

## THE INTENSIVE LANGUAGE TRAINING CENTER

What is now listed as the Intensive Language Training Center came into being in the summer of 1959 as the Air Force Language Program. The program exists from year to year on funds obtained from a contract negotiated annually between the Air Force and Indiana University. Languages taught as well as enrolments fluctuated according to Air Force training requirements (A chart showing annual inputs is attached.) and course objectives were tailored to meet specific service needs. The six-hour day, nine-month or twelve-month course with native speakers drilling small classes according to an hour-by-hour schedule was not radically different from the two other Air Force language programs at Yale and Syracuse. Emphasis has been placed upon oral comprehension, transcribing, speaking, and reading in that order. Airmen are enrolled as undergraduates and earn approximately  $2\frac{1}{2}$  credits a month for passing work.

The director of the program has the rank of Assistant Professor of Linguistics. The assistant director and supervisory linguists are Lecturers in Linguistics, and teachers are appointed as Teaching Associates.

### Current and projected staffing:

FY 64	Russian	Albanian	Hungarian	Chinese	Egyptian-Arabic	total
Linguists	5	1	1	1	1	9
TA's	40	3	2	3	2	50
FY 65 (2nd half)						
Linguists	6					6
TA's	48	(to be phased out during first half FY 65)				48

The change in name to ILTC (Sept. 1962) reflected a desire to broaden the activities of the school beyond the scope of the Air Force contract. In the spring of 1963 a three-month course in Indonesian was given to seven students of the Indiana University School of Business Administration and Office Management

who were being prepared under a Ford Foundation grant to establish an Office Management training program in Jakarta. In the spring and summer of 1963 two groups of Peace Corps trainees numbering 60 and 70 were each given three months of training in Thai. Both programs were organized and staffed on relatively short notice.

The experience of these first ventures was encouraging, contractors were pleased, and it was demonstrated that ILTC facilities could be mobilized rapidly to supply intensive language training to meet specific requirements. But, in view of further expansion along these lines, it was felt that ILTC should be integrated more into the academic life of the university. Consequently, in the late summer of 1963 ILTC was placed administratively under the newly formed Department of Linguistics. Plans affecting ILTC for FY65 have not yet been completed but the trend resulting from the change in command is expected to point in the direction of a more academic orientation. Some examples of this trend might be: achieving research capability by adding a faculty position of the Ph.D. level, an increased allowance for materials development, an upgrading in teacher qualifications and salaries, additional electronic sound equipment to facilitate experimentation, and cooperation with other divisions of the university where areas of mutual benefit might be indicated.

Another administrative change that acted to reduce direct Air Force influence on course offerings at ILTC occurred outside the university. The Defense Language Institute was established by the Department of Defense to direct the language training efforts of all of its components. Among the stated objectives were increased efficiency and economy through standardization and centralized control. As of July 1, 1963, the Air Force no longer contracted directly with Indiana University but rather submitted its requirements

to DLI which decided how they were to be met. The economy drive began with a move to consolidate the smaller language programs at DLI - West Coast (Presidio of Monterey). Syracuse and Yale were soon stripped of all but their major Air Force Language programs. Indiana was the last of the contract schools to be affected but by the end of this calendar year ILTC will be teaching only Russian having lost Chinese (May), Hungarian and Albanian (Nov.) and Egyptian-Arabic (Dec.). On the bright side, DLI promotes teaching practices in keeping with the modern audio-lingual approach. The Air Force on the other hand had not included speaking among its requirements but had specified rather narrow skills such as comprehension of specialized vocabulary through static and rapid comprehension of a series of numbers. Also refreshing was a recently indicated interest on the part of DLI in supporting research projects that would bear on language teaching problems generally.

Much of the value of ILTC to the university lies in the variety of the languages taught and the experience gained in organizing and staffing these courses. This value will certainly decrease with the loss of the less commonly taught language programs unless the diversity is regained by acquiring or assisting in the operation of other language programs or funds are made available to provide personnel and facilities to undertake research leading to improved teaching materials and methods. With regard to the former, other departments are invited to explore ways in which ILTC facilities might be fruitfully utilized to assist them in the university's participation in international activities.

Some possibilities for consideration: a) Regular or ad-hoc intensive language training programs for the Peace Corps, other governmental agencies, and business enterprises involved in foreign operations. The African or E. Asian

languages, which are not offered on an intensive basis elsewhere, might provide the best opportunity to utilize ILTC facilities in this area. b) Liaison with committees on university and high school student exchanges and study-abroad plans to provide intensive oral drill in the language whenever facilities are not readily available elsewhere. c) Coordination with the Audio Learning Center in producing and stocking recorded language materials, particularly in the exotic languages.

Areas in which research might usefully be undertaken:

- a) Development of programmed, self-instructional language materials.
- b) Research in conjunction with the Psychology Department in the field of verbal learning.
- c) Development of oral testing and grading techniques.
- d) Correlation studies of motivation, aptitude, and performance.
- e) Cooperation with the Audio-Visual Center in the scripting and production of language teaching sound films to be shot abroad.

Air Force Student Input

	FY 59	FY 60	FY 61	FY 62	FY 63	FY 64	FY 65
Russian	300	378	282	260	408	360	384
Albanian	16	10	10	8	18	19	
Hungarian	16	16	9	16	6	16	
Egyptian-Arabic					33	9	
Chinese					64	16	
	<u>332</u>	<u>304</u>	<u>301</u>	<u>284</u>	<u>529</u>	<u>420</u>	<u>384</u>

Budget Summary FY 62 and FY 63

Salaries	197,750	Administration	53,936
Supplies	8,750	Building and Health Fees	65,000
Hourly	800	Russian	229,700
Lab Improvements	10,000	Albanian	13,950
	<u>217,300</u>	Hungarian	4,970
		Egyptian-Arabic	25,500
		Chinese	51,800
			<u>444,856</u>
		Total	