

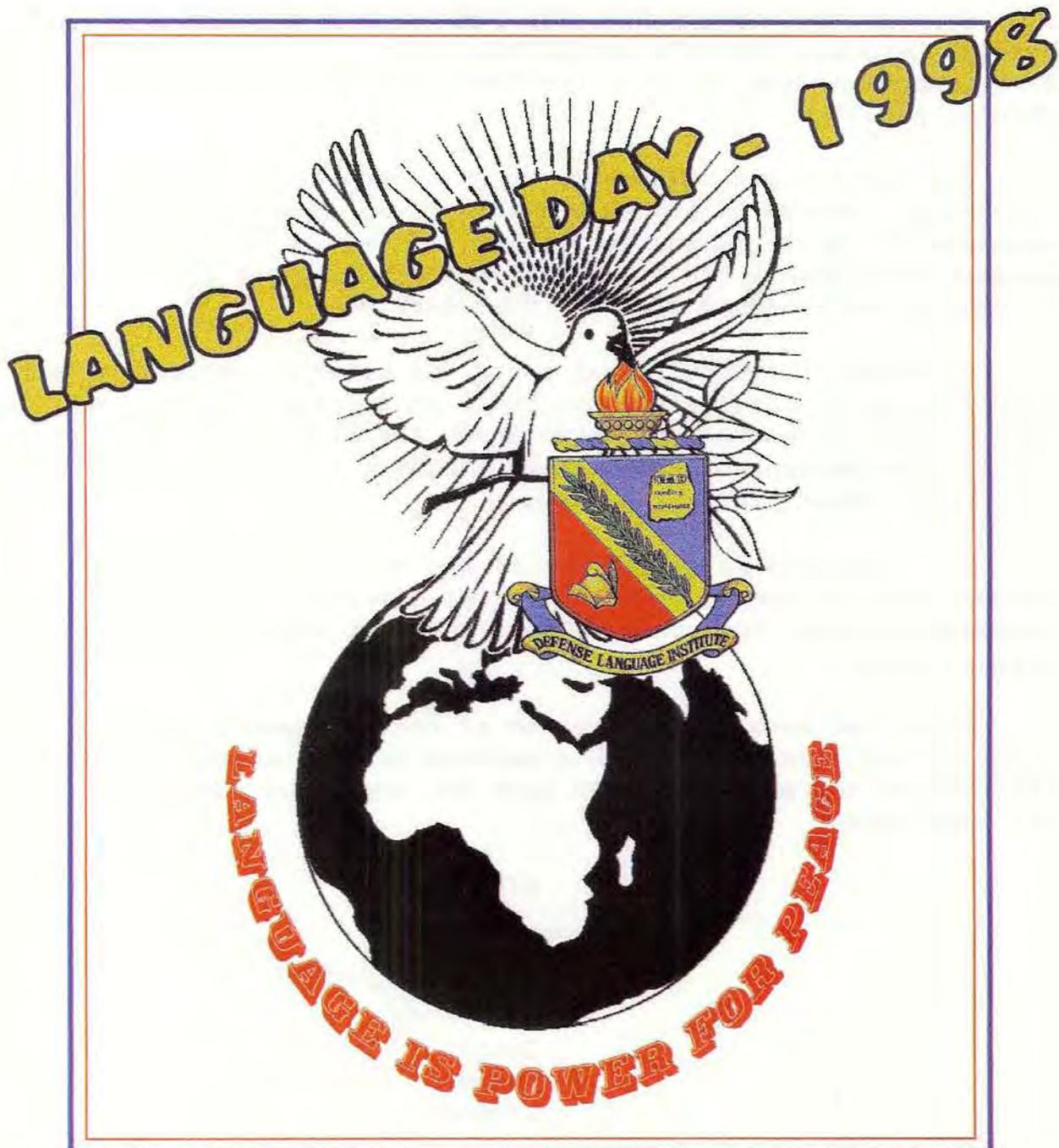
Special
Edition

GLOBE

May 15, 1998

Serving the military and civilian community of the Defense Language Institute Foreign Language Center and the Presidio of Monterey

Welcome to the
Defense Language Institute
Foreign Language Center





DEPARTMENT OF THE ARMY
DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER
AND PRESIDIO OF MONTEREY
PRESIDIO OF MONTEREY, CA 93944-5006

REPLY TO
ATTENTION OF:

May 15, 1998

Office of the Commandant

Dear Guest:

Welcome to Language Day '98, the Defense Language Institute Foreign Language Center's annual open house. I am pleased you have taken the time to visit the Institute, a national resource without parallel.

Our faculty and staff make up an international family. We teach more than 20 languages and most of our teachers are native speakers of the languages they teach. On any given day, we present more than 2,000 hours of classroom language instruction to over 2,700 students from all four Services.

In terms of instructional hours, we teach 13 percent of all post-secondary school classroom hours in foreign language instruction in the United States above the high school level. Eighty-five percent of all foreign language training for the U.S. government takes place at DLIFLC.

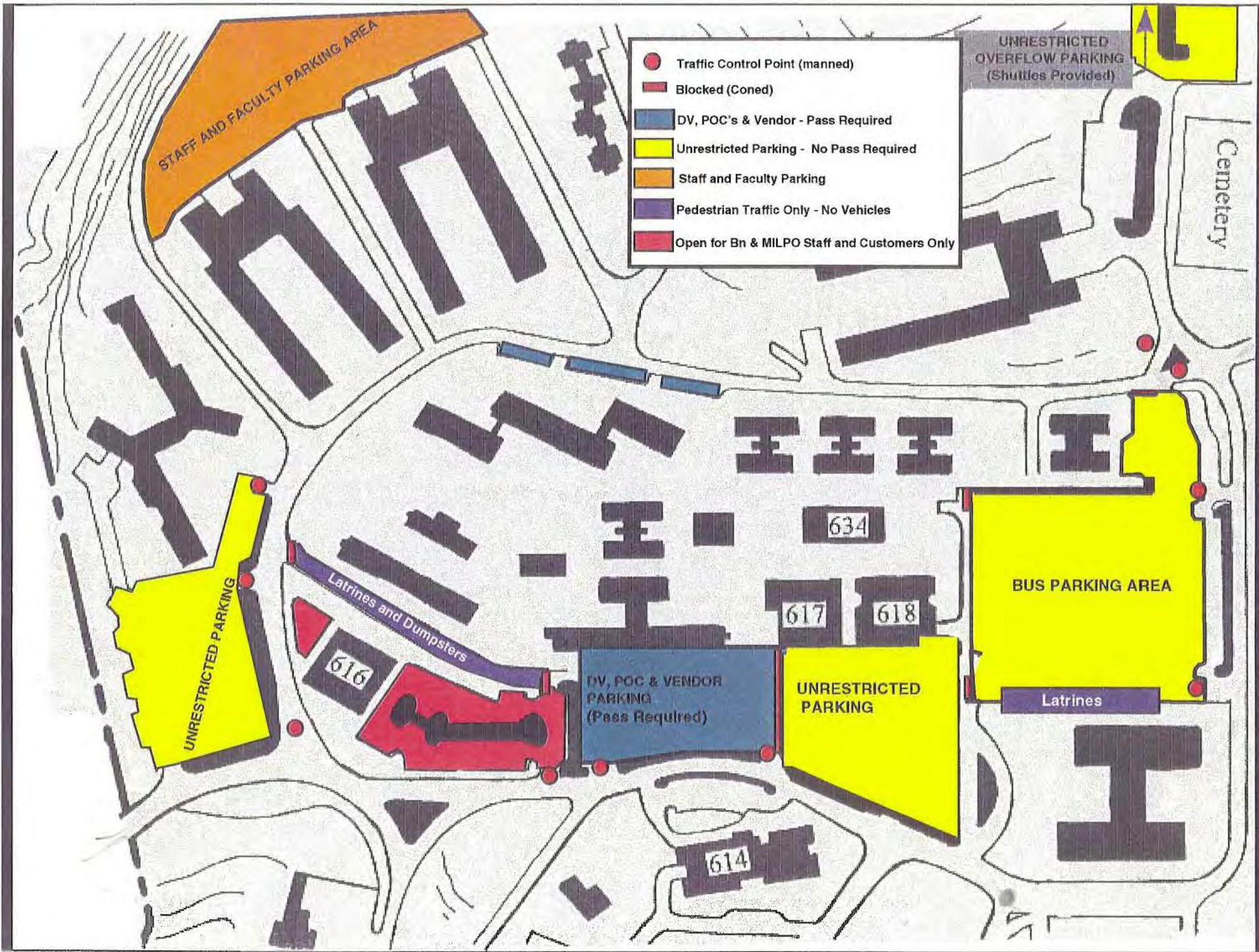
The Institute is accredited by the Western Association of Schools and Colleges. Upon successful completion of initial language studies, our students earn up to 45 semester hours of college credit.

Today, we have a full program of entertainment, cultural displays and foreign language classroom demonstrations for your information and enjoyment. So have fun and enjoy your visit to our Institute!

Sincerely,

A handwritten signature in black ink, appearing to read "D. Devlin", is written over a horizontal line.

Daniel D. Devlin
Colonel, U.S. Army
Commandant



Developing passion for a language

Chaplain stresses importance of understanding culture, examining its religious, social and historical dimensions

By Army Chaplain (Maj.) Kenneth Sampson
World Religions Instructor, Directorate of Curriculum
and Instruction

While eating lunch at our Belas Dining Facility recently, I was explaining curriculum development work to DLIFLC students who shared the mealtime. We discussed the significance of culture for future military intelligence linguists. I stressed the importance of understanding culture — its religious, social and historical dimensions. Then Pfc. Mikell Celeste asked, “How else can we expect to develop a passion for language, unless we take into account these areas?”

Passion for a language — an excitement, enthusiasm, and strong affection for the tongue we study — is a frame of mind many of us desire. This month, the *Globe* magazine focuses on the Japanese language program. How do we acquire an appreciation for the feel and setting and texture of the Japanese language? What stimulates further understanding of the life and color expressed by Japanese?

By probing the following areas, linguists can develop a love for their language. Though focused upon Japanese in this article, these brief suggestions can readily be applied to any language.

History and literature

Reading novels, poetry, biographies and military adventures immerses us in a people’s culture. Chamberlin and Aiso libraries contain a rich assortment: James Clavell’s “*Shogun: A Novel of Japan*,” Yasunari Kawabata’s “*Snow Country and a Thousand Cranes*,” John Toland’s “*Occupation*,” and Tad Ichinokuchi’s “*John Aiso and the Military Intelligence Service*.”

Art, architecture, music and plays

Learning to appreciate Japanese Noh drama’s slow pace, masks and tragic themes; or architecture which accentuates the use of space and setting to create an ambiance of serenity and harmony, enables us to “get under the skin,” and see the world through the eyes of those whose language we study.

Religion

Understanding a country’s religious dimensions gives insight into a people’s spirit, life perspective and attitudes toward the holy. Japan’s unique blend of Shinto, Buddhist and new religious expression is central to understanding current trends in her society. Reading such books as Shausaku Endo’s “*Deep River*” can sensitize us to significant spiritual nuances within Japanese society.

Current events, videos and travel guides

Recent newspaper obituary accounts of Nobuo Fujita, who in World War II flew a plane launched from a surfaced submarine to bomb Oregon forests, stimulate curiosity. Browsing guides like the “*Lonely Planet Travel Survival Kit — Japan*” or “*Insight Guides — Japan*” arouse excitement for the land whose language we are privileged to study. Articles such as “*Sumo*” in the July 1997 *National Geographic* can help us understand aspects of a culture which might seem strange to us.

Some may respond, “Yeah chaplain, how do you expect me to find the time to follow up on all these areas? My mind is already overburdened with vocabulary to review, grammar to understand, tests to study for, difficult pronunciations to master. You expect too much.”

Even with the pressures of time and saturation fatigue, we can take steps to acquire linguistic passion. Simple practices help. Keep a three-ring binder of handouts given during classes. Make an in-class notebook of significant books, news items and cultural topics discussed. Inquire about concepts not understood. Ask instructors for their favorite movie, novel or historical narratives. Then, during a holiday, long weekend, or post-graduation break, read the books.

Recently retired Chief of Staff of the Army General Gordon Sullivan wrote, “Books are an important part of any ... leader’s professional development ... I tell people that history strengthens me — it helps me and, I would hope, others realize that mortal [humankind] can overcome the obstacles in their path, transforming their situation through sound decisions and steadfast applications of will ... My point is read to relax, to learn, and to expand your horizons.”

Linguists who include cultural dimensions in their learning, sensitize their minds to a fuller understanding of the language they study. Passion grows. Strength results. Gratification increases. And, appreciation of the rich variety of God’s creation ensues. 

Greek language program celebrates 50 years at the Presidio of Monterey

By. Dr. Nicholas G. Itsines,
Chairperson, Multi-language Department,
Middle East School 1

The Greek language program at the Defense Language Institute, then the Army Language School (ALS), was established in 1947, along with Arabic, Persian, Turkish, French and some five other languages. As such, with the exception of Japanese and Russian, it is one of the longest continuously taught languages at the Presidio of Monterey.

Two firsts are associated with Greek at DLI: its founder, Miss Ann Arpajolu, was the first woman instructor at the Presidio (arriving in September 1947), and she was also the first woman to become a language department head.

Greek started in 1947 as a direct result of the Truman Doctrine (March 1947), which offered American aid to combat the communist insurgency during the 1947 - 1949 Greek Civil War

At first, Miss Arpajolu was told to expect 20 students – who were to start in November – and then the number went up to 125 in January 1948. Under such prospects it was urgent to recruit more teachers. During the 1947 Christmas break, she was sent to New York to do just that. Among the earliest teachers she hired were Olga Mavrophidou and Socrates Eleftheriades, Aris Zavitsanos, Angelos Seferiades, and Simon Kuntelos.

The other challenge was to prepare materials for the Greek curriculum. Greek is an Indo-European language, but it has its own alphabet. Therefore, a Greek typewriter was needed if a course was to be developed. Arpajolu, who's still alive and well in retirement, remembers that when she asked for a typewriter, "they said they'd have to check all Army supply warehouses to make sure they didn't already have a Greek typewriter. Only then would I be allowed to order a Greek typewriter." She goes on to say that through her supervisor she obtained a typewriter much quicker from a Greek



church in San Francisco. But it needed some minor repairs.

"However," she muses, "the Army said, 'Oh no, it wasn't bought with government money, so we can't use government technicians or funds to repair it.' I said to myself, 'Everything I've ever heard about the Army and the crazy things they do is true.' He we have a free typewriter and couldn't use Army repairmen to fix it, even though it was used for Army business."

In the end, her boss found a young GI who was a mechanic, bought him the best steak dinner in town, and he agreed to repair it. Thus, she began typing course materials on mimeograph stencils for reproduction.

Greek Curriculum

The indefatigable Arpajolu, assisted by her colleagues, continued to write and revise course materials and a battery of tests. These constituted the basis of the present Greek Basic Course, written in the audio-lingual method, which is more than 35 years old and quite antiquated. Suffice it to say that the Greek Branch today uses

a variety of supplemental materials and teaching strategies to make the course communicative. Traditionally, excellent Defense Language Proficiency Test (DLPT) results confirm the effectiveness of the program.

Greek is the oldest branch of the Indo-European family of languages — some of 4,000 years old — and is the longest continually spoken language in Europe. Since languages are living organisms, they evolve and change and Modern Greek is no exception. In its present form, it is the descendant of Linear B, and Homeric Greek, or classical, Hellenistic "Koine" and medieval Greek, to name just a few strata.

However, as A.T. Robinson notes: "It is one language whether we read the 'Epic Homer,' the 'Doric Pindar,' the 'Ironic Herodotus,' the 'Attic Xenophon,' the 'Aeolic Sappho,' the 'Atticistic Plutarch,' Paul the exponent of Christ, an inscription in Pergamus, a papyrus letter in Egypt, Tricoupis or Vlahos in the modern times ("Grammar of the Greek New Testament in the Light of Historical Research," p. 42).

With the creation of the modern



continued to be used until 1979; it was replaced by the DLPT II in 1980, which was in turn replaced by the DLPT IV in 1995. Final Learning Objectives tests were developed at the Directorate of Evaluation, Standardization and Testing (EST) and implemented in 1996.

Faculty and Students

Arpajolu headed the Greek Department until her retirement in 1973. She was succeeded by Aris Zavitsanos, who served from 1973-1985, and he in turn was succeeded by this writer, Dr. Nicholas G. Itsines, from 1985 to the present.

1997 marks the 50th year of the Greek language program's existence at DLI. As long as the Greek Civil War continued (1947-1949), the student population numbered 100 - 130 with some 15 instructors. From the 1950s to the late 1980s the Greek Department operated with up to nine instructors and five classes, with up to 35 students per year.

The overwhelming majority of Greek students has always been officers going to American bases in Greece. With the fall of communism in 1989 and the closure of the bases, the number of Greek classes and students gradually decreased. Since 1994 we've been having an average of six students in one class per year.

DLI's decision in November 1988 to combine smaller language programs into Multi-Language Departments and rename them as branches affected the Greek Department as well. At first the Greek Branch was together with the Hungarian, Bulgarian and Serbian-Croatian branches. When the latter language programs were abolished in 1989, the Greek branch joined with the Hebrew and Turkish branches. These three languages constitute the Multi-Language Department of Middle East School I today.

Over the years many instructors have taught Greek at DLI. Besides those previously named, I should mention Efthimios Karahalios, who briefly served as Branch Chief in 1988 - 1989; the colorful Spiro Lekas; Arthur Paleologos; Andrew Bouzinekis; Mrs. Lia Womack; Theodore Psarras; and finally Spiro Politis; and Miss Katina Kreatsoulas who carry on the mission today.



Greek state in 1829, the "Katharevousa," or puristic Greek, a more archaic form of modern Greek became the official written language, beating out the common spoken "Demotic Greek." It was the language of the government, the church, the legal system, the army, the press and the educational system until 1977, when "Demotic Greek" became the official language of the country.

The monumental legislative decision and the adoption of the monotonic (one accent) system in 1982, (the existing course, written in the late 1950s and early 1960s obviously contains both "Katharevousa" and the polytonic accent system), and the increasing age of the Greek Basic Course lead to efforts to write a new course. The first attempt in the late 1970s failed to produced results for a variety of reasons. In 1983-84, a new course-development effort produced the Analysis and Design documents in preparation for writing the new course.

In 1987 a decision was made to develop semesters I and II by contract, but writing did not begin until 1991 when the first lessons were sent to the Greek department for review. Contractor-related delays and other problems forced us to change contractors in 1996. Semester I (38 lessons) is expected to be completed shortly. I plan to implement this new Semester I course in August 1997 with

the incoming Greek class. Semester II is to be completed by December 1998, and Semester III will be developed in-house afterward.

In January 1988 the Greek Interactive Video Disc (IVD) courseware project was approved to support and supplement Semesters I and II of the new course. Filming in Greece took place in 1989 under contract, followed by editing. However, due to lack of funds, alternate sources were sought at the National Security Agency (NSA) and most recently at the Center for Advanced Language Learning (CALL). The present goal is to complete the project on CD-ROMs containing video, graphics, exercises, and vocabulary. When it is completed, it will add computer-assisted materials to the Greek course.

Greek students are tested weekly every three lessons, with comprehensive mid-semester and semester finals given accordingly. Semester I of the present course consists of lessons 1-46, Semester II covers lessons 47-75, and Semester III contains lessons 76-120. Students also take final semester test in Area Studies, which cover a survey of Greek history and civilization, and Culture, which focuses on 30 culture-related themes.

Students are tested on their language proficiency by the DLPT. The Greek DLPT I, developed in the early 1950s,

Language Day '98 schedule of events

Cultural Displays Building 621

Department	Room
Japan	129 - 131
Spain & Latin America	133 - 135
France	141 - 142
Turkey	220
Israel	222
Greece	229

Building 623

Russia	150
Serb/Croat	152
Germany	154
Vietnam	157 - 159
Iran	239 - 241
Middle East	242 - 243
Philippines	252 - 254
Korea	260 - 262
China	257 - 259

Internet Assistance in Language Teaching Building 621 Room 221 and 223

10 - 10:15 a.m.	12:15 - 12:30 p.m.
10:30 - 10:45 a.m.	12:45 - 1 p.m.
11 - 11:15 a.m.	1:15 - 1:30 p.m.
11:45 - noon	1:45 - 2 p.m.

Multimedia Courseware Demonstration Aiso Library Conference Room Building 617

10 - 11 a.m.	Mr. Zenon Obydzinski "Spanish Homework Modules" "Korean Content Final Learning Objectives"
noon - 1 p.m.	Ms. Anna Hardy "Arabic Military Modules"
	Mr. Jorge Salazar "Costa Rica Spanish Laserdisk"
2 - 3 p.m.	Ms. Carol Green "Arabic Proficiency Sustainment and Improvement Course"

Program for Educators

Presentation	Susanne Piccari	10 - 11:30 a.m.	Munakata Hall Auditorium
Presentation	Masako Boureston	1 - 2:30 p.m.	Munakata Hall Auditorium
Language Resource Display	International Language Culture Foundation	10 a.m. - 3 p.m.	Nakamura Hall Auditorium
Lecture	Chaplain Kenneth Sampson	noon - 1 p.m.	Building 627, Room 120

The Role of Culture in the Foreign Language Curriculum

Round-Table Discussion	Sabine Atwell	10:30 a.m. - noon	Pomerene Hall Auditorium
------------------------	---------------	-------------------	--------------------------

Entertainment on the outdoor stage

1. DLI Color Guard demonstration	10 - 10:10 a.m.
2. National Anthem (four services)	10:10 - 10:20 a.m.
3. Opening Remarks	10:20 - 10:30 a.m.
4. Chinese Dragon Dance	10:30 - 10:40 a.m.
5. Air Force Choir	10:40 - 11:10 a.m.
6. Korean Dance & Song	11:10 - 11:20 a.m.
7. Russian Songs	11:20 - 11:50 a.m.
8. French Songs	11:50 - 12:05 p.m.
9. Philippine Dance	12:05 - 12:10 p.m.
10. Marine Corps Drill Team (Audience Participation)	12:10 - 12:25 p.m.
11. Marine Corps Drill Team (Demonstration)	12:25 - 12:30 p.m.
12. Serbian/Croatian Songs	12:35 - 12:45 p.m.
13. Navy Drill Team Demonstration	12:45 - 12:55 p.m.
14. Arabic Dance & Song	12:55 - 1:15 p.m.
15. Spanish Salsa Dance & Song	1:15 - 1:30 p.m.
16. Air Force (Choir)	1:30 - 2 p.m.
17. Closing Remarks	

Video TeleTraining Demonstrations Building 637A Room 17

See language teachers conduct training to locations throughout the United States, courtesy of Operations, Plans, and Programs and the Curriculum and Faculty Development Division

Technicians will offer tours and conduct demonstrations at the top of each hour from 10 a.m. to 2 p.m.



Language Day '98 schedule of events

Classroom Demonstration Building 610

1st Session 10 a.m. - 10:30 a.m.

Portuguese	Room 148
French	Room 149
German	Room 150
Spanish	Room 246
Russian	Room 248
Persian-Farsi	Room 344
Persian-Farsi	Room 346

2nd Session 10:45 a.m. - 11:15 a.m.

Portuguese	Room 148
French	Room 149
German	Room 150
Spanish	Room 246
Russian	Room 248
Persian-Farsi	Room 344
Persian-Farsi	Room 346

3rd Session 11:30 a.m. - noon

Portuguese	Room 148
French	Room 149
German	Room 150
Spanish	Room 246
Russian	Room 248
Persian-Farsi	Room 344
Persian-Farsi	Room 346

4th Session 12:45 - 1:15 p.m.

Portuguese	Room 148
French	Room 149
German	Room 150
Spanish	Room 246
Russian	Room 248
Persian-Farsi	Room 344
Persian-Farsi	Room 346

5th Session 1:30 - 2 p.m.

Portuguese	Room 148
French	Room 149
German	Room 150
Spanish	Room 246
Russian	Room 248
Persian-Farsi	Room 344
Persian-Farsi	Room 346

6th Session 2:15 - 2:45 p.m.

Portuguese	Room 148
French	Room 149
German	Room 150
Spanish	Room 246
Russian	Room 248
Persian-Farsi	Room 344
Persian-Farsi	Room 346

Classroom Demonstrations Building 620

1st Session 10 a.m -10:30 a.m.

Arabic	Room 104
Arabic	Room 105
Vietnamese	Room 132
Thai	Room 133
Chinese	Room 142
Japanese	Room 143

2nd Session 10:45 a.m. - 11:15 a.m.

Arabic	Room 104
Arabic	Room 105
Vietnamese	Room 132
Thai	Room 133
Chinese	Room 142
Japanese	Room 143

3rd Session 11:30 a.m. - noon

Arabic	Room 104
Arabic	Room 105
Vietnamese	Room 132
Thai	Room 133
Chinese	Room 142
Japanese	Room 143

4th Session 12:45 - 1:15 p.m.

Arabic	Room 104
Arabic	Room 105
Vietnamese	Room 132
Thai	Room 133
Chinese	Room 142
Japanese	Room 143

5th Session 1:30 - 2 p.m.

Arabic	Room 104
Arabic	Room 105
Vietnamese	Room 132
Thai	Room 133
Chinese	Room 142
Japanese	Room 143

6th Session 2:15 - 2:45 p.m.

Arabic	Room 104
Arabic	Room 105
Vietnamese	Room 132
Thai	Room 133
Chinese	Room 142
Japanese	Room 143

The Naval Security Group Detachment invites you to the Learning Resource Center interactive display and the Bachelor Enlisted Quarters static display.

Go to Kendall Hall, Bldg 629A, 10 a.m. - 2 p.m. Enter the building through the front door closest to the large white anchors.

A sailor will greet you, answer questions and escort you to the BEQ rooms and Learning Resource Center.

Try out some of the language learning programs -- with assistance of the Resource Center supervisor and aides.

The 311 Training Squadron, U. S. Air Force, welcomes you to the 311th Computer Language Program, static displays, and dormitory rooms in Building 627B.

Enter the building at the language lab entrance to the left of the main entrance.

You'll find greeters outside the entrance, ready to answer your questions and direct you to the computer area and displays.

Try out the computer foreign language learning programs.

Then, ask a greeter to point you toward the dormitory room display.

Language Day Committee

Co Chairs

Capt Slavick
Mr Bolotok

Program Coordinators:

Program for Educators-Technical

Maj Andruess

Vendor Operations

CPT Corey and TSgt Kinder

Classroom Demonstrations

CPT Chakeris, Mr Krueger, and SFC Pardo

Navy LRC Tour and Barracks Display

CTICS Aldana

Grounds Maintenance

Gunnery Sergeant Volling

Public Affairs

Mr Macks

Logistics

Mr Rivera

Audiovisual Support

Mr Leatherman

Entertainment

PO1 Kollars

Program for Educators-non Technical

TSgt Schnake

Cultural Displays

SSG Billings

Parking and Traffic Control

SSG Woodard

Static Displays

SSG Tatley

Air Force LRC Tour

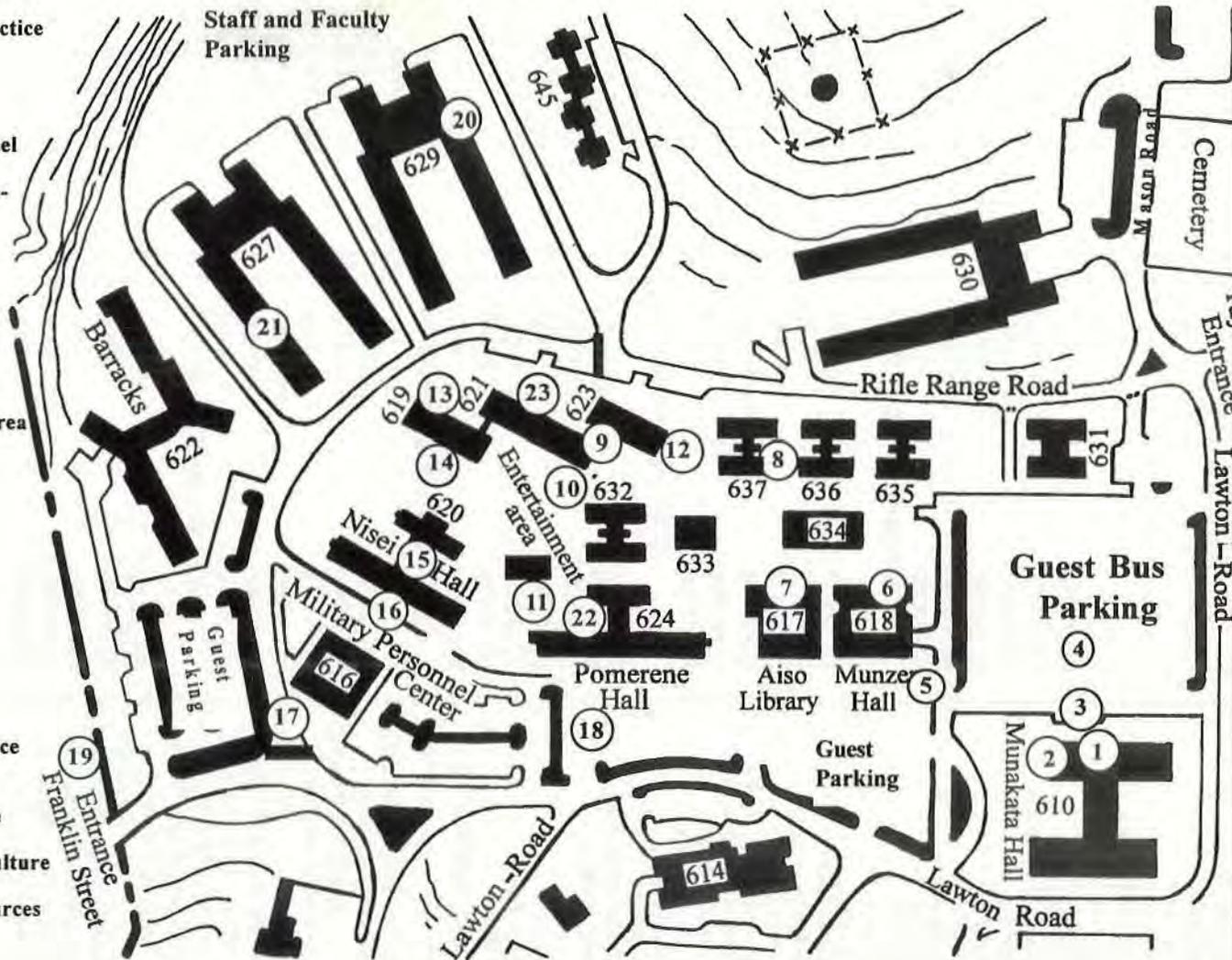
A1C Waclawski

Welcome to the Defense Language Institute Foreign Language Center Language Day '98

Overflow
Guest
Parking

Legend:

1. Classroom demonstrations (610)
2. Presentation: Teaching for Proficiency Principle an Practice (610)
3. Toilets
4. Bus dropoff
5. Information booth
6. Program for Educators Panel Discussion
7. Program for Educators Computer Demo
8. Video Teletraining (637)
9. Cultural Displays (621)
10. Military Displays
11. Outdoor stage
12. First Aid Station
13. Language Resource Display (619)
14. Vendor booths and eating area
15. Classroom demonstrations (620)
16. Toilets
17. Rifle Range Road (Franklin Street to Bldg. 645 Entrance: Closed 7 a.m. to 4:00 p.m.)
18. Vendors' Parking (Permit Required)
19. Bus Stop for the Monterey-Salinas bus (7 a.m. to 4:30 p.m.)
20. Navy Barracks Room and Learning Resource Center Displays (629a)
21. 311TRS Learning Resource Center Displays (627b)
22. Teaching Language and Culture (624)
23. Lecture: A Survey of Resources for Language Instructors



Presidio of Monterey, California