduct the most effective and integrated joint, inter-culturally and linguistically aware inter-agency and coalition operations to deliver the best joint effect.	
<ul style="list-style-type: none">Acknowledge and discuss matters of mutual interest including acquisition, research and development, interoperability, logistic, export and language related policy.	
6. Benchmarking and benchtrending 6.1 Defense Language Institute USA 6.2 Defence School of Languages, UK 6.3 The Bureau for International Language Coordination (BILC), Europe	
Key concepts	Author/Date
<ul style="list-style-type: none">Benchmarking and bench-trending.	Permanent observer of Similar operations
<ul style="list-style-type: none">Community of education.	
<ul style="list-style-type: none">Resourcing and sharing of knowledge and best practices.	
<ul style="list-style-type: none">Context-adaptive model.	
<ul style="list-style-type: none">Testing that compares teaching, learning, assessment and the overall program operation	
<ul style="list-style-type: none">A business structure wherein language training organisations coordinate their strategies, resources and skill sets by forming a long-term, stable relationship based on a shared purpose.	
<ul style="list-style-type: none">Generating ideas for quality improvements by comparing specific program practices or program characteristics to those of other programs and curricula outside LANGS’ performance.	
7. Knowing what is needed	
Key concepts	Author/Date
<ul style="list-style-type: none">Training needs to be focused, job-specific and designed to better deliver on two fundamental outcomes: improving the ability to provide high quality, accurate and timely training for stakeholders; improving the support to the ADF and its operations.	Curriculum Development Centre, 1980
<ul style="list-style-type: none">Sketching out the contours of a future environment and possible threats.	Munby, 1978
<ul style="list-style-type: none">Process learnings and content areas of knowledge and experiences learnings.	Berwick 1989
<ul style="list-style-type: none">Needs analysis and objectives setting.	Brindley, 1984
<ul style="list-style-type: none">The possible conflict that can arise when curriculum and the students’ beliefs and assumptions are not identical.	Blanchard, 2004
8. Need to apply adult learning principles, motivation and mastery learning	
Key concepts	Author/Date

Attachments

<ul style="list-style-type: none">• Recognising that adult students are all unique individuals and that we each have our own preferred ways of learning.	Heermann 1997 Ivey et al. 2006 Knowles 1986, 1995 McFadden 1993 Rogers 1979
<ul style="list-style-type: none">• Learning to become an effective General Persian and/or Thai linguist was a long process.	
<ul style="list-style-type: none">• Students are exposed to and absorbed concepts and culture about being a military linguist by undertaking an approved course of study – the Persian and/or Thai General Language curriculum, participating in language lab and practical training, by having regular and ongoing contact with the teachers of his skills practice and native speakers.	
<ul style="list-style-type: none">• Additionally, learned through his/her own personal experiences as language users/workers for the ADF and through contact with other students, teachers elsewhere, native speakers within local communities and media.	
<ul style="list-style-type: none">• Placing emphasis on both language textbooks and resources as well as higher emphasis on experiential learning.	
<ul style="list-style-type: none">• Placing a high value on information obtained through reading, listening and speaking influence students his/her communicative style and effectiveness.	
<ul style="list-style-type: none">• An understanding of how workers learn at both the individual and collective level	
<ul style="list-style-type: none">• The vital few contributors who account for most quality problems in a learning system.	
<ul style="list-style-type: none">• Focus on people’s behaviour that are guided or motivated by a sequence of needs.	
<ul style="list-style-type: none">• A combination of various and eclectic learning methods including blended learning are vital, encompassing read, write, speak, listen and to see students demonstrated and role play while being observed so that useful feedback can be obtained.	
<ul style="list-style-type: none">• Becoming a linguist involves fulfilling the requirements of the workplace within whose jurisdiction they work.	
<ul style="list-style-type: none">• Lifelong learning and skills maintenance are applied to maintain professional standards.	
<ul style="list-style-type: none">• Actively dealing with risk taking, assumptions, attitudes, beliefs, values, prejudices and biases.	
<ul style="list-style-type: none">• Language and translation issues.	
9. Mastery learning	
Key concepts	Author/Date
<ul style="list-style-type: none">• The mastery of a body of factual information about physical, armed forces, economic, social and cultural environment.	Bloom 1968, 1971 Fehlen, 1976 Clark, Guskey & Benninga, 1983 Guskey, 2007 Bor & Watts, 2006 Johns, 2005
<ul style="list-style-type: none">• Learning the necessary language skills through observation and practice.	
<ul style="list-style-type: none">• Having realistic expectations.	
<ul style="list-style-type: none">• Live demonstrations that model the real-life situation and/or digital voice recording and/or video-recording may be used.	
<ul style="list-style-type: none">• The recognition and impact of tacit skills and knowledge in work re-entry.	
<ul style="list-style-type: none">• Content learning is concerned with the acquisition of general skills such as those of communication and computation.	
<ul style="list-style-type: none">• Focus on mastery of the material to be learned, mastery learning increases the attitude and interest of students.	
<ul style="list-style-type: none">• The mastery learning group which demonstrated higher levels of achievement, fewer absences, and more motivation toward learning course material.	
<ul style="list-style-type: none">• The minimum acceptable rate of return on an investment.	
<ul style="list-style-type: none">• Reflection of content involves reflecting back to students the important of content of what the students have learned.	
<ul style="list-style-type: none">• Sequential learning by using language only one or two micro-skills initially, and can then gradually incorporate additional skills into their repertoire.	

Attachments

<ul style="list-style-type: none"> The most important basic skills are learnt first, with the consequence that more practice will be obtained in using these skills and language students will begin to rely on them as being the ones that are most appropriate for frequent language use in communication. 	
<ul style="list-style-type: none"> Micro-skills are best learned in a particular sequence so that the later skills build on the earlier ones. 	
<ul style="list-style-type: none"> Keep a personal journal or diary in which to reflect on your language learning and language use as you master them and making progress through the course length. 	
<ul style="list-style-type: none"> Record students' feelings and thoughts with regards to language training and assessment. 	
10. Workplace learning	
Key concepts	Author/Date
<ul style="list-style-type: none"> Produce goods and services. 	Billett, 2001
<ul style="list-style-type: none"> What is currently provided and a consideration of the structures and regulatory framework within which it takes place. 	Callahan 1962 Dweek & Leggett, 1988
<ul style="list-style-type: none"> Support for collaborative arrangements between employers to raise skills and productivity. 	Elliet & Church, 1997
<ul style="list-style-type: none"> Targeted support for employers facing barriers in raising skills levels. 	Eraut, et al., 1998
<ul style="list-style-type: none"> Modern competency-based training and assessment as a key work-based training route for improving skills and business performance. 	Fay, 1975 Gardner & Lambert, 1972
<ul style="list-style-type: none"> A deliverable-oriented grouping of learning associated with jobs to be done. 	http://intranet.defence.gov.au/People/sites
<ul style="list-style-type: none"> Involving a learning program that defines its total work scope. 	http://intranet.defence.gov.au/People/sites/WHSPPrograms
<ul style="list-style-type: none"> The degree to which a learner performs his/her intended linguistic function in their workplaces. 	Malloch et al., 2011
<ul style="list-style-type: none"> Better integrated business support. 	McDonough, 1981
<ul style="list-style-type: none"> Practitioners and policy makers should take seriously the interests of employees and employers. 	Richards, 2001
<ul style="list-style-type: none"> School as a site for work-based learning, simulation and role play. 	Smith & Hayton, 1999
<ul style="list-style-type: none"> Links between the regulatory, social and work structure of workplace learning. 	Solomon, 1999 Van Woerkom, 2003
<ul style="list-style-type: none"> The significance of individual and collective biography and dispositions to learn. 	www.tlrp.org/project/workplace
<ul style="list-style-type: none"> The nature of different forms of workplace language needs as well as a flavour of the workplace projects. 	
11. In-country training component and language learning	
Key concepts	Author/Date
<ul style="list-style-type: none"> Communities as resources. 	Atkinson, 2002
<ul style="list-style-type: none"> Developing language proficiency because it serves certain purposes or functions for them. 	Byram, 1989b; Byram & Feng, 2005;
<ul style="list-style-type: none"> Input and interaction as a 'socio-cognitive whole'. 	Coleman, 1997, 1998;
<ul style="list-style-type: none"> Culture is talk. 	Dening, in de Certeau 1988
<ul style="list-style-type: none"> Collegiate intercultural interaction and speech act. 	Halliday (1975
<ul style="list-style-type: none"> Demonstrating the importance of how language is used to accomplish objectives within specific situations. 	Kasper, 1997
<ul style="list-style-type: none"> The relationship between culture and nature. 	Kasper & Rose, 2002
<ul style="list-style-type: none"> Intercultural experience and language education. 	Schmidt, 1993
<ul style="list-style-type: none"> The application of knowledge, skills, tools, and techniques to project activities to meet project requirements. 	Krashen 1985
<ul style="list-style-type: none"> Managing by putting the country's people and culture at the centre of all activity designs and implementation. 	Kumaravadevelu, 2006
<ul style="list-style-type: none"> The use of interpersonal connections to promote learning. 	Murphy-Lejeune, 2003;

Attachments

<ul style="list-style-type: none">Facilitating interaction among a community of language users.	Carel, 2001; Corbett, 2003; Jurasek 1995; Seddon 1997; Roberts et al., 2001; Robinson-Stuart & Nocon, 1996; Littlejohn, 2009 Project Management Institute 2012 Wenger, 1999
<ul style="list-style-type: none">Communities of practices through language learning, meaning, and identity conceptual framework.	
<ul style="list-style-type: none">Second language acquisition theory in foreign language teaching.	
<ul style="list-style-type: none">Teaching pragmatics via research-based rather than dependent on the native speaker's, instructor's, or curriculum writer's intuition.	
<ul style="list-style-type: none">Production process through operating management.	
12. Competency based education	
Key concepts	Author/Date
<ul style="list-style-type: none">Competency relating to practice in his or her chosen field of workplace language skills is an important competition factor in a fast changing technologies-based market.	Ajzen 2005 ALLC, 1996 Anderson, 1981
<ul style="list-style-type: none">Influence from many OECD countries' use of the competency-based training system internationally.	ANTA, 1998 Blum, et al., 1986
<ul style="list-style-type: none">Having the competencies they need in terms of skill development in industry and trade.	Briguglio & Kirkpatrick, 1996
<ul style="list-style-type: none">Meeting the needs of students by offering additional services such as portal and partnership throughout the whole production process whereby value is added to the product/curricula at every stage.	Canale & Swain, 1980 Cole, 2010 Commins, 1995
<ul style="list-style-type: none">Focusing on responsibility for defining the data elements at LANGS' database design and the operation of its standard the large amounts of text, graphics and media files used in training and to see LANGS through the eyes of customers by asking the customers and stakeholders in what way LANGS needs to improve on an ongoing basis.	Fawns & Nance, 1993 Hamill & Stewart, 1986 Hart & Harden, 1987
<ul style="list-style-type: none">Compliance with a set of standards that defines in detail, the structure of a particular knowledge domain by letting the customers making a list of priorities regarding their desires, needs and wants.	Larkin, 1977 Rasmussen, 1982, 1983
<ul style="list-style-type: none">What the ADF wants from military personnel learning language intensively has always created competitive advantages for the market. In what way will LANGS increase the usefulness to the customers when LANGS develops its proficiency in dealing with the demands of the market: what kind of competency do military personnel learning language intensively need to be successful? This is seen with long term and sustainable goals.	Rodolfa et al. 2005 Savignon 1972, 1997 Tamblyn et al. 1991 Tidd, 2011 Williams, 1987
13. Market potential	
Key concepts	Author/Date
<ul style="list-style-type: none">Any decline in 'productivity' or customer dissatisfaction will result in loss of clients and, consequently, of some funding and staff.	Beare, 1982 Cole, 2010 Green, 2008 Fry, 2009 Hjort et al., 2013 Schneider, 2015 Teece, 1982 Williamson, 1975
<ul style="list-style-type: none">The market's perception of a client's future performance provides a useful benchmark.	
<ul style="list-style-type: none">Sustaining Defence's kind of marketing innovation associated with foreign language programs through modern marketing approach – the SIlanguageTS.	
<ul style="list-style-type: none">Market- a group of buyers and sellers of a particular good or service (language courses and delivery).	
<ul style="list-style-type: none">Market power – the ability of a single economic actor (or small group of actors) to have a substantial influence on market prices –tendering for language program operation.	
<ul style="list-style-type: none">Building innovative capacity.	
<ul style="list-style-type: none">Market economy – an economy that allocates resources through the decentralised decisions of many firms and households as they interact with goods and services.	

Attachments

<ul style="list-style-type: none"> • Comparative advantage – the ability to produce a good at a lower opportunity cost than another producer (training and development of foreign language programs). • Cost-benefit analysis – a study that compares the costs and benefits to society of providing a public curriculum/training package. • Economies of scale – the property whereby long-run average total cost falls as the quantity of output increases. • Competitive market – foreign language training and delivery and development market with many buyers and sellers trading identical products (curricula) so that each buyer and seller is a price taker. • Old ways of measuring its performance are no longer a true reflection of its well-being. • Maintaining a known and respected brand name to LANGS' potential customers. • The relative probability of a risk occurring and the relative impact of the risk. • The difference between planned and actual performance. • Managing LANGS' relationships with its stakeholders and customers. • Providing better returns for business and reputation of market segmentation and micromarketing. • Pathways that LANGS uses to reach its customers. • An approach to program design that accommodates the differing needs of various types of customers. • External influence within military operations and engagements are usually attributed to market forces and depend on brand positioning. • Conscientious consumption. 	
14. Analysis of documents	
Key concepts	Author/Date
<ul style="list-style-type: none"> • A plan that documents the procedures for managing risk throughout the program • Documents that show responsibility, accountability, consultation and informed roles for foreign language program stakeholders • Delivering the curricula that meet requirements and fitness for use • Determining the financial value of a program • Describing how the program, its various attributes and the status of the requirements to ensure that all are addressed. • Determining which stakeholders' interests to focus on and how to increase stakeholder support throughout the program • Determining requirements imposed by management, government, or some external influence • Experiential learning • Enablers of success based on comprehensive and historic information that cannot be observed or noted and being told by participants • Double loop learning • Drivers of success based on naturally occurring and researcher-provoked data • A technique that helps produce a large number of ideas for later evaluation • Balanced scorecard for re-engineering • Material resource planning • A record of has been discussed, agreed and implemented • Quality circle and systems • Documentary evidence provides information about financial and operational transactions contained in the documents such as source documents, agreements, contracts, various types of forms, minutes, reports, invoices and statements 	<p>Cole 2010 Denzin, 1978 Frechtling & Sharp, 1997 pKrueger & Casey, 2000 Ryen, 2002 Sarantokos, 1998 Seidman, 1991 Silverman, 2001 Whitley, 2001</p>

15. LANGS organisational behaviour	
Key concepts	Author/Date
<ul style="list-style-type: none">Human change and technology change that balance in play within a framework of a continual improvement of its business strategies, mission, vision, its application of original ‘distance education’ conceptual framework based on the use of cloud technology to provide skills maintenance to its customers along with its capacity to embrace adaptive approaches to changing Australian socio-economic and global militarised environment, LANGS has been positioning itself to be global leader in foreign language program development, delivery and assessment practices.	Cole 2010 Fretty 2012 Gilland, 2012 Mankiw 2015 Smith 2003 www.projectstakeholder.com
<ul style="list-style-type: none">Focusing on improving the stakeholders, customer experience with LANGS’ foreign language program with the goal of boosting loyalty.	
<ul style="list-style-type: none">Establishing cross-functional working groups to facilitate cooperation.	
<ul style="list-style-type: none">Retooling how the information technology department works with the rest of LANGS’ business.	
<ul style="list-style-type: none">Employees are assigned both to functional and project managers.	
<ul style="list-style-type: none">People involved in or affected by foreign language program activities and resources.	
<ul style="list-style-type: none">Ethos, habitus and situation for learning	
<ul style="list-style-type: none">Matrix organisation	
<ul style="list-style-type: none">Motivation factor	
<ul style="list-style-type: none">Behavioral economics – the subfield of economics that integrates the insights of psychology.	
<ul style="list-style-type: none">Monopolistic competition-a market structure in which many firms sell products that are similar but not identical.	
<ul style="list-style-type: none">Determining individual and group skills to enhance foreign language program performance.	
<ul style="list-style-type: none">The ratio of actual work completed to the percentage of work planned to have been completed at any given time during the life of a program or activity.	
<ul style="list-style-type: none">False and injures the reputation of a person or LANGS.	
<ul style="list-style-type: none">Clarifying expectations and listing program measures of success as well as priorities, expectations and guidelines related to each measure.	
<ul style="list-style-type: none">Technological knowledge – society’s understanding of the best ways to produce goods and services (curricula and delivery of language program).	
<ul style="list-style-type: none">Total cost-the market value of the inputs a firm uses in production (curricula and delivery of language program).	
<ul style="list-style-type: none">Transaction costs – the costs per parties (language department) incur in the process of agreeing to and following through on a bargain.	
<ul style="list-style-type: none">Single loop learning, implemented by a well skilled workforce as a vital dimension in protecting and advancing Australia’s strategic interests.	
16. People – Organisational structure	
Key concepts	Author/Date
<ul style="list-style-type: none">A key ingredient supporting a foreign language program’s success or failure	Callahan, 1962 Fay, 1975 Gardner & Lambert, 1972 Hopkins, 2001 http://intranet.defence.gov.au/People/sites http://intranet.defence.gov.au/People/sites/WHSPPrograms Richards, 2001 www.tlrp.org/proj/workplace
<ul style="list-style-type: none">Determining the key areas of assignment of authority and responsibility including appropriate lines of reporting	
<ul style="list-style-type: none">Reflecting lines of authority and reporting relationships of people	
<ul style="list-style-type: none">Human resource policies and practices to ensure the expected integrity, ethical values and competency	
<ul style="list-style-type: none">Make a significant and direct contribution to Defence capability	
<ul style="list-style-type: none">Delivery of the Federal Government’s objectives and outcomes by recognising risk mitigation and information system management	
<ul style="list-style-type: none">Working well with people – direct reports, peers, customers, executives and managers	

Attachments

<ul style="list-style-type: none"> Rational people-people who systematically and purposefully do the best they can to achieve their objectives 	
<ul style="list-style-type: none"> Matrix management whereby staff may have both functional and operational managers by getting people to do things based on a position of authority to create the high-performance organisation 	
<ul style="list-style-type: none"> Human decision making and imperfection of human reasoning through human capital – the knowledge and people skills that workers acquire through education, training and experience 	
<ul style="list-style-type: none"> Determining a mutually binding agreement that obligates the staff to provide specified curriculum 	
<ul style="list-style-type: none"> An organisational structure that groups people by functional areas that focus on principles that guides decision making based on personal values of what is considered right or wrong 	
<ul style="list-style-type: none"> Participating in the Performance Feedback Assessment and Development Scheme (PFADS) which may enhance the harmony between the needs of the ADF/LANGS and the needs of people 	
17. Listing KRA and KPIs	
Key concepts	Author/Date
<ul style="list-style-type: none"> Performance behaviour with implicitly an initial point of reference 	
<ul style="list-style-type: none"> Recent trends against KPI for checking the reasonableness of a completed forecast. 	
<ul style="list-style-type: none"> A practical framework for forecasting linked to the behaviour of skill set ‘drivers’ (L2+). 	Cole, 201
<ul style="list-style-type: none"> Guidelines to help define milestones that are specific, measurable, assignable, realistic and time-framed 	Couillard, 1995
<ul style="list-style-type: none"> Business area analysis 	Scarino, 2000
<ul style="list-style-type: none"> Documenting the procedures for managing risk throughout the foreign language program 	Schwalbe, 2014
<ul style="list-style-type: none"> Using sensitivity analysis to see the effects of changing one or more variables on an outcome 	Lessinger, 1969
18. Evolution of curriculum and assessment	
Key concepts	Author/Date
<ul style="list-style-type: none"> Reporting where a curriculum and assessment stands at a specific point in time 	
<ul style="list-style-type: none"> Monitoring and responding to changes in the external environment with open-system focus 	
<ul style="list-style-type: none"> Achieving competitive advantage in LANGS’ curriculum creation activities 	
<ul style="list-style-type: none"> Alternative process model for designing a curriculum without the use of instructional/behavioural objectives. 	Cole, 2010
<ul style="list-style-type: none"> Integrated value chain as LANGS actively positioning itself to generate the foreign language program operational ‘knowledge and competitive edge’ – the capacity for its people at all levels within the organisational chart to have insights into the linguistic and intercultural aspects of language required for battle space and to fully realise the value of the inter and intra-related systems and capability platforms that the Australian Defence Force has had available to it. 	Connelly & Clandinin, 1988
	Leonhardt & Faust 2001
	McKernan, 2008
	Robbins & Judge, 2008
<ul style="list-style-type: none"> Intellectual capital undergoing a fundamental transformation in terms of LANGS’ organisational structure and its role in the overall bureaucratic system and a broader society, mode of operation and economic structure and value. In response, LANGS has been compelled to create new, leaner business models and to have clearer strategies for targeting customers’ specific needs and their choices. With the rise of cloud technologies, a new SIlanguageTS model for teaching, learning and operating foreign language programs are also emerging. 	Schneider, 2015

Attachments

<ul style="list-style-type: none"> Knowledge management in language and general operational features engaged by LANGS has been one of the key capability enablers for the Australian Defence Force and federal government's departments, Australian Embassies and High Commissions, portraying an insightful evolution of foreign languages taught and curricula and assessment development over time to reflect Australia's evolving globally strategic engagement, operational priorities as well as social and economic environmentally focus. 	
<ul style="list-style-type: none"> Paradigm of operations that integrate ongoing changes to the concept of a Unit's 'value for money' operational requirements, military operations, foreign relations and tasks directed by the federal government, the way Defence develops its people has been adaptive accordingly. 	
<ul style="list-style-type: none"> Curricula, particularly for adults in the military environment, should encompass a specific range of subject areas both literacy and numeracy dimensions that include (but go beyond) speaking, listening, reading, writing, translating and interpreting skill sets, because all intelligences are unequally valuable. 	
<ul style="list-style-type: none"> Aspects of LANGS uniqueness in providing intensive foreign language learning and teaching including finding its ways to more effectively provide skills maintenance, qualifying opportunities, accessing course audio-visual and printed materials to ensure current and prospective students opportunities to access information and practical aspects of course materials that may deem appropriate to their preparation, skills maintenance and new development. 	
19. RTO status of curriculum	
Key concepts	Author/Date
<ul style="list-style-type: none"> Compliance with legislative and regulatory mandates 	
<ul style="list-style-type: none"> For the purpose of compliance and standards prescribed in Subsections 185(1) & 186(1) of the National VET Regulator Act 2011 	
<ul style="list-style-type: none"> Auditing – a evaluating whether transactions are recorded in a way that is consistent with the rules produced by regulators and whether management estimates reflected in the financial statements are reasonable.) 	Cole, 2010 Bobbit quoted in Gallagher, 1980
<ul style="list-style-type: none"> Sustainability reporting 	Deschamps, 2008 Fry, 2009
<ul style="list-style-type: none"> The firm's survival risks 	Healey & Palepu, 2002
<ul style="list-style-type: none"> The capital market role of governance agents 	Palepu et al., 2015
<ul style="list-style-type: none"> Public scrutiny and regulatory framework 	The National VET Regulator Act 2011
<ul style="list-style-type: none"> Command and control policies: Regulation 	(Standards for Registered Training Organisations),
<ul style="list-style-type: none"> Market-based policy 	Subsections 185(1) & 186(1)
<ul style="list-style-type: none"> Sustainability, ethics and new practices 	Wrick, 2009
<ul style="list-style-type: none"> Eliminating a specific threat or risk by eliminating its causes 	
<ul style="list-style-type: none"> Determining a condition or capability that must be met by the foreign language program or that must be present in the curricula, delivery and result to satisfy an agreement or other formally imposed specification. 	
<ul style="list-style-type: none"> Maintaining a list of accredited registrars 	