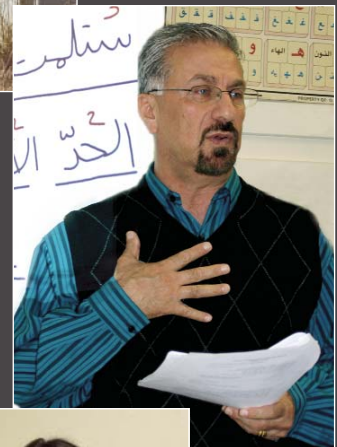# ANNUAL PROGRAM REVIEW
2007

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Mission

DLIFLC provides culturally based foreign language education, training, evaluation, and sustainment for DoD personnel in order to ensure the success of the Defense Language Program and enhance the security of the Nation.

Vision

The acknowledged leader in all aspects of culturally based foreign language education, DLIFLC is an innovative and continuously adapting organization, operating on the cutting edge of language instruction and technology.

Mission Essential Tasks

Central to DLIFLC's strategy is the implementation and close monitoring of the Mission Essential Task List (METL). These tasks are intertwined and interdependent. We can succeed overall only if we deliver on each task.

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Foreign Language Acquisition, Training, and Education / Page 8

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Foreign Language Sustainment and Enhancement / Page 16

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Foreign Language Assessment and Testing / Page 26

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Foreign Language Research and Program Evaluation / Page 32

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Military Training Support for Soldiers, Marines, Sailors, and Airmen / Page 36

6.0
Professional Development and Support to Students, Faculty, and Staff / Page 40

Col. Sue Ann Sandusky
DLIFLC & POM Commander

As the Department of Defense's (DoD's) leading authority on foreign language learning and teaching, the Defense Language Institute Foreign Language Center (DLIFLC) continues to provide superior foreign language acquisition, training and education, research, testing and sustainment to support our country at war. The unparalleled professionalism and teamwork displayed by our faculty, staff, garrison support activities, service units and students ensure that the Institute's goals and mission objectives are executed to the highest standards.

This annual report documents the challenges faced and successes achieved by DLIFLC in FY07, the second full year of implementing our Proficiency Enhancement Program (PEP), aimed at enabling our basic course students to attain higher proficiency levels, as measured by the Defense Language Proficiency Test, using the Interagency Language Roundtable scale. Through PEP, we are pushing our basic course students to graduate with scores of 2+/2+/2 in the skills of listening/reading/speaking, and preparing them to meet the career goal of achieving 3s across the board, signifying a general professional proficiency level.

PEP has been a transformational vehicle for DLIFLC. The multi-faceted program has influenced every aspect of how we operate. Having moved well along the five PEP lines of effort – technology enhancement, curriculum development, classroom practices, student readiness, and faculty development – we have now reached what might be called the "tipping point." An expression made popular by Malcolm Gladwell in his book by the same title, a tipping point is a moment when critical mass is achieved, when an organization is on the threshold of change. For DLIFLC the term seems to aptly capture how the numerous innovations instituted during the past two years are beginning to create synergistic effects. New dynamics are unleashed as motivated, disciplined students with higher language-learning aptitudes, greater self-awareness and readiness to be adult learners are grouped in smaller sections, with advanced technologies and fresh curriculum, under the guidance of highly skilled, creative and committed language teachers whose classroom methods, tests and assessments are guided by best practices and underpinned by multi-disciplinary research.

All the while, we are mindful that our students are Soldiers, Marines, Sailors, and Airmen first, requiring time and support to meet service specific training requirements. Last year the Institute procured an EST 2000 range simulator for marksmanship practice and will install a Virtual Convoy Operator Trainer in the spring of 2008.

Our efforts to assist language professionals in meeting DoD proficiency goals of 3/3/3 do not end at graduation. We continue to meet the needs of the Services and DoD linguists through our post-graduate sustainment and enhancement programs. These programs, offered via Mobile Training Teams, Video Tele-Training, and Language Training Detachments, are growing at a remarkable rate.

During this time of war, our commitment to providing language training and education increasingly reaches beyond the professional linguist community. DLIFLC provides language familiarization and cultural awareness training to service members as they prepare for deployments abroad. Language Survival Kits and Familiarization CDs continue to be distributed worldwide.

As an organization, DLIFLC has grown not only in mission but in size. DLIFLC currently employs more than 2,800 people, of whom approximately 1,700 are native-speakers of the language they teach. We anticipate continued growth in the coming year. We have stepped up our instructor training programs to ensure that our faculty remains world-class and capable of meeting DoD's evolving language training requirements.

I am proud to present to you the achievements of the Institute during the past year and look forward to all that the future holds for us. Any institution undergoing transformational change is bound to encounter obstacles and instances where great exertion causes momentary imbalance. But I can assure you that all of us at DLIFLC, at the Presidio of Monterey, and with our elements around the world, are committed to ensuring that the momentum achieved in 2007 is unstoppable.

Sue Ann Sandusky
Colonel, U.S. Army
Commandant

Col. Daniel L. Scott
Assistant Commandant

What an exciting time to be associated with DLIFLC and the Defense Language Program. The community has imparted a great deal of trust, leadership, and resources on us to help make the Language Transformation Roadmap a reality.

For the Institute, FY07 was a crucial year of final stage setting. It was the second full year of the Proficiency Enhancement Program (PEP) implementation. We are well on our way to achieving the goals set out for us. Sixty one percent of our new students are enrolled in PEP classes. Aggressive implementation of technology advancements into the learning environment continues to take shape. Over 1,900 tablet PCs have been distributed to students, and all students now receive and use iPod™ portable language devices. We have successfully implemented the initial phase of the wireless project and brought video over Internet protocol and wireless capability to 10 school houses and the Department of Defense (DoD) Center. DLIFLC expects to be a fully functioning wireless campus by the fall of 2008. These technological advances would not have been possible without the initiation of Internet bandwidth increases and server upgrades. Our basic course pilot overseas immersions in Korea and China have yielded positive results on the Defense Language Proficiency Test 5 and independent evaluations.

Preliminary results indicate that PEP improvement measures are having a positive effect on our students. In FY07, the program yielded a 9 percent decrease in academic attrition rates and an 11 percent higher 2+/2+/2 proficiency rate at graduation for those individuals participating in the smaller classes.

Our extension programs are also experiencing tremendous growth. In the past year our non-resident programs provided over 104,000 hours of instruction for over 3,000 students through Video Tele-Training, Mobile Training Teams and Language Training Detachments. These programs have been provided to professional military linguists from all services and at every level.

Last year, we trained over 21,000 service members preparing for deployment in language familiarization and culture awareness programs, a 33 percent increase over FY06. A total of 264,000 Language Survival Kits were distributed in FY07 and countless others downloaded from the *www.LingNet.org* Field Support website. Our latest endeavor, the Headstart program, an 80-hour interactive, self-paced language and culture learning tool, is now available in Iraqi, Dari, and Pashto via CD or web download.

This growth is not without its challenges, and in the years to come DLIFLC will have to assess its capabilities and capacity to sustain these new programs. FY07 was a pivotal year in the transformation of our programs. The measures taken now to lay the groundwork for the future are more important than ever before.

This is not the same DLIFLC that people remember. We have changed our classroom techniques. We offer materials on the web. We have detachments in over a dozen places outside of Monterey and we are helping prepare deploying forces to better understand and work with new cultures. We will continue our transformation in 2008.

The resources provided through DoD initiatives have brought DLIFLC to the point where hiring, technology, professional development, facilities, and leadership have taken us to a whole new level. In all areas, there are exciting new developments changing how linguists learn languages and sustain and develop their proficiency.

Radical change is afoot in our basic language programs. We have turned the corner on the Defense Language Proficiency Test 5 (DLPT5) in Russian, Serbian-Croatian, and Chinese. We have integrated the tablet PC, the iPod™, and the SmartBoard™ into our classrooms. Students and teachers are collaborating in setting up databases, web sites, file sharing, and exploitation of classroom technologies to improve writing, speaking, listening, and reading practice.

The efforts of the Student Learning Center in orienting new students and collecting lessons learned from those graduating have led to a far better prepared student body, ready to take advantage of the highest level of educational resources anywhere. The isolation immersion program has expanded from one and three days to five days and will now take on a field training exercise format to assess where students are in preparing for the language tasks that will face them when they reach their field units.
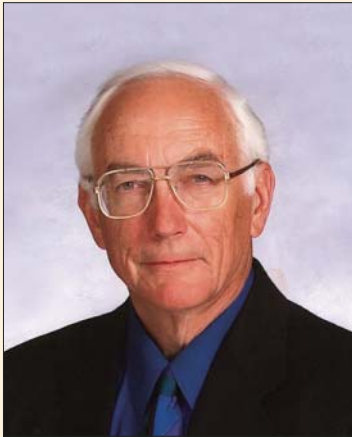
Donald C. Fischer
Provost

We are developing an extensive online and face-to-face diagnostic assessment program with the goal of one trained faculty member per team to facilitate formative assessment and needs-based student grouping.

Language Training Detachments are growing in terms of new locations and faculty is increasing at existing sites. Training support in various languages for deploying troops and in the military's command and staff and senior service colleges continues to grow and receive an extremely positive response.

Our Faculty and Staff Development Division has eliminated the backlog in our Instructor Certification Course caused by our rapid hiring and has begun the 20 percent a year instructor recertification process necessary to bring veteran faculty members up-to-date on methodologies and technologies. College level professional development opportunities range from English improvement to core subject requirements and technical training at the post-graduate level.

We have launched the development of online training modules for Oral Proficiency Interview (OPI) tester support and maintenance, and have made it a prerequisite for all OPI-related workshops. We are also working to create a group of computerized OPIs to facilitate speaking testing and to give us formative assessment capability.

We put in a program of external reviews for all new DLPTs; began contract test development in Azerbaijani, Uighur, Cambodian, and Malay; and in-house development for Pashto, Korean, and Kurmanji. Twenty one older DLPTs were converted to web-delivery.

Significant progress was made in developing new Defense Language Aptitude Battery (DLAB) forms, a new pre-screening aptitude test (DLAB-Lite), and DLAB-II. We collected customer satisfaction feedback from the supervisors of 245 DLIFLC graduates and are making the necessary changes to our program to respond positively to their suggestions.

Throughout DLIFLC we are working to develop a classroom environment that one would encounter at the best universities and military institutions while maintaining DLIFLC's emphasis on accountability.

DLIFLC's Proficiency Enhancement Program

Shortly after 9/11, the National Security Agency (NSA) established a new higher-proficiency skill level requirement of Listening (L) 3 and Reading (R) 3 for its crypto-linguists. To achieve this goal NSA asked Services for a proposed plan for their linguists to reach these new skill levels. The Army Training and Doctrine Command (TRADOC) turned to DLIFLC to review the Services' input and asked for a comprehensive plan to meet the new proficiency level needs.

As the DoD's premier provider of foreign language, DLIFLC proposed a number of initiatives through its Proficiency Enhancement Program (PEP) that would raise the outcome of the basic course from a current requirement of L2/R2

and Speaking (S) 2, to L2+/R2+/S2, without increasing the length of the course. Through Program Budget Decision (PBD) 753, the Joint Requirements Oversight Council (JROC) approved and funded the PEP plan.

The primary task for DLIFLC is to graduate 80 percent of its basic course students at the new level commencing with FY09 enrollment. To accomplish this, DLIFLC is reducing class sizes, requiring higher aptitude entry scores, hiring more faculty, upgrading curricula, enhancing faculty training, and deploying cutting edge classroom technologies.

Additionally, DLIFLC is tasked with providing follow-on training and materials for military and DoD language professionals to achieve the life-long learning goal of L3/R3/S3. This is being accomplished through post-basic initiatives such as instruction at Language Training Detachments, on-line courses, Diagnostic Assessment (DA), and immersions.

FY07 was a very productive year at DLIFLC. The Institute hired 337 new faculty members, enrolled 1,602 students in smaller classes, and added 135 classrooms through restructuring and renovation. DLIFLC stood up a Diagnostic Assessment Center, conducted 152 isolation immersion Field Training Exercises (FTXs) with 3,437 students, and successfully conducted 25 overseas immersions. Curriculum Development completed 48 units each in Korean, Arabic, Chinese, and Russian for the eight six-week post-basic modules, and finished up with the development of 50 four-hour units for Weekly Training Events (WTE) in Arabic, Chinese, Korean, and Russian. Additionally, the Institute fully staffed the Faculty and Staff Development Division, and positioned itself for greater success towards reaching PBD 753 Implementation Plan goals in FY08.

The Institute is half way through the execution of the PEP plan. In the next fiscal year, the Institute will enroll 2,562 students in smaller classes, continue overseas immersions and FTXs, provide DAs to all students in academic jeopardy, develop End-of-Course Tests, and complete implementation plans for instructional technology. All projects are continuously evaluated to improve processes and look for efficiencies.

The following pages chronicle DLIFLC's accomplishments and summarize the FY07 execution of the PEP as funded through PBD 753.

1.0
Foreign Language Acquisition, Training and Education

"The introduction of technology into our school(s) represents nothing less than a revolution in the way languages are being taught and the way teachers and students function in the class-room. A new dimension has been added that has the potential to support and enhance the learning process."

Gregory E. Menke, Ph.D.

◆ **More than 600 SmartBoards™ installed.**

DLIFLC Technology Enhanced Classrooms fully functional

Just five years ago, DLIFLC instructors used markers to write on erasable whiteboards and lugged cumbersome CD players around to play audio clips for transcription exercises.

Today, DLIFLC's teaching environment is completely transformed with the implementation of the DLIFLC Strategic Information Technology plan.

"If you don't know how to use a SmartBoard™ in the classroom, you completely lose the interest of the student," said Bashar Masri, an instructor of Arabic in Middle East III

school. "This generation of students started using computers before they could even talk."

The Proficiency Enhancement Program (PEP) consists of several initiatives aimed at increasing student proficiency outcomes through the implementation of Technology Enhanced Classrooms (TEC), which includes Internet-connected SmartBoards™ in every classroom, a wireless campus, and Tablet PCs and iPods™ issued to every student.
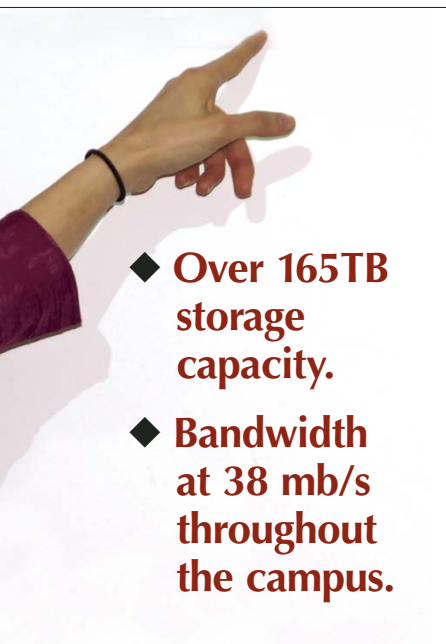
"There were several challenges to overcome when we began implementing the TEC phases. There were restrictions put on the way information

technology was used, the infrastructure was vastly outdated, we had low bandwidth, inadequate servers, and minimal technology support for the size of campus we have," said DLIFLC's Chief Information Officer Lt. Col. Jorge Serafin.

With an $83M strategic five-year plan set forth in 2005, DLIFLC has come a long way.

"We are entering the third year of our five year technology transformation plan and things are finally falling into place," said Serafin.

The Institute currently has over 600 SmartBoards™ installed in every classroom. All students receive portable digital language devices such as iPods™ or MP3 players, where they are able to store audio lessons and video clips. Some 1,900 tablet PCs were issued to students studying non-Latin

based languages, enabling them to take notes in the target language script, download notes teachers make on the SmartBoard™, and access the Internet for authentic materials. A $4M contract for the remaining 2,600 tablet PCs required was awarded in Sept. 2007 and will be issued to students this spring.

DLIFLC's bandwidth has been increased to 38 mb/s in order to allow the implementation of content management software such as SharePoint™ and an E-learning management system called BlackBoard™. Additionally, DLIFLC facilities located off the Installation have been linked back with a high-speed 1 gb/s connection to ensure the transmission of audio and video materials.

The Institute's storage capacity was enhanced with the installation of a 100TB and 60TB server that will also serve to backup information produced by the Curriculum Development Division, Test Development Division, Research and Evaluation Division, and other departments. Survivability of the collected data has been secured by placing one server off post, ensuring against accidental loss of important information.

"We've also established a 71-person robust, standardized, and professional information technology support team for our faculty, staff, and students through our multi-million dollar contract partnership with Trofholz Technologies Inc.," said Serafin.

DLIFLC's greatest accomplishment for FY07 is the beginning of the establishment of a wireless campus. "We expect every building to have full wireless capability by September 2008," said Serafin.

◆ **4,607 portable digital language devices (iPods™) issued.**

◆ **1,900 tablet PCs issued to students, 2,600 more coming this spring equipping all students.**

Technology makes all the difference

Gregory E. Menke, Ph.D.,
*Academic Specialist
Multi-Language School*

"We were the first school at DLIFLC to distribute tablet PCs to all our students and the first school to offer network connectivity to every student in every classroom.

The tablet PCs include a pen tool and software to enable students to take electronic notes, while the iPods™ come with video display screens and digital microphones. The tablet PCs and iPods™ complement each other in that students can use their tablet PCs to load audio and video on their iPods™ and use them as a storage device to transfer files to other computers.

The classroom computers are equipped with VCRs, television connections, and video capture capabilities. We currently have three

Persian Farsi channels, two Afghan channels, and one Turkish channel.

The introduction of technology into our school(s) represents nothing less than a revolution in the way languages are being taught and the way teachers and students function in the classroom. A new dimension has been added that has the potential to support and enhance the learning process."

Support to the General Purpose Force

After 9/11, OSD tasked DLIFLC to play a more significant role in providing language and culture training to the general purpose force. FY07 was a landmark year for the Institute as its various outreach programs provided record numbers of classes and products for non-linguists who expect to deploy to non-

English speaking countries.

Under the Continuing Education Directorate, a new division called Field Support and Special Programs created the Language Familiarization and Area Studies Training (LFAST) program to send teachers on-site to deploying military units to teach them cultural awareness and basic language skills. The Professional Military Educational Support (ProMES) division, established to support mainly high-ranking officers at military schools around the nation expanded.

The LFAST team is composed of 23 faculty, five of whom are instructors of the Afghan Dari and Pashto dialects, while the remainder teach Arabic Iraqi. "Our instructors work very hard. Sometimes they have to work early mornings, or late in the evening and on the weekends at the request of the units," said Polus Goriel, an LFAST program manager.

In FY07 the LFAST program hired 12 new instructors who all together taught 21,000 service members language familiarization via Mobile Training Teams (MTT), with an average teacher being 180 to 220 days on the road.
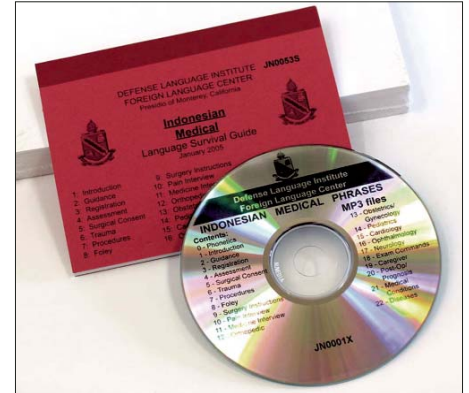
◆ **Over 264,000 Language Survival Kits shipped to the field in FY07.**

◆ **Over 21,000 service members taught survival language and culture courses.**

The ProMES program's mission is to teach officers cultural awareness and basic language in seven languages and dialects; Modern Standard Arabic, the Iraqi Arabic dialect, Afghan Dari and Pashto, Spanish, French, Chinese, and Korean.

"Our major responsibility is to teach officers nationwide while they are attending courses at various military schools," said ProMES program manager Samir Sallam.

"Teaching is based on their (student) schedule and includes at least 30 contact hours of instruction per course."

The first to experience the ProMES program were the officers attending the Command and General Staff College at Fort Leavenworth, Kan. Instruction started at Fort Leavenworth in May 2006, under the direct guidance of the then Commanding Lt. Gen. David Petraeus. In August 2007, instruction commenced for Air Force officers at Maxwell Air Force Base, Ala, while intermittent classes are taught to officers attending the Naval Postgraduate School in Monterey, Calif. In April 2008, ProMES will begin a program to teach foreign languages to the Marines attending the Command and Staff College in Quantico, Va. The program graduated 599 officers in FY07.

Field Support and Special Programs also maintains Operational Unit Support Language Training Detachments, which are permanent language familiarization and cultural awareness teaching teams located on site at select installations. DLIFLC currently maintains teaching teams that specialize in this type of language instruction in San Diego, Calif., Norfolk, Va, Fort Bragg, Ga, and Fort Huachuca, Ariz.

DLIFLC officially opened an 09L Language Training Detachment (LTD) at Fort Jackson, S.C., in July 2007, in support of the Army program to recruit native speakers of Middle Eastern languages in support of Operation Iraqi Freedom and Operation Enduring Freedom in Afghanistan. This is the only such training center in the Nation.

In addition to these programs, DLIFLC's Curriculum Development Division has produced new Headstart programs for Iraqi Arabic and the Afghan dialects of Dari and Pashto. The programs are self-paced 80 to 100-hour lessons with animated interactive Avatar features which teach vocabulary, pronunciation, how to read, write, and understand basic street signs. These programs were specifically created for deploying forces.

The Institute also provides pre-deployment training to service members preparing to be embedded within Iraqi or Afghan military units. Basic language and cultural familiarization courses are taught at Fort Riley, Kan., Camp Bullis, Ariz., and Fort Dix, N.J. Additionally, DLIFLC sends instructors and students on a monthly basis to the National Training Center at Fort Irwin, Calif., to practice translation and negation skills with deploying unit leaders.

◆ **ProMES teaches MSA Arabic, the Iraqi dialect, Dari and Pashto, Spanish, French, Chinese, and Korean.**

DLIFLC also produces Language Survival Kits (LSKs), currently available in 33 languages with an additional 36 languages in production over the next three years. These kits consist of a pocket size booklet and CD, which teach basic phrases in up to 10 different topics, from civil affairs to medical terminology. Over 264,000 LSKs were shipped to field units in FY07, while the kits can also be downloaded from DLIFLC's website at *www.LingNet.org.*

A Dean's Inside Story

Dr. A. Clive Roberts
Dean, Middle East School I

"Sometimes, the best way to appreciate a place is to leave it," says Middle East School I Dean, Dr. Clive Roberts, who first began working at DLIFLC in 1980, left the Institute a year later to get a Ph.D. in German, returned from 1986 to 1990, left again to accept several university professorships for 13 years, and finally returned in 2003.

Today Roberts is responsible for nearly 150 faculty and staff, and about 400 students of Arabic. His vast experience has given him a unique perspective of DLIFLC, in comparison to those who have not had the opportunity to work in other environments.

"With the country at war, and with the instituting of higher DLPT requirements, the atmosphere at the Institute had become palpably more serious. I found that I had learned a great deal over the 13 years I spent away from DLI – working with foreign language professionals in twenty countries, with private language companies, universities, and government entities. I learned that prestige and wealth of an organization alone do not guarantee success or excellence. I also learned that there is no place anywhere in the world like DLIFLC.

DLIFLC is on the cutting edge of language education. Many at DLIFLC underestimate their own contributions, and the quality of the Institute. Nowhere else are so many people focused exclusively on language education so many hours of every day for so many months at a time. Nowhere else are resources as concentrated on a single goal – to produce the best military linguists possible."

"4+2" – DLIFLC's new elective class concept

Dr. Rachel Tsutagawa
Chairperson, Asian School II, Department C

Dr. Rachel Tsutagawa was the first to implement a new innovative "4+2" class hour concept, which allows students to take two hours of instruction per day of their choice.

"The 4+2 elective class concept is quite simple. Students study from their textbooks in the morning during the first four hours and then go to their two elective classes in the afternoon to apply and practice what they learned in the textbook. Allowing students to choose their electives empowers them and gives them a sense of control over their education. This way they can work on areas where they feel they need improvement," said Tsutagawa.

"Student feedback for the 4+2 program is very positive and the preliminary results show it. Students like the timely practice, as well as the dynamic mixing with other students and instructors in the afternoons. Another benefit is having early exposure to authentic materials," she said.

2.0
Foreign Language Sustainment and Enhancement

"All of our efforts are connected. Diagnostic assessment tools can be used at any time to determine student proficiency levels for interim assessment or appropriate placement purposes. Weekly Training Events are offered as self-study materials, Post-Basic Courses are instructor-facilitated, and all of these materials and systems are increasingly being used at various Language Training Detachments."

Stefan Konderski
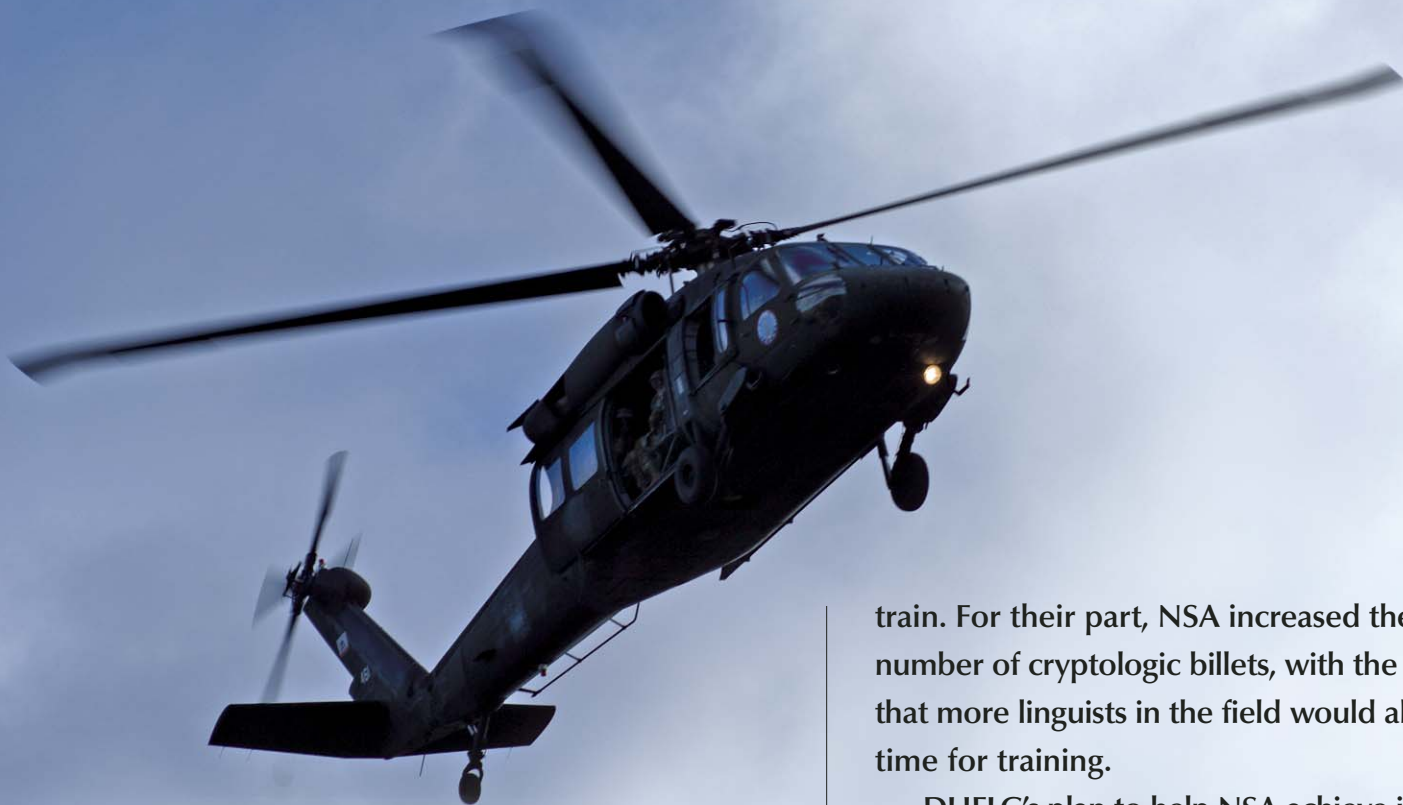
With more than 35,000 professional linguists in the field the demand for language training has been extremely high, yet for many years the requirement has largely gone unmet. When NSA increased linguist proficiency level requirements to L3/R3/S3 as a career goal for professional linguists, they looked to DLIFLC to help devise a plan to get there. NSA wanted each linguist to participate in a significant training event of six weeks or more each year and be allowed to spend up to four hours a week in language study during the duty day. A major constraint facing the service members, besides the dearth of materials in less commonly taught languages, was time to train. For their part, NSA increased the number of cryptologic billets, with the idea that more linguists in the field would allow time for training.

DLIFLC's plan to help NSA achieve its goal of L3/R3/S3 includes the development of on-line learning objects packaged in four-hour blocks that can be tracked by managers via a Learning Management System (LMS); six-week long modularized intermediate and advanced level courses in languages with the highest demand for the community; an adequate teaching work force assigned to the Language Training Detachments (LTDs) who could provide up to 40 percent of the annual significant training to linguists assigned to the major operation centers; and a diagnostic assessment capability in each of the high-demand languages so linguists can receive tailored, meaningful language instruction.
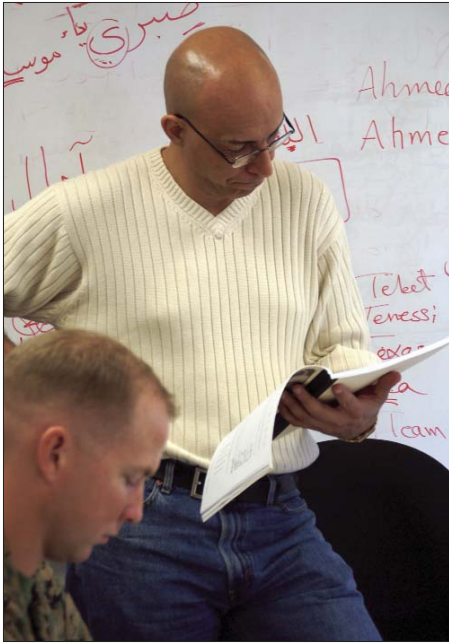
DLIFLC establishes Diagnostic Assessment Center and online capabilities

One of the challenges teachers and managers of military linguists often face in the field is identifying the appropriate training needs of their students.

"Several years ago we developed a diagnostic assessment tool that could pinpoint linguistic strengths and weaknesses and guide learners to specific training strategies, but the lack of funding forced us to give up on this project," said Educational Support Services Dean, Mohsen Fahmy, at the Continuing Education Directorate.

With the increased emphasis on higher proficiency capability across the force and the additional resources provided to the Institute to meet the demand, DLIFLC was able to establish and staff a Diagnostic Assessment Center (DAC). The center began training instructors in the discipline of Diagnostic Assessment (DA) and certifying DA specialist in languages taught at DLIFLC.

"Every month we train about 15 people at our facility here, while our staff trains language instructors at our Language Training Detachments (LTD) in places such as Fort Gordon, Fort Bragg, Fort Meade, etc," said Fahmy.

In FY07 DAC instructors trained 73 faculty members in DA familiarization and certified 59 DA Specialists. DAs consist of a three skills interview that can take two testers more than

an hour each to administer. Because they are labor intensive, it is not a practical tool for the large numbers of linguists who need them. For this reason the Curriculum Development Division is building a fully computer-adaptive task-based Online Diagnostic Assessment (ODA) tool.

The instrument diagnoses reading and listening ability under the umbrella of general comprehension in four competencies (structural, discourse, lexical, and socio-cultural), within the context of five topical domains (politics/economics, society/culture,

◆ **Online Diagnostic Assessment tools contain 800 items per language in Arabic and Korean.**

science/technology, military/ security, and geography).

"The most important thing about ODA is the ability of the students to receive instantaneous feedback," said ODA Department Chief Boussalhi Abdelfattah. "ODA is a formative type of assessment in the sense that it provides feedback to students on existing abilities, but more importantly, it gives information to the student on areas that need to be worked on."

The Institute has completed reading and listening ODA tools in both Arabic and Korean. They are available now at *www.LingNet.org.* Full ODA tools will also be available in Chinese and Russian by the end of FY08, with additional languages to be added each year.

Weekly Training Events

As the Internet has made finding language resources easier, DLIFLC has leveraged this technology to bring web-based language learning objects packaged in convenient four-hour tutorials to meet the minimum weekly training requirement for cryptologic linguists. These tutorials are better known as Weekly Training Events (WTE).

"The goal is to have 50 tutorial packages available per language, said Elena Allison, WTE department chief. "These packages target specific skill levels and are designed to augment student proficiency." The purpose of the WTE is to allow all military and civilian government employees to maintain and enhance their foreign language skills without being taken away from their regular workplace.

◆ **WTE offers 200 hours of instruction per language online in Arabic, Chinese, Korean, and Russian.**

WTEs enable Command Language Program Managers (CLPMs) in the field to assign materials to linguists that will fulfill their training requirements, and ultimately help them reach higher proficiency levels.

In FY07 the Institute completed the development of 50 tutorial packages for Arabic, Chinese, Russian, and Korean, which are available on CD and online at *www.LingNet.org.* Developers have begun working on packages for Hindi, Sorani, and Persian Farsi. These products are expected to be completed in FY08.

www.LingNet.org provides:

◆ **GLOSS – 4,000 hours of web-delivered instruction available in 23 languages from level 2 to 3.**

Post-Basic Course development

Along with weekly training events, cryptologic linguists are expected to participate in a significant training event – six-weeks of full-time classroom instruction – at least once per year. To satisfy this require-ment, the Institute developed curricula at the intermediate and advanced levels, or post-basic levels, as they are now called. These materials are currently available in Arabic, Chinese, Korean, and Russian. "Our goal is to have eight courses for each language with materials from level 1+ to 3. As the materials are piloted at various facilities around the country, we conduct revisions before resending them into the

field," said Post-Basic Course Director Stefan Konderski, adding that Afghan Dari, Hebrew, and Persian Farsi will be completed by the end of FY08, while Serbian/Croatian is expected to be finished by the end of FY09.

One of the elements that sets the Post-Basic Courses apart from lessons found in the Basic Course are the topics covered: The Arab World in the 21st Century; Chinese Mandarin – Military Power and Defense Initiatives; Politics and Society

in Modern Russia etc, all of which are taught in the target language.

"All of our efforts are connected," said Konderski. "Diagnostic assessment tools can be used at any time to determine student proficiency levels for interim assessment or appropriate placement purposes. WTEs are offered as self-study material, Post-Basic Courses are instructor-facilitated, and all of these materials and systems are increasingly being used at various LTDs."

Command Language Program Managers (CLPMs) are expected to either download or order these materials for their

- ◆ **Over 21,000 service members taught survival language and culture courses.**

- ◆ **CE taught 1,258 students in 253 separate distance learning courses.**

linguists from DLIFLC's automated material language shopping cart, also known as the Language Materials Distribution System (LMDS), located at *www.dliflc.edu* under the Products tab.

Training can be requested through a unit's CLPM or through DLIFLC's Scheduling Division at (831) 242-7476, as well as via e-mail at *pres.dliflc@conus.army.mil.*

Distance learning demands increase

DLIFLC's Continuing Education Directorate, the home of refresher, intermediate, advanced, and distance learning training, has seen a significant increase in the number and duration of Mobile Training Team (MTT) requests

for on-site linguist training.

"MTT training has increased dramatically in terms of course duration," said Mike Vezilich, senior dean of Post-Basic Instruction, explaining that the duration of the courses increased from one or two weeks to four or five weeks on a regular basis.

"The biggest change since 9/11 is the realization that the mission requires most linguists to perform at level 3 proficiencies as opposed to level 2, which used to be the norm,"

said Vezilich. As a result, MTT missions are now concentrating on the enhancement of linguist skills and not just maintenance. "About 75 percent of instructional hours we provide are through distance learning MTTs," said Vezilich.

Distance learning is also provided through Video Tele-Training (VTT) instruction and the Broadband Language Training System whereby a teacher can work in cyber space real-time with several students at a time.

Using authentic materials in the classroom

Pascale Koayess, *Instructor, Middle East II*

"Using authentic materials helps students bridge the gap between the classroom and the outside world, while making the lesson more relevant and fun," says Pascale Koayess, an Arabic language instructor at Middle East School II.

"Once the right text of the desired level has been extracted from the Internet, it can be used to create marvelous activities for the students. The teacher becomes a mere inter-preter of authentic materials and maintains the position of guide, in order to keep the classroom environment learner-centered."

Koayess says that the use of technology in the classroom, which enables quick Internet access to authentic listening and reading materials, has made the finding of articles or radio/TV broadcasts easy.

"By introducing new interactive tech-niques to work with authentic materials, we are injecting motivation into the classroom. This addition to traditional language teaching is always challenging to students, regardless of their level of language proficiency."

The road to 3/3/3 – supporting the professional linguist in the field

Taking teachers to the students in the form of estab-lishing Language Training Detachments (LTDs) at sites with high concentrations of graduates is the most effective way to reach professional lin-guists. DLIFLC's goal is to not only maintain but also augment linguist languages skills to reach the 3/3/3 proficiency level.

Supported by the faculty of the Post-Basic Instruction division of the Continuing Education Directorate, seven LTDs currently provide training to professional linguists in 13 languages throughout the continental United States and abroad. In FY07 98 DLIFLC LTD instructors taught over 1,900 students 67,000 hours of class-room instruction.

"The evolution of the LTDs has been remarkable… the ability to provide training sup-port to the professional linguist in the field allows us (DLIFLC) to play a greater role in their long-term career goals," said Michael Vezilich, senior dean of Post-Basic Instruction.

Instructors take a proactive role in assisting professional linguists to achieve the objec-tive of reaching and maintain-ing a 3/3 proficiency level.

"Once linguists come to us with a basic level of functional fluency, it becomes our respon-sibility to reach three basic goals with them: 1) ensure they have the skills to do the job required of them, 2) ensure they maintain overall global proficiency, and 3) ensure they maintain (or sometimes just gain!) motivation to continue improving their fluency," said Dr. Mica Hall, a Russian instruc-tor at the Southwest Language Center, San Antonio, Texas. "Without the third, we cannot achieve the first or the second."

Faculty at the LTD sites play a unique role in ensuring orga-nizational success. Not only are they responsible for class-room instruction but many are routinely assigned additional responsibilities such as curricu-lum development, conducting diagnostic assessments, and mentoring students.

DLIFLC has made great strides in meeting the training and administrative needs of the faculty. Training support work-shops are regularly sent to

◆ **LTDs trained 1,940 students, delivering 67,360 hours of instruction in FY07.**
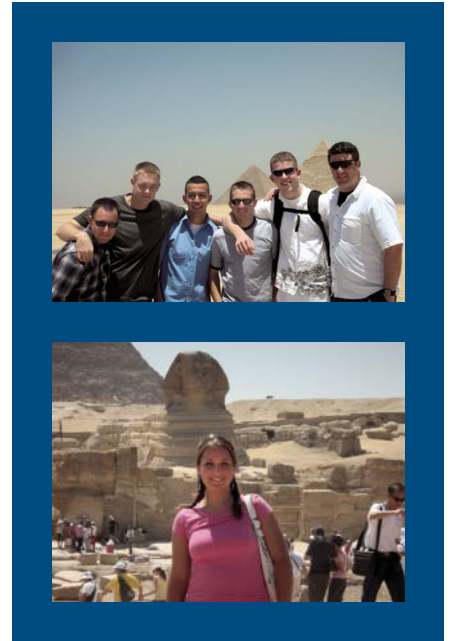
assist faculty in meeting their professional advancement milestones. Additionally, all LTD faculty return to the Institute once a year to receive training and have an opportunity to reconnect with DLIFLC leadership.

The continued growth of the LTDs is certain. In the coming year a new LTD is scheduled to be staffed at Elmendorf AFB, Alaska, while requests for additional sites are being reviewed. This program will certainly continue to provide a vital lifeline to our professional linguists in uniform.

In-country immersions continue to grow

Immersion trips abroad provide a unique opportunity for students to apply and test their language skills in the most authentic way possible –

experiencing attitudes, beliefs, and culture by communicating with native speakers in their natural environment.

In FY07, DLIFLCs' Immersion Language Office (ILO) coordinated a total of 25 Outside Continental United States (OCONUS) programs in 10 countries; Egypt, Jordan, Korea, China, Russia, Ukraine, Philippines, Turkey, France, and Costa Rica, with 233 participants.

"DLIFLC has 34 immersions completed, in-progress, or planned for FY08," explained OCONUS Immersion Specialist Eileen Mehmedali." And we are continually improving the program to find out what works, where our problem areas are, and how we can improve the overall experience for the students."

Each class consists of ten students and a Military Language Instructor (MLI). When an MLI is not available to accompany the group on the immersion, a higher ranking service member from the class is designated as group leader.

"On some in-country immersions students are housed in a dorm, such as in China. In Egypt the students live in a rented flat, in Jordan they are housed in government-sponsored quarters, while in Korea, they live with families," Mehmedali said.

Each student attends approximately 35 hours of classroom instruction per week. Afternoons are spent on projects within the local community with only the host-country language used. During the week, students are assigned exercises to prepare

them for longer excursions that take place on the weekends.

All students sign a Target Language Pledge, in which they agree to use only their target language during each immersion. This is a formal commitment requiring DLIFLC students to speak, listen, read, and write in their target language of study as the only means of communication during the four-week immersion experience.

"Since 2006, we have conducted some 44 immersions involving 398 students," says Mehmedali." When the students return, we see a significant improvement in speaking skills, and fluency aptitudes improve."

The process for selection of students has changed slightly for Arabic, Korean, and Chinese.

"With larger class sizes, we now select 10 of 20 students at random, rather than the top students in each class," explained Mehmedali. The qualifying criteria are a GPA of 3.0 or above, the recommendation of the teaching team, and the student's unit.

According to Mehmedali, "Student feedback indicates that the in-country experience was invaluable in terms of language training and the cultural understanding that was gained. It becomes increasingly obvious that their experience has been one of a lifetime which will continue to affect them throughout their military careers, and perhaps throughout their entire lives."

Field Training Exercises – isolation immersion at DLIFLC

In 2003 DLIFLC identified Field Training Exercise (FTX) immersions as one of the essential elements within the PEP plan that would benefit student proficiency outcomes, as well as expose them to situations most likely to be encountered in the field.

An Immersion Language Office (ILO) was formed in 2005 and plans were made to equip a facility that would be able to better handle year-round one, two, three, and five-day immersion events by semester, in the top eight languages taught at the Institute: Arabic, Chinese,

Korean, Russian, Persian Farsi, Dari, Pashto, and Spanish. The facility was opened at Ord Military Community in 2006 and accommodates up to 80 students at a time, allowing for two simultaneous immersion groups. Equipped with sleeping quarters and two kitchens, students are expected to sleep, eat and drink in the target language.

FY07 ILO goals were met through the hiring of seven Subject Matter Experts (SMEs). Thirty-three one-day FTXs were held with 879 students participating. Seventy-seven two-day FTXs were held with 1,803 students, while 42 three-day FTXs held had 744 participants.

The FTX experience has enhanced Final Learning Objective skills preparation and practice, and has been credited with providing higher Oral Proficiency Interview scores, as well as having generally increased the level of student confidence and motivation.

"We speak Arabic in class but living it for three days is totally different," said one student of the immersion experience. "Being pushed to utilize all of your language skills to accomplish specific tasks is a major advantage in this kind of training."

FTX SMEs prepare materials, scenarios, and cultural events that target the use of specific vocabulary for a given situation and concentrate more on communication than accuracy.

During the day, activities can consist of interacting with locals in an authentic situation such as speaking with vendors, preparing and translating a briefing for a commander, holding debates, translating documents, and interacting with guest speakers in the target language. Evening activities may include movies, karaoke singing, board games, dancing, and of course, authentic meals cooked by instructors and students.

FY07 FTXs hosted:

◆ **33 one-day FTXs with 879 students.**

◆ **77 two-day FTXs with 1,803 students.**

◆ **42 three-day FTXs with 744 students.**

◆ **One five-day Korean pilot immersion.**

3.0
Foreign Language Assessment and Testing

"The DLPT5 more accurately measures the ability of the linguists to sustain his or her performance at higher proficiency levels.
We are convinced that the DLPT5 series is a valid and credible test. The increased level of rigor is by design, and requires that all linguists study and prepare for the exam."

Col. Sue Ann Sandusky

Overcoming the DLPT5 challenge

DLIFLC's Test Development Division began developing the latest version of the Defense Language Proficiency Test 5 (DLPT5) as the next phase in the normal cyclical replacement of exams, taking advantage of the rapid development in technology and improvements in foreign language testing, allowing for web-deliverable, more secure modes of testing.

This new generation of DLPTs measures proficiency at higher levels and adheres more strictly to the Interagency Language Roundtable (ILR) scale, a non-funded federal government agency that establishes proficiency measurement levels (0-5) in foreign language.

"The events of 9/11 underscored how important it is to have linguists on the job who really understand the language, and since then we have seen an increased emphasis on making sure people are at the required level, rather than giving them the benefit of the doubt," said Mika Hoffman, dean of the Test Development Division.

Though the test is being phased in as a requirement for testing, service members and language professionals have expressed concern and dissatisfaction because lower scores on the test can result in the loss of Foreign Language Proficiency Pay (FLPP) for military members.

Recognizing this, the Under Secretary of Defense for Personnel and Readiness issued a memorandum in 2006 stating that it "provides an option for recertifying military and civilian personnel for FLPP based on their last DLPT score if that score is higher than the current DLPT5 score." This memorandum in effect provided linguists with the option of using their previous year's DLPT score for one calendar year, after which they would have to take the DLPT5.

"The bottom line is that though it (DLPT5) was more challenging, I feel the test was an accurate reflection of my proficiency and is vital in providing leadership, on all levels. It is a true assessment of language readiness," said a senior DLIFLC officer of the Arabic DLPT5 exam.

Particular issues arose with the new Modern Standard Arabic (MSA) DLPT5 test, as

linguists consistently obtained much lower scores than expected.

Concerned with this outcome, DLIFLC pulled the test back in September 2007 for an external review. Extensive internal and external analysis of the test called for the removal of 11 items and new forms were built from the pool of acceptable test questions. The rollout date for the revised MSA DLPT5 is expected May 1, 2008.

"The DLPT5 more accurately measures the ability of the linguists to sustain his or her performance at higher proficiency levels," said DLIFLC Commandant and Commander of the Presidio of Monterey, Col. Sue Ann Sandusky." We are convinced that the DLPT5 series is a valid and credible test. The increased level of rigor is by design, and requires

that all linguists study and prepare for the exam."

Test writers say that few changes should be expected on the revised MSA DLPT5.

"Not a lot of big changes have been made and test-takers should not expect an easier exam," said Hoffman. "The score one needs to get on a DLPT5 is based on the ability level one consistently obtains, depending on the difficulty of the questions, which in turn is based on a large item pool, so replacing a few questions tends to have very little effect on the level of scores."

To make DLPT5 tests readily available to military service members, DoD personnel, and other government agencies, the Defense Manpower Data Center (DMDC) administers DLPTs via the World Wide Web.

In September 2007 a contract was awarded to develop

and install an online automated DLPT production system that will interface with DMDC's system.

The new system will significantly accelerate test production, automate complex procedures such as the analysis of test question performance in the field, and facilitate the implementation of more advanced foreign language testing strategies such as computer adaptive testing.

In an effort to better prepare DLIFLC students for taking the automated DLPT5 test, the Institute's Student Learning Center (SLC) has designed a DLPT5 Familiarization and Test Preparation Workshop. The workshop emphasizes the importance of proficiency development and teaches

Teachers motivate students

Michèle Neisess, *French Instructor*
European & Latin American School

"I have witnessed major changes in the technology we use, the curriculum we follow, and opportunities students have to become proficient in French. The days of chalkboards, reel-to-reel tapes, and audio cassette players are long gone. Instead we have technology such as Smartboards™ that give us instant access to the Francophone world and lets students interact with it," said Michéle Neisess, who began working at DLIFLC in 1978 as a French instructor.

Neisess claims that despite the introduction of cutting edge technology, the use of Tablet PCs, iPods™ and other devices, students still need to be motivated by highly educated and dynamic teachers.

"As good as the technology is and the curriculum has developed, in 2007 the physical presence of a teacher in the classroom accomplishes the same purpose it did in 1978. I motivate my students, I teach them the culture, I demonstrate non-verbal communication and I model the nuances and complexities of the French language."

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students how to take a strategic approach to preparation, problem-solving, and critical thinking.

Realizing that nearly 60 percent of DLIFLC teachers are new, the Institute established a plan in 2007 to transform faculty and classroom teaching techniques to better prepare students for higher language proficiency as measured by the DLPT5.

The Training Improvement Certification Plan (TICP) called for the mandatory certification of instructors in DLPT5 familiarization and understanding of the ILR rating scale. A series of courses were included in annual training requirements for faculty, such as Diagnostic Assessment training. All DLIFLC instructors were certified in April 2007.

Students, in turn, are now grouped based on learning needs. Diagnostic assessment is conducted to measure student progress early on so that teachers can create a learning strategy. Motivation of students has additionally been heightened by the offering of more immersion opportunities, either at the DLIFLC FTX facility or abroad.

Additionally, in 2007 the Institute began requiring a 10-point higher Defense Language Aptitude Battery test score for prospective language students, with the intent of receiving more academically inclined service members.

To answer questions of linguists in the field, the Institute maintains a frequently asked questions page on its website at *www.dliflc.edu,* along with examples of tests in most of the languages which have been released thus far.

The Proficiency Standards Division

The Proficiency Standards Division (PS) assures the appropriate interpretation and uniform implementation of the ILR proficiency standards at DLIFLC. PS trains and certifies selected DLIFLC faculty in rigorous 12-day workshops to serve as Oral Proficiency Interview (OPI) testers in languages taught at the Institute. After certification, testers' performance is carefully tracked and monitored. Participation in a highly structured maintenance program consisting of individual tester support, annual recertification, and refresher workshops is mandatory. The division also has a Master Tester Certification

Program for testers in the eight big languages: Arabic, Chinese, Dari, Korean, Pashto, Persian Farsi, Russian, and Spanish.

After additional training, these testers conduct Faculty Personnel System interviews and help resolve testing assessment discrepancies. In addition, this division conducts three to five-day orientation training workskhops for all DLIFLC faculty on the ILR Standards, as well as OPI Familiarization. PS also offers OPI orientation for military, school personnel, and others, upon request. The division's new teaching initiatives are: *Level 3 and How to Get There,* and *Speaking: Crossing the L1+/2 Border.*

Oral Proficiency Interviews (OPI) require two highly trained testers, usually teaching faculty pulled from the classroom, 30 minutes per test to administer.

With increased testing requirements, this model is not practical, so DLIFLC is turning to automated solutions to facilitate testing capabilities.

One such test, VERSANT, is computer-administered and fully machine scored. Initial results of the Spanish VERSANT test show a high correlation with the more labor intensive OPI. An Arabic VERSANT test is in the works. Another initiative is the computerized OPI (OPIc) taken online, recorded, and scored by human raters. DLIFLC is working with the American Council on the Teaching of Foreign Languages (ACTFL) to develop computerized OPIs in Arabic, Persian Farsi, Chinese Mandarin, Korean, French, Russian, Bengali, and Cambodian.

- ◆ **6,080 OPIs were conducted in FY07.**
- ◆ **PS certified 60 new OPI testers in Chinese Mandarin, Korean, Arabic, Pashto, Dari, Thai, Japanese, Tagalog, Indonesian, Hindi, Urdu, and Uzbek.**
- ◆ **Conducted recertification training for all 450 OPI testers in over 40 languages and dialects.**
- ◆ **Provided 2,500 third ratings as OPI quality checks.**
- ◆ **Provided guidance for ACTFL to conduct OPIs mostly in languages not taught at DLIFLC. Assisted in the testing of potential new hires.**
- ◆ **Supported VERSANT/ORDINATE and ACTFL contracts to develop and pilot computer delivered OPIs.**

4.0
Foreign Language Research and Program Evaluation

"This is a very exciting time for research and evaluation at DLIFLC... We are looking forward to working with our colleagues within the Institute and across DoD as we all do our part to ensure national security through enhanced language and cultural capabilities."

Dr. John Lett

Now, more than ever, deliberate, focused research is needed to help inform the Institute on the efficiency and efficacy of our language teaching strategies. To meet this need, 11 full-time researchers, analysts, and program evaluators have been added to the DLIFLC Research and Analysis team. Additionally, DLIFLC continues to benefit from collaboration with the National Center for Language and Culture Research (NCLCR) and the Center for Advanced Study of Language (CASL). CASL is an NSA-funded University-Affiliated Research Center (UARC) established to conduct language and culture research to support the work of US Government (USG) foreign language professionals. NCLCR provides USG program management oversight.

"This is a very exciting time for research and evaluation at DLIFLC. Never before have we had so many excellent staff members, so many challenging projects, and so much recognition by senior leadership that what we do is important. We are looking forward to working with our colleagues within the Institute and across DoD as we all do our part to ensure national security through enhanced language and cultural capabilities," said Dr. John Lett, dean of Research and Analysis.

The new staff includes a special five-person team tasked to look specifically at the various initiatives funded through the PEP/PBD plan. This team was carefully selected to provide analysis and recommendations concerning the impact of reduced class size; the integration of SmartBoard™, iPod™,

and tablet PC/laptop technologies; isolation and OCONUS immersions; and teaching practices. The team has now completed three major program evaluation projects and has 10 more under way or scheduled.

To validate our internal evaluation procedures DLIFLC contracted an independent external evaluation team through CASL. This team is looking closely at how DLIFLC is evaluating its own PEP execution. A mid-year report is due in February 2008 with a first year final report in June 2008.

Another CASL collaboration involves research in DLIFLC classrooms to explore the effects of reduced class size and the introduction of advanced technology. The final deliverable
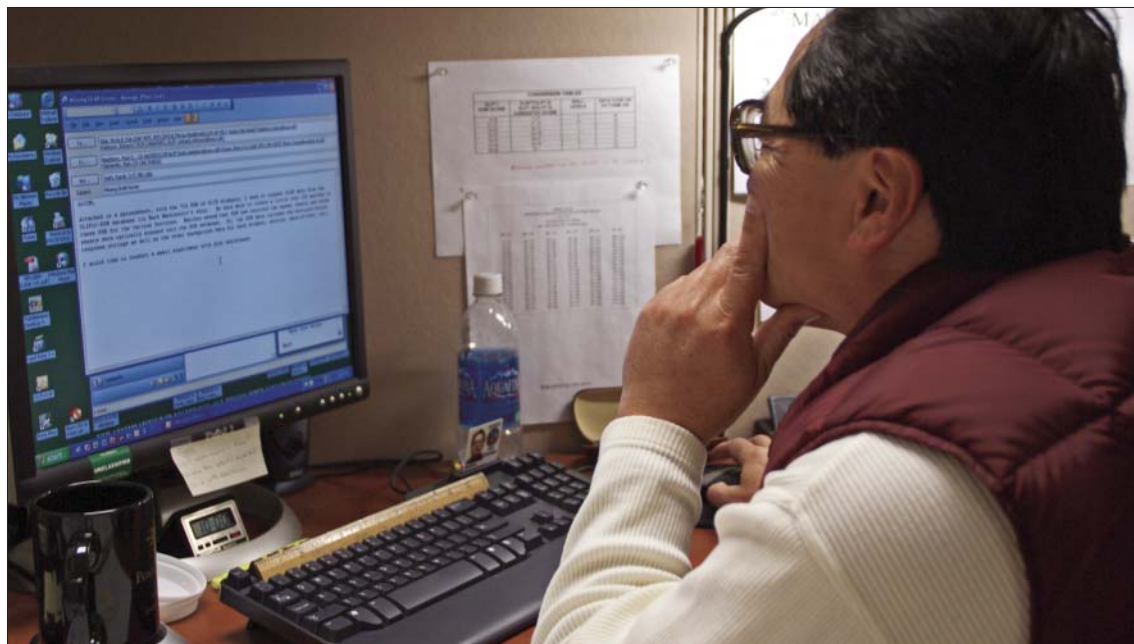
for this project will be a technical report of the FY07 study, whose draft is due April 30, 2008. This study was funded by the Office of the Director of National Intelligence (ODNI) and NCLCR. The research will continue in FY08 with DLIFLC funding.

Along with evaluating our educational programs, the Research Team is tasked with managing the Defense Language Aptitude Battery (DLAB) program. The DLAB is used by DoD to measure aptitude for learning a foreign language.

Each course taught at the Institute has a minimum DLAB prerequisite. DLAB projects include the automation and placement online of the existing DLAB, the development of additional test forms to guard against compromise, development of a very short prescreen-ing tool to help the services cast a larger net for finding qualified candidates, and an R&D effort that may lead to a new-generation aptitude test.

These projects are being pursued in collaboration with NCLCR/CASL and the Defense Manpower Data Center (DMDC).

In FY07, an automated form of the DLAB was introduced in the Military Entrance Processing Stations (MEPS).

DMDC will place this test online in FY08 for use in non-MEPS testing locations.

Also in FY07, CASL developed four additional forms of the existing DLAB and began the multi-year DLAB II project.

Its objective is to identify potentially useful variables that are not currently included in DLAB, determine which ones show promise, and ultimately develop a replacement DLAB. If interim results justify the development effort, a new generation test could be developed.

In FY07, at the request of and with funding from the Defense Language Office, CASL began the development of a very short pre-screening test, the DLAB-Lite, the purpose of which is to determine which recruits, service members, or DoD civilians are likely to pass the full-length DLAB if given an opportunity to take it. The first validated form will be delivered by Aug. 31, 2008.

5.0
Military Training Support for Soldiers, Marines, Sailors, and Airmen
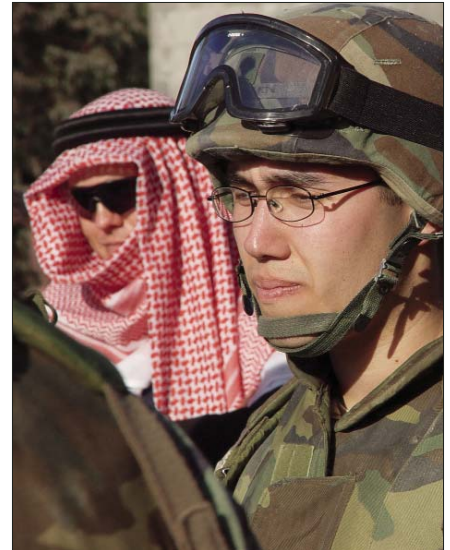
"The intent of these types of exercises is to provide the Soldiers with necessary military training and show our DLI instructors what we are preparing our Soldiers for. Just speaking the language is not enough. The students have to be prepared physically and mentally for their jobs in order to carry out the mission and protect themselves, as well as their comrades."

Command Sgt. Maj. Nicholas Rozumny

Presidio supports military training to service members

DLIFLC never loses sight of military training requirements for service members in the midst of the rigors of learning a foreign language.

In June 2007, DLIFLC brought to the Presidio of Monterey the Engagement Skills Trainer 2000 (EST 2000), a virtual firing range simulator, to provide unit commanders with the resources they need to prepare service members to perform in a combat environment.

"The Presidio benefits from this training tool because it increases the unit's ability to focus on the fundamentals of firing a rifle and gives us more frequency in firing,"

said Capt. Fergal O'Reilly, the Commander of Co. D, 229th Military Intelligence Battalion. "The EST 2000 can accurately detect flaws in a Soldier's firing," he said.

Approximately 3,000 service members have used the facility since June 2007 when it was transferred from the Ord Military Community to the Presidio.

To combine language skills with military training, DLIFLC sends students and instructors each month for three to four days to the National Training Center (NTC) at Fort Irwin, Calif., to participate in translation and negotiation drills with unit leaders who are preparing to deploy.

During military training days at the Institute, service members engage in all-day training exercises using their

language, while simultaneously implementing the warrior tasks and battle drills they have learned and must use in the battlefield. The Institute utilizes training grounds at the former Fort Ord where an entire make-shift city exists that allows for the use of helicopters for transportation, smoke bombs, simulated explosion sounds, and props, such as burnt out vehicles. Training grounds at Camp Roberts, Fort Hunter Liggett, and Camp Parks Calif., are also utilized for mainly non-language related training events where troops engage in extensive shooting, land navigation, communications, and squad tactics training.

"The intent of these types of exercises is to provide Soldiers with necessary mili-

tary training and show our DLI instructors what we are preparing our Soldiers for," said Command Sgt. Maj. Nicholas Rozumny. "Just speaking the language is not enough. The students have to be prepared physically and mentally for their jobs in order to carry out the mission and protect themselves, as well as their comrades."

One of most coveted competition events for the Services is the Commander's Cup which all four branches participate in quarterly.

In addition to specific training or facilities offered by DLIFLC, each Service has its mandatory training regimen.

The Army performs military training such as Basic Rifle Marksmanship and Warrior Tasks and Battle Drills in the afternoons on the Presidio. Physical fitness training takes place either in the early morning

hours before class, or after school in the afternoons. Additionally, the Army provides a Combat Life Saving course and Combatives training for service members.

Marines participate in daily physical training, basic military and professional training, and regular marksmanship training at the EST 2000 facility.

The Air Force conducts regular daily physical fitness training and requires PT tests, as do all the Services. Navy students complete quarterly and a periodic training required for advancement and professional development and must qualify for and perform watchstanding duties. All students are required to participate in Antiterrorism and Force Protection exercises.

Seamen Janka Dowding, 23, wanted to come to study a language at DLIFLC after she graduated from college with a degree in English literature and history.

"I wanted to come to DLI so I could concentrate on learning only one language as opposed to multiple subjects," said Dowding, who is a Cryptologic Technician Interpretive studying Korean.

"The Navy has a real focus on language and we get a lot of help with homework from our Petty Officers who have gone through the program and have knowledge of at least one language. This is unique about the Navy here," she said.

6.0
Professional Development and Support to Students, Faculty, and Staff

"Our style of teaching and the unique military setting we work in is a completely different environment from a typical university campus. With the increase in the number of Instructor Certification Courses offered this past year, we were able to train all our new instructors and to eliminate training backlog from the previous year."

Grazyna Dudney

DLIFLC increases professional development opportunities

DLIFLC has a long tradition of investing in the professional development of its faculty, staff, and students. In 2007, the Institute took an important step in further validating the importance of this mission by incorporating it into its Mission Essential Task List. This important step provided the stepping-stone under which professional development efforts may be expanded and further solidified as part of the organizational culture.

DLIFLC Faculty and Staff Development (FSD) Division responded to the changes occurring in the schoolhouses by expanding its course offerings to accommodate the training of 337 new instructors hired.

Although many faculty members hold advanced degrees, hiring needs in critical less-commonly taught languages resulted in bringing on board a significant number of new faculty members from non-teaching related fields. FSD focused on addressing the needs of newly hired teachers by establishing close relationships with the Monterey Institute of International Studies, California State University Monterey Bay, Monterey Peninsula College, and Chapman College. Additionally, FSD doubled the offerings of its 160-hour Instructor Certification Course (ICC), training 400 civilian and Military Language Instructors in FY07.

"The challenge we often face is trying to schedule new instructors for our courses and take them away from the classroom where they have already begun teaching. Due to under-staffing in some programs, it is very difficult to release teachers for an extended period of time," said Grazyna Dudney, dean of FSD. "Our style of teaching and the unique military setting we work in is a completely different environment from a normal university campus. With the increase in the number of ICC courses offered this past year, we were able to train all our new instructors and to eliminate training backlog from the previous year."

FSD was faced with an even greater challenge with the implementation of the DLPT5 in four new languages in 2007, which, coupled with 15 tests implemented since 2005, caused the Institute's leadership

to immediately require professional development for the entire faculty.

A Training Improvement Certification Plan (TICP) was implemented which called for all teachers to take a DLPT5 familiarization on-line course and refresher training on the Interagency Language Roundtable rating scale. FSD designed and implemented a 40-hour Instructor Recertification Course for teachers with five or more years of experience. The division's visiting scholar program brought ten top foreign language acquisition academicians to DLIFLC to lecture and share their experiences in foreign language teaching with instructors. FSD also developed workshops on motivational error correction and played a significant role in scheduling

- ◆ **FSD hired 28 new faculty developers in FY07.**
- ◆ **FSD trained 400 teachers and MLIs in ICC.**
- ◆ **Over 2,707 DLIFLC students passed through SLC's language preparatory programs.**

and implementing multiple iterations of courses to support faculty in teaching strategies to reach higher proficiency levels. Similarly, the implementation of cutting-edge technology in the classrooms has created a need for courses on how to create enticing and interesting lessons with the use of SmartBoards™, tablet PCs and iPods™.

Last year FSD trained 364 instructors in Educational Technology, another 135 teachers in Leadership Development, and 233 instructors in Team Development.
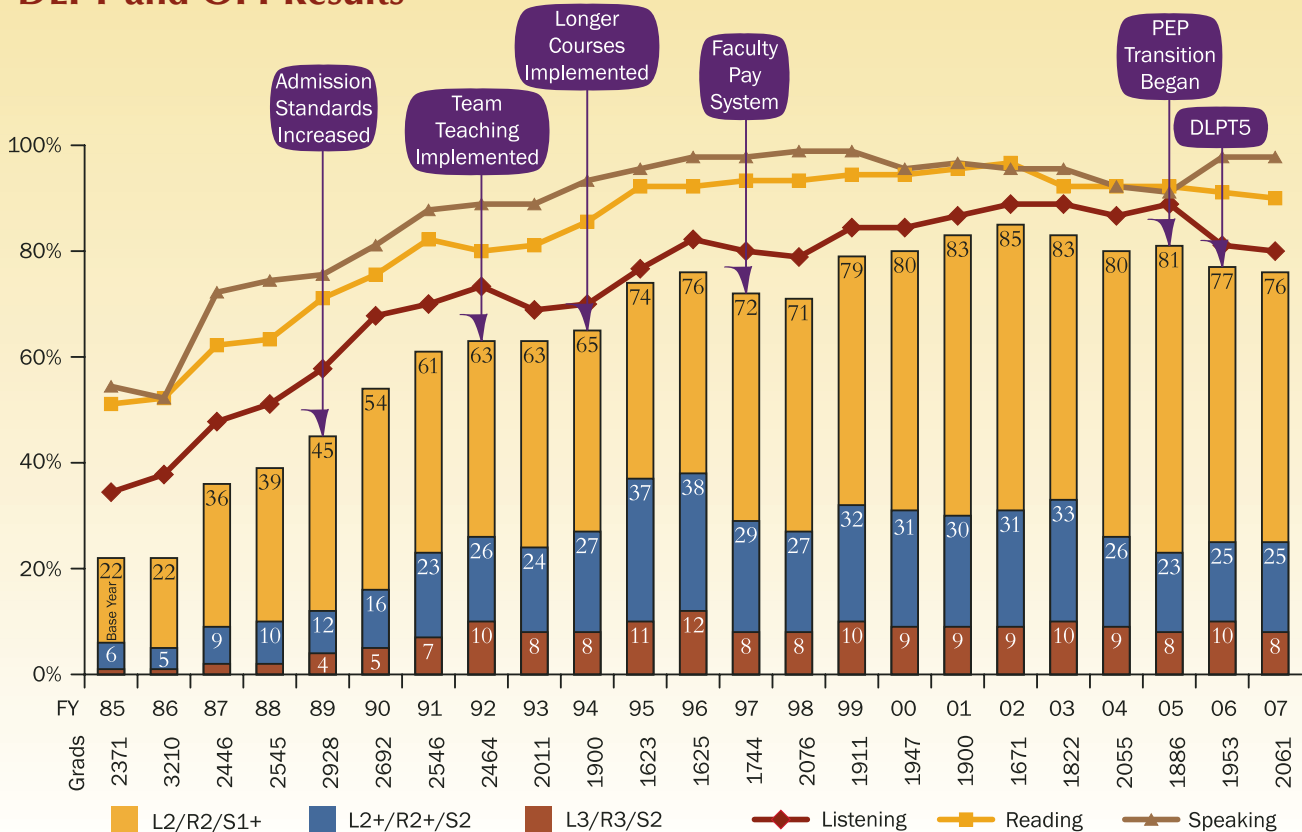
To support students as they face the challenge of learning a foreign language and culture, the Institute's Student Learning Center (SLC) provides academic advising and a series of courses and workshops; Introduction to Language Studies: Area Studies; Autonomous Language Sustainment Program; Language Learning after DLI; DLPT5 Familiarization and Test Preparation, etc. The courses offered are not only preparatory in nature, but also offer strategies for sustaining language proficiency. In FY07 over 2,707 DLIFLC students passed through SLC's programs.
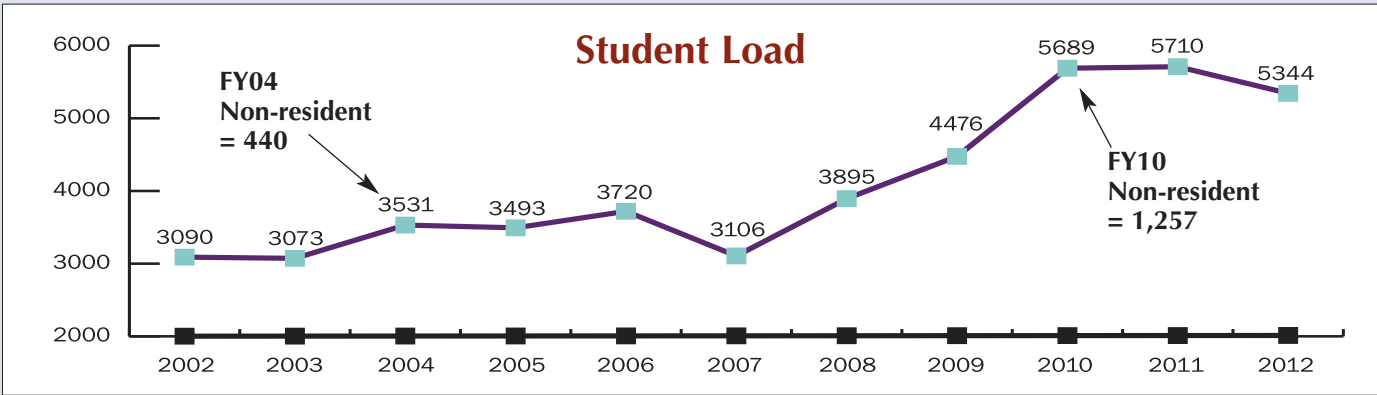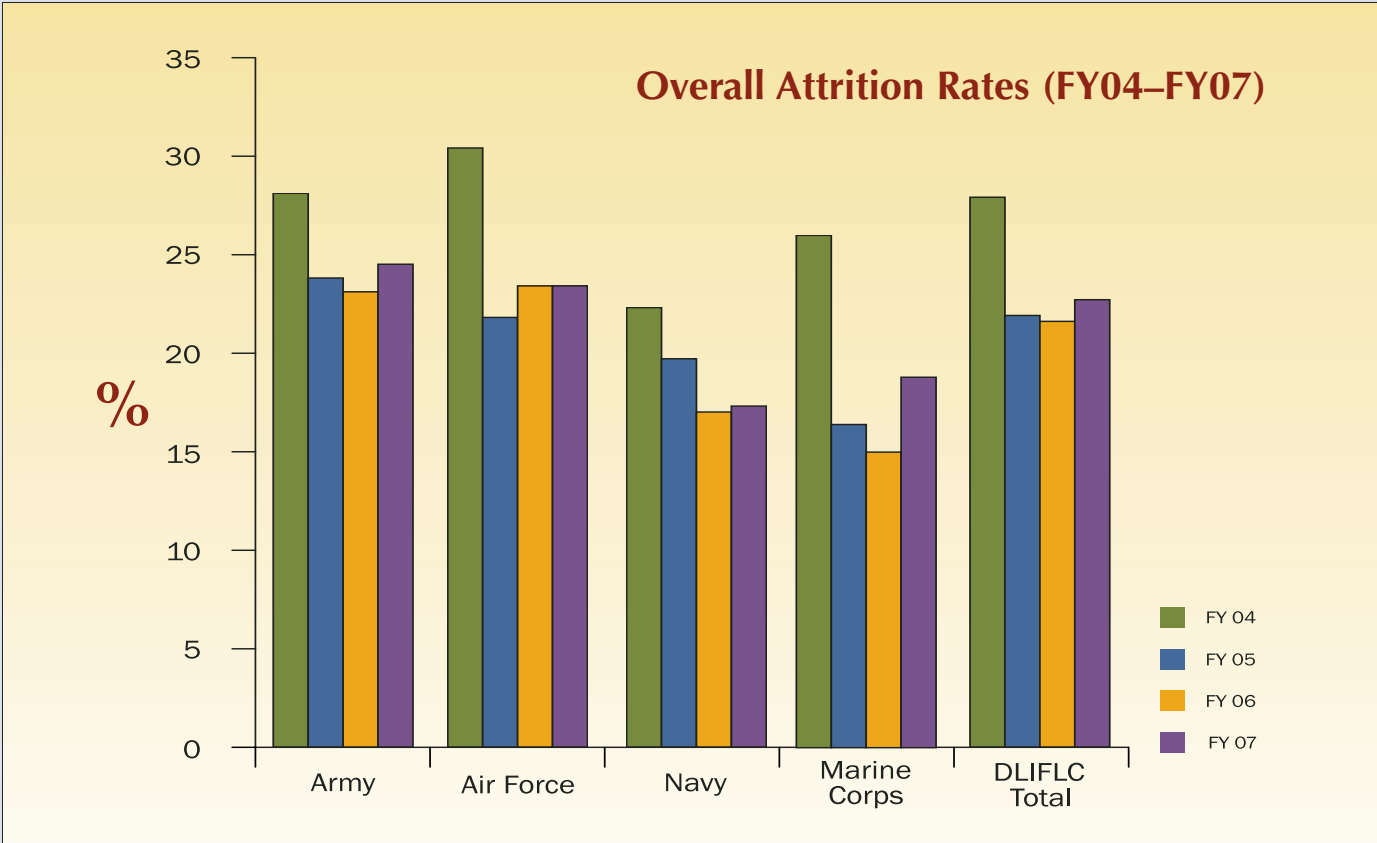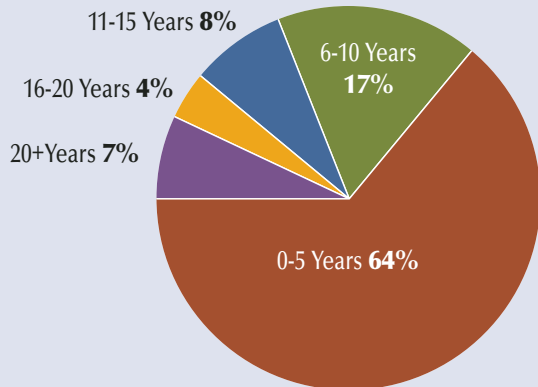
Interagency Language Roundtable Scale

Time/Difficulty

Target Language Proficiency

0+ 1 1+ 2 2+ 3
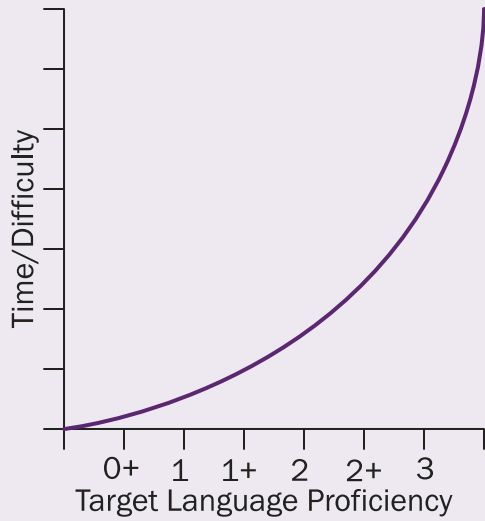
0+: Immediate survival needs.

1: Limited practical capability, simple courtesies and greetings.

1+: Satisfy limited social situations, can read simple materials, gets some main ideas.

2: Gets the main idea and most details, able to satisfy routine social and limited working environments.

2+: Able to satisfy most work requirements, can understand most factual material, capabilities can deteriorate under pressure or in unfamiliar domain areas.

3: General professional proficiency, able to *read between the lines,* can discuss areas of interest and special fields with ease, can accurately follow the conversations of native speakers.

Basic Course Graduates – DLPT and OPI Results

Admission Standards Increased

Team Teaching Implemented

Longer Courses Implemented

Faculty Pay System

PEP Transition Began

DLPT5

FY	L2/R2/S1+	L2+/R2+/S2	L3/R3/S2	Grads
85	22	22	6	2371
86	22		5	3210
87	36		9	2446
88	39		10	2545
89	45	12	4	2928
90	54	16	5	2692
91	61	23	7	2546
92	63	26	10	2464
93	63	24	8	2011
94	65	27	8	1900
95	74	37	11	1623
96	76	38	12	1625
97	72	29	8	1744
98	71	27	8	2076
99	79	32	10	1911
00	80	31	9	1947
01	83	30	9	1900
02	85	31	9	1671
03	83	33	10	1822
04	80	26	9	2055
05	81	23	8	1886
06	77	25	10	1953
07	76	25	8	2061

L2/R2/S1+   L2+/R2+/S2   L3/R3/S2   Listening   Reading   Speaking

Overall Attrition Rates (FY04–FY07)

Student Load
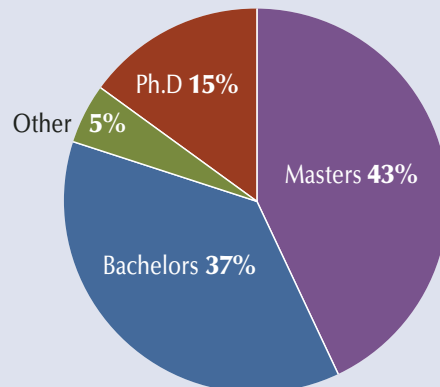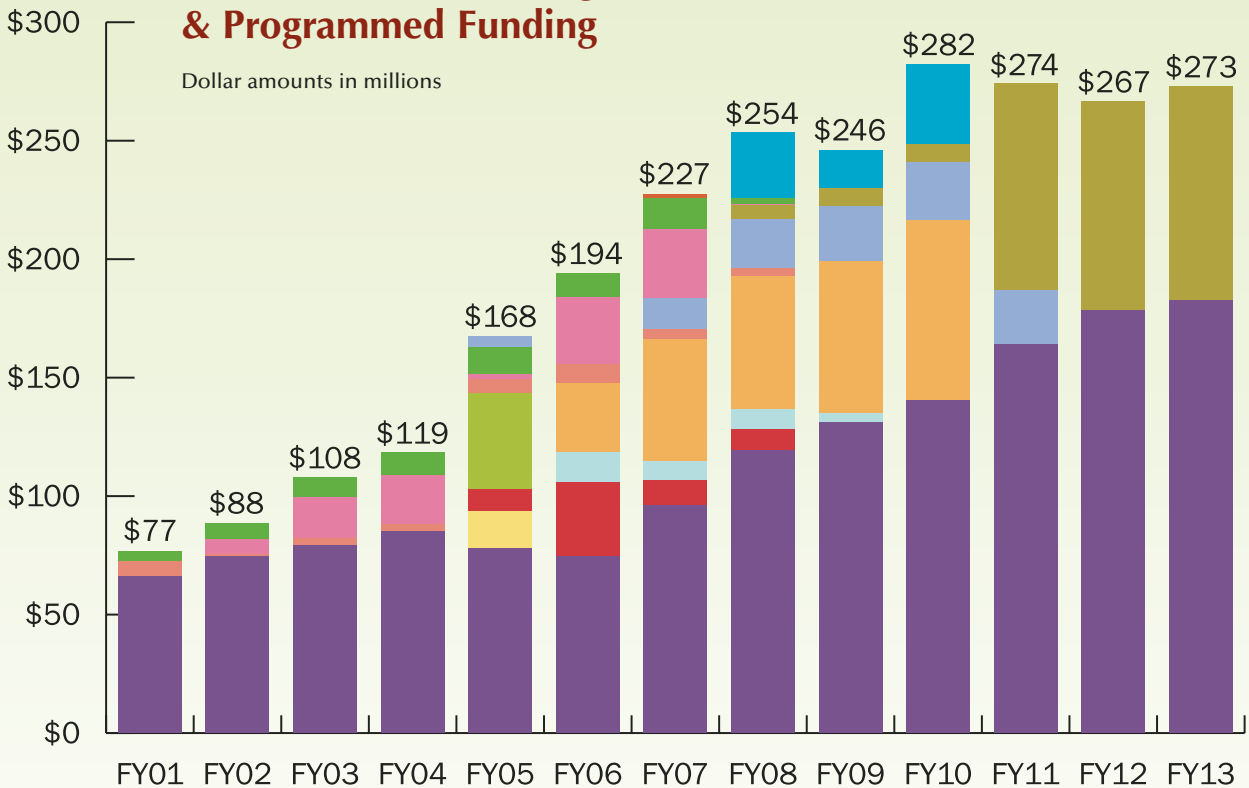

DLIFLC Teacher Experience

Instructor Higher Education Levels

DLIFLC Historical Budget & Programmed Funding

Dollar amounts in millions

This bar chart represents the different programmatic funding changes that have occurred at DLIFLC over the years. All numbers are rounded to millions. FY07 and earlier, depict actual expenditures to include reimbursable orders that are not part of the program base. FY08 shows the current levels of funding that will change throughout the execution year. FY09 and beyond, use the FY09 President's Budget estimates for DLIFLC support to the Defense Language Program; does not include the other Army program funds in future years.

Below are short descriptions of the major sources of funding or programmatic decisions depicted in the bar chart above.

O&M-Army:
Budget Activity 3 funds that are managed by the Army G3-Training as the Executive Agent's staff office for the DLIFLC.

PBD 707 (President's Budget FY05):
Initial attempt by USD (P&R) to fill in gaps/dips in programmed funding and reduce reliance on supplemental funding for GWOT. Not all recommended offsets were approved.

PBD 738 (President's Budget FY05):
Focused on correcting FY05 critical requirements shortfall not funded in PBD 707. Also specifically initiated the IRR/09L MOS program and pre-deployment language familiarization training/crash courses.

PBD 701 (President's Budget FY06/07):
Permitted the continuation of programs begun in FY05 (PBD 738). Specifically cited the backlog (TRAP increases) for basic courses and pre-deployment language crash courses.

PBD 753 (President's Budget FY06/07):
Enhance the DLIFLC to achieve higher language proficiency. Specifically included reducing the student to instructor ratio, increasing the number of classrooms, creating improved expanded curricula and expanded overseas training.

Congressional Additions:
Year-by-year appropriations for specific projects/requirements targeted by Congress. Does not include any of the RDT&E or Procurement marks for DLIFLC.

QDR Initiatives PDM III (President's Budget FY07):

OSD Initiative to support the Army Language and Culture programs FY07-11; the 09L MOS program, technology enhancements for SCOLA-like services, and pre-deployment training as on-line familiarization packages.

DAWG Decisions PDM II (President's Budget FY08/09):

Programmatic decisions to expand Language Test Development in FY08-13 and continue PEP implementation through the FYDP (FY11-13).

Global War On Terror (GWOT) Supplemental:

Year-of-execution supplemental funding to increase foreign language capabilities in order to prosecute the GWOT. FY06 and FY07 included the replacement of training funds in order to avoid diminishing the DLIFLC training capacity and support to the field, so the Army could continue to support the GWOT.

Reimbursable Orders:

Funds for tasks that are performed to complement or augment another organization's foreign language needs, but where DLIFLC is not adequately funded to perform that task within the base funding. Funds are sent conduct that specific task for the requiring organization in that fiscal year only.

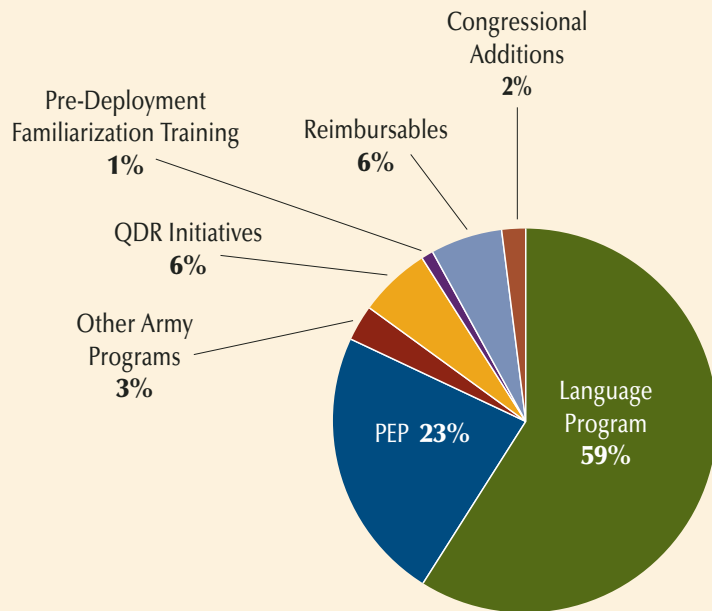**Research, Development, Test and Evaluation (RDTE):**

Funds were provided to develop and evaluate enhanced capabilities for authentic foreign language broadcasting video/audio capture and archiving within the SCOLA architecture. A second project was to develop and evaluate a new, expanded capability for teaching foreign language over an internet-based broadband delivery system.

Procurement:

Congressional mark specifically for the Virtual Convoy Operations Trainer (VCOT) system. VCOT is being procured through existing contracts with the Army National Guard.

Military Construction:

Three General Instructional facility MilCon projects funded through PBD 753 in support of PEP.

Congressional Additions 2%
Pre-Deployment Familiarization Training 1%
Reimbursables 6%
QDR Initiatives 6%
Other Army Programs 3%
PEP 23%
Language Program 59%

FY07 Total Mission Budget was $225,669K

Targeted FY07 Budget Adjustments:

$51.4M PEP Continuation

$3.0M Pre-Deployment Familiarization (Fam) Mobile Training Teams

$13.0M QDR Initiatives (Fam Packages, SCOLA, 09L)

$4.4M Congressional Additions

$26.3 GWOT funding in lieu of training dollars

This pie chart represents the different type of programs executed in FY07. It clearly demonstrates the large program transformation in executing the Proficiency Enhancement Program (PEP) implementation. Note that civilian pay and benefits is the largest percentage of our expenses at 64.4%, followed by other contracted services at 19%.

FY07 PEP Funded Programs

Dollar amounts in millions

FLC Program	FY07 Total Budget	Budget Executed FYTD	%Budget Executed FYTD	Impact to Mission Accomplishment
TOTAL	**$51,400**	**$51,400**	**100%**	**Ensures full & timely implementation of PEP programs**
Basic Course	$22,330	$23,056	103.2%	On track for all basic course starts to incorporate the full range of PEP strategies by FY10. With growth, enrolled 314 more students than planned, 150 of whom went into PEP classes.
Facilities & IT	$16,371	$17,723	108.2%	Internet bandwidth increased from 30 mb/s to 38 mb/s. Currently coordinating to further increase bandwidth to 600 mb/sto satisfy requirements. 1,900 students trained and issued Tablet PCs. Portable language devices (iPods™) were deployed to all students and one additional device issued per teaching team.
Post-Basic	$10,298	$8,226	80%	Curriculum Development produced the first six-week long post-basic modules in three Cat IV and one Cat III languages. **Diagnostic Assessment Center:** Reorganized as a center of trainers providing certification for diagnostic specialists in basic and post-basic resident programs. **LTD expansion:** Enrollments increased by 9% with student and teacher feedback showing significant improvement in the quality of teaching.
Faculty Dev	$785	$784	99.8%	Doubled the number of courses offered.
Testing, Research & Evaluation	$1,616	$1,611	99.7%	Special internal evaluation team in place. Expert external evaluation services obtained through CASL. Classroom-based studies continue in FY08.

FY07 FACT SHEET

1. Training and Education
a. 3,106 students from all four services, both active and reserve, annual student load
b. Over 1,724 full-time faculty and staff
c. DLI-Washington Office: approximately 65 languages taught to 650 students annually
d. Language courses run from 2 weeks to 18 months in length
d. Resident Continuing Education Program focuses on post-basic instruction in 5 of the top 8 languages, plus Hebrew, and support for the Defense Threat Reduction Agency's Russian Arms Control Speaking Proficiency Course. A team of 64 faculty members pursue a proficiency goal of R2+/L2+/S2 for intermediate and R3/L3/S2 for advanced students
e. The Student Learning Center provided preparatory training, study skill workshops through the Introduction to Language Studies program to 2,707students in FY07

2. Sustainment and Support FY07
a. Distance Learning: Taught 1,258 students in 253 separate classes
  1) 19,058 instructional hours in 16 languages
  2) 5,912 hours Video Tele-Training (VTT) in 7 languages
  3) 13,416 hours Mobile Training Team (MTT) instruction conducted at 20 sites
  4) GLOSS (Global Language On-line Support System) web-delivered instruction in 15 languages from levels 2-3

b. Field Support and Special Programs:
  1) Supported over 260 Command Language Programs (CLPs) worldwide
  2) Taught four CLP Managers' courses (520 hours) to 169 students
  3) Shipped 264,000 Language Survival Kits (LSK) to field units
  4) Taught five iterations in FY07 of the 09L Heritage Speaker Translator/Interpreter Course at Fort Jackson, SC, graduating a total of 156 students
  5) Completed 17,668 instructional hours for 21,704 students through 109 Familiarization Mobile Training Teams in support of OEF/OIF deployments
c. Language Teaching Detachments – 67,360 instructional hours with a total of 1,940 students
d. Follow-on Assignments: 80% SIGINT; 11% HUMINT; 9% Other (FBI, DTRA, DEA, FAO, NASA)

3. Assessment and Testing
a. Language Proficiency Tests FY07:
  • 6,823 DLPTs • 6,080 Oral Proficiency Interviews
  • 12,705 Performance Final Learning Objectives
b. Quality of Linguists:
  1) Accredited to award Associate of Arts Degree in Foreign Languages; awarded 561 AA degrees
  2) 76% of basic course graduates in FY07 met or exceeded DoD proficiency standards (2/2/1+)
  3) 25% of basic course graduates in FY07 met proficiency standards of 2+/2+/2

4. Military Language Instructors
82 MLIs assigned as of 01 Oct 07

Arabic Chinese French Dari German Hebrew Hindi Indonesian Italian Japanese Korean Kurmanji-Behdini Pashto Persian Farsi Portuguese Russian Serbian-Croatian Spanish Sorani Tagalog Thai Turkish Urdu Uzbek

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