

# STATEMENT OF WORK

## SPANISH GENERAL LANGUAGE COURSE IN 2020

### FOR THE AUSTRALIAN DEFENCE FORCE

#### 1. BACKGROUND

- 1.1 Defence Force School of Languages (DFSL) has been supporting the Languages Other Than English (LOTE) Capability of the Australian Defence Organisation for 70 years. One of its functions is to provide General Language courses for defence personnel deploying overseas. Most courses are conducted by 'in-house' staff while less regular courses are outsourced to contractors.

#### 2. DESCRIPTION

- 2.1 DFSL is required to outsource the delivery and development of an intensive 46 week Spanish General Language Course to be held in Fyshwick, **Canberra** from 20 January to 11 December 2020. Induction and familiarisation will be held in Melbourne on the dates 16 & 17 January 2020.
- 2.2 DFSL requires 1 contractor for **a maximum of 37.5 hours per week** for delivery and development and 1 contractor for **a maximum of 20 hours per week** for delivery of approximately 2357 hours (43 weeks) of face-to-face Spanish training, including two weeks of In Country Training (ICT) for up to ten members of the Australian Defence Force (ADF) in 2020.
- 2.3 Training is from Monday to Friday each week at six (6) hours per day (30 hours classroom time each week). The training hours are from 0800 to 1200 and from 1300 to 1630, Monday – Friday.
- 2.4 The contractor will not be required on public holidays or during the following periods:
- 6-10 April 2020 (Term Break 1);
  - 29 June-3 July 2020 (Term Break 2);
  - 7-18 Sep 2020 (In Country Training); and
  - 28 Sep-2 Oct 2020 (Term Break 3)

#### 3. OBJECTIVE

- 3.1 The Contractor shall deliver the course with the objective of the students achieving the following proficiency levels based on the Australian Defence Language Proficiency Rating Scale (ADLPRS):
- Speaking Level 2+;
  - Reading Level 2+;
  - Listening Level 2+;
  - Writing Level 2
  - Translating Level 2, and
  - Interpreting Level 2.
- 3.2 The Contractor will endeavour to graduate the students with the Course Training Outcomes (CTOs) listed at Annex A.
- 3.3 The assessment plan is found at Annex B.

#### 4. DELIVERABLES

- 4.1 **Course Content.** Course content is to be of a general nature and must include a foundational learning phase. As the course progresses, content relevant to military scenarios is to be included (see Annex C for more detail). For example:
- exchanging courtesies and personal information with Spanish military personnel;
  - describing Australian military operations, policies, and issues;

- c. comprehending simple authentic Spanish radio reports on defence, security, and social issues;
  - d. comprehending simple authentic Spanish written reports on defence, security, and social issues; and
  - e. writing notes / e-mails in Spanish requesting information or informing, e.g. requesting information about training at a Spanish Language School.
- 4.2 The course is to include a variety of activities and exercise types including consolidation of recently taught knowledge and skills (e.g. vocabulary and grammar consolidation activities that directly follow the introduction of new course content) and revision of knowledge and skills taught over longer periods (i.e. revision of grammar or specific language functions taught over a few weeks).
- 4.3 No less than 30% of class time each week is to take the form of consolidation and revision of course content.
- 4.4 The Contractor may choose to use commercial texts as the foundation of the course but teachers will need to supplement the course with the following materials:
- a. Weekly timetables.
  - b. Tests (Achievement Tests covering mainly vocabulary and grammar, Periodic Task Based tests, and formal Training Outcomes and Course Training Outcomes Tests See Annex B: Assessment Plan for more information on test types).
  - c. Speaking activities for regular one-on-one practice with students.
  - d. Handouts that deal with the gradual inclusion of military content.
  - e. Authentic texts (written and audio) mainly downloaded from the internet.
  - f. Revision and consolidation activities.
  - g. Homework.
- 4.5 A day will be set aside for course revision every two to three weeks.
- 4.6 After one month of training, the course is to include at least 20 minutes one-on-one teacher-student speaking practice each week. Speaking practice may take the form of Periodic Task Based tests from the middle to the end of the course.
- 4.7 Contractors will endeavour to include training support activities outside of the classroom that support syllabus objectives and engage the students with Spanish speakers.
- 4.8 The contractor will include weekly homework (four times per week) to be reviewed each morning.
- 4.9 **Feedback.** The contractors are to provide weekly feedback to students on their progress in the form of test results, evaluated activities, and informal verbal feedback.
- 4.10 The Contractor shall forward monthly student progress (summary of each student's performance in each skill areas) reports to the Commonwealth Representative (Head of Wing).
- 4.11 Feedback on student progress based on results of tests, class exercises, homework, or informal observation of class performance to be forwarded to students on a regular basis (every week / two weeks).
- 4.12 **Testing.** Training Outcome (TO) tests and Course Training Objective (CTO) tests, in electronic format are to be forwarded to the Head of Wing for approval at least four weeks prior to test-conduct dates.
- 4.13 Completed assessments of Training Outcome (TO) tests and Course Training Outcome (CTO) tests are to be forwarded to the Head of Wing for retention/ recording after each round of tests in electronic format
- 4.14 **At-Risk Students.** Contractors will adjust the speed of delivery to suit the student's rate of learning, e.g. spend more time on particular materials or plan extra consolidation activities if students are struggling with speed of delivery and are not effectively retaining course content. Should this not be sufficient, the following may be negotiated:

- a. Assistance in the form of extra student attention in class time or extra tuition (initially no more than one hour per week) if a student has been experiencing learning problems over a three week period but has not failed over two tests in a five week period.
  - b. Assistance in the form of extra student attention in class time, extra tuition [initially no more than one hour per week] or the completion of additional activities independently after hours if a student has failed three tests (any of the following: Achievement, Periodic Task Based, TO or CTO) over a five week period.
  - c. In the event that a student demonstrates on-going underperformance or continues to fail tests, after a remediation time set by the teacher, the Contractor is to inform Head of Non-Regional Languages, DFSL who will investigate the learning issues and determine the next course of action.
- 4.15 **Course Materials.** At the conclusion of each term, the contractor shall provide Defence with copies of all courseware developed for and during the conduct of the training/course. This will include, but is not limited to:
- 4.16 All on-course training materials, including audio files (e.g. Student handouts); and Testing materials including all support articles and audio files.
- 4.17 **Class Observation.** DFSL will provide feedback against contract deliverables and teacher performance. At least one classroom observation will be conducted by the Head of Wing, and student feedback will be collected via the DFSL Training Review process.
- 5. SUPPLEMENTARY CONDITIONS**
- 5.1 Organisation of the two week In-Country-Training (ICT) component will be managed by DFSL; however the selected instructor is required to allocate class times to prepare students to carry out the compulsory ICT- related tasks. Instructors will not be required to accompany students to Spain.

## ANNEX A

### Course Training Outcomes

**Speaking Level 2+.** Generally effective. Speaker is able to convey meaning on a range of general and specialist topics, although attempts to convey more subtle / conceptual information may be unsuccessful. Speaker has enough vocabulary to speak on general and specialist topics, but not always with high precision or clarity; and successfully differentiates many shades of meaning. Range of grammatical patterns is adequate for most interactions, and speaker routinely achieves accuracy in uncomplicated constructions, although some English influence may be evident. Pronunciation may show some English influence, but errors rarely cause any problems. Pauses or hesitations do not significantly inhibit interaction, and speaker has moderately good flexibility in linking statements or changing the direction of conversation.

**Listening Level 2+.** Mainly uncomplicated and/or tangible. Listener displays accurate, complete and specific comprehension of material consisting primarily of narration / description, or reporting of others' words, although presentation may be slightly conceptual or analytical. Subject-matter is generally tangible / concrete, but moderately conceptual material may also be present. Overall structure of material is generally clear; reasoning may be moderately complex. Vocabulary covers a range of general and specialist topics; style ranges from formal to informal / familiar. Some of the sentence structures may be quite long or sophisticated. Material is delivered with normal clarity and at a normal pace, and may be in a slightly non-standard accent.

**Reading Level 2+.** Mainly uncomplicated and/or tangible. Reader displays accurate, complete and specific comprehension of material consisting primarily of narration / description, or reporting of others' words, although presentation may be slightly conceptual or analytical. Subject-matter is generally tangible / concrete, but moderately conceptual material may also be present. Overall structure of material is generally clear; reasoning may be moderately complex. Vocabulary covers a range of general and specialist topics; style ranges from formal to informal / familiar. Some of the sentence structures may be quite long or sophisticated. Material normally uses standard printed form of script / characters, but may use non-standard or hand-written form.

**Writing level 2.** Partially effective. Writer is quite effective when working within most general and familiar/specialist topics, but otherwise quality of communication is inconsistent. Writer has enough vocabulary to convey meaning on most general functions, and familiar/specialist topics, but is limited outside that range; can differentiate many common shades of meaning. Writer achieves accuracy in most uncomplicated constructions, but occasional errors of word order may occur, and some English influence is evident in sentence patterns. Above paragraph level, writer has only partial flexibility in linking statements or changing the direction of discussion. Spelling / punctuation / use of capitals is usually correct; writer can spell out most unknown words.

**Translating Level 2.** Straightforward. Translator is able to comprehend, and translate accurately and with adequate expression, material consisting largely of narration / description of events / processes / things, or straightforward reporting of statements / opinions. Subject-matter is mainly tangible / concrete, although some simple conceptual material may be present. Overall structure of material is clear, but some moderate complexity of reasoning is possible. Vocabulary covers most general functions and familiar / specialist topics; significant elements of a more informal / familiar style may be present. Some sentence structures may be longer or more complicated, but all are generally clear. Material normally uses standard printed form of script / characters, but may use clearly presented non-standard or hand-written form.

**Interpreting Level 2.** Straightforward. Interpreter can comprehend, and interpret accurately and with adequate expression, material consisting largely of narration / description of events / processes / things, or straightforward reporting of statements / opinions. Subject-matter is mainly tangible / concrete, although some simple conceptual material may be present. Overall structure of material is clear, but some moderate complexity of reasoning is possible. Vocabulary covers most general functions and familiar / specialist topics; significant elements of a more informal / familiar style may be present. Some sentence structures may be longer or more complicated, but all are generally clear. Material is delivered slightly more slowly than normal, and may be in a slightly non-standard accent; segments do not exceed 35 words.

### Assessment Plan for the 1/20 Spanish General Language Course

Wk	Dates	Ach mnt	Long Term	Periodic Task Based						Training Outcomes (TO) & Course Training Outcomes (CTO)	
				S	L	R	T	W	I		
1	20-24 Jan										Times on this plan may vary.
2	27-31 Jan	✓									
3	03-07 Feb	✓									
4	10-14 Feb	✓									
5	17-21 Feb		✓								
6	24-28 Feb	✓									
7	02-06 Mar	✓				R <sub>1</sub>		W <sub>1</sub>			
8	09-13 Mar	✓			L <sub>1</sub>						
9	16-20 Mar	✓		S <sub>1</sub>			T <sub>1</sub>				
10	23-27 Mar	✓				R <sub>2</sub>		W <sub>2</sub>			
11	27-31 Mar	✓			L <sub>2</sub>						
12	30 Mar-03 Apr	✓		S <sub>2</sub>			T <sub>2</sub>				
13	06-10 Apr									<b>Term Break 1</b>	
14	13-17 Apr										
15	20-24 Apr		✓		L <sub>3</sub>				I <sub>1</sub>		
16	27 Apr-01 May	✓		S <sub>3</sub>			T <sub>3</sub>				
17	04-08 May	✓				R <sub>3</sub>			I <sub>2</sub>		
18	11-15 May	✓						W <sub>3</sub>			
19	18-22 May	✓			L <sub>4</sub>				I <sub>3</sub>		
20	25-29 May		✓	S <sub>4</sub>		R <sub>4</sub>					
21	01-05 June	✓			L <sub>5</sub>				I <sub>4</sub>	<b>TO Tests:</b> Speaking 1+ & Translating 1	
22	08-12 June	✓		S <sub>5</sub>			T <sub>4</sub>			<b>TO Tests:</b> Listening 1+ & Reading 1+	
23	15-19 June	✓	✓			R <sub>5</sub>			I <sub>5</sub>	Retesting if needed	
24	22-26 June	✓			L <sub>6</sub>						
25	29 Jun-03 Jul									<b>Term Break 2</b>	
26	06-10 Jul			S <sub>6</sub>				W <sub>4</sub>	I <sub>6</sub>		
27	13-17 Jul				L <sub>7</sub>		T <sub>5</sub>				
28	20-24 Jul			S <sub>7</sub>				W <sub>5</sub>			
29	27-31 July		✓			R <sub>6</sub>				<b>TO Tests:</b> Interpreting 1+ & Writing 1+	
30	03-07 Aug				L <sub>8</sub>		T <sub>6</sub>				
31	10-14 Aug									<b>TO Tests:</b> Speaking 2 & Translating 1+	
32	17-21 Aug									<b>TO Tests:</b> Reading 2 & Listening 2	
33	24-28 Aug									Retesting if needed	
34	31 Aug-04 Sep									ICT	
35	07-11 Sep									ICT	
36	14-18 Sep				L <sub>9</sub>	R <sub>7</sub>					
37	21-25 Sep		✓	S <sub>8</sub>				W <sub>6</sub>	I <sub>7</sub>		
38	28 Sep-02 Oct									<b>Term Break 3</b>	
39	05-09 Oct					R <sub>8</sub>	T <sub>7</sub>	W <sub>7</sub>	I <sub>8</sub>		
40	12-16 Oct				L <sub>10</sub>						
41	19-23 Oct			S <sub>9</sub>				W <sub>8</sub>			
42	26-30 Oct						T <sub>8</sub>				
43	02-06 Nov										
44	09-13 Nov									<b>CTO Tests:</b> Interpreting 2 & Writing 2	
45	16-20 Nov									<b>CTO Tests:</b> Speaking 2+, Translating 2	
46	23-27 Nov									<b>CTO Tests:</b> Listening 2+ & Reading 2+	
47	30 Nov-04 Dec									Retesting if needed	
48	07-11 Dec									Graduation day: Friday	

- Achievement Tests** are tests of knowledge and cover specific course content such as grammar, vocabulary, listening & reading. They should last 10-30 minutes. The tests should address content covered in the previous week [and earlier] so that students would have had time to consolidate this content.

2. **Long Term Achievement Tests** are also tests of knowledge but focus on materials covered more than two weeks previously. Test length might take up to 50 minutes.
3. **Periodic Task Based Tests** also cover specific course content but require the student to apply their knowledge to complete simple language tasks. Only one task is necessary for each skill area addressed and initially they should be 10-15 duration extending up to 50 min by the end of the course. As the course progresses the tests should be set at a half level below the TO and CTO tests and then at the CTO level.
4. **TO & CTO Tests** are formal ADLPRS assessments and they comprise two tasks.

## ANNEX C

### Course Content

1. Spanish Transcription and Pronunciation
2. Personal Identification, Meeting and Greeting People and Personal Feeling
3. Shopping, Money, Numbers, Measurement and Time
4. Daily Life, House and Home
5. The Family
6. Food and Drink
7. Health and Body Care
8. ADF School of Languages
9. Military [General Topic]
10. Spanish Navy
11. Location and Geography
12. Environment
13. Economy
14. Politics & Government
15. Education
16. Law, Human Rights and Crimes
17. Language and Literature
18. History
19. Tourism
20. Culture and Religion
21. Spain - Australia Relations
22. Current Affairs
23. Transportation
24. Natural Disasters & Accidents
25. United Nations
26. Technology
27. Biography
28. Agriculture

29. Sports
30. International Relations
31. Terrorism
32. Communications
33. Revision and Consolidation