



Annual Program Review 2009



DLIFLC
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

Delivering the world's best culturally-based foreign language training and education—anytime, anywhere.



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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As the Department of Defense's (DoD's) center of culturally-based foreign language expertise, the Defense Language Institute Foreign Language Center (DLIFLC) is the dynamic centerpiece of Defense Language Transformation. Applying its nearly 70 years of experience in foreign language training, education and assessment, DLIFLC is helping meet DoD's diverse foreign language and culture requirements—from familiarization and foundational instruction for deploying forces to the highest-level life-long learning support for DoD language professionals.

DLIFLC continues to operate on the cutting edge with a combination of technology, curriculum, and teaching excellence. Results in the classroom reflect a maturing Proficiency Enhancement Program (PEP), designed to push our students to professional proficiency levels and succeed on the very challenging Defense Language Proficiency Test 5 (DLPT5). Throughout the Institute there is a recognition that the DLPT5 has challenged us to adapt and to bring authentic material into the classroom from day one of a student's experience. I am confident that DLIFLC has completely embraced this change and we are now seeing the payoff: DLIFLC graduates with stronger skills in their respective languages than ever before.

Beyond the four walls of the classrooms at the Presidio of Monterey, FY09 saw increasing demands for language learning across DoD. The recognition is growing that, "Shoot, move and communicate" on the 21st century battlefield means, at least in part, communicate in the language of the people among whom you are operating and of the allies and partners with whom you are working to achieve common objectives. When U.S. military personnel are able to speak directly to local people and to allies and partners, they take relationships to new levels.

Indeed, General Stanley McChrystal, commander of the International Security Assistance Force (ISAF), has called foreign language ability a “strategic game changer.”

DLIFLC’s agility, flexibility and responsiveness in meeting these new demands has been extraordinary. We established new Language Training Detachments and fielded Mobile Training Teams, providing thousands of hours of training. We expanded our online learning products and began working on “Very Low Range” tests to create assessments that will give commanders and General Purpose Forces an indication of their language capability. We developed new curricula for 16-week courses in Pashto, Dari and Urdu and launched training in support of “Afghanistan/ Pakistan Hands,” a top priority of the Chairman of the Joint Chiefs of Staff.

The achievements of FY09 would not have been possible without the continuing commitment, mission-focus and expertise of DLIFLC’s faculty and staff. Having a world-class faculty allows us to achieve great things in our Monterey classrooms and around the world--wherever DoD language learners interact with DLIFLC instruction. Hence, it was especially fitting that 2009 was the “Year of the Faculty” at DLIFLC.

It has been my privilege to lead this organization, these great faculty members and dedicated staff, both military and civilian. I am proud to share here with you the results of their extraordinary efforts for 2009.

Sue Ann Sandusky
Colonel, U.S. Army
Commandant



Col. William T. Bare
Assistant Commandant



What a great year for DLIFLC! In meeting a growing number of DoD and worldwide requirements for training the language professional and general and special purpose forces, we have indeed proven to be more flexible and responsive than ever imagined.

Visits by key military and civilian leaders in 2009 highlighted the importance of this Institute to our nation's defense. The Chairman of the Joint Chiefs of Staff, the Secretary of the Air Force, the Under Secretary of Defense for Intelligence, the commanders of the U.S. Special Operations Command, U.S. Southern Command, Army Training and Doctrine Command, Congresswoman Gabrielle Giffords and other leaders... all came away with the same understanding: DLIFLC is leading the way for DoD in terms of providing vital training through innovative high-tech methods.

Over the past five years, DLIFLC's resources have increased in recognition of the importance of the training the Institute provides. With an increase in funding comes the demand for increasing levels of productivity and the need for continuous, vigilant stewardship. As the Services send us more students, our instructor ranks have grown commensurate with student load. But, resources to ensure the proper command and control of a very large—and still growing—increasingly complex organization are more difficult to come by. Management staff structure has not kept pace with our expanded missions, so we must find resources to address that shortfall. Until then, we all have to work harder at keeping the elements synchronized and integrated. The coming year will offer even greater challenges as we implement language training for the Afghanistan/Pakistan Hands programs, the Army's Campaign Continuity Plan, and other efforts through the establishment of new Language Training Detachments in the United States and Europe. We will also be developing an even more robust e-learning capability to support the military Services and Combat Commanders worldwide.

Looking ahead, change through implementing the various technology and teaching methodology

initiatives associated with the Proficiency Enhancement Program (PEP), technology upgrades such as the VISTA migration, space issues, and the increasing need to monitor individual student performance, morale and motivation, requires that we re-look our student and faculty policies both here and at non-resident locations. We must consolidate the various short-term solutions developed out of necessity into procedures and policies based on lessons we have learned during the past five years.

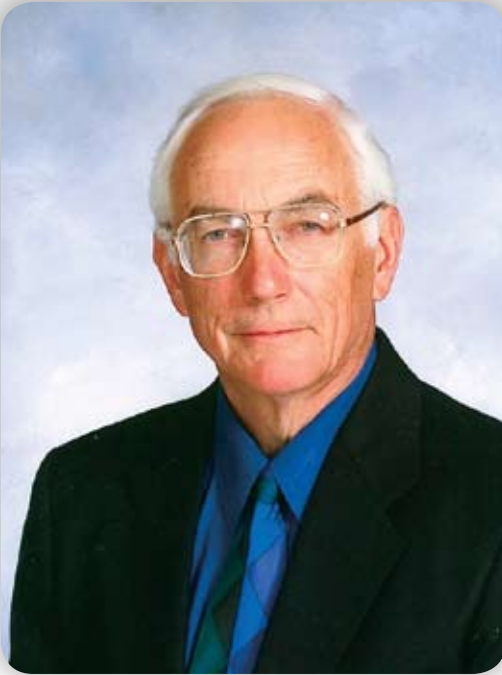
Finally, we must work to ensure a high quality of personal and professional life for our students, faculty and staff. First, we must continue to work to advance our priorities through a complex mosaic of organizations, communities, jurisdictions and resourcing processes. Second, we must deal with multiple, interrelated issues, such as space utilization, environmental impacts, parking and traffic as Khalil Hall approaches completion, construction of other new General Instructional Buildings, Monte Vista School returns to the local community, and we prepare for long-needed facilities renovation. Third, we must continue to develop our technologic infrastructure and enhance network security by moving our academic information system out of the standard government channels to the Internet space that our linguists will use to hone their job skills and increase their cultural and linguistic proficiency.

We have a fantastic group of professionals here at DLIFLC who performed superbly in 2009! As a team we will meet the challenges of 2010 with dedication, professional competence, and the will and skill to collaborate to perform our role in achieving our national security objectives.

Col. William T. Bare
Assistant Commandant



Donald C. Fischer
Provost



Because of our world-class team of teachers, curriculum developers, language technology specialists, testing experts and researchers, DLIFLC is internationally recognized as a leader in the field of foreign language, culture training and education. Due to the expertise, commitment and academic excellence of our faculty members, we have been able to respond to demands for both more survival language training for deploying troops and higher proficiency for DoD language professionals. In recognition of these contributions, 2009 was the “Year of the Faculty” at DLIFLC.

One of the important “Year of the Faculty” undertakings was a thorough review of the Faculty Personnel System (FPS), DLIFLC’s unique Title 10 authority for Excepted Service Department of the Army civilian employees and the basis for our faculty compensation process.

An interdisciplinary working group, established by the Commandant, determined that FPS pay bands had not been adjusted since the system came into effect in 1997 and that salaries for DLIFLC faculty lagged behind compensation received by those in comparable positions in government service and academia. The working group successfully presented our case to members of the Special Pay Systems Branch, Wage and Salary Division of the Civilian Personnel Management Service (CPMS) in Washington, D.C., and for 2010, CPMS announced significant adjustments to all FPS pay bands that will permit base pay growth for current faculty and improved retirement compensation in the future.

A second important “Year of the Faculty” initiative was designed to enable the Institute to grow the next generation of faculty members who are prepared to step into senior leadership positions. To begin the process, a faculty committee, with members drawn from across the Institute, worked on setting the philosophical foundation for a “Pathway to Academic Leadership.” The next step entails a delineation of the specific skills we want to develop in our future deans and associate provosts and an identification of developmental jobs that would allow

faculty members to hone their leadership skills.

Teaching the languages needed to ensure national security in an era of persistent conflict and to support our economic and strategic interactions with the global community is among the most complex of educational tasks. Our teachers must be able to employ the most modern educational techniques, master exponentially growing changes in technology, and be able to transmit their language and culture to young people who are “digital natives,” versed in technology, ready to learn, and about to be entrusted with critical national security duties.

High-level visitors repeatedly commented on the innovation and quality of the teacher-student interaction and collaboration they observed in DLIFLC classrooms, where language learning is enhanced by use of tablet PCs, iPods™, interactive whiteboards, electronic storage of text, audio, video files, and the application of the Blackboard® Learning Management System, and where students are striving to maximize their proficiency to meet the challenges of their future missions.


In the coming year, we will continue our advances as our language schools, students and faculty, learn and use to an even greater degree, the technologies of Web 2.0 where users create knowledge and apply it. We will expand support at major military installations in the United States and overseas, providing on-the-ground and virtual support to a degree unique in military history. We welcome the challenges that lie ahead, and as our faculty members develop ever greater levels of technical capability and leadership skills, DLIFLC will continue to be the best place in the world to learn a foreign language.

Donald C. Fischer
Provost



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1.0 FOREIGN LANGUAGE ACQUISITION, TRAINING AND EDUCATION



"Learning a language, is important because one who learns a language well is bound to learn the history and culture of the origin of that language. And only by learning about each other's history, culture and language, can we understand each other and communicate better."

Delaram Hildebrand, Persian Farsi Instructor

The Basic Course Program

Fiscal Year 2009 marked the fourth year of implementation of the Proficiency Enhancement Program (PEP), the hallmark of which is a multifaceted strategy to achieve higher proficiency outcomes in the basic course. To accomplish PEP, DLIFLC reduced its class sizes, raised aptitude entry scores, upgraded curricula, enhanced faculty training, and deployed classroom technology integration and training.

All newly enrolled students in the Undergraduate Education (UGE) schools are in smaller PEP classes, with eight students per section in Category I and II languages, and six students per section in Category III and IV languages.

DLIFLC students are reaping the benefits of PEP. Seventy percent of the 1,616 students who completed the basic course** in FY09 obtained scores of Listening (L) 2, Reading (R) 2, and Speaking (S1+) * or better, with 23 percent of the students obtaining L2+/R2+/S2 or more on their final Defense Language

Proficiency Test (DLPT) and Oral Proficiency Interview (OPI) exams.

“It is worth noting that in FY09, some 76 percent of our students took the DLPT5 or DLPT5.1 in their respective languages, compared to 45 percent in FY08, 18 percent in FY07, and only 13 percent in FY06 when the DLPT5 was first introduced,” said DLIFLC Commandant Col. Sue Ann Sandusky, speaking about the rate of implementation of the more rigorous proficiency exam, called DLPT5, used to test professional military and Department of Defense (DoD) civilian linguists.

Individual language programs within DLIFLC witnessed varied success rates, some even doubling their graduation scores. For example, in the Chinese program, language proficiency of L2/R2/S1+ increased from 66 percent in FY08 to 75 percent in FY09, Russian results increased from 77 percent to 85 percent, and Spanish results increased from 45 percent to 57 percent. Smaller programs were also successful with the Pashto program jumping from 37 percent in FY08 to

55 percent in FY09 while the Dari program results doubled, from 42 percent in FY08 to 80 percent in FY09.

“We are especially proud to see the results of the Dari program,” said Multi Language School Dean Dr. Shensheng Zhu. “Through a concerted effort of Faculty Development workshops, in-house training, and team collaboration, the faculty visibly improved in the area of student management and motivation.”

Growth in achieving higher S2+/R2+/S2 proficiency levels is also taking place: the Chinese program has reached 33 percent, French 43 percent, Japanese 54 percent, and Hebrew 63 percent in FY09.

“Now it is no longer an unheard of miracle for some basic course students to achieve level 3 in listening or reading, or both,” said DLIFLC Associate Provost for Undergraduate Education, Dr. Jieli Zhao.

“As we continue to press the PEP initiatives forward, we will see increasing numbers of students obtaining higher proficiency levels,” Sandusky added.

* DLIFLC's current graduation requirement is L2/R2/S1+ according to the Interagency Language Roundtable (ILR) set of descriptors.

** As a year-round school, DLIFLC begins and graduates students all throughout the year.

The Basic Arabic Iraqi Course

In cooperation with Fort Gordon's Georgia Center for Language, DLIFLC launched a new approach to teaching Arabic in FY09 by introducing the Basic Arabic Iraqi Course, consisting of three pilot classes, one in each of DLIFLC's three Middle East Schools. The Iraqi dialect is introduced immediately at the beginning of the course, along with one hour per day of Modern Standard Arabic (MSA) during the first 21-week semester of instruction. Instructor teams, consisting of native-born Iraqi faculty, introduce authentic materials in the dialect from day one with the use of interactive whiteboards and the extensive use of the Internet.

DLIFLC made the decision to introduce the Iraqi dialect almost exclusively during the first two semesters of the 64-week course to meet service demands to shorten the training pipeline for servicemembers who normally go to follow-on training for a particular dialect after having studied MSA at DLIFLC.

To teach the classes, DLIFLC's Curriculum Development Division, along with Iraqi instructors from the schoolhouses, came together to formulate an entirely new curriculum.

"The unique thing about this development effort is that it completely broke the old curriculum development paradigm," said Assistant Provost Lt. Col. Timothy Bennett, of the Language Science and Technology Directorate.

"This was a challenging undertaking but we really think that the level of cooperation obtained between the curriculum developers and instructors in the classrooms was



unprecedented," said Kiril Boyadjieff, dean of Curriculum Development, adding that the success of this program has prompted the development of other curricula using the same principles.

"The only part we didn't have to develop for this course is the Oral Proficiency Interview. Thankfully, we do have trained Iraqi dialect testers," said Dr. Monika Ihlenfeld, dean of Proficiency Standards.

The Iraqi dialect students are expected to graduate in FY10.

DLIFLC curriculum developers and instructors are currently preparing curriculum for a Levantine pilot course, scheduled to begin in March 2010.



LIFT Program

In January FY09, the Undergraduate Education schools began implementing the Leaders in Front Teaching (LIFT) program. This program requires students to present to their classmates meaningful language-learning activities that reinforce target language principles taught by their instructors.

Each UGE language program incorporates LIFT into its curriculum in different ways. For example, in Middle East School III, LIFT is treated as a part of the student's homework assignments, where final presentations include an open house. During the event, students present innovative ways of teaching and presenting materials to other schools, students, and faculty members.

"It is amazing how creative and productive our students

can be in the target language with guidance from faculty. The teachers are motivated and recharged by seeing their students' enthusiasm while students, in turn, develop an appreciation of what is involved in teaching a language," said MEIII Academic Specialist Marina Cobb.

Student Learning Center

The Student Learning Center (SLC) broadened its mission in FY09 by exporting its language learning preparation and support courses to enrollees at the Institute's Washington D.C., branch, and to students in Special Forces language programs at Fort Bragg, N.C.

In FY09, SLC provided support to 5,422 resident and non-resident students in its four mission areas: Introduction to Language Studies, Autono-

mous Language Sustainment, Workshops and Seminars Program, and Academic Advising Program.

"In addition to seeing each student twice in our two mandatory programs, we also serve DLIFLC students in the two optional programs - advising and workshops," said Dr. Leah Graham, dean of SLC.

At DLIFLC-proper, the SLC provided support to 2,459 students who enrolled in the basic course. In the mandatory five-day orientation, called Introduction to Language Studies (ILS), the SLC increases learners' awareness about the language acquisition process to enable them to self-monitor their progress and to appropriately plan and adjust their approach to learning. While attending ILS, students compile their own language learning portfolios, which are later shared with instructors, enabling the teaching team to better tailor classroom instruction based on student learning styles and needs.

Two new offerings in FY09 were Web-Assisted Language Learning Strategies and Motivation, Study Skills, and Web-Based Learning Strategies, designed to stress the importance of learner autonomy and the use of technology-based resources.

Support to NATO allies

For three consecutive years DLIFLC has been providing support to the Royal Danish Defence College Institute of Foreign Languages, instructing a total of 20 Danish students in FY08 and FY09 in the 47-week Pashto Basic Course and four students in FY09 for the Dari Basic Course. The highly motivated students have consistently taken advantage of DLIFLC's native-speaking instructors and have achieved very high scores on their final DLPT and OPI exams.

Additionally, for a second year in a row, DLIFLC has provided a two-week immersion course for up to 12 Danish students studying

Pashto, conducted at DLIFLC's Multi Language School at the Presidio of Monterey.

"Our instructors in Denmark are not native speakers so we like to send our students here, to a more intensive environment before they deploy to Afghanistan," said Simon Ekelund Nielsen, the program immersion coordinator and head of curriculum at the Danish Institute.

Support to the General Purpose Forces

With an increase in deployed forces in Afghanistan and Iraq in FY09, DLIFLC has witnessed persistent growth in requests for predeployment, cultural awareness, and

basic language training. The Language Familiarization and Area Studies Training (LFAST) program, a division of the Directorate of Continuing Education's Field Support Division,

*SINCE 2003, 117,703
SERVICEMEMBERS HAVE
COMPLETED LFAST PRE-
DEPLOYMENT TRAINING.*

provided predeployment training for 30,136 servicemembers via 238 Mobile Training Team (MTT) missions in FY09. Currently the LFAST program consists of 26 instructors and staff, 19 of whom teach the Iraqi dialect, and seven who teach Dari and Pashto.



Support to Special Forces

Though DLIFLC has been providing support to the U.S. Special Operations Command for many years, in FY09 the Directorate of Continuing Education's Field Support Division established a new department called Operational Unit Support (OUS) to better serve the needs of USSOCOM.

DLIFLC has assigned a program manager to support six current Language Training Detachments (LTDs): the U.S. Army JFK Special Warfare Center and School (SWCS), the Special Operations Task Force (SOTF), both at Fort Bragg; the Naval Special Warfare Group 1 (NSWG-1) in Coronado, Calif.; the Naval Special Warfare Group 2 (NSWG-2) at Little Creek, Va.; the USMC Forces Special Operations Command (MARSOC) at Camp Lejune, N.C.; and the USAF Special Operations command at Hurlburt Field, Fla.

Both SWCS and MARSOC have augmented their language requirements and are seeking to increase DLIFLC support for their programs. SWCS has recently

established a new Military Occupation Specialty (MOS) called 18L, which contains three phases of training, ultimately leading to an L3/S3 proficiency level.

With an increased emphasis on language and cultural awareness skills throughout the Special Forces community, DLIFLC is gearing up to expand the number of instructors needed at its LTDs for teaching, curriculum development, test development, and academic support.

As language programs increasingly grow with some clients, DLIFLC is also assigning liaison/program managers to larger LTDs in order to maintain effective communication with the Institute.



Professional Military Education Support

The Professional Military Education Support (ProMES) program, designed to provide officer-focused foreign language instruction before deployment, expanded in FY09, with 1,648 officers receiving language training from DLIFLC instructors. The program, which began in 2006 at the request of the Command and General Staff College at Fort Leavenworth, Kan., now includes instruction in strategic

languages such as Arabic, Chinese, Russian, and Spanish. The teaching teams are often a combination of DLIFLC instructors from Monterey, Calif., augmented by DLI Washington teachers contracted specifically for the course.*

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.

Since 2006, ProMES has provided in-class language instruction to more than 4,000 officers with 15,000 hours of instruction.

09L Program changes location

The U.S. Army's Combat Interpreter-Translator program (MOS 09L) witnessed dramatic changes in FY09, with an increase in iterations of the course, number of students taught, and even location of future instruction.

* ProMES teaches: Modern Standard Arabic, Iraqi Arabic dialect, Dari, Pashto, Spanish, French, Chinese, Russian, and Korean.



Afghanistan /Pakistan Hands program

DLIFLC is playing a prominent role in the Afghanistan/Pakistan Hands (AF/PAK) DoD program, designed to develop expertise in a cadre of personnel who will contribute to the effective implementation of U.S. strategy in the region.

“DLIFLC is in charge of overseeing the language acquisition portion of the AF/PAK program,” said DLIFLC AF/PAK program manager Chief Warrant Officer Christopher Santucci. “We initially developed all the curricula necessary for the program here in-house, and then provided students with the proper learning tools, tablet PCs and portable media devices.”

The goal of the program, led by the Joint Staff Pakistan/Afghanistan Coordination Cell at the Pentagon, is to develop a cadre of personnel who will perform repeat tours in theater, each time learning more about the culture, language, and tribal dynamics, allowing them to use their experience and cultural linguistic knowledge to better plan and conduct counterinsurgency operations.

Faced with the challenge of preparing teaching materials in less than two months, DLIFLC’s Emerging Lan-

During FY09, the course was adjusted from five to eight weeks long, and increased from four courses taught per year to 11, with overlapping sessions. DLIFLC’s six-instructor teaching team was able to adapt to these changes and graduated the largest number of 09L Soldiers ever in one fiscal year – 193.

09L Soldiers were provided a unique opportunity this year by being integrated into the National Training Center’s Negotiation Training Exercise (NTX) at Fort Irwin, Calif. This program, supported on a regular

basis by DLIFLC students and instructors, is designed to introduce deploying servicemembers to negotiation skills and the proper use of an interpreter. 09L Soldiers were able to practice their interpreter skills in a realistic environment, while linking up with new

51st Translation and Interpretation Company, also located at Fort Irwin.

With the 09L program’s move to Fort Huachuca, Ariz., in FY10, DLIFLC has been engaged in closing the current LTD location at Fort Jackson, N.C., and is transitioning instructors to the new teaching facilities.

APPROXIMATELY 900 SPEAKERS OF ARABIC, DARI, PASHTO, KURDISH, URDU AND PERSIAN FARSI LANGUAGE HAVE GRADUATED FROM THE 09L PROGRAM TO DATE.



guages Task Force (ELTF) and Multi Language School faculty and staff jumped into action to create 16-week curricula for the Dari, Pashto, and Urdu programs.

“We assembled a team of about 20 instructors to repurpose our first semester Urdu curriculum and succeeded in producing 800 pages of materials, which eventually turned into our AF/PAK Urdu course book,” said ELTF dean, Dr. Jack Franke.

The first iteration of the course began Sept. 1, 2009.

“The program was put into

place so fast that the services didn’t have time to react, so the first class had only 21 students,” commented Santucci.

Once servicemembers are selected for the three-to-five year program, they receive a four-month resident language course in Dari, Pashto or Urdu, and acquire a solid foundation in area studies. The students are expected to reach an elementary proficiency level in listening and speaking, or L1/S1, according to the Interagency Language Roundtable scale, before their first deployment.

“At the completion of the

course, students will be automatically enrolled in a distance learning course that they will accomplish while deployed in theater, which is designed to maintain and enhance their language proficiency,” said Army Lt. Col. Randy Smith, director of the DLI Washington, D.C. Office, who is responsible for the oversight of the DLIFLC language piece of the program.

“As part of the AF/PAK program, we are developing a distance learning sustainment program that will involve small classes of language learners who will work both autonomously and in virtual collaboration under the direction of an e-mentor,” said DLIFLC Commandant Col. Sue Ann Sandusky.



“THIS IS A FUNDAMENTAL SHIFT IN HOW WE PREPARE FOR WAR AND DLI IS PROUD TO BE A PART OF IT,” SAID DLIFLC COMMANDANT COL. SUE ANN SANDUSKY.



LSK: 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, Libyan, Malay, Mandarin, Moroccan, Nepali, Pashto(Pakistan), Pashto, Persian Farsi, Punjabi, Russian, Saudi, Serbian, Sindhi, Somali, Sorani, Spanish, Sudanese, Swahili, Syrian, Tagalog, Tausug, Thai, Tigrinya, Tunisian, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wu, Yakan, and Yoruba

Pre-deployment language materials

With an ever-increasing need to provide language materials to deploying forces, DLIFLC's Technology Integration (TI) Division has been tirelessly working to produce even more materials which are suitable for beginning language learners.

"We recently developed an Urdu HeadStart2 product for servicemembers, while we also expect that it will be used by those students who are enrolled in the AF/PAK program and will soon find themselves in Afghanistan or Pakistan," said Pamela Combacau, dean of the Technology Integration Division.

One of the newest features of the HeadStart2 French program is that it is web-based, meaning that users do not have to download the entire program to their computers. The ability to access and use the exercises online significantly eases use of the product.

The HeadStart2 prototype was initially developed in FY07, beginning with the Iraqi dialect.

The program contains 100 hours of self-paced, interactive exercises, while avatar-based military tasks cover a multitude of real-life scenarios. These settings range from basic greetings to searching vehicles and persons, controlling building entries, and gathering basic information. The lessons incorporate interactive games, word scrambles, and more to engage the user. In Unit 1, the course introduces the alphabet and gradually guides the learner to more demanding tasks such as reading ID cards and maps. To progress throughout the program, users must successfully complete the evaluation or go back to retake the steps. HeadStart2 includes additional features such as writing practices, cultural orientation guides, area studies materials, glossaries, pronunciation guides, and a sound recorder.

"For technologically savvy young servicemembers, HeadStart2 is a fun, yet challenging learning tool. It really has nothing in common with the old cassette-tape, book and 10-pound plastic box we used to send to

servicemembers before deploying to Germany in the 60s and 70s," said DLIFLC Commandant Col. Sue Ann Sandusky.

HeadStart2 currently exists in Iraqi, Dari, Pashto, Persian Farsi, Chinese, Korean, Urdu, and French. Spanish and Russian will be made available in FY10.

Language Survival Kits

Language Survival Kits (LSK) are designed as pocket-sized, quick reference booklets with an audio CD, available in 10 different topics per language for deploying servicemembers. The LSKs contain mission-specific vocabulary and simple phrases in topics such as medical terminology, Civil Affairs, Force Protection, and Military Police. LSKs are currently offered in 55 languages, while the Familiarization Program continues to grow at a rate of 12 languages per year. These products are also formatted for iPod™ use.

Familiarization materials

DLIFLC has put considerable effort into the development of cultural familiarization and area studies products hosted at www.dliflc.edu.

The **Countries in Perspective (CiP)** series introduces users to a particular country through comprehensive yet accessible surveys of its geography, history, economy, society, and security issues. Each CiP blends in-depth background information and insightful analysis with interactive multimedia pieces.

Easily navigated by topic, these country studies offer a pragmatic yet engaging approach to viewing a region within its larger context. Users are provided with a better understanding of the country as a player on the global stage, including its roles in past and current conflicts.

While CiPs touch upon all of the cultures of a particular country, the **Cultural Orientation (CO)** series focuses on a specific culture and its predominant language. These guides present an objective and practical look at daily life in different contexts. Short, simple dialogues (exchanges) and interactive multimedia pieces complement in-depth infor-

mation on the cultural group. Major themes include religion, traditions, family life, and the respective lifestyles of urban and rural populations. Placing special emphasis on cultural traits that are foreign to American culture, these guides can help minimize culture shock,

as well as defuse and diminish situations in which misunderstandings can lead to conflict.

While each of these products has a final self-assessment, the DLIFLC **Cultural Awareness Assessment (CAA)** evaluates familiarity with specific regional cultures measured in levels from 0+ to 2, on a scale developed using the DoD Regional and Cultural Expertise Guidelines.

No English spoken at FTXs

Though DLIFLC students do not have to sign a contract to guarantee they will not speak English during their Field Training Exercise (FTX) immersions at DLIFLC's Ord Military Community facility, they are expected to speak exclusively in their target

language, and are closely monitored by teachers and Military Language Instructors (MLIs) during their stay.

Realizing that language immersions contribute immensely to students' confidence and ultimately impact their final test scores on the DLPT, DLIFLC leadership opened the Ord immersion facility in 2006. The facility today can accommodate up to 80 students during the day, is equipped with two full kitchens, restrooms, showers and sleeping quarters. Depending on the semester the students are attending, language learners participate in one-, two- and three-day FTXs where they are challenged to use their linguistic abilities, critical thinking, and cultural knowledge to perform a range of tasks from assessing military problems to interviewing locals in a variety of simulated venues.

"It was hard to do at first, but then it became more and more natural until eventually I didn't have to think about using it (the target language)," noted one Arabic student.

More than 3,000 students went through one-, two-, and three-day FTX training events in FY09.

	# of Events	# of Students
One-day	30	474
Two-day	97	1925
Three-day	51	766
Total	178	3165

SINCE FY07, 308,723 IRAQI HEADSTART2 PRODUCTS HAVE BEEN SHIPPED OR DOWNLOADED.

Six-week OCONUS immersions piloted

In addition to the FTX immersions at Ord Military Community, DLIFLC organized 17 Outside the Continental United States (OCONUS) immersion trips to China, Egypt, Jordan, and Korea training 131 students in FY09. Nearly 700 students have studied abroad since DLIFLC started its OCONUS immersions in August 2005.

Statistical analysis indicates that a four-week OCONUS immersion has a positive effect on students' language proficiency, particularly in their listening comprehension ability. To build upon the success of the program, DLIFLC piloted two six-week OCONUS immersions in FY09, sending 10 basic course students to China and five intermediate/advanced students to Jordan.

"After the initial language and culture shock, students adapt to a new learning pace, begin to readily grasp content, and develop confidence in communicating with native speakers. By week five, they visibly enhance their fluency in the target language," said Immersion Dean Dr. Jiaying Howard. "Students also gain in confidence in using the language and in cultural awareness."

The benefits of longer in-country immersions have led to the decision of expanding OCONUS immersions from four to six weeks for Category IV languages in FY10.



Technology

The Office of the Chief Information Officer (OCIO) continued to make progress in FY09 toward the goals of its Information Technology (IT) Strategic Plan and the implementation of a wireless network, the largest to be implemented in the U.S. Army.

The OCIO upgraded DLIFLC's Non-classified Internet Protocol Router Network (NIPRNET) bandwidth to 155 Megabits per second (Mbps) in the first quarter of FY09. The Defense Information Systems Agency (DISA) provisioned an Internet trunk line that will allow for a future growth of up to 622 Mbps over the next three years.

Within the classrooms, the OCIO successfully deployed Blackboard® as the Institute's Learning Management System/Content Management System for synchronous and asynchronous instruction and communication between students and instructors.

"Blackboard is now an essential way of communicating with students, from posting materials for assignments to the retrieving of student homework," said Vatche Gazharian, technology specialist at the Emerging Languages Task Force.

DLIFLC will be deploying Version 9 of Blackboard in FY10, which will provide greater flexibility and broader tracking features, among other things.

The Institute has also implemented Share-Point™ as a knowledge management and col-

Country	# of Events	# of Participants
China	4	20
Egypt	6	49
Jordan	3	18
Korea	4	44
Total	17	131

laboration tool for staff, faculty, and students to provide a central capability for document sharing, online workflow, and social networking.

In June of FY09, DLIFLC launched a new interface for its www.dliflc.edu website, designed to provide easier customer navigation and access to

basic language, cultural awareness, and area study materials, most of which are open to the public.

The DLIFLC website now hosts a Language Material Distribution System (LMDS), similar to a virtual shopping cart, through which units and servicemembers can order or

download predeployment language materials free of cost.

Materials highly recommended for download are LSKs and DLIFLC's new HeadStart2 products which can be accessed at <https://lmds.dliflc.edu/home.aspx>

Pashto students design Lewis-Laiq electronic dictionary

When students of Pashto grew tired of having their seven-pound dictionary give them mistranslations of words they looked up, they found a simple solution – they wrote their own program that would handle multiple entries for several meanings of the same word.

"We got tired of the dictionary never being accurate and constantly getting us in trouble in class," said Lance Cpl. Lauren Kohls, who has been studying the language for five and a half months and has the highest listening scores in her class.

The infamous seven-pound dictionary, the only one available for purchase on the U.S. market, was originally produced by Russian speakers, presumably after the 1979 Russian invasion of Afghanistan.

"The dictionary was written by non-natives, so the dialect translations are not captured. There is no demonstration of the contextual aspect of the language," said Dr. Basheer Laiq, who is helping the students with their dictionary project.

The original designer of the dictionary is Airman 1st Class Jason Lewis, who has diligently spent time creating the templates for the class dictionary.

"I hope I can design something that is free standing, and available for other



troops to use once we graduate and move on," said Lewis, who explained that there is ample room in the program for multiple definitions and explanations for the words, should there ever be a disagreement.

"The problem is that the dialects vary from village to village," said Air Force Staff. Sgt. Matt Russell. "With this electronic dictionary, we can enter as many translations as we want, so we can literally have each instructor give his or her own dialect definition of a particular word."

Thus far the Lewis-Laiq dictionary contains approximately 15,000 entries. The Pashto students agree the electronic dictionary is much easier to use than the heavy traditional paper versions provided.

“Learning a new language gives the student a glimpse of a different world and many possibilities. As hard as it may be to learn a language, it is also easy to lose it. Students must maintain their language.”

Assistant Professor
Emil Vardeh, Persian Farsi
Department

2.0 FOREIGN LANGUAGE SUSTAINMENT AND ENHANCEMENT



Language Training Detachments

Prior to 9/11, DLIFLC's language training mission was limited to resident basic course acquisition and a few resident intermediate and advanced courses taught at the Presidio of Monterey. With the change in the world geopolitical landscape, user intelligence agencies identified a need to have their assigned linguists reach higher levels of proficiency. This would require more training opportunities and better access to language training materials. They requested and provided seed money for DLIFLC to expand its post-basic mission through language training detachments at sites with high concentrations of language professionals assigned.

Today, there are 18 different locations where DLIFLC instructors teach, mentor faculty members, write curriculum, conduct pilot programs, or instruct language and cultural familiarization courses. Of the 18 LTDs, more than half a dozen are dedicated to teaching language sustainment and enhancement to professional linguists, with more than 100 assigned faculty teaching 13 languages.

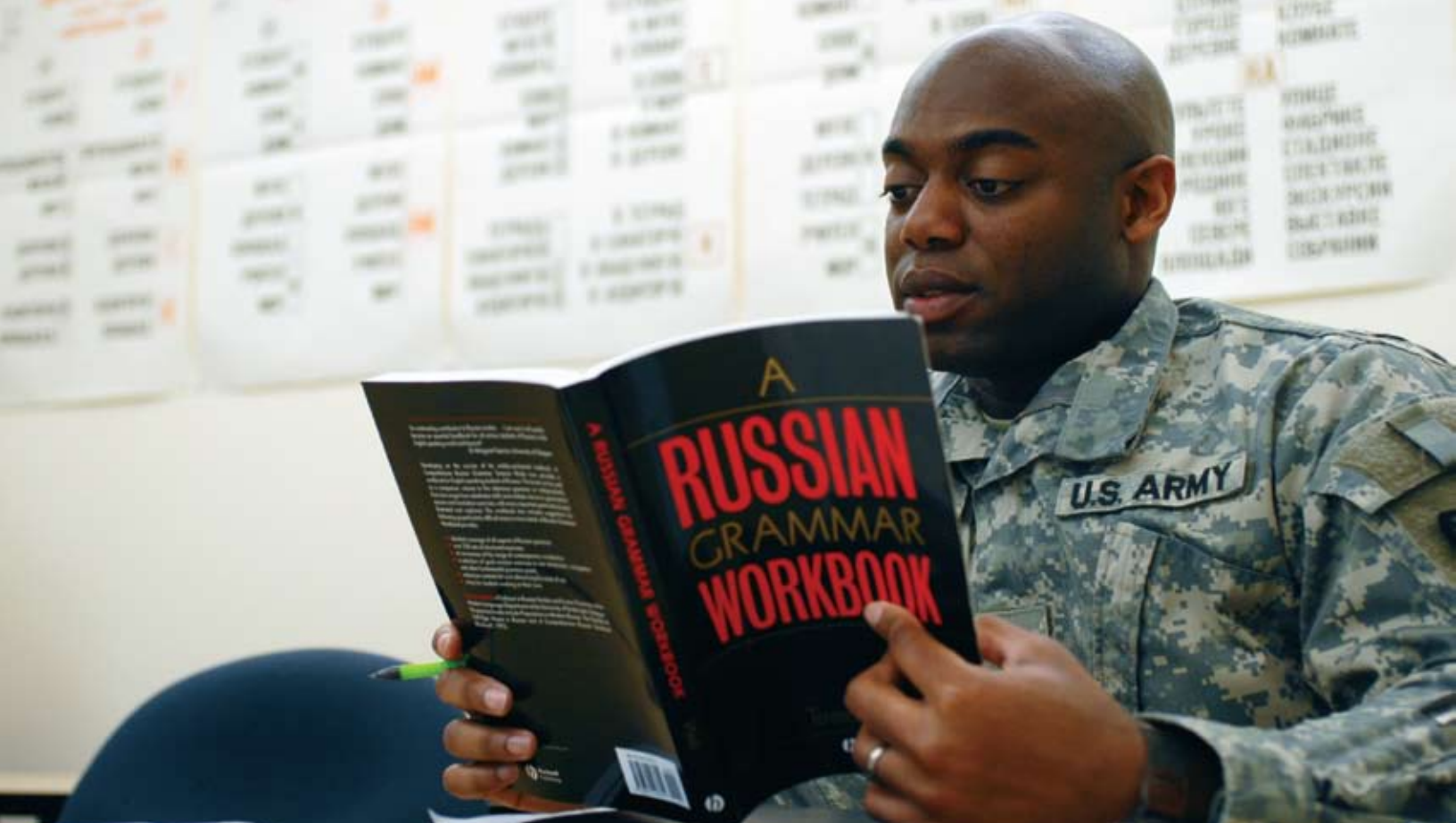
Current language sustainment LTDs are located in San Antonio, Texas, Fort Meade, Md., Fort Gordon, Ga., Offutt Air Force Base, Neb., Mililani, Hawaii, Elmendorf Air Force Base, Alaska, Garmisch-Partenkirchen, Germany, and Osan Air Force Base, South Korea.

During FY09, instructors taught 441 courses to 2,684 students for a total of 85,055 hours.

Post-basic curriculum development

To fulfill the National Security Agency's requirement for linguists to participate annually in significant training events, the Institute developed curriculum for several six-week post-basic course modules.

Students pilot these modules in the resident intermediate and advanced courses before they are exported to the field. The modular layout allows maximum flexibility with a tailored curriculum for learners. By design, each six-week course is content-, task-, and web-search-based, proficiency-oriented, and learner-centered. Although modules assume teacher-mediation, these courses foster student autonomy and integrate general proficiency and performance skills.



Each course is self-contained, covering the five main content areas of culture/society, geography, politics/economy, military/security, and technology/science. DLIFLC laid out the program with increasingly more in-depth explorations of culture and area studies.

In FY09, the Institute developed eight six-week post-basic course modules for Bosnian/Croatian/Serbian and four six-week post-basic course modules for Hindi, Pashto, and Tagalog. Post-basic course modules for Russian, Arabic, Dari, Hebrew, and Persian Farsi were revised, while the Korean project was completed at the end of FY09.

North Korean dialect course

The Continuing Education Directorate initiated an intermediate/advanced North Korean course development project in August FY09, intended to help students develop Korean proficiency at ILR levels of 3 and 4 by incorporating the North Korean dialect into the curriculum.

Linguistic differences, developed over half a century of division between North and South Korea, along with historical and sociocultural references being used in North Korea today, are featured in the new course.

“Traditionally, these deeper layers of understanding were

something that individual linguists and analysts acquired through years of work experience, but this program has the potential to provide that same understanding to a larger group of people in a more limited amount of time,” explained Resident Course Dean Sahie Kang.

DTRA RACSPC Program

The 47-week Russian Arms Control Speaking Proficiency Course (RACSPC) trains military linguists from all services as interpreters for assignment to the Defense Threat Reduction Agency (DTRA). DTRA employs military interpreters to participate in visits and inspections within the framework of

international arms control treaties and agreements to include the Strategic Arms Reduction Treaty (START), Open Skies Treaty (OS), Conventional Forces Europe Treaty (CFE), Cooperative Threat Reduction Program (CTR), and the Plutonium Production Reactor Agreement (PPRA).

Small class size, low student to teacher ratio, extensive one-on-one conversation, and real-world interpreting excursions in the local community, are key to achieving the high proficiency in all skills required for carrying out these missions.

Of the 20 students who graduated from the program in FY09, all met or exceeded the course graduation criteria. Eleven scored L3/R3 or higher on the DLPT5, and 10 scored 3 or higher on the OPI.

While serving in DTRA, course graduates routinely interpret for military-diplomatic missions, often involving senior ranking national dignitaries.

Weekly Training Events

Weekly Training Events (WTE), designed at the request of service agencies seeking ready-to-use study materials for professional linguists, are web-based language learning objects packaged in four-hour tutorials.

The WTE developer teams have augmented their production of lessons in FY09 for professional linguists by adding hundreds of hours of instruction online in the following languages: Arabic, Chinese, Dari, Hindi, Korean, Kurmanji,

Pashto, Persian Farsi, Russian, Sorani, and Tagalog.

These materials in turn aid Command Language Program Managers (CLPM) who manage linguist careers and are responsible for providing study materials.

CLPMs coordinate and track the testing of their unit's linguists. To better aid some 300 CLPMs stationed worldwide, DLIFLC's Command Language Support division offered 14 language manager courses to CLPMs. In FY09, a total of 232 language managers were trained.

"Our program now includes traveling to locations to deliver CLPM training to managers in the field," said Robert Wekerle, DLIFLC CLP Support manager.





Global Language Online Support System

Responding to the need to use authentic materials in the basic course as early as possible, in FY09, Global Language Online Support System (GLOSS) developers started producing exercises at the 1 to 1+ ILR level. Though challenged by the need to reformulate linguistic and functional objectives for lower proficiency level lessons, developers created 250 L1 and L1+ lessons in FY09.

For FY10, developers plan to make available 700 new lower level lessons, all located at <http://gloss.dliflc.edu>.

“We are building an online scaffolding that will allow the

language learner to move from familiarization to the 1+ level and beyond. This work will be useful in helping all DoD language learners – whether they have taken some language in college, are Special Forces personnel, or are Soldiers who had some type of predeployment familiarization training,” said DLIFLC Commandant Col. Sue Ann Sandusky.

Meanwhile, GLOSS continues to develop language maintenance and proficiency enhancement exercises for independent language learners and has higher-level supplemental materials for use in the classroom. GLOSS currently has 3,654 lessons in 29 languages online.

GLOSS languages:

Albanian, Arabic, Azerbaijani, Chinese, Croatian, Dari, French, Greek, Hausa, Hebrew, Hindi, Indonesian, Japanese, Korean, Kurdish-Sorani, Kurmanji, Pashto, Persian, Portuguese, Punjabi, Russian, Serbian, Spanish, Swahili, Tagalog, Thai, Turkish, Urdu, and Uzbek

Reaching out to language learners

Distance Learning

To provide linguists with follow-on training that will lead them toward achieving a life-long learning goal of L3/R3/S3, DLIFLC's Continuing Education Directorate's programs include resident language courses, instruction conducted via distance learning such as Video Tele-Training (VTT), the Broadband Language Training System (BLTS), instructor Mobile Training Teams (MTT), and instruction at Language Training Detachments (LTD) established throughout the country at the demand of the Services.

“Non-resident foreign language support provided through distance learning to DoD and other government agency linguists experienced tremendous gains in vol-

ume and scope in FY09,” said School of Distance Learning Dean Mike Vezilich, whose division was established over the past year to accommodate the growing need for distance education. “MTT, VTT, and BLTS delivery increased from 12 to 19 languages supported by our division.”

Total instructional hours in 16 languages more than doubled from 14,399 in FY08 to 30,915 in FY09. “Similarly, we experienced a 27 percent increase in the total number of

classes taught, which was 284, and a four percent increase in the number of students instructed, numbering 1,119,” said Vezilich, explaining that the statistics are consistent with the goal of producing higher proficiency skills, in contrast to the maintenance of minimal proficiency skills.

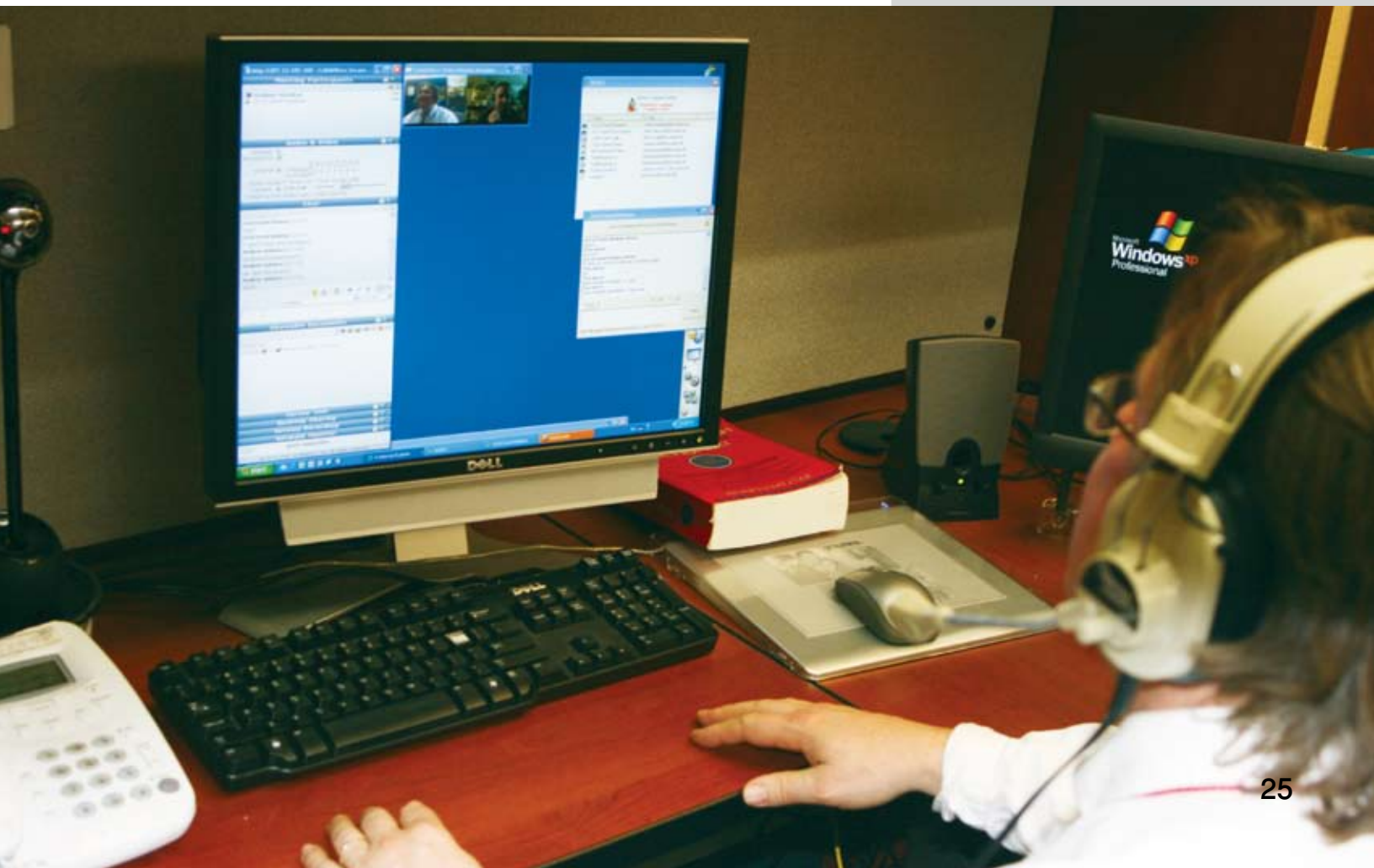
In response to demands from Command Language Program Managers and isolated field linguists for training opportunities to better prepare for taking the new DLPT5,

Distance Learning created a DLPT5 Online Readiness Course for Arabic, Chinese, Korean, Serbian/Croatian, and Spanish, which is delivered via BLTS and the Blackboard Learning Management System. Primarily a self-study individually-tailored course, students complete it at their own pace with the aid of an e-mentor with whom they periodically interact in online synchronous sessions.

Though some 84 percent of distance learning requests from field units continue to be

Distance Learning

	2004	2005	2006	2007	2008	2009
TOTAL HRS	9,170	11,021	12,267	16,340	14,399	30,915





for instructor MTTs that provide tailored language instruction on location for two to six weeks, demands for virtual classroom instruction have increased four-fold.

DLIFLC is currently providing ongoing support to the National Defense University, Naval Postgraduate School, the greater FAO community, and AFRICOM, via BLTS and VTT.

Diagnostic Assessment

To overcome the challenge of assessing students' linguistic abilities, whether in the basic course, post-basic course, or in preparation

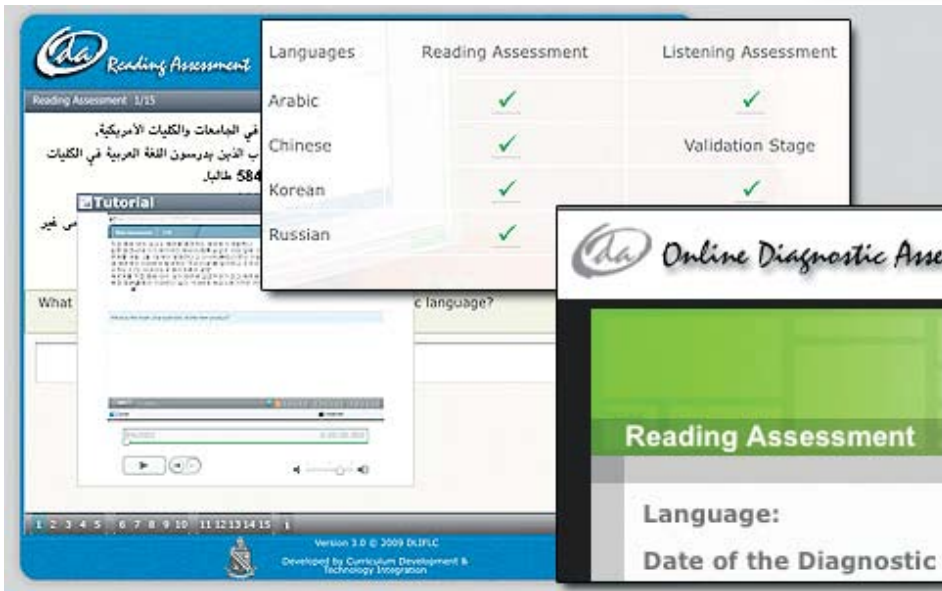
to go on an out-of-country immersion, DLIFLC developed a Diagnostic Assessment (DA) three-skill test that determines a student's strengths and weaknesses. A complete learner profile is ultimately shared with the student and instructors in order to help the student concentrate on areas in need of improvement.

To meet the needs of conducting diagnostic assessments in the field and at the Institute, DLIFLC's Diagnostic Assessment Center (DAC) conducted six DA certification workshops, training 85 DLIFLC instructors and 22 LTD faculty working off-site. Additionally, DAC

established a Blackboard site to accommodate faculty training needs.

The schools in the Undergraduate Education program implemented more than 745 DAs for basic course students in FY09, while the Directorate of Continuing Education completed more than 242 DAs for post-basic students.

For basic course students in academic jeopardy, DAs contribute to reduction in academic disenrollment, while post-basic students have an opportunity to receive meaningful, tailored instruction for their needs.



Because traditional DA's are conducted by trained DLIFLC instructors on location and are labor intensive, DLIFLC developed a computer-adaptive task-based Online Diagnostic Assessment (ODA) tool that assesses language abilities ranging from ILR Level 1 to Level 3.

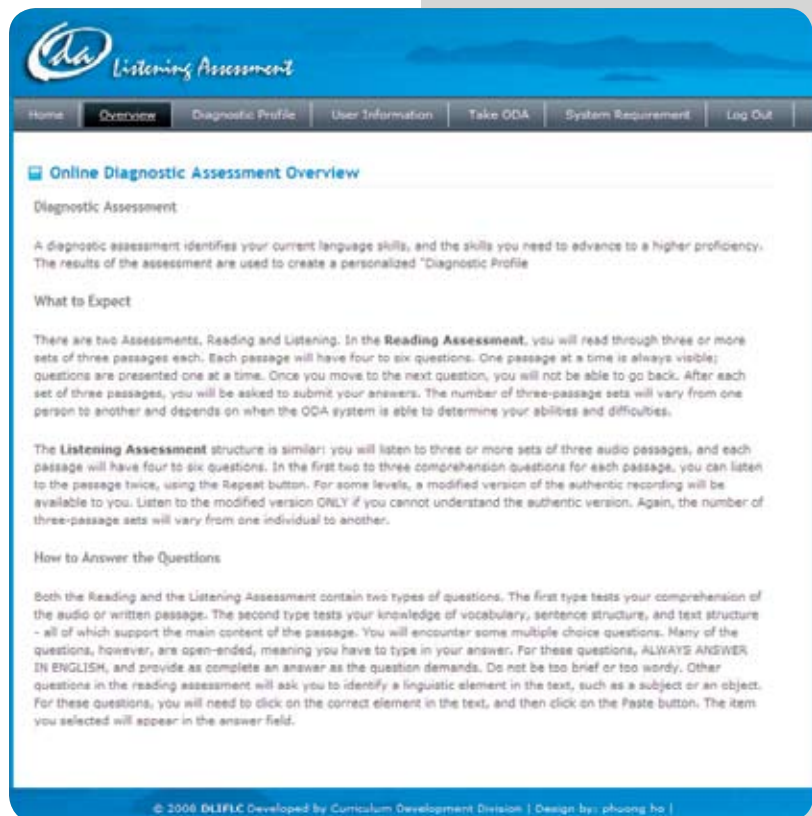
"The ODAs are saving the government hundreds of thousands of dollars because it takes two testers to conduct a face-to-face interview, with at least one more instructor to write the summary and learning plan, not to mention the convenience of a computerized test," said Curriculum Development Division Dean Kiril Boyadjieff.


ODA currently offers a fully operational web-based diagnostic assessment of Arabic, Korean, Chinese and Russian in reading and

listening, as well as Persian Farsi in reading. Persian Farsi listening is currently under development. All assessments are extensively field-tested before being published on the ODA site. The data collected

in field-testing is used to recalibrate items, while the performance of operational items is also closely monitored and regularly updated.

More than 5,000 resident and non-residents linguists have used the ODA system since its inception. Some 1,600 new users took advantage of the system in FY09, while languages planned for FY10 are Dari, Tagalog, and Spanish.





Each day I try to elicit higher level language so that the students will come up with their own ideas. This creativity ultimately brings them to higher proficiency levels, which in the end pays off when they take their final DLPT and OPI exams.

Afzal Khan, Urdu Assistant Instructor



DLPT5

The fifth generation Defense Language Proficiency Test (DLPT5), fielded for the first time in FY06, is now an accepted component of the foreign language training and assessment regime for DoD language learners.

Available today in 22 languages, FY09 saw the roll out of DLPTs in upper range Japanese, upper range Modern Standard Arabic, upper range Kurdish-Sorani, and lower range Chavacano. More than three quarters of all DLIFLC graduates in FY09 took a DLPT5-series test for their end-of-course assessment.

Web-delivered and based on a significantly enhanced method of measuring its construct, the DLPT5 incorporates longer passages of authentic material and requires examinees to demonstrate sustained performance at each proficiency level. Item-re-

sponse theory analysis permits DLIFLC test developers to continually monitor and refine test item performance, giving the test a high level of reliability and validity.

But as with any groundbreaking endeavor, DLPT5 has had its share of controversy. Because of its increased rigor, linguists often experienced a drop in results the first time they took the test. But this “wake-up call” is helping all DoD language learners focus on sustaining and enhancing their language skills.

During FY09, DLIFLC benefitted again from the advice and technical insights of the Defense Language Test Advisory Board (DELTAB), convened by the Defense Language Office.

As a result of DELTAB recommendations, DLIFLC produced a framework document describing the DLPT5

test construct, design choices and consequences and scoring procedures. In addition, DLIFLC is preparing to conduct standard setting studies in FY10, based on DELTAB advice, to bring stakeholder experts into the process of determining cut scores through a transparent process of item evaluation panels.

DELTAB also reviewed DLIFLC’s detailed analysis of DLPT5s in Russian, Chinese, Spanish, Persian Farsi, and Modern Standard Arabic (MSA) that contributed ultimately to the recommendation to adjust the mastery criterion in the MSA test’s scoring algorithm. Approved by the Under Secretary of Defense for Personnel and Readiness in February 2009, the new mastery criterion test went into effect as DLPT5.1 for MSA.

Very Low Range Testing

In mid FY09, DLIFLC was asked to address the needs of the Special Forces community by developing testing materials at lower levels so they could assess the effectiveness and augment the training of their shorter courses. Resources were given to the Institute to develop very low range (VLR) DLPTs, online language materials, HeadStart2 programs in Special Forces-interest languages, and establish additional LTDs to support the community.

With funding from the Defense Language Office (DLO), DLIFLC's Test Development

Division began developing VLR DLPTs under contract in nine languages: Pashto, Dari, Urdu, Persian Farsi, Iraqi, Spanish, French, Korean, and Chinese-Mandarin.

The tests will cover levels 0+ to 1+ and are scheduled to be released in the late fall of 2010. As part of the development process, a VLR framework document, similar to the overall DLPT5 framework document, has been disseminated to stakeholders to ensure that the tests will meet stakeholder needs. The contract also includes standard-setting studies, which will include representatives from stakeholder groups.

Oral Proficiency Interview

Requests for Oral Proficiency Interview (OPI) exams have been on the rise over the past several years, mainly due to the Special Forces' community needs for lower level testing.

To ease the burden of administering OPIs, DLIFLC has contracted with the American Council on the Teaching of Foreign Languages (ACTFL).

During FY09, DLIFLC testers conducted 4,029 OPIs, while ACTFL testers conducted 5,486, totaling 9,515 OPIs. The number of exams administered in FY09 more than doubled in comparison to 3,879 tests conducted in FY08 in well over 80 languages.

To maintain OPI standards and accuracy of testing, the Proficiency Standards Division requires a certain number of OPI tests to be quality controlled by third raters each year. In FY09, the division reviewed approximately 12 percent of the total tests conducted.

"We monitor more than 450 OPI testers and perform quality



control on 10 to 20 percent of the OPIs performed, which includes quality control of the ACTFL tests. Every OPI tester goes through annual recertification done in language groups,” said Dr. Monika Ihlenfeld, dean of the Proficiency Standards Division of the Directorate of Evaluation and Standardization.

Because of the labor-intensive nature of conducting OPIs, which requires two testers to conduct one test, DLIFLC has contracted with ACTFL to produce reliable automated speaking tests.

During FY09 Arabic, Chinese Mandarin, French, Korean, Persian Farsi, and Russian were developed and a second validation phase is scheduled for spring FY10. Meanwhile, Indonesian, Pashto, and Tagalog are in the first phase of development.

To help instructors at the Presidio of Monterey better understand and apply the Interagency Language Roundable standards, the Proficiency Standards division designed a new 40-hour workshop called OPI 101, for teachers who are not OPI testers. The workshop provides in-depth understanding of the ILR scale and OPI tasks for attaining Level 2 in speaking proficiency. Six iterations of OPI 101 were conducted for Arabic teachers with a total of 54 participants in FY09.

In-Course Proficiency Tests

To better assess student progress toward global language proficiency in the classroom, and to standardize the in-school assessments of the many language departments throughout DLIFLC, the In-Course Proficiency Test (ICPT) was established to provide the student with a DLPT-like testing experience that would also measure his or her proficiency level.

“If students are supposed to be systematically growing in their ability to use real language, they should have some graded course tests that specifically measure their emerging ability at key points in the course,” explained ICPT Director John Neff, adding that the ICPT is also a helpful tool for instructors to gauge student progress.

Perhaps more importantly, the ICPT demonstrates students’ abilities to carry out specific language “performance tasks,” commonly known as the Final Learning Objectives (FLOs), that enable them to perform in their future military language assignments.

In FY09, ICPT pursued development and implementation of task-based proficiency-oriented listening and reading and FLO performance skills tests in seven languages: Korean, Spanish, Russian, Chinese Mandarin, the Iraqi Arabic

dialect, and Japanese.

Piloting was completed for 35 ICPTs in FY09, while 49 ICPTs were in progress. Additionally the division started developing entirely new test batteries in Japanese and Iraqi.

In January FY09, the first iterative testing lab administration of a fully automated ICPT was implemented.



4

4.0 FOREIGN LANGUAGE RESEARCH AND PROGRAM EVALUATION



Predicting language learning with DLAB

CASL projects and DLAB

In conjunction with the Center for the Advanced Study of Language (CASL), several research projects were continued or launched by DLIFLC's Research and Analysis (RA) Division, under the Language Science and Technology Directorate, in FY09.

Development of a new Defense Language Aptitude Battery, called DLAB II, continued in FY09, with the CASL team and DLIFLC's faculty cooperating to examine the benefits of adding to the exam new assessments of key cognitive skills and abilities, personality, self-discipline, and motivation.

Other projects included the completion of the Pre-DLAB screening instrument, which will be made available for use by the Services to screen potential recruits for language aptitude. This screening test will allow recruiters to determine if a recruit is likely to score above the minimum threshold on the DLAB.

Additionally, CASL and RA at DLIFLC have designed and launched a study of passage length and other factors related to the difficulty of DLPT test items. The first phase of this study will consist of a review of the existing literature detailing the cognitive and linguistic

factors that affect listening comprehension in a foreign language. The knowledge generated in this project will inform development of future generations of the DLPT.

Distance Learning program evaluation

RA is likewise working closely with the Continuing Education Directorate's new distance learning agenda to research and evaluate several programs.

During FY09, RA has been coordinating an Army Research Institute project to examine best practices in the use of distance learning technologies in support of foreign language learning and sustainment. Products from this contract include an excellent in-depth review of current distance learning literature and will culminate with a hands-on workshop for DLIFLC distance learning faculty.

In another project, RA assessed the utility of three curriculum delivery systems (self-study alone or self-study with either an e-mentor or a face-to-face mentor) in a Pashto Head-Start2 Pilot Program. At present, RA is in the preliminary stages of creating an evaluation plan for AF/PAK Hands, Phase II, in which CE will use distance learning instruction to

support the ongoing learning of Pashto, Dari, and Urdu among military personnel deployed to Afghanistan and Pakistan who have already had sixteen weeks of instruction during AF/PAK Hands, Phase I.

DLPT5 Semester II testing

In late 2008, DLIFLC began administering DLPT5 listening and reading tests at the end of Semester II of the basic course program. The goal of this testing was to help students overcome testing anxiety and to obtain information on student proficiency in order to help focus student efforts during their last semester at DLIFLC.

From the beginning of the initiative, members of RA began tracking the data and surveying both students and faculty perceptions of the initiative. Data have shown that the initiative is having a beneficial impact, while student opinion is positive and faculty have made instructional changes such as allocating more time to listening instruction. As a result, the end of program DLPT5 scores for students who were tested in Semester II are higher than scores for comparison classes which graduated before the onset of Semester II tests.



Establishing an Institutional Research Board

The RA has spearheaded the formalization of DLIFLC's Human Research Protection Program (HRPP). The HRPP, which is required by federal regulations, is necessary to ensure the safety of human participants in research.

The DLIFLC Institutional Research Board (IRB) was established in FY09, a major step toward bringing DLIFLC into compliance with HRPP regulations and guidelines. The IRB provides oversight for all academic and scientific research conducted at DLIFLC that involves human subjects.

"The Institutional Research Board consists of 14 civilian and military DLIFLC faculty and staff who meet quarterly to review all research proposals and determine which proposals are subject to and meet the federal regulatory criteria," said Dr. Jeff Crowson, senior research scientist of the RA Division, and chairman of the IRB committee.

"We are tasked to ensure all ethical guidelines are met as set forth by federal regulation. For example, if a person wanted to conduct a study that includes interviews with students or faculty, they would typically have to submit their proposal and we would review it," he said.

To this end, Crowson has drafted a major policy docu-

ment describing the DLIFLC HRPP rules and regulations and has facilitated the establishment of an IRB Committee, whose members are appointed by, and report to, the Commandant. The division continues to assist and coordinate research done by DLIFLC faculty and external researchers.

360° Evaluation study of DLIFLC's courses

To assess the effectiveness of the implementation of the Proficiency Enhancement Program (PEP), DLIFLC's RA division conducted a 360 Evaluation study in FY09 of the basic course instructional programs. Results of the basic course evaluations assisted

instructional staff and educational and DLIFLC leadership to identify best practices, specify opportunities for improvement, and facilitate development and implementation of instructional improvement activities within the eight schoolhouses.

While the Arabic, Spanish, French, Russian, and Korean departments used their FY08 and FY09 evaluation data and information to develop specific action plans for improvement, the study continued in FY10 with the assessment of Middle East III and the developing language programs of Hindi, Indonesian, Sorani, Urdu, and Uzbek language programs taught at the Emerging Languages Task Force.

DLIFLC senior leaders are currently reviewing the summative evaluation report which incorporates results from data review, focus groups, individual interviews, and classroom observations.

Post-basic courses developed for LTDs under PEP funding were also evaluated. The post-basic course evaluation provided Curriculum Development and Continuing Education staff with feedback from LTDs regarding the course content and format, along with specific suggestions for process improvement and greater user satisfaction.

Evaluations Division devises new surveys

DLIFLC's Evaluations Division recently implemented a new collection platform to gather survey data from current and former DLIFLC students worldwide.

The Evaluation division, responsible for developing and administering the Interim Student Questionnaire and End of Course Questionnaire, administered surveys to 132 external training programs as well as Interim and End of Course surveys to all graduating resident students.

The department has also implemented a new Attrition Survey to explore the causes for student attrition and methods needed to reduce attrition. In addition, the Division has devised special program surveys for programs being carried out at Fort Huachuca, Ariz., and at DLIFLC's Washington, D.C. branch.





5

5.0
MILITARY
TRAINING
SUPPORT FOR
SOLDIERS,
MARINES AND
SAILORS



Emphasizing the shift in U.S. military policy toward the importance of cultural awareness and basic language knowledge of servicemembers, DLIFLC hosted a number of high-level military commander visits in FY09.

Navy Adm. Mike Mullen, Chairman of the Joint Chiefs of Staff, visited the Presidio of Monterey Aug. 10, where he spoke to some 2,000 servicemembers about the significance of studying language and culture in a world where change is the “new normal” in the current international climate of political affairs.

“As you go through these courses, no matter how long, they are as important as any undertaking that we have in the United States military right now,” he said. “And you really have great, great potential for

making a huge difference,” said Mullen. “A few years ago we would not have been focusing on, as we are now... Dari or Urdu or Pashto or Farsi or Arabic or Hindi, and many other languages which are covered here,” he said. “But just that group speaks to the extraordinary change that we’ve gone through as an institution in our requirements.”

Mullen characterized students at DLIFLC as being “at the heart,” both of the military’s public outreach efforts in places like Afghanistan and within the U.S. military amid the cultural reform taking shape.

“You are at the heart of change, and that’s what I would call the external effect,” he said. “But what you’re also causing is change internally to our services, because we’re going to have to figure out different ways to promote, differ-

ent ways to educate, different ways to train, compared to what we’ve done in the past.”

Training and Doctrine Command (TRADOC) Gen. Martin Dempsey called DLIFLC the Army’s “educational treasure,” during a visit to the Institute on Sept. 24.

Sharing his thoughts on the value of language and culture training for servicemembers at DLIFLC, Dempsey said that “culture and foreign language are... those tools that allow us to build the kind of leaders that are adaptive and can win in [a competitive] environment.”

The commander of the **U.S. Special Operations Command (USSOCOM) Adm. Eric Olson** also visited DLIFLC this fall, to discuss a surge in foreign language training requirements and changes that were taking place within the Special Forces training programs. A



two-time graduate of DLIFLC (French and Arabic), Olson was interested in a variety of foreign language teaching issues, including testing and new technologies used in the classroom to enhance foreign language acquisition.

517th Training Group stands up

As a result of significant growth at DLIFLC, the Air Force stood up the 517th Training Group at the Presidio of Monterey May 15, 2009.

DLIFLC's Assistant Commandant, Col. William Bare, took command of the 517th

TRG, providing local leadership to more than 1,000 Airmen in the 311th and 314th Training Squadrons.

Last year, the 311th squadron split in half and the flag of the 314th Training Squadron was moved from Fort Huachuca, Ariz., to the Presidio.

Military Training and community service

The rigors of learning a foreign language at DLIFLC, five days a week, seven hours per day, coupled with two to three hours of homework nightly, are carefully balanced with military training requirements, to

maximize the overall success of Soldiers, Marines, Sailors and Airmen who attend the Institute.

The 229th Military Intelligence Battalion conducted four Military Training Days, developing some 1,500 Soldiers' abilities in numerous Warrior Tasks and Battle Drills. The training, conducted at Ord Military Community, Fort Hunter Liggett, Camp Parks, and Camp San Louis Obispo, involved tasks that ranged from Rifle Marksmanship to First Aid.

But unlike other training units in the Army, the 229th MI BN Soldiers performed many of these tasks in their target language. Realistic scenarios,

conducted in target languages, challenge Soldiers to adapt and apply military skills, language proficiency, and cultural astuteness in operational environments similar to situations they may face as linguists assigned overseas.

While in training at the Presidio of Monterey, servicemembers volunteer in more than 60 community area sporting and other charity events. In FY09, more than 76,000 hours were contributed to some 78 community events, including cleaning up local beaches, helping at the Big Sur International Marathon, Operation Yellow Ribbon, and Relay for Life. Servicemembers also selflessly give to the community by donating

blood each year to the Community Hospital of the Monterey Peninsula (CHOMP).

“Last year we collected 962 units of blood from servicemembers at the Presidio, which is 13.4 percent of our annual supply,” said Sharon Paddock, supervisor at the CHOMP Blood Transfusion Center. “DLI’s participation in our blood drives is really critical to the health of our community’s blood supply.”

General Instructional Buildings

Anticipating the growth in demand for strategically important languages such as Arabic, Persian Farsi, Dari, Pashto,

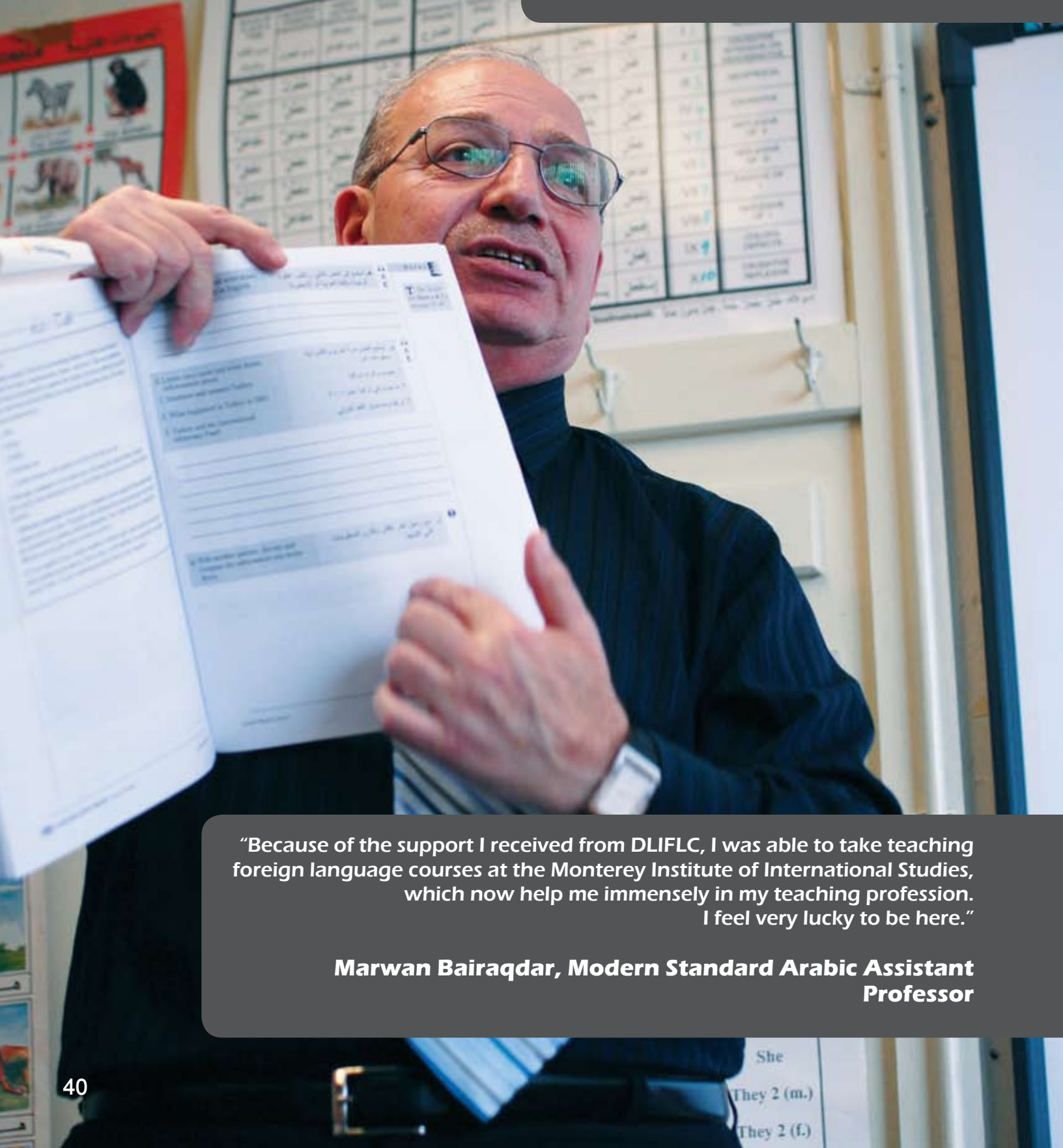
and Urdu, DLIFLC worked to move forward on the construction of three General Instructional Buildings (GIB).

The construction of the first building, which is 81,000 sq. ft. large, will provide 60 classrooms and accommodate 360 students, began in September 2008 and is projected for completion in late 2010. The second GIB is projected to be finished by December FY11 and will accommodate 200 students, while the third GIB is scheduled to be occupied by August FY13 with the capacity to hold 600 students.



6.0
PROFESSIONAL
DEVELOPMENT
AND SUPPORT TO
STUDENTS, FACULTY,
AND STAFF

6



“Because of the support I received from DLIFLC, I was able to take teaching foreign language courses at the Monterey Institute of International Studies, which now help me immensely in my teaching profession. I feel very lucky to be here.”

Marwan Bairaqqdar, Modern Standard Arabic Assistant Professor

FY09 was designated as the “Year of the Faculty,” in recognition of the extraordinary efforts put forth by more than 1,700 faculty members who not only teach, mentor, and support students in their language acquisition, but also help immerse young servicemembers in a language and culture vastly different from their own.

“What I do is not only teach Iraqi, I teach them the culture, because the nature of the dialect is really more cultural than linguistic, and without this, they cannot understand what the Iraqi people are thinking,” said Kemal Saleh, who currently teaches the new Basic Arabic Iraqi Course.

Recognizing that DLIFLC, as a two-year college degree granting institution, does not have commensurate salaries with other California-based junior colleges, the DLIFLC Commandant established a Faculty Compensation Committee to research and address issues surrounding Faculty Personnel System (FPS) pay.

The research conducted by the committee focused on a review of FPS faculty and General Schedule (GS) compensation since the inception of the FPS in 1997, and a comparison of FPS pay to academic salaries paid by other educational institutions in the Monterey commuting area.

In a visit to Washington D.C. to present the Wage and Salary Division of the Civilian Personnel Management Service with a summary of compensation issues affecting faculty members at the Institute, the committee emphasized that the ceilings of the various pay bands in the FPS had brought about a situation whereby DLI faculty were not retaining base pay annual increases that adequately rewarded their academic contributions at the end of a rating period.

“In the end, we succeeded in raising the top of each faculty pay band by 10 percent, except for the Professor pay band which rose by 1.5 percent,” said Deniz Bilgin, Associate Provost for Operations. “This represents only the potential for faculty members to keep more of their base pay salary, depending on where they fall within the pay band,” explained Bilgin. “This change also ensures greater comparability with people performing similar jobs in government and academia,” he said.

DLIFLC supports faculty and staff by encouraging instructors to seek higher education degrees in the field of second language acquisition and language science and technology.

“Our greatest assets are our teachers, and only through their improvement can we expect our students’ proficiency levels to rise,” said DLIFLC Provost, Dr. Donald Fischer.

In FY09, 107 instructors graduated from higher educational institutions such as Chapman University, the Monterey Institute of International Studies, and California State University Monterey Bay.

Perhaps one of the first places where enhancing one’s teaching skills takes place at DLIFLC is in the robust Faculty Development (FD) division, which trains language instructors in various teaching techniques year-round.

More than 180 faculty were trained via 12 iterations of the four-week Instructor Qualification Course (ICC), which is mandatory for all instructors. Another 92 teachers attended 14 iterations of the Instructor Recertification Course (IRC), required for faculty with more than five years of tenure at the Institute.

FD likewise initiated post-ICC mentoring in order to help the schools transition new faculty into the fast-paced DLIFLC teaching environment. The mentoring programs are helping teachers, both novice and experienced, reach teaching standards in support of students’ attaining PEP goals.



In FY09, FD provided 318 iterations of PEP-related workshops for DLIFLC faculty and instructors based at Language Training Detachments. New workshops were added to the foreign language teacher education program covering topics such as teaching to higher levels, error correction, lesson planning, and intercultural awareness in the classroom.

As an important part of DLIFLC's teaching methodology, FD continued to expand its courses in educational technology, adding workshops to assist with the integration of Blackboard such as "Home-work Applications for Blackboard," and "Developing Quizzes using Blackboard."

In support of an initiative to provide leadership training to faculty and staff, FD provided

53 iterations of leadership and specialized team building courses attended by 358 DLIFLC and LTD participants in FY09. In addition, FD arranged and coordinated 12 different visiting scholar professional development events for DLIFLC faculty and leadership.

To support faculty with enhancing their English skills, FD created programs for the development of academic English skills, addressing communication skills, such as writing e-mails, and using appropriate grammar terminology. A monthly grammar forum dealing with difficult concepts of the English language was instituted in FY09.

Besides providing instruction to DLIFLC faculty, a group of FD instructors had the opportunity to travel to Kazakh-

stan and conduct an 80-hour seminar on Advanced Foreign Language Teaching and Technology at the Kazakh Military Institute of the Ministry of Defense (MIMOD), located in the city of Almaty.

"The teachers were incredibly friendly," said FD Dean Grazyna Dudney, referring to the 25 military and civilian instructors who participated in the workshop at the 5-year military cadet school. "They adapted quickly to the very intense pace of our workshop and were very interested in trying out new approaches to teaching."

DLIFLC has maintained cordial relations with its Kazakh counterpart since the first MIMOD visit to the Presidio of Monterey in 2005.

Language and culture skills save lives

One thing Barry Arsala can say with certainty is that his life has not been boring. He has lived and been educated in three different countries and has survived a multitude of cultural shocks. Today he teaches the Dari language and culture to young military servicemembers at DLIFLC.

“When I was young and studying and traveling through the Middle East and Asia, knowing language, and especially the culture of the people, enabled me to get where I needed to go, whether it was signing up at the university or buying dinner in a restaurant,” explained Arsala.

Having majored in civil engineering at Kabul University, Arsala left war-torn Afghanistan at the age of 23, when the Russians took over in 1979. “We had to flee because my wife was related to the king’s family, while my father-in-law happened to work as a chief of counterintelligence in the Afghan Army,” he said.

“We fled to Iran and there I attended Pahlavi University and studied English literature. But we could not get an immigration visa for the U.S. in Iran due to the hostage crisis. We had to go to India,” said Arsala.

Arsala and his family finally made it to the U.S. in 1982. By 1998 Arsala and his family had moved from Chicago to California. In 2005 he began working at DLIFLC.

“I enjoy teaching language to students here because this is really my true



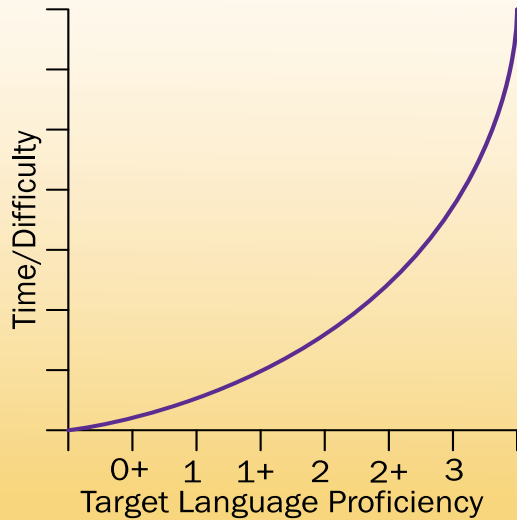
profession. Additionally, I am also able to teach the students about cultural differences and how important that is to be able to communicate with the people,” he said.

“Sometimes soldiers can make mistakes which are really non-intentional but could cost them a lot. For example, I explain to my students that one cannot go into an Afghan house with boots on because they eat and pray on the floor and this is the cleanest place in the house. After someone has walked on the carpet, it is considered unclean,” Arsala explained.

“I also teach them that it is customary to offer people food if you are eating in front of someone. It is very rude in our culture not to offer food, or eat in front of people as a non-Muslim, during the holy month of Ramadan,” Arsala said, adding that culturally insensitive behavior can lead to conflict.

“And there is no reason for that. Just learning the culture can save a life or many lives.”

Interagency Language Roundtable Scale



0+: Immediate survival needs.

1: Limited practical capability, simple courtesies and greetings.

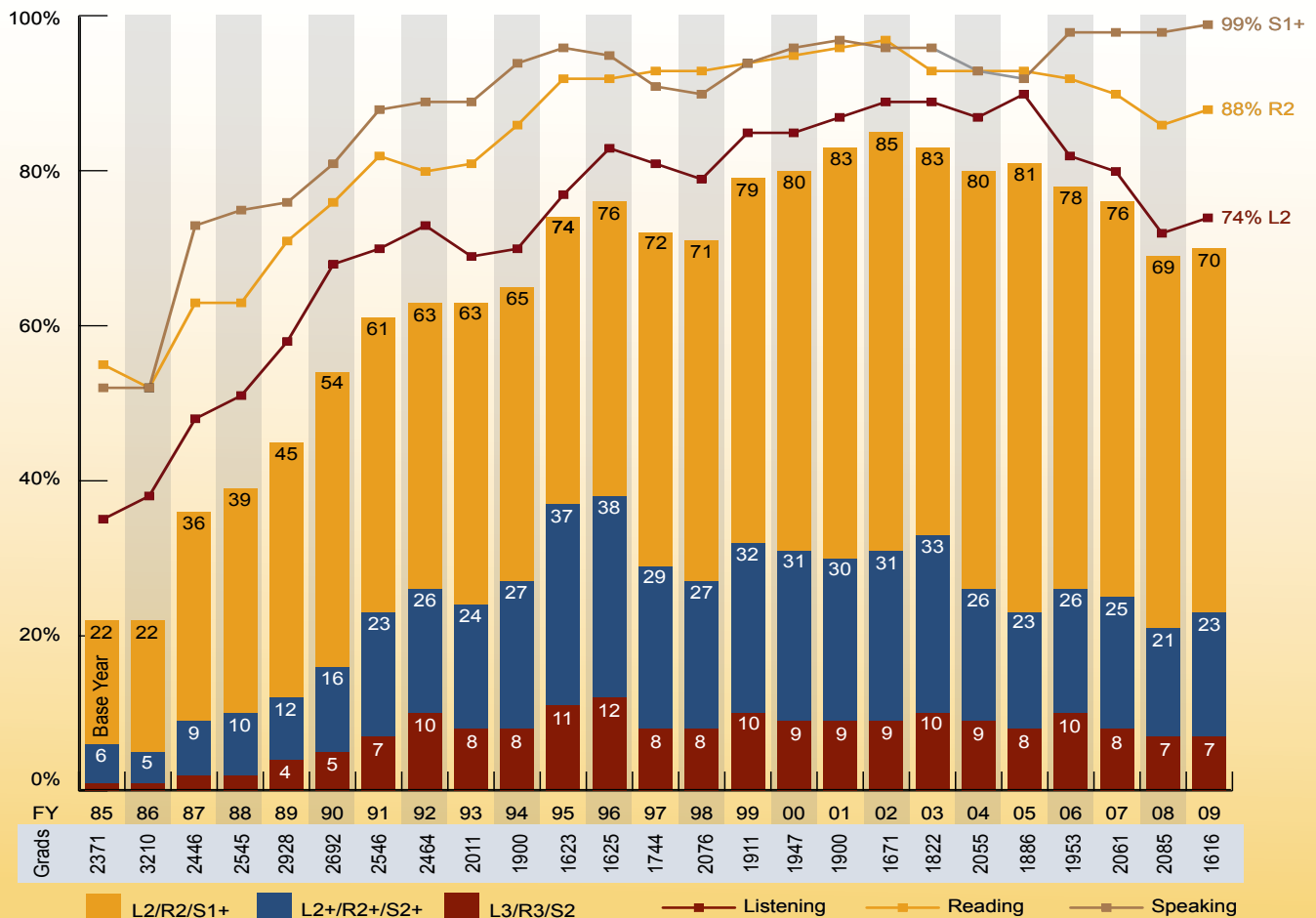
1+: Satisfy limited social situations, can read simple materials, gets some main ideas.

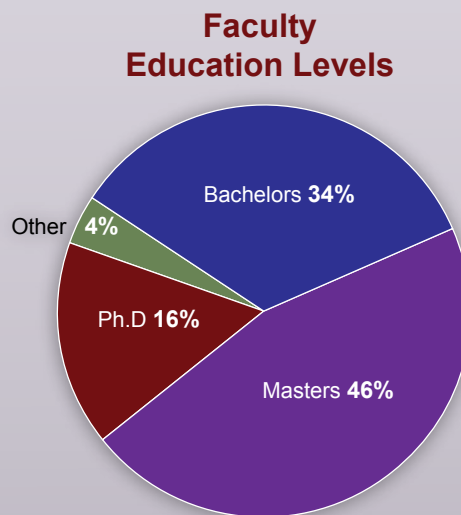
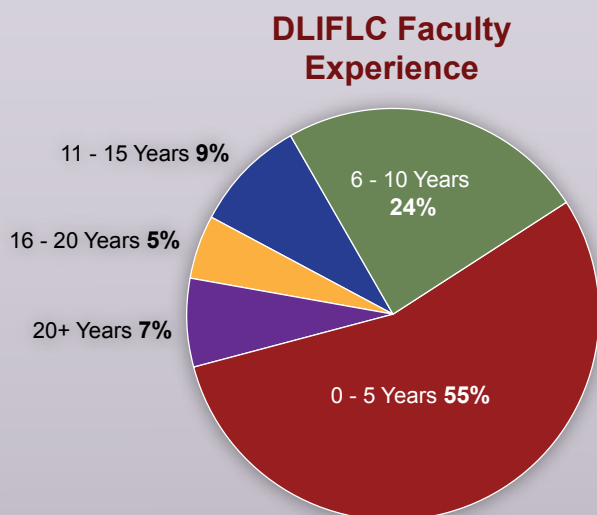
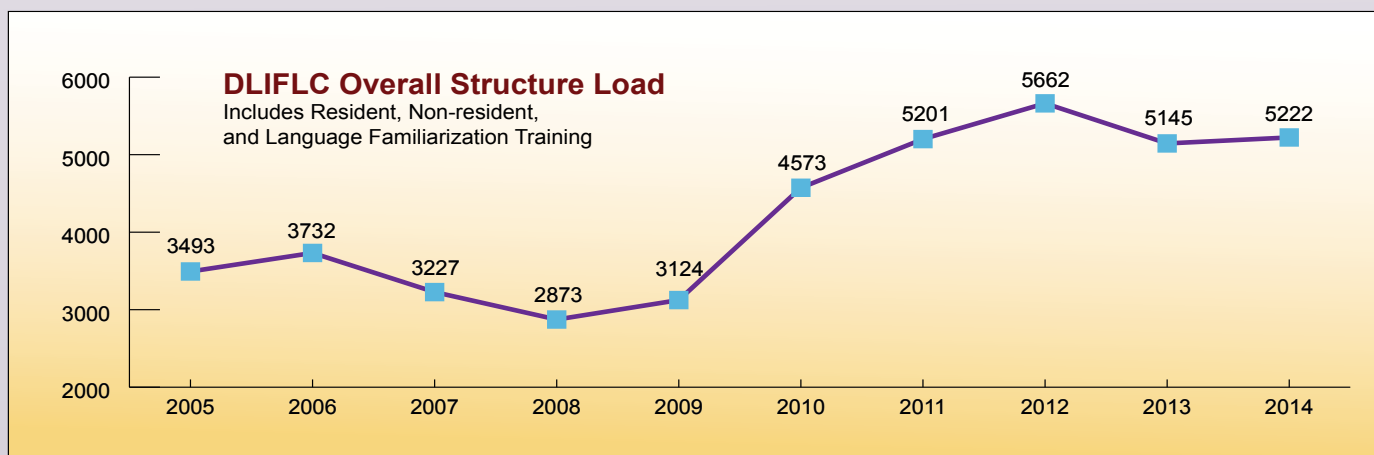
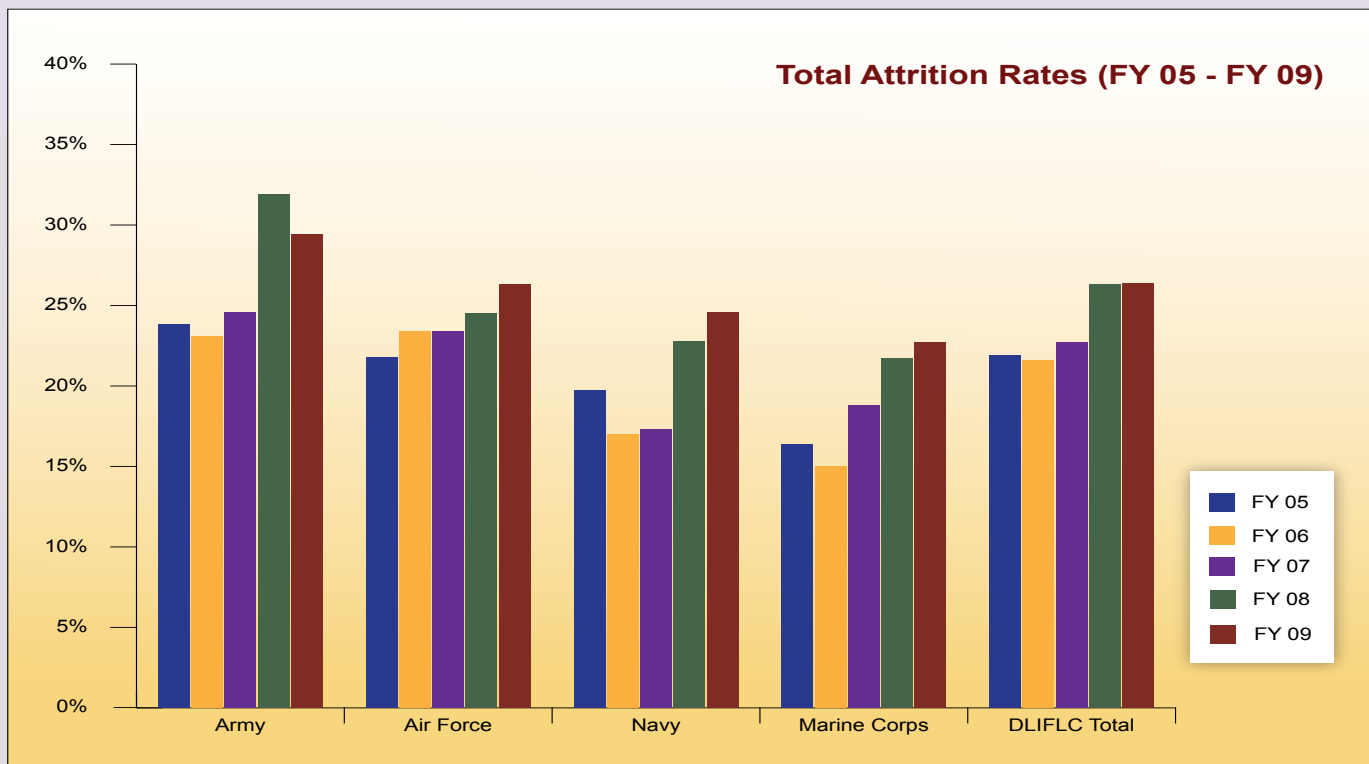
2: Gets the main idea and most details, able to satisfy routine social and limited working environments.

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

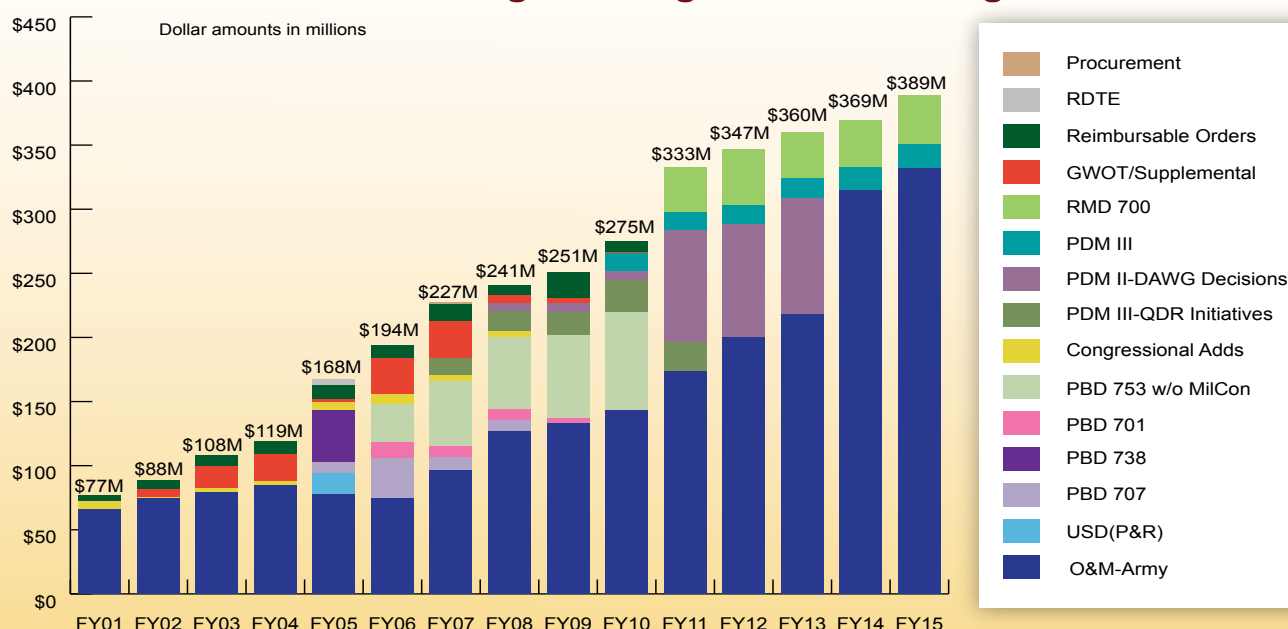
3: General professional proficiency, able to read between the lines, can discuss areas of interest and special fields with ease, can accurately follow the conversations of native speakers.

Basic Course Graduates - DLPT and OPI Results





DLIFLC Historical Budget & Programmed Funding



This bar chart represents the different programmatic funding changes that have occurred at DLIFLC over the years. All numbers are rounded to \$millions. FY09 and earlier, depict actual expenditures, to include reimbursable orders that are not part of the program base funding. FY10 shows the current levels of funding that will change throughout the execution year. FY11 and beyond, are using the FY11 President's Budget Lock estimates for DLIFLC support to the Defense Language Program. The chart does not include the other Army program funds or reimbursements 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.

RMD 700 (President's Budget FY11):

Resources Language Detachments (LTD) at key CONUS installations in support of major deployment operations. Specifically funds traditional LTDs for AF/PAK Hands and augments GPF with LTDs for language instruction. Also institutionalizes and expands the immersion program initiated under PEP (PDB-753).

Global War On Terror/Overseas Contingency OPS(GWOT/OCO)

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. In FY10 this becomes known as OCO funds.

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 to conduct that specific task for the requiring organization in that fiscal year only.

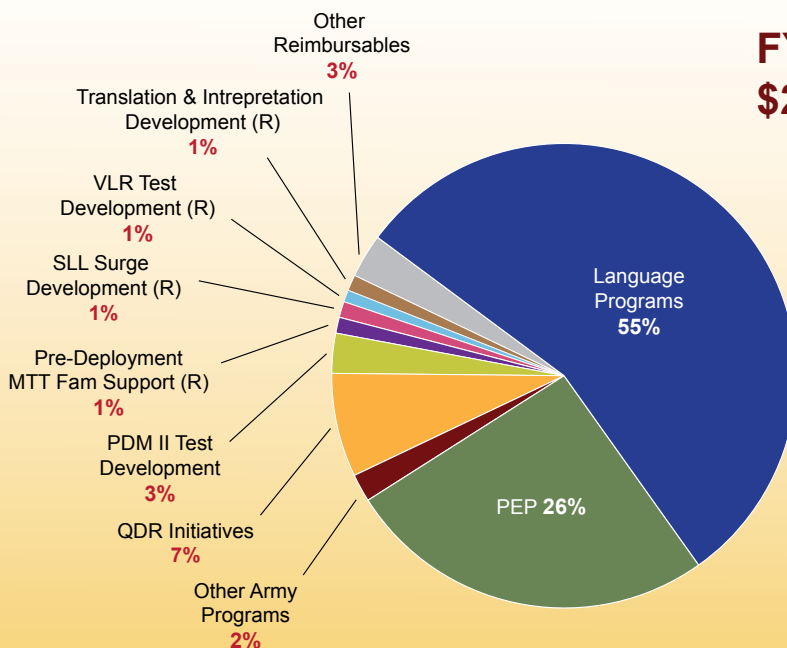
Research, Development, Test and Evaluation (RDTE):

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.

FY09 Total Mission Budget \$259,098K



Targeted FY09 Budget Adjustments

- \$64.8M** PEP Continuation
- \$17.7M** PDM III QDR Initiatives
(On-Line Fam Pkgs, SCOLA, 09L)
- \$7.3M** PDM II Test Development
- \$1.9M** T&I Training & Test Dev
(Reimbursable-Congressional Add)
- \$3.6M** Pre-Deploy FamiliarizationTng (MTT)
- \$3.6M** SLL Surge Development
- \$3.0M** VLR Test Development

FY09 FACT SHEET

1. Training and Education:

- a. More than 3,500 students from all four services, both active and reserve, trained in Monterey and via the DLI-Washington D.C. Office.
- b. More than 1,700 full-time faculty.
- c. DLIFLC: 24 languages taught in Monterey
- d. DLI-Washington D.C. Office: approximately 65 languages taught to 500 students annually. Responsible for AF/PAK Hands language piece implementation.
- 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 2,500 resident students and conducted courses at the DLI-Washington D.C. Office.
- g. Resident Continuing Education Program, focused on post-basic instruction, conducted 39 courses in eight languages to 136 students for a total of 54,110 instructional hours.

2. Sustainment and Support:

- a. Distance Learning:
 - 1) Taught 1,119 students with a total of 30,915 instructional hours in 18 languages via the Broadband Language Training System and Video Tele-Training.
 - 2) 25,971 hours Mobile Training Team (MTT) instruction conducted through 132 missions to 714 students
- b. GLOSS (Global Language On-line Support System) web-delivered instruction in 29 languages with a total of 3,654 lessons.

- c. Field Support and Special Programs:
 - 1) Support more than 300 Command Language Programs (CLPs) worldwide.
 - 2) Taught 14 CLP Managers' (CLPM) courses: (560 hours) to 232 students.
 - 3) Provided 18,386 instructional hours for more than 30,136 servicemembers through 238 Familiarization MTTs in 13 languages.
 - 4) Professional Military Education Program (ProMES) trained 1,648 officers in eight languages.
- d. Language Training Detachments (LTDs)— 85,055 instructional hours with a total of 2,684 students, 441 classes.

3. Assessment and Testing:

- a. Language Proficiency Tests:
 - 1) DLPTs (DLIFLC) – 12,754
 - 2) DLPTs (Worldwide) – 112,616
 - 3) Oral Proficiency Interviews – 9,515
 - 4) Performance Final Learning Objectives – 7,378
- b. Quality of Linguists:
 - 1) Accredited to award Associate of Arts Degree in Foreign Languages; awarded 951 AA degrees
 - 2) 70% of basic course graduates in FY09 met or exceeded DoD proficiency standards (2/2/1+)
 - 3) 23% of basic course graduates in FY09 met proficiency standards of 2+/2+/2



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER


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HOT TOPICS

Afghan Languages Portal



The **Afghan Languages Portal** provides quick access to language and culture materials in support of the mission in Afghanistan. These products and other language materials are available **free of cost** for pre-deployment training, deployment use and refresher studies.

[CLICK HERE TO VISIT THE AFGHAN LANGUAGES PORTAL.](#)

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DLIFLC launched a new and improved website at its existing address of www.dliflc.edu. The Institute merged its language support website www.LingNet.org with www.dliflc.edu - making the site a one-stop shopping cart for all language support materials.

A new feature of the site's homepage is the Afghan Languages Portal, designed specifically for servicemembers who need quick access to Dari and Pashto language materials.

All DLIFLC materials can be found under "Products" on the Language Materials Distribution System, <https://LMDS.dliflc.edu/home.aspx> where language materials can be ordered by military members with the use of their Common Access Card, free of cost.

Basic Course Language Programs taught in FY09

Chinese
 French
 Dari
 German
 Hebrew
 Hindi
 Indonesian
 Italian

Japanese
 Korean
 Kurmanji
 Modern Standard Arabic
 Pashto
 Persian Farsi
 Portuguese
 Russian

Serbian/Croatian
 Spanish
 Sorani
 Tagalog
 Thai
 Turkish
 Urdu
 Uzbek



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