ANNUAL PROGRAM REVIEW 2008

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.

1.0
Foreign Language Acquisition, Training, and Education / Page 6

2.0
Foreign Language Sustainment and Enhancement / Page 18

3.0
Foreign Language Assessment and Testing / Page 26

4.0
Foreign Language Research and Program Evaluation / Page 32

5.0
Military Training Support for Soldiers, Marines, Sailors, and Airmen / Page 36

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

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Col. Sue Ann Sandusky
DLIFLC Commandant

The Defense Language Institute Foreign Language Center (DLIFLC) is one of the world's leading centers of second language acquisition expertise and foreign language learning excellence.

Providing culturally-based foreign language training, education and support to both Department of Defense (DoD) language professionals and Multi-Purpose Forces, preparing for operational deployments, DLIFLC is the centerpiece of DoD's post-9/11 language transformation effort. That effort, as outlined in the Defense Language Transformation Roadmap, explicitly identifies the need to increase foreign language skills – both in breadth and depth – across all of DoD, with the ultimate goal of all personnel having at least some foundational-level language capability and a cadre of specialists having general professional proficiency (3/3/3) or better.

DLIFLC's own transformation, driven during the past three years principally by the Proficiency Enhancement Program (PEP) and the fielding of the fifth generation Defense Language Proficiency Tests (DLPT5), has been focused on enabling the Institute to provide the kind of training, materials and assessments needed to help DoD achieve its goals for both the specialist and the non-specialist populations and also to provide a surge capacity in response to new requirements. Our work in all these areas is chronicled in this FY08 annual report.

For DoD's specialists, the language professionals – cryptolinguists/language analysts, human intelligence collectors/interrogators, Foreign Area Officers, Special Operations personnel and others who need professional-level proficiency – the quality of DLIFLC's intensive resident courses has never been better. Many of the PEP initiatives, begun in FY06, have now been institutionalized as enduring DLIFLC practices and processes. But it is an ongoing endeavor. Our energies are focused along five lines of effort: student readiness, faculty readiness, technology enhancement, curriculum development and classroom practices. Continual improvements in all these areas are helping DLIFLC build the foreign language capability DoD needs for the 21st century. The proof is in our graduates and in every Soldier, Marine, Sailor and Airman who gains foreign language and culture skills through DLIFLC resident or nonresident training.

As in every year, there were successes and continuing

challenges. In last year's annual report, I noted that an institution undergoing transformational change would inevitably experience times when great exertion produced momentary imbalance, even while building up critical mass to reach a "tipping point." Today I am more than ever convinced that we are moving in the right direction with unstoppable momentum.

Our challenges, as much as our successes, have moved us towards our goals. We have set the bar very high for ourselves. Every day the exertion is intense. We push, pull, and yes, sometimes struggle a little, to make it over that bar. Not unlike an athlete training for the Olympic Games, we recognize sometimes there is pain before gain.

In this regard, the level of difficulty and rigor of the DLPT5 is playing a significant role in shaping how we develop our language professionals. Twelve of the 24 languages we teach in the residence at Presidio of Monterey now use the DLPT5 – including five of our six top enrollment languages (Arabic, Chinese, Persian Farsi, Russian, and Spanish), with more tests on the way next year. The emphasis on authentic materials in our classrooms, our expanded overseas immersions and our isolation-immersion Field Training Exercises have been a direct consequence of DLPT5's use of authentic passages. As a result, our graduates are leaving DLIFLC with a much greater capability to deal with real-world language than ever before.

All of us at DLIFLC are committed to providing the very best possible support to DoD language learners at all levels – familiarization to professional – wherever they may be. Through our online programs, our Language Training Detachments, and Mobile Training Teams, DLIFLC impacts linguists, as well as non-linguists, around the world. But we know the demands of the current war are great and the requirements of a future of persistent conflict will continue to place a great responsibility on our shoulders. I am confident we are up to the task and I am proud to share with you the results of this exciting year.

Sue Ann Sandusky
Colonel, U.S. Army
Commandant

Col. William T. Bare
Assistant Commandant

These are exciting times on the Presidio! I am proud to be the Defense Language Institute Foreign Language Center's newest Assistant Commandant, having arrived here mid-year. And it didn't take long to see how **much** has changed since I was a student on the Presidio in 1999. DLIFLC is definitely not the quiet little schoolhouse on the hill I remember – it has become a bustling, vibrant, hi-tech, innovative organization providing the best foreign language training available to the brightest young minds in the Department of Defense… all the while keeping sharp focus on superb support to the warfighter and our nation's critical military missions worldwide.

We intend to keep that course. FY08 was a crucial and successful year – we built on our expanding infrastructure, transformed institute classrooms from traditional blackboard- and chalk-delivered instruction to an Internet-connected, student-centered environment, and pushed well outside the borders of Monterey to establish more Language Training Detachments (LTDs) and send Mobile Training Teams (MTTs) to deliver language training to the doorstep of warfighting commands and warriors-in-training worldwide.

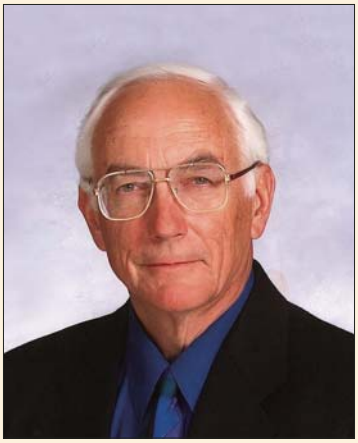
We do not fear change here at DLIFLC – we embrace it! I am greatly impressed with our dedication as an institution and our commitment to dynamic improvement across the board. You will read about more specifics elsewhere in this book, but as part of that continued goal of increasing language proficiency, we also are forging ahead with an incredible amount of innovative ideas geared towards the betterment of facilities and services to facilitate our warrior-linguists learning effort – whether at the basic, intermediate or advanced levels… all as part of our cradle-to-grave support to the lifelong language learner.

As evidence, each classroom is equipped with an interactive whiteboard while each student is issued a tablet PC and iPod.™ The campus is in the process of becoming fully wireless – the largest wireless enterprise in the Army. This will ensure the teachers and students have real-time access to real-world language, creating a dynamic learning environment.

The timing couldn't be better for technology proliferation at the Institute. Most of our students, not only members of the Armed Forces, are young Americans in the millennial generation, whose attitudes and interests are shaped by the events, leaders, developments and trends of their time. They are enormously clever and resourceful, peer-oriented and technologically savvy.

There are a whole host of initiatives we continue to work on. We are renovating dormitories, expanding classrooms, hiring more instructors, developing new tests, growing more LTDs and sending out MTTs to provide timely support to the warfighter in locations around the globe.

I look forward to FY09 as well. It is my honor to help lead these servicemembers through what will be one of the most exciting, enjoyable, and challenging chapters of their lives – entering a new world through language and cultural instruction at DLIFLC.



Donald C. Fischer
Provost

Lately there is a great deal of buzz about the transformation of the Department of Defense, and especially about language transformation – not only for the Intelligence community but the Armed Forces at large. This transformation is very apparent at the Defense Language Institute Foreign Language Center, from technology modified classrooms to smaller class sizes and an expansion in mission responsibilities.

It's amazing to sit back and watch the flurry of activity and realize this is history in the making. Not only are our resident basic students receiving the most advanced language training available, tens of thousands of servicemembers each year are being touched by DLIFLC language familiarization and cultural orientation training in preparation for deployments. Thousands of others are accessing online resources ranging from survival kits to advanced level refresher and sustainment materials. Every day new products are being added to the menu of available options.

Demands for higher proficiency outcomes have had us relook classroom practices. Teachers have been empowered to innovate and collaborate. The new content management system makes material sharing and development faster and easier than ever. With the new 4+2 program, the students are encouraged to take charge of their learning and are provided opportunities to lead classroom activities. Homework assignments have been revamped to make sure assignments are directly linked to classroom learning and course objectives. When students need a little extra help, study halls are open in the evenings so teachers can work individually with students.

At front and center of all of this activity is the world class faculty employed by the Institute. In just over three years the faculty base has grown by more than 600 teachers, quite a feat when one considers the special skills required to be considered for employment at DLIFLC.

The faculty is our future and as we move into the next fiscal year, our focus will be on developing leaders and improving teaching in every classroom. The Commandant has declared FY09 as the "Year of the Faculty" to demonstrate how important this initiative is. Not only do we want to address equitable pay for teachers, but we also want to define the characteristics needed for academic leadership and charting a path that will foster the development of the next generation of academic leaders within the Institute.

1.0
Foreign Language Acquisition, Training and Education

"We have shifted the paradigm. We are now using the Proficiency Enhancement Program to help us enable each student to maximize his or her proficiency."

Col. Sue Ann Sandusky,
Commandant, DLIFLC

LTD languages:
Arabic, Russian, Spanish, French, Indonesian, Thai, Persian-Farsi, Korean, Chinese-Mandarin, and Tagalog.

PEP progress in FY08

The Proficiency Enhancement Program (PEP) is transforming the Defense Language Institute Foreign Language Center.

The Institute completed its third full year of the five-year PEP plan, the hallmark of which is a multifaceted strategy to achieve higher proficiency outcomes in the basic course.

Reduced class size, higher aptitude entry scores, updated curricula, enhanced faculty training, and classroom technology integration and training are key pillars of PEP.

As with most plans, PEP has required some adjustment since its inception to align actual execution with fiscal realities, human factors and other unanticipated developments.

In FY08, the plan was reviewed and formally revised for FY09-10 to allow for adjustments in civilian pay, higher technology costs, additional training and test development costs, and the implementation of the Diagnostic Assessment Center.

Senior leaders also balanced PEP initiatives with the fifth generation of the Defense Language Proficiency Test (DLPT5).

Charged with ensuring military linguists obtain the highest possible proficiency in their target languages, DLIFLC recognized that all students, beginning in the basic courses, need to be pushed to exceed the current graduation standard of listening 2, reading 2, and speaking 1+, on the Interagency Language Roundtable scale. PEP is providing the means to achieve this success.

Beginning in FY09, DLIFLC will work to increase the percentage of basic course students who obtain 2+/2+/2 or better at the end of their initial instruction.

"We have shifted the paradigm. We are now using PEP to help us enable each student to maximize his or her proficiency," said DLIFLC Commandant, Col. Sue Ann Sandusky.

In FY08 the Institute hired 159 new faculty members, prepared for 2,247 students in smaller classes, broke ground on the first of three new General Instruction Buildings, completed more than 900 diagnostic assessments in the basic programs and 700 plus in post-basic courses, conducted 184 Language Field Training Exercises with 3,740 students, conducted 25 overseas immersions for 217 students, finished most of the wireless campus

project, eliminated the backlog for the Instructor Certification Course, implemented instructor re-certification, increased the number of faculty development workshops by 30 percent, and positioned the Institute for greater success in FY09.

Support to the General Purpose Force

Recognizing that robust cultural awareness and language familiarization programs are vital to forces in the field as they carry out full spectrum operations, DLIFLC has answered the increasing demand for training products and services for the general purpose force.

In FY08, there was a 70 percent increase in Language Familiarization and Area Studies Training, or LFAST.

"In FY08 we trained more than 37,000 servicemembers. That is 16,000 more servicemembers than we trained in FY07," said Steve Collins, dean of Field Support and Special Programs at the DLIFLC Continuing Education Directorate.

Funded through supplemental appropriations, the LFAST department currently employs 27 teachers and staff and provides instruction through Mobile Training Teams (MTTs). Of this number, 20 instructors teach Iraqi dialect familiarization and seven teach the Afghan languages of Dari and Pashto.

"Our emphasis is primarily on reaching out to deploying units and service members that require some highly focused, basic level of foreign language capability in order to get their mission accomplished," said Collins.

Language instruction for servicemembers is tailored to the needs of the requesting organization and usually ranges from three days to two weeks, although in some instances courses have lasted up to six months. Language materials used for these courses are primarily developed by DLIFLC's staff. They include pocket-size Language Survival Kits (LSKs), familiarization CDs, and HeadStart programs, which are 80-hour self-paced language instruction DVDs.

Not all MTT instruction is limited to Middle East languages. DLIFLC has also conducted language familiarization training in Spanish, French, Indonesian and Tagalog, with teachers loaned to LFAST from other departments.

In FY08, DLIFLC provided language familiarization instruction via MTTs to 37,117 servicemembers during 155 separate training events and over 31,496 total training hours.

"Our instructors are truly impressive," said Collins. "They are constantly on the road. You can't find a more dedicated and patriotic group of DoD civilians than our LFAST MTT instructors."

Language Training Detachments

Besides providing MTT support through LFAST, DLIFLC Field Support maintains permanent operational unit support Language Training Detachments (LTDs), dedicated to familiarization training at six different locations nation-wide: San Diego, Calif., Norfolk, Va., two offices at Fort Bragg, N.C., Fort Jackson, S.C., and a newly established site at Fort Huachuca, Ariz.

Instructors reside on location for three to five-year assignments. Additionally, DLIFLC has established liaison officers at two locations: Fort Riley and Fort Leavenworth, Kan. These individuals ensure DLIFLC programs are running smoothly and that customer needs are being met.

Professional Military Education Support

The Field Support division manages the Professional Military Education Support (ProMES) Program, and is charged with teaching officers attending various military schools culturally-based basic language skills in nine languages and dialects: Modern Standard Arabic (MSA), Iraqi Arabic dialect, Dari, Pashto, Spanish, French, Chinese, Russian, and Korean.

Current locations include the Army's Command and General Staff College at Fort Leavenworth, Kan., the Air War College and Air Command and Staff School at Maxwell Air Force Base, Ala., the U.S. Marine Corps Command and Staff School at Quantico, Va., and the Naval Postgraduate School in Monterey, Calif.

◆ **During FY08, 1,372 officers, (472 Army, 346 Air Force, 390 Marine Corps, and 164 Navy) completed a ProMES language class – more than double the FY07 total.**

Fort Huachuca's new Language Training Detachment

Responding to a mid-October 2007 request from the U.S. Army Intelligence Center at Fort Huachuca, Ariz., DLIFLC put together a 41-week MSA pilot course for the U.S. Army's Human Intelligence Collector Occupation Specialty (MOS) 35M, focusing primarily on listening and speaking. The course was designed to see how much language proficiency the 18 Soldiers enrolled in the course could achieve in 41 weeks, using innovative teaching methods, with a desired DLPT score of 2/1+, and 2 in speaking.

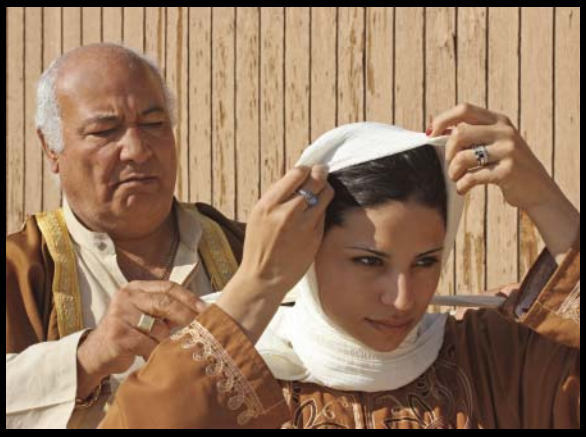
DLIFLC swiftly put in place a staff at Fort Huachuca consisting of one program director and five native Arabic speaking faculty who began instruction in February 2008.

Throughout the course, the LTD employed several different classroom structures, first distributing the students by learning styles and then by language learning ability. In August 2008, the program added one hour per day of Iraqi dialect instruction. To augment the instructor support at the LTD, DLIFLC provided additional faculty via MTTs to deliver specialized grammar instruction and diagnostic assessments.

In November 2008, 15 students completed the course. Eleven of these students subsequently went to Egypt for a four-week immersion.

"With the emphasis on speaking and listening, it was particularly gratifying that

DLIFLC students & teachers train Soldiers at NTC



What better place to replicate Iraq than at the National Training Center (NTC) at Fort Irwin, Calif., in the Middle of the Mojave Desert? Unit commanders undergoing pre-deployment training are not only being "graded" on strategy and tactics, but also on their ability to win the hearts and minds of local people.

This is precisely where DLIFLC students and instructors come into play – their job since 2004 has been to help unit commanders' learn cultural awareness, negotiation skills, and basic greetings before they head into the field of operations.

In FY08, DLIFLC completed ten trips to NTC, rotated 240 DLIFLC students and 120 instructors through the program supporting the training of an average of 1,200 warfighters per event.

12 of the 15 students earned a 1+ or 2 on the Arabic Oral Proficiency Interview – the speaking test for the students.

"The DLPT5 results were comparable to what is expected of students having taken a similar amount of Arabic in a basic course at the Presidio," said Collins.

A second course will start in February 2009.

09 Lima

DLIFLC has supported the training of U.S. Army Combat Interpreter-Translators (MOS 09L) since the inception of the program in July 2003. This program is for native and heritage speakers of designated strategic languages and has thus far graduated 700 Soldiers with Arabic (of all dialects), Dari, Pashto, Sorani, Urdu, and Farsi language skills.

In FY08, 155 09L Soldiers graduated from six class iterations.

DLIFLC instructors primarily teach interpretation and translation skills in the designated target languages, but also assist in enhancing target language and dialect capabilities.

The training is delivered by seven permanent party DLIFLC LTD teachers, supplemented by MTTs from Monterey.

Training of 09L Initial Entry Trainees (AIT) has changed significantly over the years.

Initially, the AIT course was in session only four times a year, and was five weeks in duration. Currently, the course is eight weeks in duration, and occurs 11 to 12 times per year, with overlapping sessions.

Predeployment language materials

In the post 9/11 era, DLIFLC concentrated on accelerating the development of language products for non-linguists, to include Language Survival Kits (LSKs), HeadStart programs, and a robust selection of online field support and area studies products.

Fifty-two languages are now available in LSK format, which are kits that consist of a pocket-size booklet and a CD containing basic phrases in up to ten different topics from civil affairs to medical terminology.

More than 635,000 different types of language materials were shipped to field units in FY08. In addition, these materials can be downloaded from DLIFLC's website at *www.dliflc.edu*

HeadStart Programs

With an increased demand to develop language-enabled service members for missions in Iraq, Afghanistan, and other regions of the world, coupled with the success of the new Iraqi HeadStart program, DLIFLC expanded development of this product, adding Persian Farsi, Dari, Pashto, and Chinese Mandarin.

"Just being able to say, 'Can I see your ID?' is a relief," said Capt. Jesse Beaudin in an interview with National Public Radio in August 2008. "So instead of sitting there and yelling … I'd just say 'What's your name?' and 'Where's your ID?', and they gave it to me," said Beaudin, who was in charge of pre-deployment training at Fort Benning, Ga., and had used the product in the field.

The military tasks feature avatar-based drills that utilize 750 phrases and exchanges covering real-life military scenarios. These tasks include searching vehicles and persons, controlling building entries, gathering basic information through questioning, understanding phone numbers, and much more. The lessons use games, word scrambles, and other interactive exercises to engage the user.

In the 20-module course, troops are introduced to the target language writing system and gradually guided to understand basic greetings, ask and respond to simple questions, tell time, and give basic commands.

"After completing the course, Soldiers should be able to hit the ground in a new country with enough language skill to conduct limited but necessary and appropriate communication with local people in their own language," said DLIFLC Commandant Col. Sue Ann Sandusky.

Currently, French, Korean, Russian, and Spanish are under development for FY09.

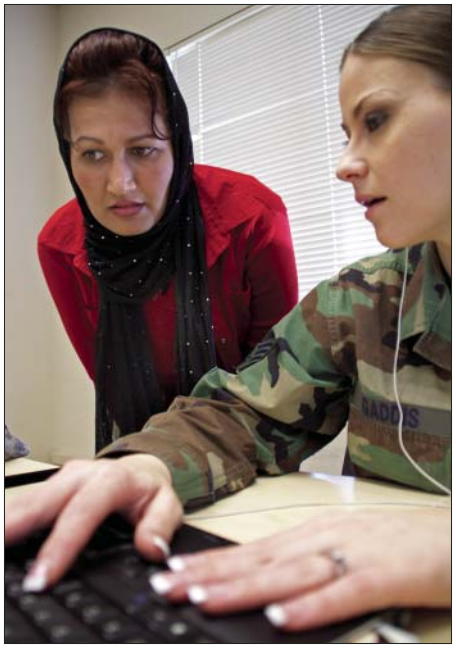
Language Survival Kits: Amharic, Azeri, Bengali, Burmese, Cantonese, Cebuano, Dari, Egyptian, Emirati, French (Ivory Coast), Gujarati, Haitian, Hausa, Hebrew, Hindi, Ilocano, Indonesian (Bahasa), Iraqi, Javanese, Kashmiri, Kazakh, Korean (North), Kurmanji, Mandarin, Moroccan, Pashto (Pakistan), Pashto (Afghanistan), Persian-Farsi, Punjabi (India), Punjabi (Pakistan), Russian, Saudi, Serbian, Sindhi, Somali, Sorani, Spanish, Sudanese, Swahili, Syrian, Tagalog, Tausug, Thai, Tigrinya, Tunisian, Turkish, Turkmen, Urdu, Uzbek, Vietnamese, Wu, Yakan, Yoruba.

Familiarization Materials

With in-depth area study guides and cultural orientations for over 50 cultures and countries, the Field Support portion of the www.dliflc.edu website has proven to be a timely and sought-after training resource, while its multiple format materials are compatible with Learning Management Systems such as Blackboard.

During FY08, the site received more than 13,000 page views per month with site visitors logging in from over 75 countries.

Countries in Perspective offers in-depth studies of 36 nations, each section containing basic facts about the target



country, followed by themes organized under the headings of geography, history, economy, society, and security. The studies conclude with an achievement test type assessment module, with printable certificates for passing grades.

Legends and Folktales is the newest and most visually stimulating product produced by Technology Integration in FY08. The animated stories are designed to enhance Countries in Perspective materials by providing an additional opportunity to explore rich cultural tales. Currently, learners can access stories from 31 countries.

"We are currently enhancing all of the stories by adding narration and captioning in the target language, in addition to English, " said Technology Integration Dean Pamela Combacau.

Student Learning Center

The Student Learning Center (SLC) prepares students to undertake the difficult task of learning a foreign language. All students beginning a basic course at DLIFLC attend the SLC for one week to refresh their English grammar knowledge and receive an introduction to foreign language study skills, as well as area studies of the region they will be studying.

"Students comment that our courses help ease the transition into daily classes at DLI and that they are more prepared and excited to learn their target language," said Dr. Leah Graham, SLC dean.

During the course of the one-week training, students compile portfolios which contain vital information on how each student learns. Portfolios emphasize what strategies and approaches are most likely to help them learn efficiently, and how to adapt skills, strategies, and approaches to varying language learning tasks and settings.

These portfolios are given to the students' teaching teams, to increase their understanding of the of the learners they will have in class and to help tailor instruction.

The portfolio contains an assessment of the student's English grammar, background information on previous foreign language learning experiences, and preferred learning styles – a writing sample about their motivations for learning the language, and a preliminary language learning plan.

In September 2008, the SLC and the DLI-Washington office initiated a new support program for East Coast students. Beginning in FY09, all incoming

DLI-Washington students will attend a one-day Introduction to Language Studies workshop.

In FY08 6,228 students were trained by the SLC.

Where students meet the real world

Field Training Exercises (FTX) conducted at DLIFLC's Isolation Immersion facility located at Ord Military Community have become an important component of the Institute's basic course curriculum since the facility opened in 2006.

Equipped with sleeping quarters, two kitchens, and enough room to accommodate 80 servicemembers at a time, students go through one-, two-, and three-day FTX events at various stages of their studies.

"The goal is for the students to speak only the target language in order to communicate during their stay at our facility. It can become quite challenging, especially if they are in the first semester," said Nikolina Kulidzan, the FTX coordinator.

"(It was) a little difficult initially, going in cold at first," said a Chinese Mandarin student. "It got easier as time passed. Toward the end of the day you get exhausted… but it helps you build confidence overall with so much practice."

The simulations range from learning how to interact in an airport scenario, to more military-related and linguistically challenging activities such as hiring interpreters to help American troops in the field, or working on the logistics of a military base hand-over. The decision-making and consensus-building required by the FTX scenarios force students to use the target language in more complex ways and in a more intense cultural context than is typical in classroom settings.

To increase students' language proficiency, assigned immersion coordinators from each school work hard to create scenarios which consistently challenge the student's linguistic abilities and involve multiple tasks with a framework of thematic links. New FTX materials were produced in FY08 for Arabic, Chinese, Korean, and Persian Farsi.

In FY08, 3,740 students attended 184 FTX events:
44 - 1-day - 887 students
93 - 2-day - 1,917 students
46 - 3-day - 914 students
1 five day - 22 students

OCONUS immersions improve student proficiency

In FY08, DLIFLC organized 25 Outside the Continental United States (OCONUS) immersion trips to China, Egypt, France, Jordan, Korea, and the Ukraine. These immersions provided 217 participants a unique "learning by doing" opportunity to experience a foreign culture and better learn the target language.

While abroad, students attended six to seven hours of language class per day at local universities, for two to four weeks. The courses were organized to ensure that language instruction meets student linguistic needs and learning objectives in accordance with DLIFLC's program of instruction.

Home stay with local families was available in some countries, requiring students to speak entirely in the target language. The programs also included regular field trips for additional learning opportunities outside the classroom.

"My confidence in speaking the language definitely grew," said Sgt. 1st Class Andrew Conley, who accompanied nine students to Egypt.

"My ears especially perked up at the Cairo open market when vendors besieged us, wanting to 'purchase' one of my female students for 60 camels!" Conley admitted that he understood the vendors were "pulling his leg."

In order to understand the immersion effect on student language proficiency enhancement, 207 basic Arabic, Chinese and Korean students, with a minimum GPA of 3.0, were randomly assigned to either a four-week immersion or a control group in FY07-08. When the end-of-course DLPT scores were analyzed, the immersion group outperformed the control, even though the duration of the immersion experience was relatively short. Analysis of the statistics showed that immersion students achieved 2/2/1+, or higher proficiency levels, than those who did not travel. OCONUS trips especially had a noteworthy positive influence on student listening scores.

Because of these positive results DLIFLC is piloting six-week OCONUS immersions in FY09 to explore if longer program lengths will positively affect students' overall language proficiency.

DLIFLC increases bandwidth

As one of the most technologically advanced Training and Doctrine Command (TRADOC) schools, DLIFLC takes pride in its ability to place interactive whiteboards in every classroom, issue iPods™ to all students and distribute tablet PCs to nearly all servicemembers studying at the Institute.

"FY08 was the third year of a five-year $83M strategic plan set forth in 2005 to upgrade the DLIFLC bandwidth, establish wireless functionality in the classrooms, and implement and manage the distribution of classroom technology and student mobile devices," said Chief of Knowledge Management in the Office of the Chief Information Officer, Ed Boring.

Currently, the Institute has interactive whiteboards installed in more than 600 classrooms. Nearly 5,000 tablet PCs and more than 9,000 iPods™ have been issued to students for use in the classroom and in their quarters. The DLIFLC campus is almost completely wireless, and new instructional building plans have incorporated all necessary steps for full access to the wireless network.

DLIFLC's bandwidth has increased from 38 Mb/s to 193 Mb/s throughout the campus and plans exist for further expansion to 600 Mb/s.

"This bandwidth expansion has enabled us to upload and download larger files at a more rapid pace, which is extremely useful especially for streaming video," said Pamela Combacau, whose Technology Integration division is responsible for pairing DLIFLC's curriculum content with state-of-the-art computer-based, interactive delivery tools and methods.

The Institute has meanwhile been successfully implementing the BlackBoard™ learning management system for faculty and students, while SharePoint,™ a content management collaboration tool for faculty and staff, is being adopted rapidly and is expected to become a key collaboration and business process platform.

◆ **DLIFLC distributed 5,000 tablet PCs and 9,000 iPods™ to language students by the end of FY08.**

Command Language Program Enhancement

By regulation, military organizations with military language professionals assigned are required to have a Command Language Program Manager (CLPM) who is tasked with assisting military linguist personnel in maintaining their language capabilities. The CLPM is responsible for reporting to the commander issues regarding language training and readiness, and is also frequently faced with trying to convince commanders to give more time for enhancement training so that assigned linguists can reach higher levels of proficiency.

To aid CLPMs in their work of managing linguist training programs, DLIFLC offers one CLPM certification course per month in Monterey and can also provide the course on-site via MTTs. During FY08, the DLIFLC Command Language Support (CLS) office taught 22 iterations of the one-week course and trained 222 CLPMs.

The CLS office, manned by three civilians and one non-commissioned officer, also organizes a world-wide joint CLPM seminar each year to discuss topics of interest and concerns for linguists in the field. Approximately 300 CLPMs and other key DoD language community leaders and officials participated in the FY08 seminar.

Starting in FY08, DLIFLC conducted eight field assistance visits to clusters of CLPMs around the world to assist in meeting their training goals.

Multi Media adds style to curricula

Branka Sarac's Multi Media department at DLIFLC operates like an academically elaborate beauty salon. Course writers bring in their aesthetically "non-groomed" products to her for "beautification" before they "hit the classrooms" and are used to instruct students on SmartBoards, coupled with tablet PCs and iPods.

"We are the last link in the production chain before the final product is ready," says Sarac, who runs a team of eight people, including a print production specialist for Language Survival Kits, a translation and transliteration expert, a graphic designer, a graphic illustrator, two audio-visual production specialists, and copyright vetting specialists.

"This is where all the bells and whistles get inserted into the products. We create audio and video files in our studios for a majority of DLIFLC curricula, as well as sustainment online products such as GLOSS, WTE, etc," explains Sarac.

With the infusion of savvy technology into DLIFLC classrooms, the Institute's Technology Integration (TI) division, under which the Multi Media department falls, has been growing by leaps and bounds and now numbers nearly 50 staff members. TI is in charge of not only bringing the latest instructional technology into the production of new curricula, but it also produces online materials geared toward cultural awareness, language sustainment, enhancement, and the production of materials for pre-deploying forces.

"We don't have time for a bad hair day in this department," jokes Sarac.

2.0 Foreign Language Sustainment and Enhancement

"I attribute much of our success to our size, which makes us more nimble in meeting the changing needs of our students and our Air Force client. Because most of our courses are offered in four-week iterations, we are able to offer tailored instruction to fit our airborne linguists' flight training schedules."

Brian Kim, *LTD instructor*

Some 90 faculty members at LTDs conducted 360 classes in 14 languages for 2,729 students in 73,022 instructional hours.

Language Training Detachment growth

With more than 35,000 military linguists to support worldwide, DLIFLC is committed to providing innovative course materials and resources to sustain and enhance the language skills and competencies of these language professionals.

Whether deployed in an operational theater or at their home stations, servicemembers can tap into language training opportunities including Video Tele-Training (VTT), the Broadband Language Training System (BLTS), MTTs, and the Global Online Support System (GLOSS). In addition, Post-Basic courses are offered at Monterey and at several Language Training Detachments (LTDs) around the globe.

DLIFLC has seen an increase in requests to establish LTDs for post-basic instruction to allow linguists to participate in language instruction at their assigned locations, reducing the amount of time away from home.

More than 90 DLIFLC instructors are assigned to post-basic LTDs where they serve from three to five-year tours of duty.

"When I left warm and sunny Monterey in 2007 to come to this big prairie, I had my initial set of doubts and reservations, but it subsided quickly and I am very happy to be working at this LTD," said Brian Kim, DLIFLC acting program director at the Nebraska LTD, who manages six languages and nine instructors. Kim said that 81 percent of the Korean linguists improved their scores after training, and 60 percent of the Dari students showed proficiency gains.

"I attribute much of our success to our size, which makes us more nimble in meeting the changing needs of our students and our Air Force client. Because most of our courses are offered in four-week iterations, we are able to tailor instruction to fit our airborne linguists' flight training schedules," Kim explained.

Two new LTD locations were established in FY08 , one in Alaska and one overseas in Korea. The remaining LTDs are located in Maryland, Georgia, Texas, Hawaii, and Germany.

In FY08, LTD instructors conducted 360 classes in 14 languages for 2,729 students with a total of 73,022 instructional hours taught.

Post-Basic instruction programs

New post-basic instructional materials in Arabic, Chinese, Dari, Hebrew, Korean, Persian Farsi, and Russian were finalized in FY08. Several post-basic courses were then piloted with intermediate and advanced level students at the LTDs, as well as in the DLIFLC resident program, conducted in DLIFLC spaces in the DoD Center on the former Fort Ord, now known as the Ord Military Community.

"The faculty here have reviewed the materials, piloted them in the classrooms and have prepared feedback for the course writers in Monterey," said Zoran Starcevic, the Kunia, Hawaii LTD director, who manages a program of five languages with 26 language instructors.

"We expect to receive extensive student and teacher feedback that will result in revisions and improvements which we will continue to work on in FY09," said Mike Vezilich, dean of Post-Basic Instruction at the Continuing Education Directorate (CE).

"The complete course model for each language covers eight self-standing modules, each meant to cover six weeks of instruction in tandem with existing course curricula or newly developed supplemental materials," said Vezilich, explaining that the modules sequentially progress in proficiency from level 1+ through level 3.

Distance Learning

DLIFLC provides synchronous distance learning instruction for those post-basic students who do not have time for training in Monterey and do not have access to local language training resources at their duty station.

Not surprisingly, post-basic proficiency sustainment and enhancement training requests were on the rise in FY08, including a 15 percent increase in demand in distance learning classes via MTTs, VTT, and On-Line Learning (OLL). Instructors taught 1,073 students in 212 separate classes, for a total of 13,399 hours of instruction, during FY08.

"This reflects efforts made to bring students to higher skill levels (3/3/3) in contrast to simply maintaining minimal proficiency skills," said Vezilich.

CE provides distance learning with a staff of 26 instructors working full-time, using eight new full-size state-of-the-art studios capable of delivering both VTT and OLL. This department teaches Arabic, Chinese Mandarin, French, Hebrew, Persian Farsi, Korean, Russian, Spanish, Serbian/Croatian, and Vietnamese.

Field units satisfy about 75 percent of their training requirements through MTTs, in contrast to about 25 percent for VTTs and OLLs. These percentages have remained constant over the past four years, but with the deployment of the newest type of virtual training tool, the Broadband Language Training System (BLTS), distance learning is expected to become the vehicle of choice for delivering post-basic training at non-LTD locations.

Broadband Language Training System (BLTS)

FY08 saw the BLTS project transition from its pilot stage into a program of regularly scheduled classes. With a basic computer, a mini-cam, and access to broadband Internet connectivity, a linguist can now connect to a teacher from anywhere in the world, while teachers can interact with several students at the same time.

"As a newly reassigned Navy Foreign Area Officer, this program is invaluable," said Cmdr. Kenneth Spurlock, assigned to the Pentagon. Spurlock logs onto BLTS at times designated by his instructors to participate in virtual lessons each week.

While operating on a limited BLTS budget, Distance Learning faculty made great efforts to market the new technology and accommodate client requests for all levels of training, including initial acquisition, sustainment and enhancement training.

With an increasing demand for distance learning, new on-line courses have been designed to meet the needs of both military linguists and language-enabled personnel.

Global Language Online Support System (GLOSS)

DLIFLC continues to expand the quantity and quality of GLOSS online language learning materials, available in 29 languages at levels 2, 2+, 3, and 4. These lessons, called Learning Objects (LO), have

Available GLOSS languages: Albanian, Arabic, Azeri, Chinese, Croatian, Dari, French, Greek, Hausa, Hebrew, Hindi, Indonesian, Japanese, Korean, Kurmanji, Pashto, Persian, Portuguese, Punjabi, Russian, Serbian, Sorani, Spanish, Swahili, Tagalog, Turkish, Urdu, and Uzbek.

four to six activities associated with each reading or listening segment, based on authentic TV reports, radio broadcasts, and newspaper articles.

The LOs are accompanied by in-depth feedback that provides learners with thorough explanations and tutoring. With more than 5,000 instructional hours of materials, GLOSS is a valuable learning/teaching tool for maintaining and improving language skills of both independent and classroom language learners.

In response to requests from the field for materials at lower proficiency levels, the GLOSS teams are currently developing materials at the 1 and 1+ levels. It is expected that by the end of FY09, more than 550 instructional hours in this proficiency range will be published online.

GLOSS offers an environment in which learners can locate online lessons that are specific to their individual needs by using search tools. This program also supports the DLIFLC basic programs, and is an integral part of the Institute's post-basic mix of programs and courses.

Because of the high demand for more lessons in more languages, DLIFLC and the Foreign Language Center at Fort Lewis, Wash. contracted developers to create additional LOs in 24 languages.

In FY08 DLIFLC GLOSS teams produced approximately 532 hours of instruction in six languages, while contractors contributed approximately 700 hours of materials in 17 languages.

Diagnostic Assessment

One of the challenges teachers and managers of military linguists in the field face is giving feedback on strengths and weaknesses so linguists can develop. In order to address these challenges, DLIFLC's Curriculum Development Division has developed a fully computer-adaptive task-based Online Diagnostic Assessment (ODA) tool.

The instrument is based on a protocol organized by Interagency Language Roundtable (ILR) levels around three competencies: structural, discourse, lexical, and five topical domains: politics/economics, society/culture, science/technology, military/security, and geography.

Authentic texts are used to bring to the surface language-specific deficiencies within these competencies and

domains. At the end of an ODA session, the student receives a diagnostic profile providing an individualized report of the student's demonstrated abilities and needs in a specific language skill, as well as an estimate of the student's proficiency level in the assessed skill.

ODA currently offers a fully operational web-based diagnostic assessment of Arabic, Korean, and Chinese reading and listening, as well as Russian reading. Russian listening and Persian Farsi reading will be developed in FY09.

A total of 900 ODAs for the basic course, and 700 for the post basic course were conducted in FY08.

To meet the needs of teachers and managers of military linguists DLIFLC established a Diagnostic Assessment Center (DAC) in FY07 to help assess the specific components of the proficiency level of service-members. Currently, the DAC consists of nine diagnostic assessment specialists who train faculty and conduct assessments for DLIFLC basic course students, who may be in academic jeopardy, as well as pre- and post-assessments for immersion students.

Additionally, the DAC center has expanded its training to encompass instructors residing at various LTDs.

In FY08 DAC trained 170 instructors in its diagnostic assessment workshops and certified 54 faculty members as diagnostic assessment specialists. This organization also conducted 272 interviews with students in various languages, including 35 post-DLPT5 interviews in Arabic.

Weekly Training Events

Weekly Training Events (WTEs) are four-hour online learning units designed to help military and civilian government employees maintain and enhance their foreign language skills without being taken away from their regular workplace.

"We have received a lot of positive feedback on our products because Command Language Program Managers, who don't necessarily have a background in a particular language, are now able to have prepackaged learning materials to hand to their linguists for language sustainment," said WTE Department Chief, Elena Allison.

A WTE is a combination of computer-assisted language learning activities which targets receptive foreign language skills such as reading, listening, and

productive skills such as speaking, transcribing audio input, translation, and interpretation.

The WTE project is organized to yield at least 50 WTEs, or 200 hours of instruction per language over a two-year period. In some languages, such as Sorani, the requirement is for 84 lessons.

"By the end of FY08, development in five languages Arabic, Chinese, Hindi, Korean, and Russian, was completed, and we now have 50 four-hour lessons online for each of these languages, said dean of the Curriculum Development Division, Kiril Boyadjieff, explaining that this amounts to a total of 1,000 contact hours of computer assisted, Internet-delivered, non-teacher-mediated language instruction.

In FY09-FY10 WTEs will be developed in Dari, Kurmanji, Persian Farsi, Pashto, Sorani, and Tagalog.

New products are continuously being developed to further linguist's language maintenance and aid them in their drive to higher levels of proficiency.

Other online materials

In FY08 the Technology Integration division produced several new language resources. The **Arabic Accent Library** was designed to help students become familiar with some of the varieties of Arabic spoken in the Middle East. The Arabic Accent Library is accessible through *www.dliflc.edu* for various ILR levels and is available in the following accents: Egyptian, Iraqi, Jordanian, Lebanese, Libyan, Palestinian, Saudi Arabian, Sudanese, Syrian, and Tunisian.

Arabic Phone Conversation recordings are another valuable resource. More than 300 casual phone conversations in Egyptian, Levantine, and Iraqi dialects are matched to lesson plans.

The lessons are ideal for DLPT5 preparation and cover three semesters of everyday topics including finances, daily life, education, shopping, etc.

Arabic Grammar Resources is another program available that provides students with an opportunity to review video instruction on grammar concepts such as adjectives, adverbs, pronouns, prepositions, and verbs. These instructional modules are linked to existing online GLOSS lessons, providing learners with a cross-referenced and comprehensive selection of self-study materials.

3.0 Foreign Language Assessment and Testing

In a time of war, DoD language professionals are making life and death decisions based on their understanding of real-world language, situated in complex cultural contexts. DLIFLC faculty and military linguists world-wide are rising to the challenge of the new demands.

DLPT5s fielded in FY08:

Modern Standard Arabic (lower range, re-released), Egyptian (lower range), Japanese (lower range), and Persian Farsi (lower and upper range).

Projected roll-out in FY09:

Japanese (upper-range), Modern Standard Arabic (upper-range), Kurdish-Sorani (upper-range), Turkish, Chavacano, Cebuano, Tausug, and Azerbaijani.

DLPT5

The fifth generation Defense Language Proficiency Test (DLPT5) represents one of the most significant advances in foreign language test development in the past 20 years. It is, however, but one step in the evolution of DoD's foreign language assessment regime.

During FY08, DLIFLC's test developers drafted a "framework" document to help chart the future path. Once complete, that document will help shape stakeholder discussions on foreign language testing in FY09 and beyond.

DLPT5 is different from its predecessor, DLPT IV, in several ways. DLPT5 was designed as an entirely web-delivered test. (FY08 also saw all remaining DLPT IVs converted to a web format, but the test items themselves were not changed.) DLPT5 is based largely on authentic texts, both written and spoken, in contrast to the scripted and studio-recorded material in DLPT IV. Even more important, the DLPT5 test construct rests on the latest development in statistical analysis and test design.

All these characteristics make DLPT5 a more challenging test than previous generations but it is also designed to give a more accurate assessment of a linguist's sustained proficiency.

In FY08, DLPT5s were fielded in Persian-Farsi, Japanese, Egyptian-dialect Arabic (listening only), and the DLPT5 in Modern Standard Arabic (MSA) was re-released after an extensive review.

As DLPT5s are rolled out in new languages, DLIFLC programs and linguists in the field often experience what appears to be a performance nose-dive, with results on the DLPT5 being typically lower than those obtained on DLPT IV.

In fact, what is happening is just what was intended with the new test: a wake-up call to DoD language professionals and to the Institute itself.

DLPT5 is a daily reminder that the old standards are no longer "good enough." In a time of war, DoD language professionals are making life and death decisions based on their understanding of real-world language, situated in complex cultural contexts.

DLIFLC faculty and military linguists world-wide are rising to the challenge of the new demands. Several programs, including Chinese and Russian,

began to show real signs of progress in FY08.

But the revised MSA test continued to be a cause of concern. "After expressions of alarm over the low results and considerable internal study, we identified an adjustment to the test's mastery criterion as a possible way to compensate for some previously unrecognized consequences of the test's design when combined with special characteristics of the Arabic language," said DLIFLC Commandant, Col. Sue Ann Sandusky. "We presented our analysis to the Defense Language Test Advisory Board (DELTAB) on Sept. 30, 2008 and benefited from technical discussions with this high-level expert body," Sandusky noted.

Automated speaking test development underway

With an increased emphasis on foreign language skills across the DoD, demand for Oral Proficiency Interview (OPI) testing to evaluate speaking proficiency has exploded.

The number of OPIs scheduled and completed during FY08 exceeded 6,100, over 2,000 more than in FY06. The examinees for these OPIs were a combination of DLIFLC and DLI-Washington students, linguists from the field, and faculty applicants.

"Ideally, we would be conducting many thousands of Oral Proficiency Interviews annually," said Dr. Monika Ihlenfeld, Proficiency Standards' division dean. "But unfortunately, that is highly unrealistic, given that it takes one hour and two testers to conduct one interview."

The OPIs are administered by specially trained DLIFLC testers or through a DLIFLC-managed contract with the American Council for Teaching of Foreign Languages (ACTFL).

Thus, DLIFLC is exploring the creation of reliable automated speaking tests as alternatives to the labor intensive face-to-face OPI, especially at the sub-2 levels.

DLIFLC has contracted the development of OPIc, (the Oral Proficiency Interview computerized), which can be taken online, and is designed to replicate an OPI with the help of an avatar. DLIFLC, in coordination with ACTFL, expects to have

DLIFLC develops new generation of aptitude battery: DLAB II

Dr. Shannon Salyer,
Senior Research Specialist, Evaluation and Standards Directorate

"Currently, we are in the midst of a large data collection effort as a part of a multi-year contract to create a new and improved version of the Defense Language Aptitude Battery (DLAB) called the DLAB II," said Dr. Shannon Salyer, senior research specialist at ESD. "The DLAB II may be very different from the old DLAB," said Salyer. "We have been able to capitalize on the personality research conducted over the years by the Army and Navy, and moreover, we are piloting additional non-cognitive items such as attention to detail, anxiety, and openness to experience. The new items should not only help us predict proficiency attainment but also attrition from DLIFLC."

Test items, contracted through the DoD-sponsored Center for Advanced Study of Language (CASL), are currently being piloted with incoming DLIFLC students and those nearing graduation.

testing capability in eight languages by the end of FY09.

A validation and reliability study, due to be completed in September 2009, will require students to take the OPIc and a face-to-face OPI within 72 hours of each other. Since the OPIc is considered to be a different but related application of the standard OPI, it is expected that both assessment methods should produce similar final ratings.

Additionally, DLIFLC has contracted for the development of Spanish and Arabic speaking tests for diagnostic and screening purposes. The tests are delivered over a land-line telephone or via a computer with Internet connectivity and provide instant test results. DLIFLC conducted a 15-month study to assess the effectiveness and usefulness of the commercially-available Spanish test and administered it to all Spanish language students in the basic program at the mid- and end-of-program point.

Research results, dated September 2008, indicated that mid-program Spanish test scores correctly predicted end-of-program OPI outcomes for 77 percent of the examinees.

Predicting language proficiency aptitude with DLAB

The Defense Language Aptitude Battery (DLAB) is a tool military services use to assess a recruit's ability to succeed in learning a foreign language. DLIFLC has migrated the DLAB to a web-delivery system with help from the Defense Manpower Data Center (DMDC).

The combination of computer-based delivery in the Military Entrance Processing Stations and web-based delivery elsewhere adds greater flexibility and accessibility to aptitude assessment, which can potentially bring greater numbers of talented students to DLIFLC.

In FY08, the Evaluation and Standards Directorate (ESD) conducted a study examining how well the ASVAB and DLAB predict graduation success at DLIFLC.

In analyzing how closely the Armed Forces Vocational Battery (ASVAB) and DLAB scores correlate, DMDC discovered that though the batteries are clearly related, the DLAB measures different constructs to a large degree. This means that high scores on one test do not guarantee success on the other, supporting the fact that

both the ASVAB and DLAB are needed.

Although the ASVAB and DLAB make their most important contribution by screening out large numbers of potential DLIFLC students who are less likely to be successful, analysis indicated that DLAB scores are predictive even among the highly qualified DLIFLC student body, and students with DLAB scores above 128 displayed the greatest likelihood for success in attaining the 2/2/1+ and 2+/2+/2 goals, in all language categories.

However, aptitude/ability is only part of the equation.

"Though the DLAB is a very important tool, reality dictates that student motivation, effort, and discipline are just as important as the aptitude measured by the DLAB," said Dr. Seumas Rogan, supervisory survey statistician at ESD.

In-Course-Proficiency Tests

In the past, basic course tests were developed by teachers with indeterminate standardization between departments. These tests and other in-school assessments formed much of the basis of a students' grade point average (GPA).

These tests generally tested mastery of language lessons rather than systematically assessing students' progress toward global language proficiency. As a result, GPAs were sometimes not as predictive of success on the DLPT as desired. Thus, the need for a different type of test was identified and the In-Course Proficiency Tests (ICPT) was born.

The ICPTs are expressly designed to: provide timely assessment of students' progress toward graduation standards; provide a standardized test format keyed directly to proficiency requirements; correlate highly with the DLPT; improve the linkage between transcript letter grades, official learning goals, and graduation standards; provide helpful information to faculty members; act as an intervention tool for academically-weak students, and let students periodically experience proficiency-oriented tests prior to taking the final DLPT.

Developing, piloting, and implementing 30 tests for each language is a multi-year process. However, each test in a given battery can be fully implemented as soon as it is written and piloted.

Projected completion of ICPT full batteries is as follows: Korean, Spanish, Arabic and Iraqi in 2010, Russian in 2011, and Chinese and Japanese in 2012.

4.0
Foreign Language Research and Program Evaluation

"Even after a short program of four weeks, immersion had positively impacted students' listening comprehension. Overall, students who went on OCONUS immersions performed better on their DLPT exams."

Dr. Jiaying Howard,
Immersion Dean

APRIL 2009
MAY 2009
JUNE 2009

360° Evaluation underway

One of the most highly visible programs within the Research and Analysis Division (ES-RA) this fiscal year was the Comprehensive Evaluations of Basic Course Foreign Language Instruction program, more commonly known as "360° Evaluation."

At the Institute's annual Off-Site meeting on June 4, 2008, DLIFLC leadership instructed ES-RA to take their evaluation teams directly into the classroom, in accordance with the Commandant's "Five Lines of Effort," which included: student readiness, faculty readiness, curriculum readiness, technology readiness, and classroom practices.

"This was the first time our program was evaluated in so many different areas," said Deanna Tovar, dean of the European and Latin American School, which houses eight language programs. "Although we were initially somewhat uncertain of the process, after the meeting with the team and reading the reports, we realized that we were receiving constructive recommendations. We also realized that our school would benefit from the 360° Evaluation," said Tovar.

These evaluations focused on identifying and assessing proficiency enhancement activities including assisting schoolhouse/instructional staff and leadership to identify best practices, specify opportunities for improvement, and facilitate development and implementation of instructional improvement activities.

A total of seven language programs in five different schools were evaluated: Middle East I, Middle East II, European and Latin American, Asian II, and Asian III Schools, commencing in July and ending in November 2008.

OCONUS immersion effect

ESD-RA likewise conducted a study in FY08 on the effectiveness of Outside Continental U.S. (OCONUS) immersions on students' DLPT proficiency scores.

To conduct this study, 207 students with equal academic standing were randomly assigned to an immersion and a control group in FY07 and FY08 and their end-of-course DLPT scores were analyzed.

"Even after a short program of four weeks, immersion had positively impacted students' listening comprehension. Overall, students who went on OCONUS immersions performed better on their DLPT exams," said dean of the DLIFLC Immersion Program, Dr. Jiaying Howard.

In addition to improvement in language proficiency, students reported that OCONUS immersion had led to increased cultural knowledge, motivation, and confidence in using the target language.

Questionnaires give valuable feedback

DLIFLC uses Interim Student Questionnaires (ISQ) and End-of-Course Student Questionnaires (ESQs) for each resident language course. These surveys ask students to provide quantitative and qualitative feedback on various aspects of language program effectiveness, teaching effectiveness, and quality of life issues at DLIFLC.

"Well-designed and administered programs assessing student ratings of instruction can help evaluators measure teaching effectiveness," said Dr. Seumas Rogan, supervisory

survey statistician at the Evaluation and Standards Directorate.

ESD also maintains an extensive Non-Resident Course Questionnaire (NRCQ) program for students who are undergoing language training at other installations or around the world. DLIFLC instructors who provide critical intermediate and advanced foreign language instruction through MTTs, VTT, BLTS, and on-site at the LTDs, are likewise evaluated.

In 2008, the Evaluation Division administered the ESQ to over 2,200 students from 170 different classes, the ISQ to over 2,000 students from 90 different classes, and the NRCQ to over 760 students worldwide from over 160 non-resident intermediate and advanced courses.

Making use of CASL research

Currently, the Research and Analysis Division serves as the action office for collaboration with the Center for the Advanced Study of Language (CASL) at the University of Maryland.

CASL is currently performing several projects partially funded by DLIFLC: PEP Research, Pre-DLAB Forms, and DLAB II research.

The PEP Research project paid special attention to the role of class size, technology use in the classroom, and the effectiveness of self-study assignments. While this study was focused on selected classrooms in Arabic and Chinese Mandarin, under another DLIFLC-funded project, the focus was on the Multi Language School, the first school at DLIFLC to have been fully network-enabled.

Currently moving into Phase II, a second CASL classroom study is developing a systemic overview of technology integration at DLIFLC to develop estimates of the impact of technology on the Institute's instructional program and return on investment.

In addition, at the request of the Defense Language Office (DLO) and with technical guidance by DLIFLC, CASL is developing a Pre-DLAB new 30-minute screening test to predict successful performance on the DLAB, to be used by recruiters to determine if they should administer the DLAB test to potential candidates.

5.0 Military Training Support for Soldiers, Marines, Sailors, and Airmen

"We infuse the Soldiers' target languages into situational training events as much as possible to promote confidence and challenge Soldiers to think, make decisions, foster teamwork, and develop leadership skills."

Lt. Col. David Jewell,
229th MI Battalion Commander

JACOBSEN
U.S. AIR FORCE
CORCORAN
U.S. ARMY

Presidio supports military training to service members

DLIFLC's rigorous foreign language training requires Army, Marine, Navy and Air Force unit leaders to balance military training requirements carefully and creatively to maximize success in the classroom.

Due to the tight schedules of students, military leadership brought to the Institute simulators to enable service members to train in critical tasks efficiently. The Engagement Skills Trainer 2000 (EST 2000), a virtual firing range, and the Virtual Convoy Operations Trainer (VCOT), a virtual convoy simulator, offer realistic equipment and scenarios conveniently located where servicemembers live and work everyday.

"We see lots of students just getting out of basic training who have probably touched their weapons once in their entire careers," said Lisa Jewett, a former Army pilot, who currently manages the training facilities at DLIFLC.

The VCOT, an FY08 addition to DLIFLC, employs a vast array of realistic virtual situations, and immerses servicemembers in battlefield roles including convoy drivers, turret gunners, and even dismounted combatants.

"We can simulate the operations in places like Baghdad, Tikrit and set up the scenarios by levels, novice to expert," said Jewett. "Gunners are also in a 360-degree real-world scenario."

In FY08, more than 1,500 servicemembers were trained in the simulators.

"We are open to all branches of the service and have trained Army, Navy, Marines and Airmen in the EST 2000, while Army and Marine personnel also used the VCOT. We have also had National Guard members train here, and have offered use to the Presidio of Monterey Police Department," said Jewett.

But nothing can replace good old-fashioned field training.

In FY08, the 229th Military Intelligence Battalion conducted six Military Training Days, at Fort Ord, Fort Hunter-Liggett, and Camp Roberts. A total of 1,600 Soldiers exercised 15 different warrior task and battle drills that included Rifle Marksmanship, Land Navigation, and First Aid.

"We infuse the Soldiers' target languages into situational training events as much as possible to promote confidence and challenge Soldiers to think, make decisions, foster teamwork, and develop leadership skills," said 229th MI Battalion Commander Lt. Col. David Jewell.

When servicemembers have time to spare, they contribute thousands of volunteer hours annually to help give back to the community.

In FY08, servicemembers from all four branches contributed approximately 75,000 hours to some 60 community events including cleaning up local beaches, helping at the Big Sur Marathon, and helping rejuvenate disabled veterans' homes for Make a Difference Day.

But volunteering for local events is not the only way servicemembers contribute to the Monterey Peninsula. Hundreds of students each month participate in the blood drive organized by the Community Hospital of the Monterey Peninsula (CHOMP).

"Last year we collected 1,185 units of blood, which is about 99 units per month. Blood donations from the Presidio amount to about 16 percent of our annual supply, which is why we love you so much!" said Sharon Paddok, supervisor at the CHOMP Blood Transfusion Center.

An important element in DLIFLC's efforts to promote the understanding of the Institute is the Total Army Involvement in Recruiting (TAIR) mission, carried out by Army Soldiers and staff when they go on leave back to their hometowns. These Soldiers visit local high schools and colleges and speak to students about becoming a linguist and attending DLIFLC. In FY08 four TAIR missions were completed by eight Soldiers.

Last, but not least, students of all branches participate in DLIFLC's annual mid-May open house festivity called Language Day, which brings more than 2,000 high school students from all parts of northern California and beyond.

DLIFLC students and faculty of all languages prepare for months prior to the event to sing and dance in more than 30 stage performances. Cultural displays inside instructional buildings are prepared by faculty, staff, and students, to give visitors a taste of the culture and customs of the languages they teach and study.

"Language Day is a great opportunity for our students to learn how to sing, dance, and embrace the culture of the language they are studying, while for those visiting, it offers a wonderful insight into our method of teaching, not only through lessons in the classroom, but through teaching arts and culture," said Ahmad Caracalla, a Middle East III school instructor.

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

"With eight languages in our school, it is a challenge to train both new instructors, as well as seasoned professionals in the latest technologies. As a result, we devised a tri-level certification process in the school to enhance the efforts of the Faculty Development Division."

Dr. Jack Franke,
Assistant Dean, European and Latin American School

THE TEN MEASURES OF THE TRILITERAL ARABIC VERB
الأوزان العشرة للفعل العربي الثلاثي
NOUNS
VERBS
ACTIVE
MEASURE
MEANING, USE AND RELATIONSHIP
REGULAR
CAUSATIVE INTENSIVE OR DENOMINATIVE
RECIPROCAL
CAUSATIVE
REFLEXIVE OF II
REFLEXIVE OF III
PASSIVE OF I
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COLORS DEFECTS
SMART Board
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Faculty Development teaches use of classroom technology

The Faculty Development Division (FD) increased the number of workshops and courses in support of PEP in FY08 by 30 percent. Adding 11 new faculty development members, FD was able to eliminate the backlog for the four-week Instructor Certification Course (ICC), which is mandatory training for all new instructors. FD conducted 17 iterations of the ICC, certifying 266 new teachers in FY08.

Additionally, FD closely cooperated with DLIFLC schools in designing an enhanced Instructor Recertification program for teachers with five or more years of experience. A total of 226 teachers were recertified in 20 iterations of the 40-hour course, composed of a pre-course assessment, and a tailored language specific post-course mentoring process.

As the Institute adopts new instructional technologies, FD has had to expand its educational technology program, taking the lead in preparing instructors to pair up best methodologies with available technology.

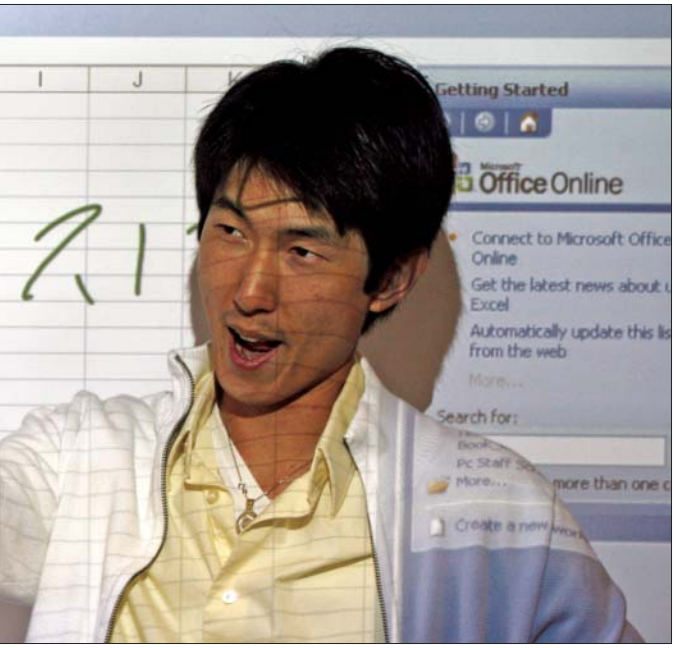
"Two new courses are: Blackboard – Applications and Implications for Language Teaching, and Designing Creative Tasks for the SmartBoard," said Grazyna Dudney, dean of FD. "Additionally, FD is using cutting edge technology (Adobe Connect) to provide workshops to instructors at the Language Training Detachments."

But training instructors to integrate the use of technology and language teaching does not stop with FD – individual schools are also involved.

"With eight languages in our school, it is a challenge to train both new instructors, as well as seasoned professionals in the latest technologies," said Dr. Jack Franke, assistant dean of the European and Latin American School.

"As a result, we devised a tri-level certification process in the school to enhance the efforts of FD. Once the teacher is comfortable with the SmartBoard classroom technology, the use of iPods, and PCs, training continues with BlackBoard and SharePoint."

In support of a Command initiative to provide leadership training to faculty and staff, FD provided 45 iterations of



leadership courses, attended by 410 DLIFLC and LTD participants in FY08.

As a part of its regular program, FD conducted a total of 31 workshops with 166 participants in Team Building and Team Integration to help assimilate new team members into a teaching team and to enhance communication, problem solving, and decision making competencies.

To support faculty with enhancing their English skills and their professional development at local universities and beyond, FD offers an English as a Second Language Program and preparation for the TOEFL English language test for foreigners.

During FY08, 20 instructors, who received tuition assistance from DLIFLC, graduated from Masters programs in foreign language teaching, most notably from the Monterey Institute of International Studies, Chapman University, and California State University Monterey Bay.

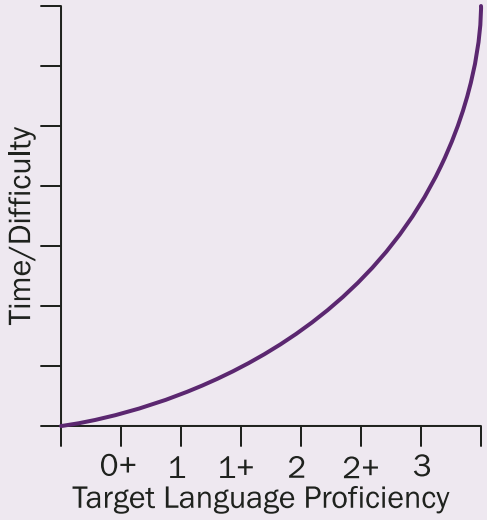
Because of a shortage of Non-Commissioned Officers who are able to perform Military Language Instructor (MLI) duties to teach the target language and perform liaison duties between the schoolhouses and the military units, DLIFLC has contracted to provide 12 such instructors.

The contract MLIs are usually retired military linguists, or Reserve or National Guard, who meet the requirement for wearing a uniform and meet the 2+/2+/2 language standard.

MLIs are an invaluable asset to the teaching teams at DLIFLC. They not only teach, but provide guidance and moral support to students who can feel overwhelmed by the heavy load of their studies and other military duties they must perform.

- **FD hired 11 new faculty developers in FY08.**
- **FD conducted 45 iterations of leadership courses attended by 410 instructors.**
- **Some 20 instructors received higher education degrees.**

Interagency Language Roundtable Scale



0+: Immediate survival needs.

1: Limited practical capability, simple courtesies and greetings.

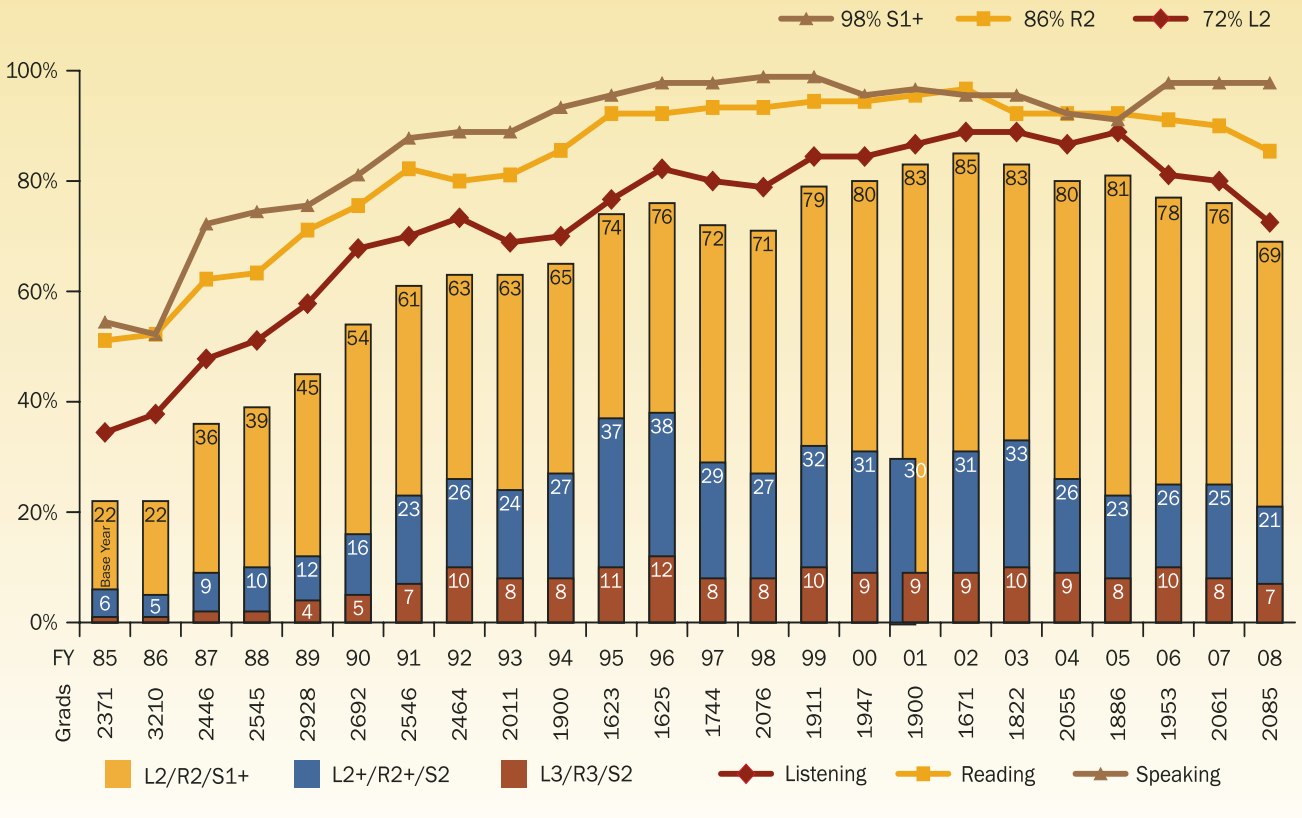
1+: Satisfy limited social situations, can read simple materials, gets some main ideas.

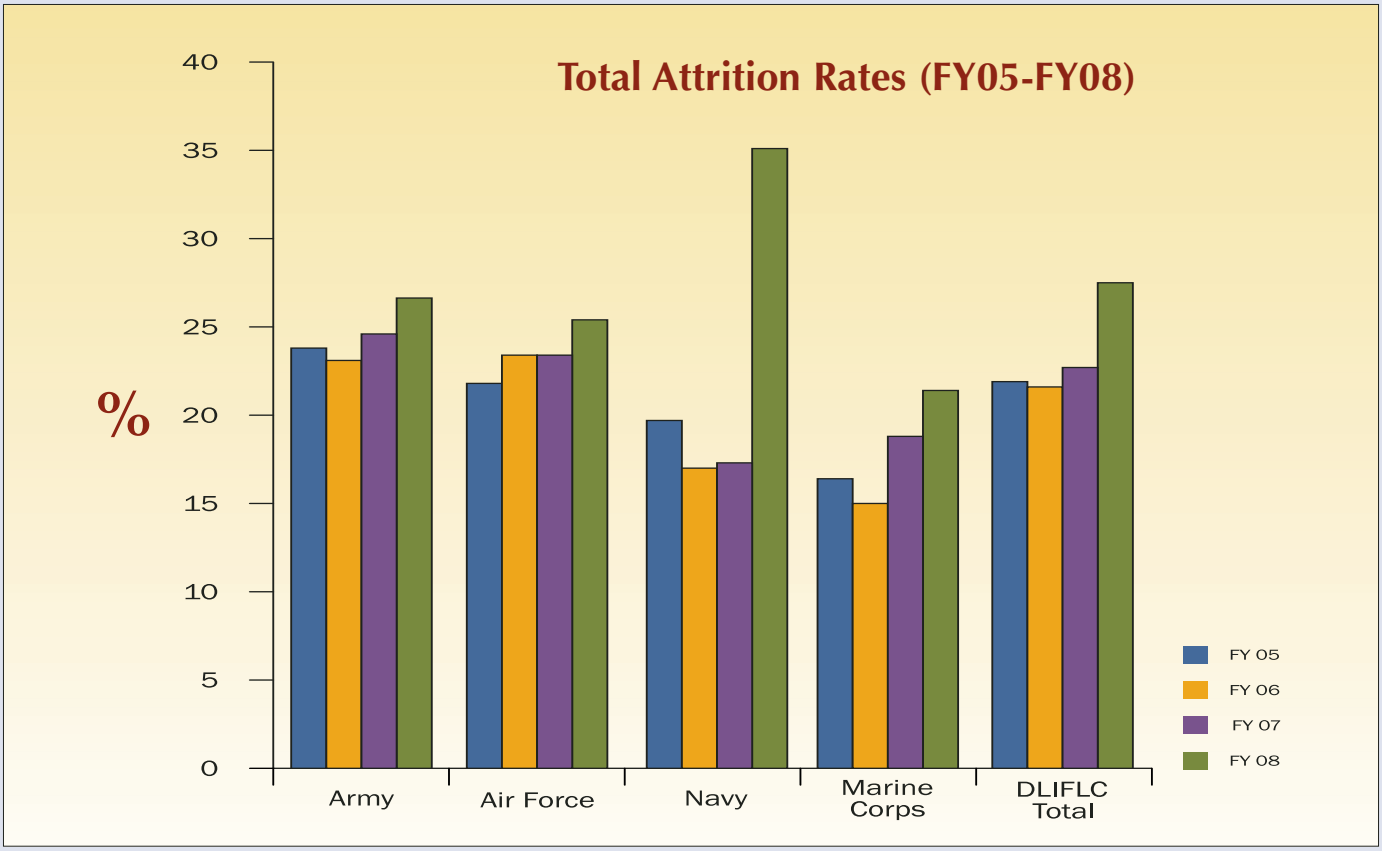
2: Gets the main idea and most details, able to satisfy routine social and limited working environments.

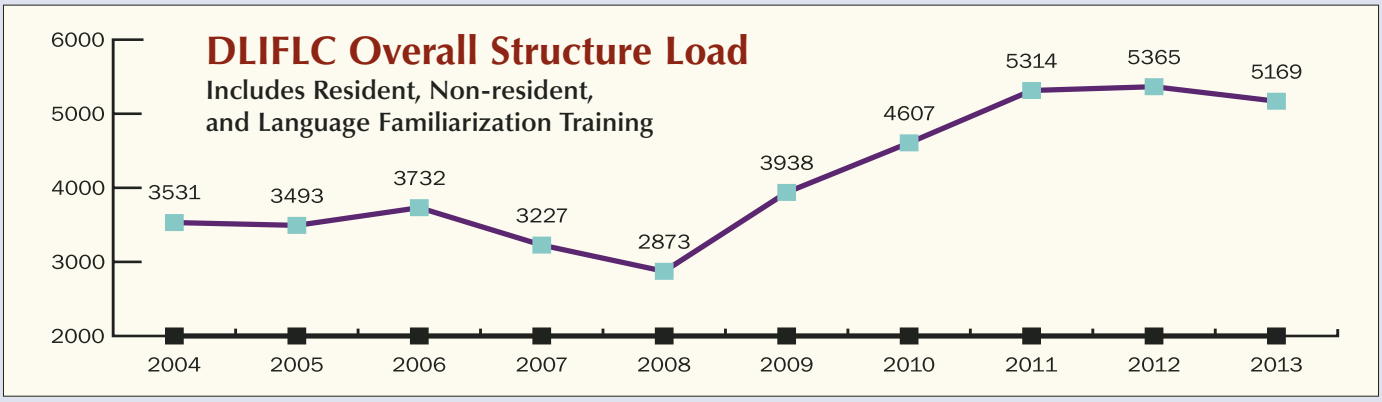
2+: Able to satisfy most work requirements, can understand most factual material, capabilities can deteriorate under pressure or in unfamiliar domain areas.

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.

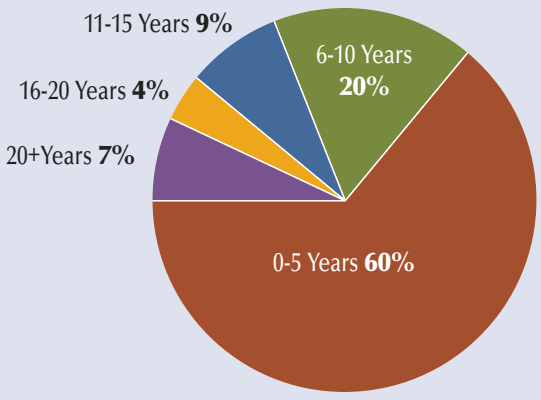
Basic Course Graduates – DLPT and OPI Results



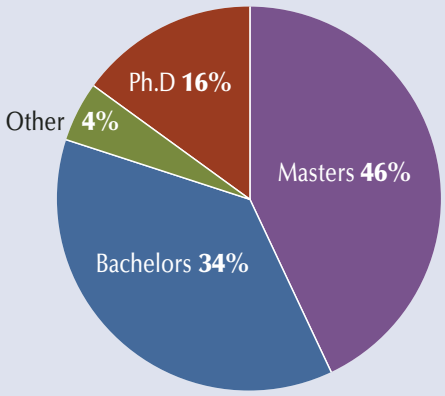




DLIFLC Teacher Experience

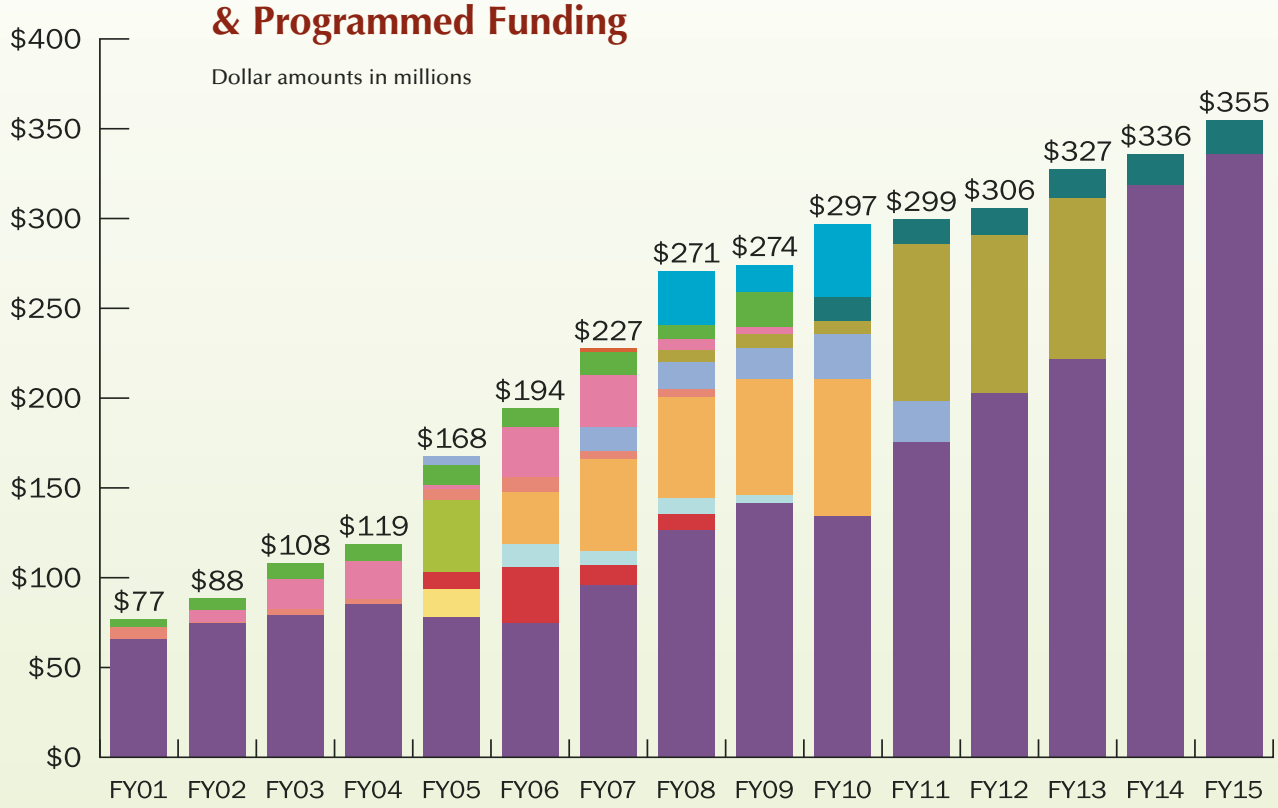


Instructor Education Levels



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. FY08 and earlier, depict actual expenditures, to include reimbursable orders that are not part of the program base. FY09 shows the current levels of funding that will change throughout the execution year. FY10 and beyond, are using the FY10/11 President's Budget Lock estimates for DLIFLC support to the Defense Language Program. The chart 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.

PDM III – QDR Initiatives (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.

PDM II – DAWG Decisions (President's Budget FY08/09):
Programmatic decisions to expand Language Test Development in FY08-13 and continue PEP implementation through the FYDP (FY11-13).

PDM III – DoD Language Testing Program (President's Budget FY10/11):
Programmatic decisions to expand Language Test Development in FY10-15 to include developing very low range proficiency tests, psychometrician support and external reviews.

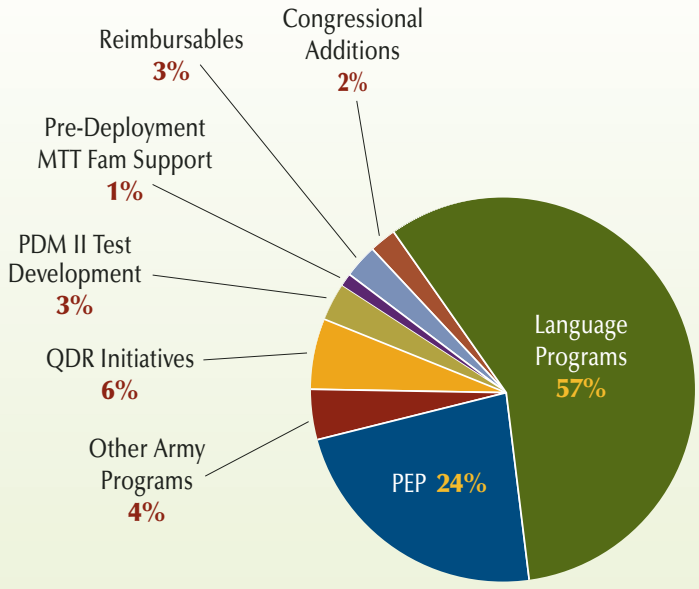
Global War On Terror (GWOT) Supplemental:
Year-of-execution supplemental funding to increase foreign language capabilities in order to prosecute the GWOT. FY06 and FY07 included the replacement of training funds in order to avoid diminishing the DLIFLC training capacity and support to the field, so the 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 was procured through existing contracts with the Army National Guard.

Military Construction:
Three General Instruction Buildings (GIB) construction projects specifically directed through PBD 753 in support of PEP. MilCon funds and contracts are managed by the Army Corps of Engineers with Army ACSIM oversight.



FY08 Total Mission Budget
$240,799K
(less Military Construction funds)

Targeted FY08 Budget Adjustments:

$56.4M PEP Continuation

$3.3M Pre-Deployment Familiarization Training Mobile Training Teams

$15.4M PDM III QDR Initiatives (Online Fam Packages, SCOLA, 09L)

$6.3M PDM II Test Development

$4.5M Congressional Additions

This pie chart represents the different types of programs executed in FY08. It demonstrates, across programs, the large transformation in executing the Proficiency Enhancement Program (PEP) implementation. Civilian pay and benefits make up the largest percentage of our expenses at 66%, followed by other contracted services at 28.7%.

2008 PEP Execution Funded Programs

Dollar amounts in millions

DLIFLC Program	FY08 Total Budget	Budget Executed FY	%Budget Executed FY	FY08 Mission Accomplishments
TOTAL	**$56,400**	**$56,400**	**100%**	**Ensured full & timely implementation of PEP programs**
Basic Course	$36,347	$37,073	102%	Incorporated the full range of PEP strategies in 91% Basic Course class starts. Enrolled 2,241 students in smaller classes. Provided authentic materials and developed learning strategies. Provided diagnostic assessments to all students in academic jeopardy. Completed over 900 diagnostic assessments in Undergraduate Education. Increased Language FTX events by 21% and participants by 9% from FY07. Conducted a total of 184 Language FTXs with 3,740 students and 25 overseas immersions with 217 students.
Facilities & IT	$6,050	$5,763	95%	Optimized facilities to provide for additional classrooms and faculty offices. Broke ground on the first of three instructional buildings. Enhanced technology capabilities by: upgrading network infrastructure to 1GB, implementing wireless network, and doubling internet bandwidth to 76MBs. Issued Tablet PCs and trained 2,524 students.
Post Basic	$11,600	$10,871	94%	Developed 181 online tutorial packages in five strategic languages. Developed 6 six-week post-basic courses in Hebrew, Persian-Farsi and 4 of the 8 Serbian/ Croatian courses as planned. LTD enrollment increased in FY08 to a total of 2,729 students. Trained 170 diagnostic assessment specialists across 18 languages from DLI schools and several Language Teaching Detachments. Completed the content for Chinese and Russian online diagnostic assessments. Completed 700 diagnostic assessments for post-basic courses.
Faculty Dev	$740	$678	92%	Eliminated the backlog for instructor certification course. Implemented the instructor re-certification course. Increased faculty development workshops for PEP instructors by 30%.
Testing, Research & Evaluation	$1,163	$2,014	121%	Developed, piloted and implemented over 30 in-course proficiency tests. Enhanced test design criteria to more highly correlate to DLPT. Completed internal evaluation on classroom practices. Filled all positions of the five person PEP Evaluation Team. Conducted external PEP evaluation services through independent contractors. Scheduled and completed 3,870 Oral Proficiency Interviews for DLIFLC and DLI-W students and linguists from the field.

FY08 FACT SHEET

1. Training and Education

a. More than 3,000 students enrolled from all four services, both active and reserve
b. More than 1,700 full-time faculty and staff
c. DLIFLC: More than 20 languages taught in Monterey
d. DLI-Washington Office: capable of teaching more than 65 languages to 500 students annually
e. Language courses run from 1 to 64 weeks in length
f. The Student Learning Center provided preparatory training, study skill workshops and advising services to more than 3,000 students in FY08
g. Resident Continuing Education Program focuses on post-basic instruction and support for the Defense Threat Reduction Agency's Russian Arms Control Speaking Proficiency Course

2. Sustainment and Support FY08

a. Distance Learning: Taught 978 students in 198 separate classes
   1) 14,785 instructional hours in 19 languages
   2) 1,753 hours Video Tele-Training (VTT) in 14 languages
   3) 13,032 hours Mobile Training Team (MTT) instruction conducted through 97 MTT missions
   4) GLOSS (Global Language Online Support System) web-delivered instruction in 26 languages
b. Field Support and Special Programs:
   1) Support over 260 Command Language Programs (CLPs) worldwide
   2) Taught 11 CLP Managers' (CLPM) courses (440 hours) to 148 students
   3) Shipped 270,000 Language Survival Kits (LSK) to field units
   4) Taught 6 iterations of the 09L Heritage Speaker Translator/ Interpreter Course
   5) Completed 31,496 instructional hours for 37,117 students through 155 Familiarization Mobile Training Teams in support of OEF/OIF deployments
c. Language Teaching Detachments – 74,828 instructional hours with a total of 2,295 students

3. Assessment and Testing

a. Language Proficiency Tests
   1) DLPTs (DLIFLC) 6,531 – (Worldwide) 84,769
   2) Oral Proficiency Interviews – 6,133
   3) Performance Final Learning Objectives – 13,327
b. Quality of Linguists:
   1) Accredited to award Associate of Arts Degree in Foreign Languages; awarded 1,018 AA degrees in FY08
   2) 69% of basic course graduates in FY08 met or exceeded DoD proficiency standards (2/2/1+)
   3) 21% of basic course graduates in FY08 met or exceeded proficiency standards of 2+/2+/2

Basic Course Language Programs taught in FY08

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

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