

APR  
ANNUAL PROGRAM REVIEW  
2011



**DLIFLC**  
DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER

DLIFLC & POM  
1759 Lewis Road, Suite 253  
Monterey, CA 93944

(831) 242-7176  
DSN 768-7176

[www.DLIFLC.edu](http://www.DLIFLC.edu)

<http://vimeo.com/channels/dliflc>

<http://www.youtube.com/user/TheDLIFLC>



**DLIFLC**  
DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER

A U.S. Soldier at Forward Operating Base Fenty, in Jalalabad, Afghanistan, flies flags on Sept. 11, 2011, ten years after 9/11, in memory of those killed during the terrorist attack on the World Trade Center.  
Photo by Natela Cutter



## MISSION

DLIFLC provides culturally-based foreign language education, training, evaluation, research, 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 – at the point of need.

## FACT SHEET FOR FY11

### 1. Training and Education:

- a. More than 3,500 students from all four services, both active and reserve, in Monterey and the Washington, DC campuses.
- b. More than 1,588 full-time teaching faculty and more than 450 non-teaching administrators, researchers, curriculum and testing developers.
- c. DLIFLC teaches 24 languages in Monterey
- d. DLI-Washington Office manages contract vehicle for approximately 65 languages annually
- e. Language courses run from 1 to 64 weeks in length; Pashto extended to 64 weeks; Spanish course extended by 10 weeks
- f. The Student Learning Center trained 9,642 resident and 1,057 non-resident students. SLC provides preparatory training, study-skill workshops and advising services to linguists.

### 2. Sustainment and Support:

- a. Distance Learning. Taught 1,368 students
  - i. 24,966 instructional hours in more than 23 languages
  - ii. 1,266 hours Video Tele-Training (VTT) in 12 languages, 346 students in 72 classes
  - iii. 3,473 hours Broadband Language Training System (BLTS), 148 students in 19 languages
  - iv. 20,227 hours Mobile Training Team (MTT) instruction conducted through 133 missions
- b. GLOSS (Global Language Online Support System) web-delivered instruction in 37 languages with 5,867 learning objects

### c. Field Support and Special Programs:

- i. Support more than 260 Command Language Programs (CLPs) worldwide
- ii. Taught 11 Command Language Program Manager courses (440 hours) to 142 students
- iii. Completed 12,431 instructional hours for over 16,957 students through 232 Familiarization Mobile Training Teams in support of OEF/OIF deployments
- d. Language Training Detachments (LTDs) – 30 LTDs at 27 locations
  - i. Two new LTDs opened in FY11: Fort Bragg/AFPAC GPF; Goodfellow AFB/Extension Programs
  - ii. Taught 75,518 instructional hours with a total of 2,480 students in 387 classes

### 3. Assessment and Testing:

- a. Language Proficiency Tests:
  - i. DLPTs (DLIFLC) – 11,853
  - ii. DLPTs (Worldwide) – 124,719
  - iii. Oral Proficiency Interviews – 5,288
  - iv. ACTFL OPI tests conducted - 10,519
  - v. DLAB (Worldwide) – 13,142
- b. Quality of Linguists:
  - i. Since May 2002, DLIFLC has awarded 6,795 AA degrees
  - ii. 78% of basic course graduates in FY11 met or exceeded DoD proficiency standards of 2/2/1+
  - iii. 24% of basic course graduates in FY11 met proficiency standards of 2+/2+/2

DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER

HOME ABOUT DLIFLC PROGRAM OVERVIEW NEWS & PUBLICATIONS LIFE AT DLIFLC LANGUAGE RESOURCES

Hot Topics

Celebrating 70 YEARS  
1941-2011  
Defending Freedom Through Linguistic Readiness

For more information please visit OUR FACEBOOK PAGE.

VIDEO PORTAL VISITOR INFORMATION PRODUCTS SERVICES

Visit us at  
[www.dliflc.edu](http://www.dliflc.edu)

The Defense Language Institute Foreign Language Center

The digital  
**GL**  **BE**  
magazine

The free interactive edition is  
available at the iTunes bookstore

Search DLIFLC from your computer or iPad

A PDF edition is also available

Scan to download to your smartphone now



[www.DLIFLC.edu](http://www.DLIFLC.edu)  
[www.facebook.com/DLIFLC](http://www.facebook.com/DLIFLC)  
[globe@dliflc.edu](mailto:globe@dliflc.edu)

<http://www.dliflc.edu/publications.aspx>  
Standard carrier charges may apply

**Editorial Staff**

**Commandant/Commander**  
Col. Danial D. Pick

**Provost**  
Dr. Donald C. Fischer

**Editor-in-Chief**  
Clare Bugary

**Editor**  
Natela A. Cutter

**Assistant Editors**  
Ed Boring  
Dr. Leah Graham  
Sgt. 1st Class Rebecca Doucette

**Design & Production**  
Deacon Westervelt

**Photo Credits**  
Natela A. Cutter  
Brian Lamar  
Deacon Westervelt  
Steven Shepard  
Sal Marullo

June 2012

[www.dliflc.edu](http://www.dliflc.edu)



# CORE COMPETENCIES

Central to DLIFLC's strategy is the implementation and close monitoring of the Core Competencies. These tasks are intertwined and interdependent. We can succeed overall only if we deliver on each competency.

## Core Competency 1.0

**Resident Language Instruction /  
Page 6**

## Core Competency 2.0

**Non-resident Language Instruction /  
Page 18**

## Core Competency 3.0

**Learning Methodology and Technology /  
Page 30**

## Core Competency 4.0

**Test Development and Evaluation /  
Page 38**

Become a DLIFLC fan on Facebook at  
<http://www.facebook.com/DLIFLC>



Col. Danial D. Pick  
DLIFLC Commandant

By any reasonable measure, 2011 was unmistakably a banner year for the Defense Language Institute Foreign Language Center (DLIFLC). As we prepared to celebrate our 70th DLIFLC anniversary, we were busily enhancing our long-standing reputation as the world's foremost provider of first-rate language and culture instruction.

In 2011, we accomplished an unprecedented extension of our distance learning offerings, increased the sophistication of our multimedia learning tools, expanded our satellite language training facilities, and broadened our support of mission categories, building on our Afghani-

stan/Pakistan (AFPAK) Hands and General Purpose Force language programs.

In addition, we tackled some truly astonishing research activities, completed significant construction projects, and celebrated several memorable historic events.

Key elements of our overall strategy for advancement have begun to coalesce into a dynamic and exciting way ahead. The knowledge and creativity off faculty, staff, and students intermingle to produce extraordinary results on a daily basis.

Just as the faculty and staff contribute to the overall DLIFLC mission, an integral part of our success involves investing in faculty and staff training.

Programs designed to increase the knowledge and abilities of instructors in the areas of post-basic learning and technology are now yielding measurable benefits.

The sheer numbers are impressive: nearly 95,000 hours of instruction have been invested in more than 2,000 participants.

Another terrific program that

our faculty members have been using is the Tuition Assistance Program.

In 2011, our instructors attended more than 1,000 courses at about 25 different institutions around the country. We can honestly declare that our faculty is more highly trained than ever before. The investment in our instructors and commitment to quality enhancement have already begun to pay off with increased student proficiency levels and a reduction in attrition rates.

DLIFLC has faced many of the same fiscal constraints that have become common throughout the federal government and has also seen an acceleration in production time lines and increased requests to provide support throughout the DoD community.

While managing existing programs such as the 30 overseas immersion events involving about 270 students, we have also opened new Language Training Detachments, helped train dozens of AFPAK Hands, supported the development of a new Foreign Area Officer pro-

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

**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 Training 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.

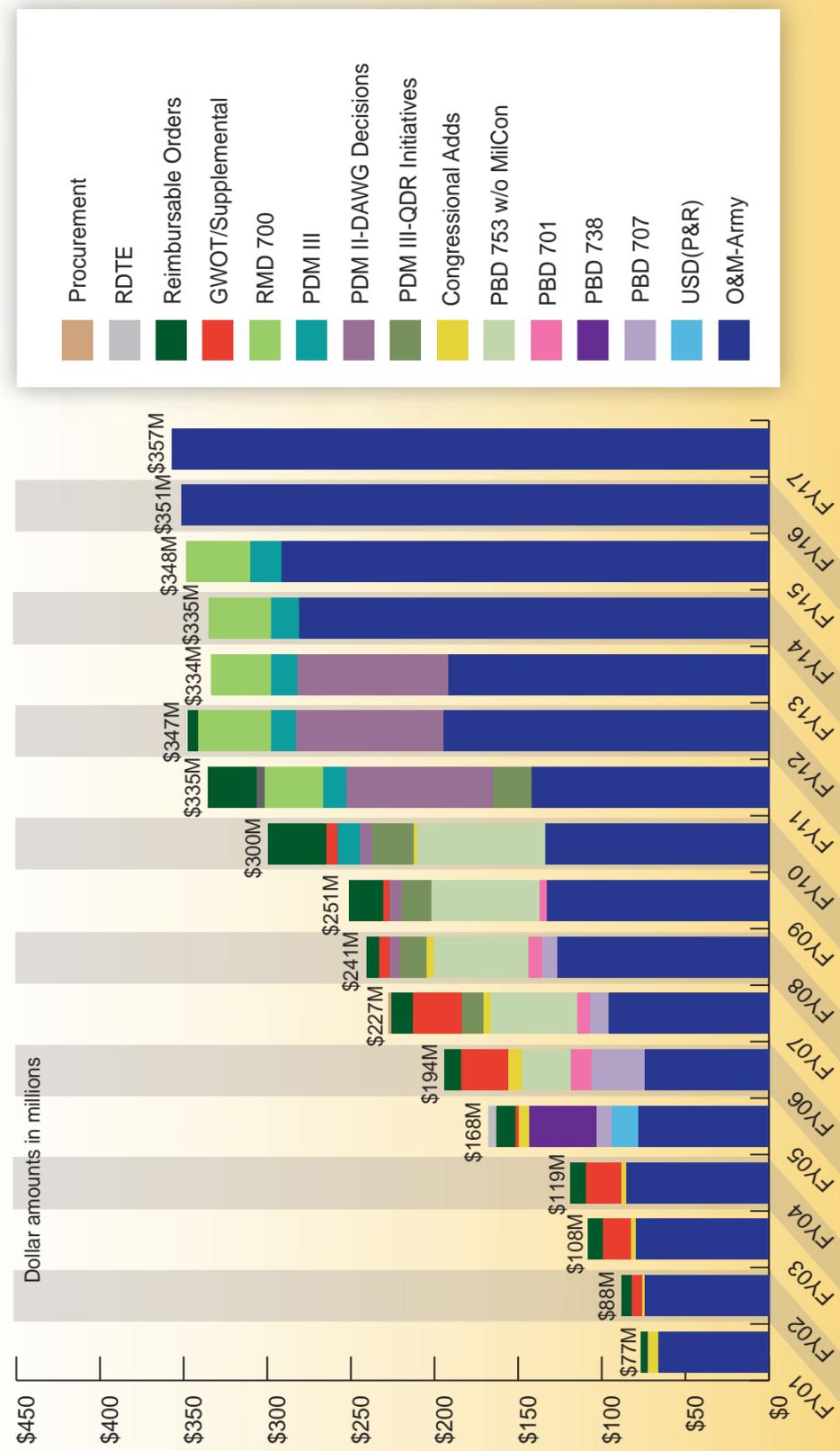
**Research, Development, Test and Evaluation (RDTE):**

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.

# 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.



program, and deployed modern online learning packages to introduce GPF Soldiers to standardized language and culture training.

Another key element of our progress involves the steady improvement of many of our regular programs, including the local immersion schedule. This is a carefully administered program, which is appreciated by students and faculty alike.

Meanwhile, our Student Learning Center (SLC) continues preparing students for the unique rigors of intensive language training by introducing them to technology-based tools, guiding them in study techniques, and helping them understand their own learning styles. The SLC is also providing vital support to field units by dispatching Mobile Training Teams and establishing access to online advising opportunities.

DLIFLC is fortunate to have the best and brightest military service members in attendance.

Ninety-one percent of these young, intelligent men and women

are learning category III and IV languages. These are the languages most difficult to learn for native English-speakers.

A great example of our students' excellent performance is their stellar showing at the Chinese Mandarin speech contest in San Francisco. DLIFLC had several first-place winners, as well as second- and third-place winners and a large number of honorable mentions. I am proud to see our students representing DLIFLC so admirably in this public forum.

Providing the most modern technology to empower our faculty and students has always been considered a key to our success.

This past year saw a lot of effort being applied to the creation and delivery of a new academic network. We expect this infrastructure to come fully online in the coming year. All indications are that it will be a great boon to our overall environment as a modern platform for instruction and learning as well as for fostering a renewed atmosphere of collabora-

tion and knowledge sharing with our partners.

With eyes resolutely fixed on the future, DLIFLC continues to march forward, gathering the brightest students, an exemplary faculty, a motivated staff, and a constantly developing infrastructure to support the strategic requirements of the Department of Defense and beyond. Service to this mission continues to be a pleasure and a privilege.

Col. Danial D. Pick  
Colonel, U.S. Army  
Commandant



Col. Laura M. Ryan  
DLIFLC Assistant  
Commandant

Over the past 70 years, the Defense Language Institute Foreign Language Center remains at the forefront of foreign language teaching. This past year was no exception. DLIFLC graduated 2,164 basic course linguists, with 78 percent reaching the 2/2/1+ graduation requirement and 24 percent reaching 2+/2+/2 proficiency standard.

At each graduation we commend the students on their hard work and remind them of their strategic importance to our country's national security. The skills they gain during their studies at DLIFLC reflect both their personal initiative and the exceptional effort of our faculty and

staff to aid the students in attaining the proficiency standards required for their future duty assignments. As national strategic priorities changed and the student population grew, we sought out and hired faculty members from dozens of language communities around the United States and the world.

These instructors were then trained and shaped to excel in the intensive learner-centered programs that are the gold standard for Department of Defense language instruction.

DLIFLC also adopted new technologies to enhance the learning process. One major initiative was the partnership with the Naval Postgraduate School to migrate from a ".mil" to a ".edu" network. This eased access to various online materials for students and faculty, while facilitating the use of the Sakai Learning Management System. Students and faculty, who participated in the pilot of this program, were overwhelmingly grateful for the faster access to authentic language materials as supported by the new system. The entire DLIFLC campus will shift to the new network within the next twelve months and we anticipate similar positive effects throughout

the Institute.

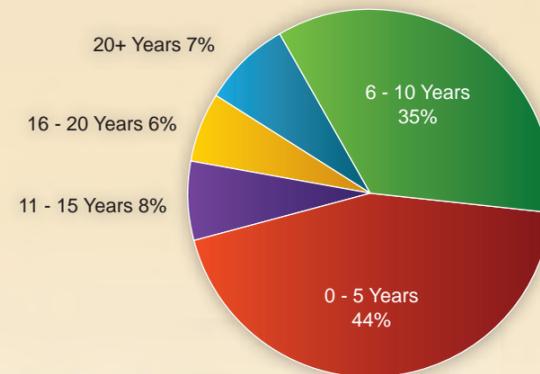
A second major initiative was the use of innovative technology to create interactive materials that develop the students' ability to transcribe authentic materials. This tool enabled our students to begin practicing actual job-related tasks in which they will apply their language skills.

Responding to the strategic changes in the world, DLIFLC developed a Punjabi Basic Course program and graduated the first classes in the Levantine dialect of Arabic. Each program represents thousands of hours of collaborative curriculum development and materials preparation by our faculty, many of whom must also spend long hours on and off the platform providing instruction to the newly arrived students.

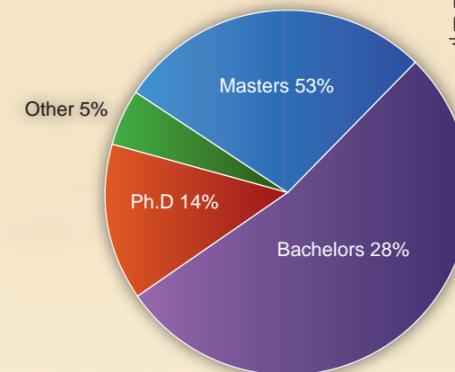
Next year will bring many new challenges and exciting new opportunities. DLIFLC stands ready to provide superior culturally-based foreign language instruction at the point of need.

Col. Laura M. Ryan  
Colonel, U.S. Air Force  
Assistant Commandant

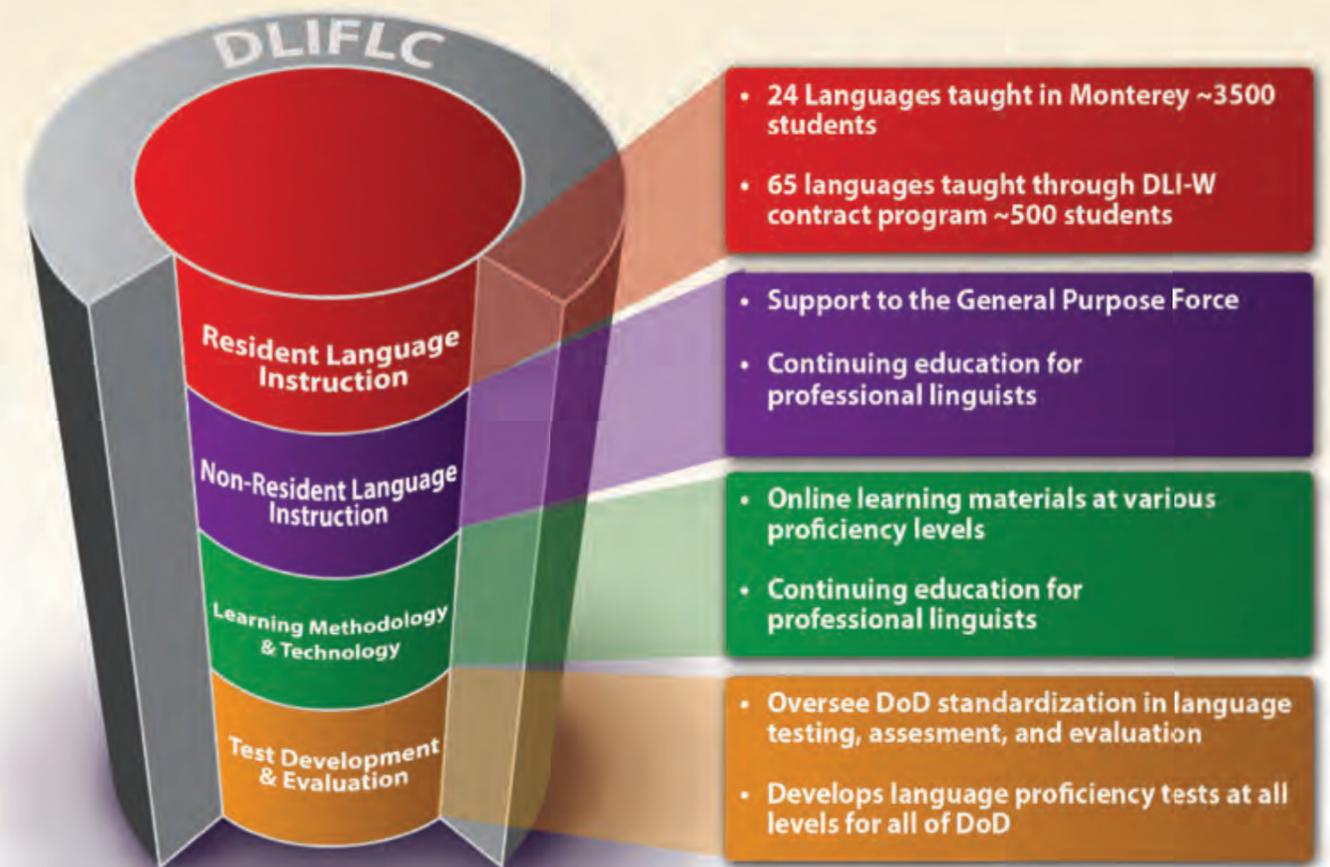
### DLIFLC Faculty Experience



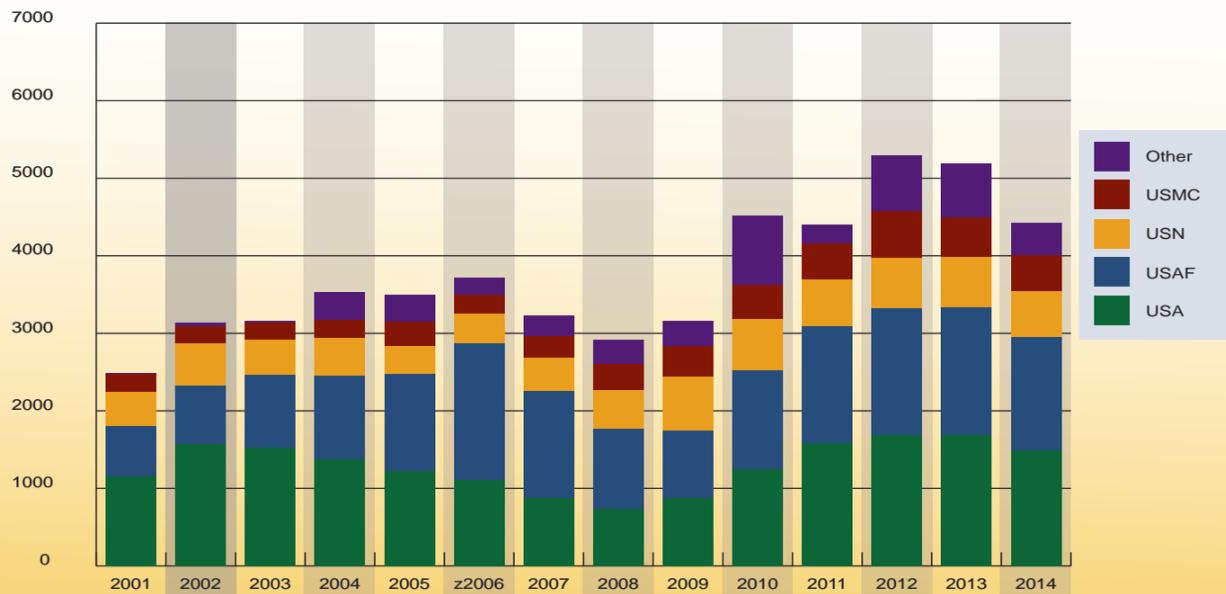
### Faculty Education Levels



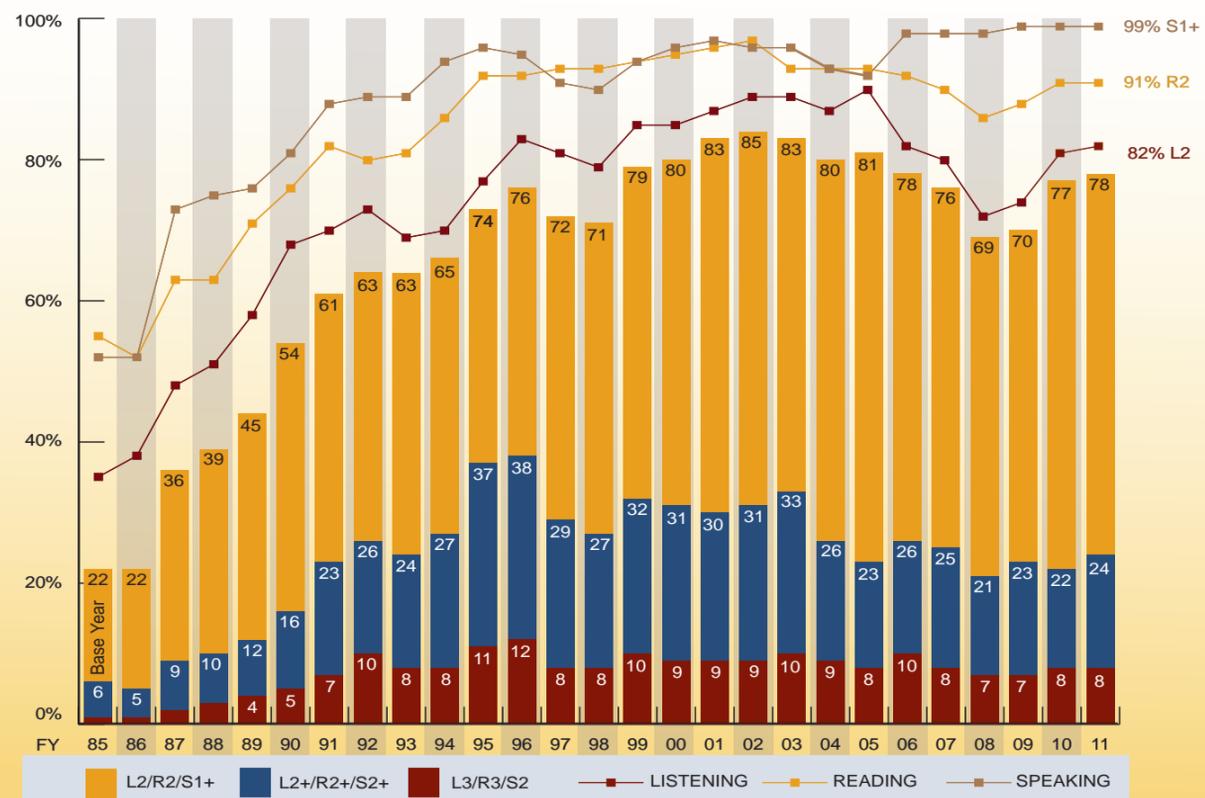
FPS employees hired over the last 3 years by year  
FY 09 = 136  
FY 10 = 211  
FY 11 = 319  
Total = 666



### DLIFLC Worldwide Student Load by Service



### Basic Course Graduates - DLPT and OPI Results



Donald C. Fischer  
Provost

This has been an eventful year. In 2011, the Defense Language Institute Foreign Language Center was able to increase the output of 2/2/1+ and 2+/2+/2 or greater, and still bring combined academic and administrative attrition under 20 percent.

We can be very pleased with the effect of the extension of the Pashto Basic Course to 64 weeks which has increased the Pashto success rate from 13.3 percent in 2005 to 82.8 percent this year. The 2+/2+/2 or greater success rate for Pashto has gone from 0 percent (yes, zero) to 37.9 percent in the same period. We also conducted a pilot Spanish course extension by 10 weeks, bringing the duration of the program to 36 weeks. The 2/2/1+ pass rate exceeded 80 percent and the 2+/2+/2 rate reached 50 percent.

Leveraging our experience in providing training over distance and virtual environments, we brought more faculty to the curriculum and decision making process by using our Sakai/Elluminate/Defense Connect Online capability. Projects of interest helped faculty integrate technology in the classroom and more effectively teach the 24 foreign languages and dialects we instruct to service members.

We have placed a major effort on linking internal research findings to classroom practices. We currently have several projects with the Center for Advanced Study of Language to include consolidating and implementing research accomplished since the mid 1990s.

These include:

- A new Defense Language Aptitude Battery incorporating personality and motivation indicators as well as testing the ability to learn quickly
- Assessment of tonal language capability
- Assessment of Defense Language Proficiency Test passage length and density to inform future test development
- Research on permitting note-taking during DLPTs
- Research on what vocabulary should be taught for Persian Farsi and Arabic
- Feedback practices in a distance learning environment

- Research on brain fitness
- Research on effective homework practices

Of particular importance has been the development and fielding of workable, stakeholder-accepted tests. Fielding of the French and Korean DLPT5s has gone very well, primarily due to the Defense Language Testing Working Group and Standard Setting processes. We have been able to deliver more effective and relevant curricula due to the interaction of the Defense Language Curriculum Working Group.

Finally, we stay on the cutting edge with multimedia curricula, interactive HeadStart2 programs, the Global Language Online Support System, known to most as GLOSS, and numerous other online materials that are designed to assist the linguist in the field, or prepare service members for deployment. Look for iPad and mobile applications in the near future as we continue to deliver cutting-edge, research-based, technology-supported resident and non-resident learning to meet our nation's security needs.

*Donald C. Fischer*  
Donald C. Fischer  
Provost

Assistant Professor Shi Yuhua works on a Chinese reading lesson with students in the classroom. Photo by Natela Cutter



**“There are a lot of elements which contribute to the success of a class. The faculty have to know what kind of students they are teaching, the students have to be motivated, and a good class leader needs to maintain a positive learning environment. This combination can make all the difference in the world.”**

ASSISTANT PROFESSOR SHI YUHUA

# CORE COMPETENCY 1.0 Resident Language Instruction

## Core Competency 4.0 Test Development and Evaluation



**Online Diagnostic Assessment (ODA)** is a fully automated, web-based language proficiency diagnostic tool that identifies learners' strengths and weaknesses, and provides feedback and an ILR-level estimate. Below is the current status of ODA availability and development:

	Arabic	Chinese	Dari	French	Korean	Iraqi Arabic	Levantine Arabic	North Korean	Pashto	Persian-Farsi	Portuguese BR	Russian	Spanish	Tagalog	Urdu
Reading	✓	✓	under development	under development	✓		✓	under development	✓	under development	✓	✓	✓	✓	under development
Listening	✓	✓		✓	under development	under development	under development		under development		✓	under development	under development		

### Online Diagnostic Assessment offerings grow

In FY11, Online Diagnostic Assessments (ODA) were developed in seven new languages, Urdu, Pashto, Brazilian Portuguese, Dari, the Iraqi dialect, the Levantine dialect, and French. The items are currently in validation and will be made available in June 2012. In FY12, three new languages, Somali, Balochi and the Egyptian dialect will be added.

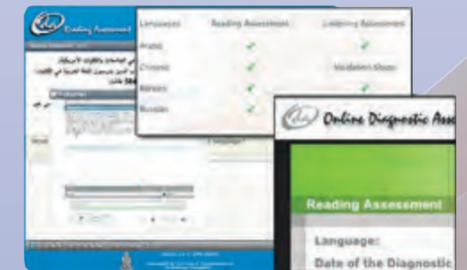
Because traditional Diagnostic Assessments are conducted by trained DLIFLC instructors on location and are labor intensive, DLIFLC began developing a computer-adaptive task-based ODA tool that assesses language abilities ranging from ILR Level 1 to Level 3 in FY07.

ODA is a fully automated, web-based language proficiency tool that provides an estimate of the learner's proficiency between level 1 and 3, with a customized diagnostic profile highlighting the learner's strengths and weaknesses. ODA assessment consists of test units that include a passage and four to six content and linguistic items, depending on the level of the passage. All content items are in automated constructed-response format. At the end of an ODA session, the student receives a diagnostic profile providing an individualized report of the demonstrated abilities and needs in a specific language skill, as well as an estimate of the student's proficiency level in the assessed skill. All assessments are extensively field-tested before being published on the ODA site. The data collected in field-testing is used to recalibrate items. The

performance of operational items is also closely monitored and regularly updated.

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. Development continues of Spanish, Dari, and Tagalog ODAs in reading and a Persian Farsi ODA in listening.

Meanwhile, the number of registered ODA users has been growing progressively. In FY09 there were 4,840, in FY10 there were 8,316, and in FY11 there were 11,725 ODA customers.





An Iraqi dialect student writes in Arabic on the interactive whiteboard.  
Photo by Brian Lamar

## Diagnostic Assessment

Diagnostic Assessment (DA) is a standardized assessment tool for learners, teachers, and program managers to rapidly assess current proficiency goals. It is based on the combination of pre-interview data collected via questionnaires and a three-skill interview (target language speaking, reading and listening comprehension interviews, based on constructed response questions) aimed at identifying learners' strengths and weaknesses.

The Diagnostic Assessment Center (DAC) has provided DLI-FLC faculty with training in the protocol and praxis of DA testing since its inception in 2006. The training has been provided through tailored workshops of different lengths and formats that include, but are not limited to: three- and two-week certification workshops, one-week familiarization workshops, refresher workshops, roundtable discussions, and an online workshop.

The DAC consists of six DA trainers and the DAC director. It provides training and services to all of the DLIFLC schools and

directorates, including remote Language Training Detachments. Since 2006, 367 DLIFLC faculty have received full DA certification training, and 176 faculty have received DA familiarization training. The DAC has certified 202 DA specialists in 19 languages. Upon completion of the DA training, graduates are well versed in an interactive approach to proficiency evaluation and are able to conduct both dynamic and static assessments of language learners and can implement dynamic intervention recommendations to provide adequate educational remedies for learners.



Instructor Ghassan Bidawid helps Airman 1st Class Dustin Davis with an assignment during an Iraqi dialect lesson.  
Photo by Natela Cutter

## The Basic Course Program

### Tough love - high scores

Does tough-love produce higher foreign language proficiency scores? Faculty members across the Defense Language Institute Foreign Language Center are engaged in an ongoing debate of this very question.

"We had a teaching team of highly dedicated and strict Chinese instructors in our Asian I School who set very clear learning objectives for the students at different stages of learning and then diligently helped them reach those goals," said Associate Provost for Undergraduate Education, Dr. Jim Zhao. "The teaching team achieved 87 percent 2+/2+/2, with zero percent academic attrition."

With the current graduation standard at DLIFLC remaining a 2 in Listening, a 2 in Reading, and a 1+ in Speaking, the achievements of this team and students are truly remarkable.

"I think the success of this particular teaching team and students was due to the trusting relationship that was formed. While being very demanding and holding students to high standards, the teachers were able to create a positive learning environment and motivate the students to do their best," said Luba Grant, dean of Asian School I, adding that the team used individualized homework assignments

throughout the course. In the third semester, the team launched into a more aggressive evaluative approach using diagnostic assessment to identify the strengths and weaknesses of every student.

"We are on a constant quest to figure out what specifically contributes to achieving high proficiency scores in the classroom. There are

so many factors involved that it is hard to pinpoint. At the Institute level, we offer numerous tools to achieve this goal, but a

good part of it is outside of our direct control and depends on hard work, motivation, and the right chemistry between the students

- **78% of DLIFLC basic course graduates met or exceeded DoD proficiency standards 2/2/1+**
- **24% of basic course graduates met proficiency standards of 2+/2+/2"**



Modern Standard Arabic instructor Najiba Paulis encourages students to practice speaking during class. Photo by Natela Cutter

## DLPT5 test development outsourced

Because of the high demand for Low and Very Low Range (VLR) testing level capabilities by the Services, the production of the Defense Language Proficiency Tests 5 (DLPT5) has practically been all contracted out.

The Institute is thus currently engaged in in-house production of new Lower Range tests in Dari, Indonesian, Pashto, and Uzbek, and pool replenishment in Iraqi Arabic, Levantine Arabic, and Modern Standard Arabic.

- **Lower Range (LR) DLPT5:** Contracted Multiple-Choice (MC) tests: Hindi, Portuguese, Swahili, Tagalog, Thai, and Urdu.
- Pool Replenishment MC-LR: Hebrew, Japanese, Persian Farsi, Serbian/Croatian, Spanish, and Turkish.
- Contracted Constructive Response Testing (CRT) LR new exams: Algerian, Amharic, Armenian, Arabic, Arabic-Yemeni, Hausa, Javanese, Somali, and Haitian- Creole.
- Pool Replenishment CRT LR: Albanian, Dari, Greek, Hindi, Kurmanji, Norwegian, Sorani, and Urdu. All tests above are in development stages.

- **Very Low Range (VLR) DLPT5s under development:** Arabic-Iraqi, Baluchi, Cebuano, Chavacano, French, Pashto, Spanish, Urdu, Amharic, Armenian, Haitian Creole, Tausug, Turkmen, Punjabi, Russian (MC), Somali, Sudanese-Arabic, Swahili (MC), Levantine-Arabic (MC), and Portuguese (Brazilian) (MC).

- **Lower Range DLPT5 available:** Albanian, Arabic-Egyptian, Arabic-Iraqi, Arabic-Levantine, Arabic-Modern Standard, Cebuano, Chavacano, Chinese-Mandarin, Dari, French, Greek, Hebrew, Hindi, Japanese, Korean, Kurdish-Kurmanji, Kurdish-Sorani, Norwegian, Pashto, Persian Farsi, Russian, Serbian/Croatian, Spanish, Tausug, Turkish, and Urdu.

- **Upper Range DLPT5 available:** Chinese-Mandarin, Greek, Japanese, Korean, Kurdish-Sorani Modern Standard Arabic, Persian Farsi, Russian, Spanish, and Turkish.

and the instructors,” said DLIFLC Provost Dr. Donald Fischer.

In FY11, 84.5 percent of Chinese language students reached 2/2/1+, while nearly 45 percent of the students reached of 2+/2+/2.

Meanwhile, total DLIFLC disenrollment was reduced to 19.7 percent from 23.3 percent in FY10.

Many factors contribute to DLIFLC’s steadily climbing proficiency scores. Within the eight schools that teach 24 languages and dialects, new approaches to teaching are continuously being employed to improve classroom practices. This year, an emphasis has been placed on implementing Final Learning Objective skill training materials created by instructors using ScribeZone technology.

This special program is designed to augment homework assignments to improve student reading, listening, and speaking skills. In addition, students are provided Special Assistance, which is teacher-mediated individualized help during 7th hour. Another useful tool has been the Leaders in Front Teaching program that puts the students in charge of their own learning by providing activities for the entire class.

A one-week introductory and mandatory class carried out by the Institute’s Student Learning Center (SLC) helps students get a jump-start on what they are about to study.

The SLC covers learning strategies, English grammar, general culture, area studies, and technology resources for each language taught

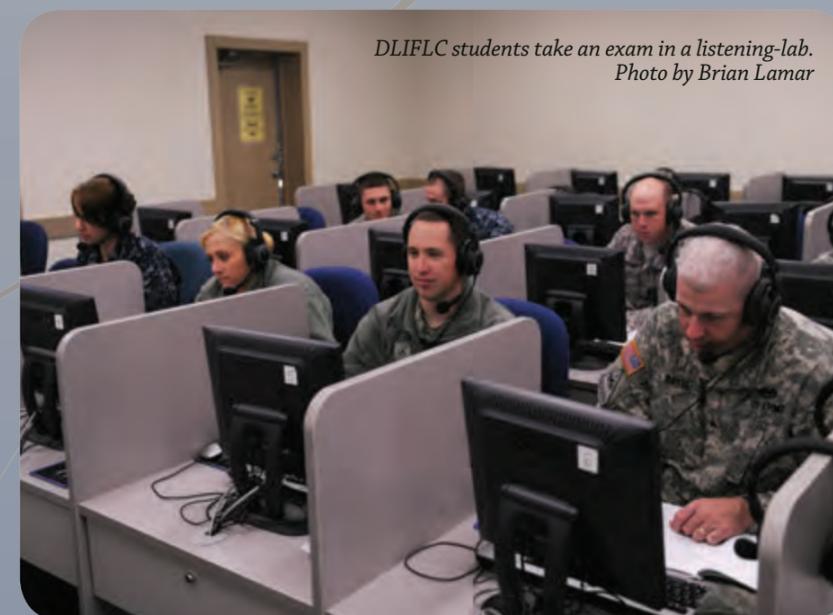
at the Institute. The goal of the SLC is to help students develop an awareness of the language acquisition process and provide them with the tools to course-correct before learning difficulties become insurmountable.

Another element that is key to the successful graduation of foreign language students is investing in faculty development.

“Our students are digital natives,” said Fischer. “From the time they were two years old they had access to a computer or some digital game. Instructors here, for the most part, are digital immigrants, meaning that they learned how to use technology later in life and that it is not intuitive.”

language proficiency for lower-range Defense Language Proficiency Tests (DLPT) in Spanish, Korean, and Egyptian, and approved the rolling out of interim Very Low Range (VLR) DLPTs based on Lower-Range test forms. Meanwhile, field test data was being collected for new VLR DLPTs in Iraqi, Spanish, French, Pashto, and Urdu.

Additionally, the DLTWG gives recommendations regarding script and dialect for specific DLPTs, as well as input for new DLPT5 exams to be developed in FY12 and beyond.



DLIFLC students take an exam in a listening-lab. Photo by Brian Lamar

## Meeting demands: OPI 101 for instructors

This past year, the Proficiency Standards Division (PSD) expanded its delivery of the new 40-hour Oral Proficiency Interview workshop, called OPI 101, for teachers who are not testers.

The focus of this training is on understanding Level 2 proficiency according to the Interagency Language Roundtable (ILR) scale and applying teaching methods well suited to cultivating it.

In FY11, over 253 DLIFLC faculty members attended 22 PSD workshops for non-testers. Diagnostic Assessment specialists have been particularly interested in the workshop to apply this knowledge as diagnostic testers.

Requests for OPI exams have been on the rise over the past several years due to the Special Forces community's need for lower-level testing,

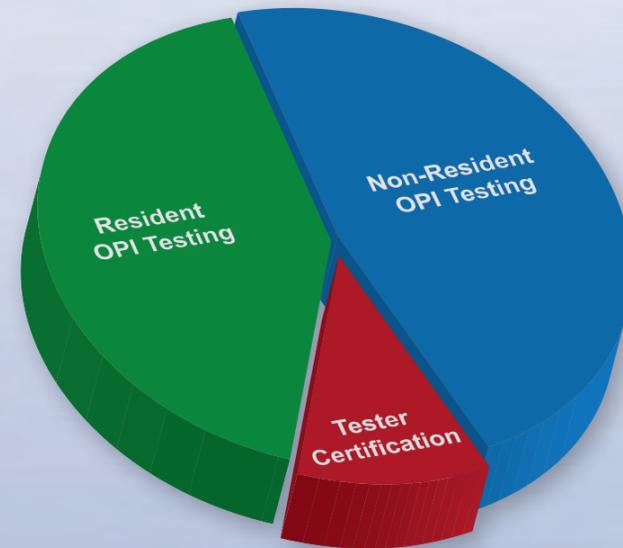
but also in the face of an increasing demand for officers and enlisted personnel who are proficient speakers of strategically important languages.

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

In FY11, 433 DLIFLC testers conducted 5,288 OPIs, while ACTFL testers conducted 10,519, totaling 15,807 OPIs for the year in well over 80 languages.

## Test Administration: Breakdown-OPI

Field (non-resident) testing drives the demand for Oral Proficiency Interviews (OPI)



## Defense Language Testing Working Group (DLTWG)

For its second year in existence, the Defense Language Testing Working Group (DLTWG)

successfully approached and resolved several testing issues which surfaced in FY11.

Organized by DLIFLC to gain stakeholder input in the identification, validation, and prioritization of test development, the DLTWG assists members of the Defense

Language Action Panel in performing their advisory role to the Defense Language Steering Committee regarding the Defense Language Testing Program.

In FY11, the DLTWG determined the range of scores at which test-takers demonstrate adequate



Airman Tia Johnson practices writing Modern Standard Arabic in class. Photo by Brian Lamar

A majority of DLIFLC's 2,021 instructors are foreign-born and come to the Institute with varying educational backgrounds. Regardless of their previous teaching experience, the Institute requires each faculty member, working in Monterey or at one of Language Training Detachments, to become certified to teach according to the Institute's standards. In FY11, DLIFLC hired 319 new faculty members.

Last year, DLIFLC's Faculty Development (FD) division certified 252 new resident and non-resident language instructors and recertified 52 faculty members who had five or more years of tenure. In cooperation with the Curriculum Development division, FD

launched two new courses called the *Post-Basic Instructor Certification Course* and the *e-Certification Course*. With 42 FD specialists conducting courses in FY11, the division taught 9,981 hours to train 7,779 participants who attended at least two to three workshops during the year.

"Depending on training needs, I can generally say that faculty in our school, the European and Latin American School, receive between 30 and 80 hours of training annually," said Assistant Dean Zdravko Avdalovic. "In addition to training given by Faculty Development, we have many in-house training sessions for faculty, especially for using technology in the classroom."

DLIFLC faculty spent approx-

imately 95,000 hours in various training workshops, averaging 40 hours per week per person for the fiscal year.

As an incentive to excel in the workplace and perfect teaching techniques, many DLIFLC faculty members take advantage of tuition assistance offered by the Institute to enroll in higher education programs.

In FY11, DLIFLC supported 1,019 academic courses taken by faculty enrolled in some 25 different academic institutions nationwide, investing \$1.9 million. Twenty-nine percent of DLIFLC faculty hold bachelor degrees, with 53 percent holding masters, and 15 percent doctoral degrees.

DLIFLC students pose with the manager of Chehel-o Chahar Cheshme at a location with 44 natural springs where legend has it that Ali, the nephew of Mohammed the Prophet, hit the ground with his staff 44 times and created natural springs to provide water for his troops who were exhausted from battle. The location is near Dushanbe, Tajikistan, 30 km north of the Afghanistan border. Photo courtesy Persian Farsi Department, DLIFLC.



## OCONUS immersion program expanding

In FY11, the Immersion Language Office (ILO) was tasked to expand its mission and correspondingly received \$1.1 million additional funding from Resource Management Decision 700.

“Though exciting, it was a bit challenging to expand overseas immersions because of the political situation in the Middle East. In fact,

we were forced to bring a group of students home who were already halfway to Egypt,” explained ILO Dean Dr. Jiaying Howard.

“Initially, 12 Arabic immersion events had been planned for FY11 to Egypt and Tunisia. But after the unrest, ILO immediately diverted resources to support in-country immersions in other languages,” said Howard.

A total of 30 Outside the Continental United States (OCONUS) immersion events were executed

for 270 students in FY11. Since the inception of the program in 2005, DLIFLC has sponsored 146 OCONUS immersions for a total of 1,241 students and cadre. Approximately 70 percent of the immersion events were in the top three most difficult to learn languages taught at DLIFLC: Arabic, Chinese, and Korean.

To allow students the benefit of longer exposure to the target language, Chinese and Korean immersions have been lengthened to six weeks.

leveraging two other U.S. government-funded initiatives: CASL’s Hi-LAB project and the Army’s personality assessment system known as the Tailored Adaptive Personality Assessment System (TAPAS). The Hi-LAB project is an attempt to develop a cognitive predictor of the attainment of very high proficiency in the L3+ to L4+ range. TAPAS assesses personality traits associated with training success. Both TAPAS and new cognitive tests being developed by DMDC for inclusion in the Armed Services Vocational Aptitude Battery will be leveraged in the new DLAB2 test. The goal of all organizations involved is to make the DLAB2 ready for operational field-testing in FY13.

Additionally, CASL and DLIFLC have built a new screening test called the Pre-DLAB, which is a short test that can allow commanders or recruiters to determine if a recruit or service member is likely to score at or above the minimum threshold on the full-length DLAB.

During FY11, CASL has also delivered a literature review that addresses questions related to the effects of passage length and density, and working memory related to listening comprehension testing. The overall goal of this project is to inform future Defense Language Proficiency Test specifications and provide guidance to test developers and instructors who teach the skills.

## ARI study launched: Delivering Foreign Language and Cultural Training to Deployed and Pre-deployment Forces

In FY11, the Army Research Institute (ARI) launched a study entitled “Teleconferencing in Language Education: Principles, Best Practices, and Approaches to Evaluation,” in response to a study request submitted by DLIFLC in FY10 to address the unique problems encountered in delivering training to deployed and pre-deployment forces. This

study is a follow-on to the FY09 ARI study of best practices in distance learning, also conducted at DLIFLC’s request.

The current study was proposed as an attempt to provide a systematic review of the strategies, products, and emerging technologies that may be used to meet the challenges of providing synchronous and asynchronous language and cultural training to an expanding audience of diverse language learners in operational environments. The research will explore the use of such media-based technology systems as virtual environments, social networking, and small learning applications for iPods, iPhones, and similar devices.



Hindi language students stroll on campus with their instructor, Madhumita Mehorta, to practice speaking. Photo by Brian Lamar

## Brain Fitness Training

For a second year, DLIFLC, along with the Center for the Advanced Study of Language, continues to study the effectiveness of Working Memory Training (WMT). This training should increase working memory capacity to facilitate improved learning outcomes in DLIFLC language education programs.

The overall goal of this project is to enhance DLIFLC students'

ability to acquire and retain vocabulary through a specialized training regime which utilizes an iPad application, complete with leader boards. Students in the Iraqi program at DLIFLC will participate in the training program in order to establish and confirm whether or not the results are transferable to language acquisition and the military environment.

DLIFLC hosted a Working Memory Conference in December 2011. Participants from academia, government research entities, and government agencies convened to

review initial results of the pilot studies and to plot a way ahead. The pilot training being conducted at DLIFLC in FY12 will result in technical reports, a working memory training regiment, and insights into how this training can be used most effectively in language learning.

The results of this effort will be shared with the larger DoD community at the next Working Memory Conference.

## Development and validation of DLAB2

In FY11, DLIFLC engaged actively with the Center for the Advanced Study of Language at the University of Maryland, where the development of a new-generation Defense Language Aptitude Battery (DLAB2) is underway, at the request of the Institute.

The purpose of the DLAB2 initiative is to develop and deploy a new-generation language aptitude battery that retains the best components of the existing DLAB, developed in the 1970s, and adds components to improve candidate selection, will lead to reduce attrition and increase proficiency attainment. New elements of the DLAB will include the examination of cognitive ability, personal-

ity, and motivation, in order to better assess the likelihood of success at DLIFLC.

During FY12, CASL will develop and validate the new test components and will work with the

Defense Manpower Data Center (DMDC) to ensure that the new battery can be introduced in the operational setting, i.e., in the Military Entrance Processing Stations.

The DLAB2 initiative is



*Dr. Richard Brecht, the founder of the Center for Advanced Study of Language, registers for the Russian Learn Conference held at DLIFLC's Weckerling Center in 2011. Photo by Brian Lamar*

Several new OCONUS immersion sites were established in FY11. The Spanish language immersion site was moved from Chile to Puerto Rico for logistical reasons. Five groups of students traveled to San Juan for 30 hours of classes per week, coupled with field trips to historical sites, guest lectures, and culture classes.

A new immersion site was established in Ankara, Turkey, with two groups attending 35 hours of language instruction per week while living with local families.

For the first time ever, the Institute was able to establish a Persian Farsi immersion site in Dushanbe, Tajikistan. The first group of students studied in Dushanbe from Aug. 30 to Sept. 29, 2011 and were able to stay with host families.

"The difference between being immersed in the language in the native country and studying here at DLIFLC is night and day because you have to sleep, eat, and breathe in the language. Students here get 14 hours of language and they are motivated, but there it is 24/7. By the time they left, the students said they were dreaming in Farsi. In addition to the language, the cultural experience is phenomenal. You simply can't put a price on it," said Military Language Instructor Air Force Staff Sgt. Albert Dyer, who accompanied the students on the six-week immersion.

Several OCONUS immersion site visits were conducted in FY11 by ILO staff. An agreement was reached with two language centers in Rabat, Morocco where the first

immersion was planned for March FY12. To accommodate future program growth, two top universities in China and Korea have been added to the list of host schools.

Meanwhile, Taiwan is being considered as an immersion site for Chinese, to avoid administrative difficulties in organizing immersions to the mainland.

### SUMMARY OF OCONUS IMMERSION EVENTS (AUGUST 2005 - OCTOBER 2011)

COUNTRY	LANGUAGE	NO. OF PROGRAMS	NO. OF PARTICIPANTS
CHILE	SPANISH	2	14
CHINA	CHINESE	30	255
COSTA RICA	SPANISH	1	10
EGYPT	ARABIC	25	241
FRANCE	FRENCH	3	22
INDIA	URDU	1	1
JORDAN	ARABIC	11	75
KOREA	KOREAN	39	357
PHILIPPINES	TAGALOG	1	9
PUERTO RICO	SPANISH	4	34
RUSSIA	RUSSIAN	3	18
TAJIKISTAN	PERSIAN-FARSI	1	9
TURKEY	TURKISH	2	10
UKRAINE	RUSSIAN	14	107
<b>TOTAL</b>		<b>137</b>	<b>1162</b>



*DLIFLC students on an immersion in Korea participate in a traditional tea-drinking ceremony in Seoul. Photo courtesy of Immersion Language Office, DLIFLC.*



Bureau for International Language Coordination members and DLIFLC faculty pose for a photo on Soldier Field Oct. 17, 2011.  
Photo by Brian Lamar

## DLIFLC hosts international BILC seminar

By Brian Lamar  
Strategic Communications

MONTEREY, Calif. – More than 60 participants from approximately 20 allied nations spent four days at the Defense Language Institute Foreign Language Center in October to participate in a four-day seminar aimed at sharing best practices in the furthering of foreign language training.

This year's Bureau for International Language Coordination seminar was hosted by DLIFLC Commandant, Col. Danial D. Pick and Institute Provost, Dr. Donald Fischer.

"Each year [BILC] member countries take turns hosting this seminar. 2011 was our turn to host this event," said Detlev Kesten, assistant provost of operations at DLIFLC.

The overarching theme of the seminar was "Research in Action."

On the first day of the seminar, DLIFLC invited guests to conduct classroom observations that highlighted the introduction of multiple technologies that enhance the language learning process and contribute to more rapid foreign language acquisition.

"This is a great opportunity for organizations to collaborate on best practices and work together to solve issues that revolve around research and teaching methodology in the language community," said Dr. Shannon Salyer, a senior research scientist at DLIFLC.

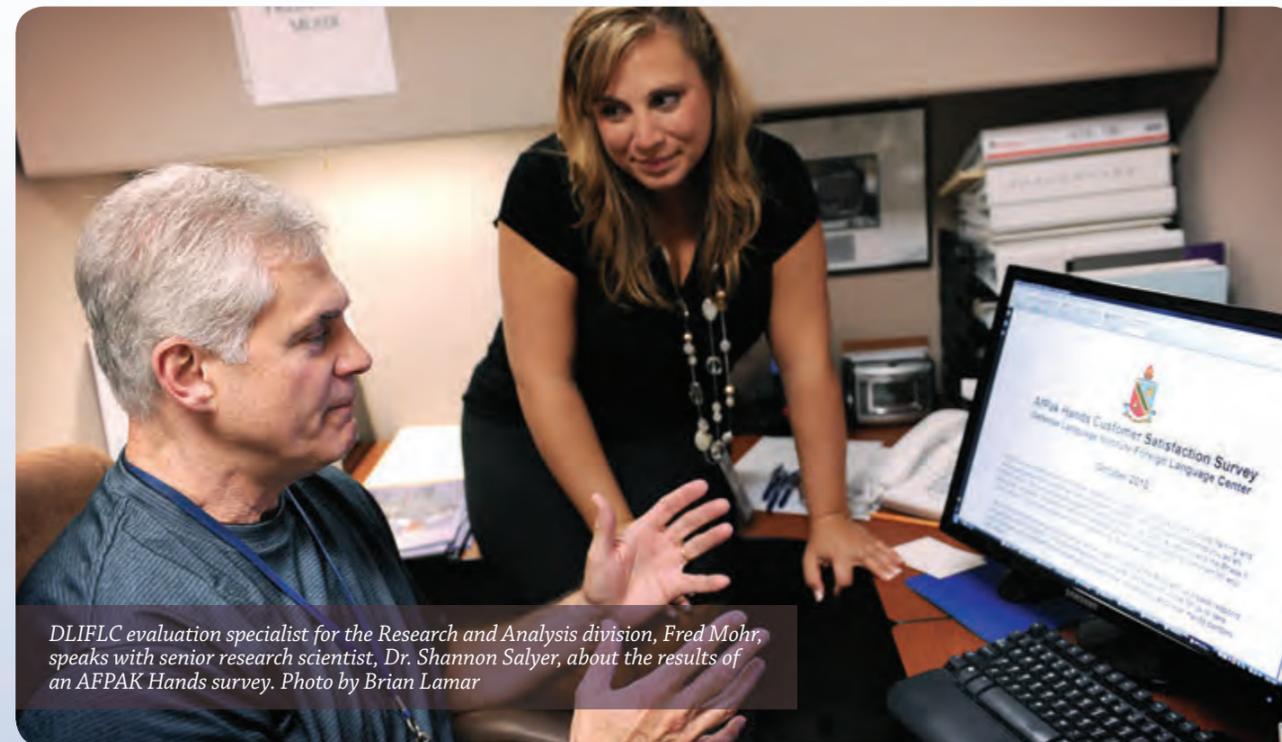
Topics discussed on the first day included research that involves community efforts to expand, supplement and revise the Interagency Language Roundtable listening guidelines, Integral approaches to English in the Dutch Military, a Norwegian

introduction to Pashto language learning, and computer scoring of speaking proficiency.

The seminar also included briefings from participants on attrition reduction topics, Serbian to English language training and testing, Australian military and terminology translation, dynamics between learning and teaching styles in Canada, and developing Polish materials for listening exams.

The idea of sharing and collaboration began with an Armenian briefing on the rate of learning and its pedagogical implications followed by briefings about successful speaking and pronunciation activities with language learners and the role of research at DLIFLC.

"This seminar gives DLI staff a unique opportunity to avail themselves to experts from other countries who have similar missions and goals," said Kesten.



DLIFLC evaluation specialist for the Research and Analysis division, Fred Mohr, speaks with senior research scientist, Dr. Shannon Salyer, about the results of an AFPAK Hands survey. Photo by Brian Lamar

## AFPAK Hands/GPF Evaluations

During FY11, the Evaluation Services group in DLIFLC's Research and Analysis Division completed a comprehensive evaluation model for the Afghanistan/Pakistan (AFPAK) Hands and General Purpose Force (GPF) language training programs to assess the effectiveness of curriculum and course delivery of Dari and Pashto language instruction.

The study incorporated analysis of three critical areas of language training performance: organizational structure or capacity to meet mission requirements, system-wide processes necessary to produce suc-

cessful outcomes, and integrated, systemic analysis and reporting systems for all AFPAK Hands and GPF missions.

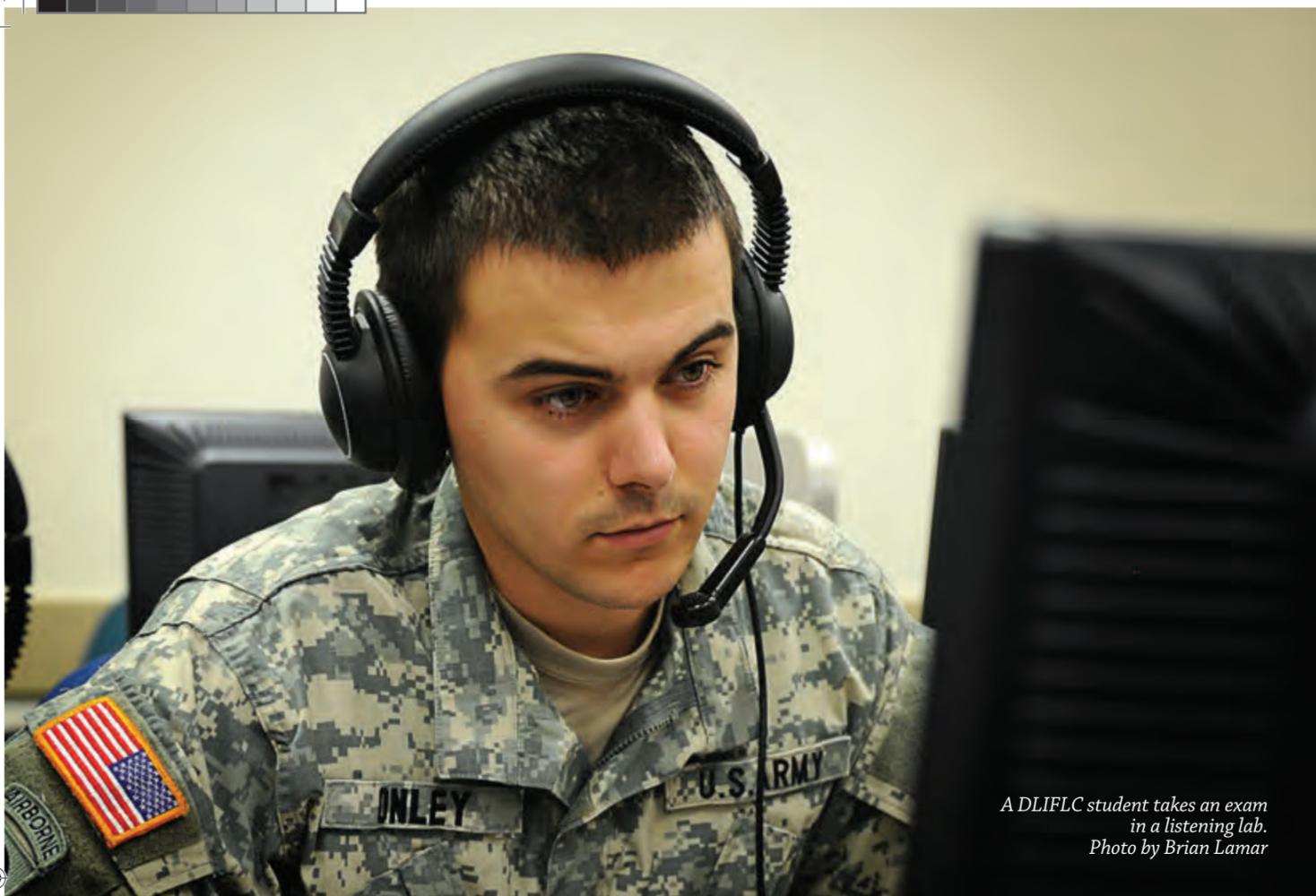
To complete the study, a DLIFLC evaluation team traveled to Language Training Detachment (LTD) sites and participated in Umbrella weeks where troops are debriefed about their deployment experiences. Data collection activities included leadership interviews, student and instructor focus groups, and student surveys, as well as a comprehensive look at Oral Proficiency Interview results.

Findings from data collection at seven LTD sites: Forts Drum, Campbell, Carson, Bragg, Lewis, and Schofield Barracks and Camp Pendleton, were shared with DLI-

FLC's Continuing Education Field Support Division, in charge of overseeing the programs.

In support of the AFPAK Hands program, the RA Division completed examination of the Distance Learning pilot program for Phase II which supports in-county language and cultural training of personnel during their first deployment to Afghanistan.

Findings of this research have been incorporated into future AFPAK Hands language and culture training and will be used for Phase III of the program.



*A DLIFLC student takes an exam in a listening lab.  
Photo by Brian Lamar*

## Field Training Exercises limited

DLIFLC's Field Training Exercises (FTX) carried out at a special facility located at Ord Military Community, in Seaside, Calif., have been an economical and efficient way of engaging a large number of students in "learning by doing." Students are put in an environment where they are forced to communicate in order to resolve issues in simulated "real life" situations. The emphasis of the training is on communication and problem solving while exclusively using the target language in a culturally enhanced environment.

<b>FTX IMMERSIONS BY LENGTH</b>		
<i>A TOTAL OF 3,917 STUDENTS PARTICIPATED IN 208 FTX IMMERSION EVENTS IN FY11</i>		
	<b>EVENTS</b>	<b>STUDENTS</b>
<b>1-DAY</b>	38	602
<b>2-DAY</b>	113	2,392
<b>3-DAY</b>	57	923
<b>TOTAL OMC</b>	208	3,917
<b>OTHER LOCATIONS</b>	74	1,485
<b>TOTAL ALL</b>	282	5,402

In FY11, a total of 208 FTX events were conducted at the immersion facility for 3,917 students primarily in Arabic, Korean, Chinese, Russian, Spanish, and Persian Farsi.

Because of limited space at the immersion facility, many schools have opted to hold im-

mersion training at other locations available throughout the Institute. There were 74 such events recorded by ILO in FY11 involving 1,485 students.

In total, 5,402 DLIFLC students experienced an FTX immersion during FY11.

## Video Diaries - DLIFLC's Attrition Reduction Initiative

In FY11, DLIFLC embarked on an exciting new project to investigate factors related to student attrition with the use of "video diaries," a room set up with a video camera where students can record daily comments about how they feel they are progressing in the course.

The 18-month evaluation of five Persian Farsi basic course classes began in February 2011. The evaluation consists of military unit interviews, student questionnaires, video diary entries, student sensing ses-

sions, and classroom observations.

In addition, DLIFLC leadership, service commanders, and school deans composed a series of questions, the answers of which they hope will reduce attrition and provide guidance for actionable goals for the Institute and military services for reducing attrition.

Questions included: How many hours outside of class will facilitate the greatest success?; What are the potential consequences for retaining a student as it pertains to affecting the performance of other students in the class and the performance of the retained student?; What factors within the students' environments contribute or detract

from completing a language program?; What are the costs associated with student attrition?

"Thus far we have collected a large amount of data that, when presented to DLIFLC Leadership and service commanders, has guided revision of current processes and policies. As this study comes to an end, we should be able to pinpoint and capitalize on specific components that make a student successful at DLIFLC," said Dr. Shannon Salyer, Senior Research Scientist, Office of the Provost.



*DLIFLC students participate in a Chinese immersion activity at the Field Training Exercise facility at Ord Military Community, Seaside, Calif.  
Photo by Brian Lamar*

## Student Learning Center expands

What started as an Air Force pilot program in 1996 to teach incoming DLIFLC language students refresher English grammar and area studies, is today the Student Learning Center (SLC), an integral part of language training at DLIFLC. The SLC now offers learner training during the first week of every language program.

“The importance of the program is that it teaches the students about styles and strategies and how to approach learning

situations from a perspective of strengths and weaknesses. It gives the learner options,” said DLIFLC Provost Dr. Donald Fischer.

The SLC currently provides five offerings: Introduction to Language Studies (ILS), Language Enhancement after DLIFLC, Workshops and Seminars, Academic Advising Program, Mobile Training Program, and Outreach Events.

Of the five, ILS, the largest program, provides a mandatory five-day 30-hour orientation to language learning and addresses learning strategies, English grammar, cultural awareness, area studies, and technology-based autonomous study resources. In FY11, the program served 3,504 students with 4,639 total hours of instruction via 215 iterations.

This year, new components of the course include *Introduction to Operational Culture* and *Grammar Jumpstart*, a contrastive grammar materials course designed for 22 languages.

Toward the end of the ILS course, SLC staff invite faculty to get acquainted with the student profiles contained in portfolios created during ILS that indicate the student learner type.

“The student portfolios give the teaching teams valuable background information on their students so that they can tailor their teaching methods from the very beginning of the course,” said Chief Military Language Instructor of the European and Latin American School, Sgt. 1st Class Adam Bossart.

SLC expanded its Mobile Training Program in FY11, standardizing the curricula taught in its Language Learning Essentials Program, supporting 1,437 service members in programs such as Afghanistan/Pakistan Hands, Marine Special Forces, and other DLIFLC learners at locations such as Camps Lejeune and Pendleton, Forts Lewis, Campbell, Carson, Drum, and Bragg, Hurlburt Field, MacDill Air Force Base, etc.

## Research and Analysis internal evaluations expand

To continuously improve upon student results, DLIFLC’s Research and Analysis (RA) Division undertook several new studies in FY11.

The Homework and Self-Study project addresses developing guidelines for improved homework and self-directed, out-of-class learning for DLIFLC students. The research will determine how students manage their out-of-class study time and investigate the relationship between learner outcomes and the characteristics of their out-of-class learning experience. The RA Division is also examining Lexical Learning strategies to accelerate vocabulary learning during foreign language study as well as Tone Aptitude, which evaluates measures that would allow DLIFLC to identify students with aptitude for tonal languages.

In its continuing effort to support undergraduate education, the RA Evaluation Group, in collaboration with the Chinese Program, designed and implemented an Appreciative Inquiry (Best Practices) evaluation model. This innovative effort involved the entire instructional and support staff in the Chinese Basic Course program and was instrumental in maximizing the benefits of identifying and implementing instructional practice improvements. The effort



Russian language students walk from class at the European and Latin American School. Photo by Natela Cutter

required the Chinese program to identify and prioritize best practices, develop action plans to disseminate those practices, and establish follow-up strategies to determine instructional effectiveness.

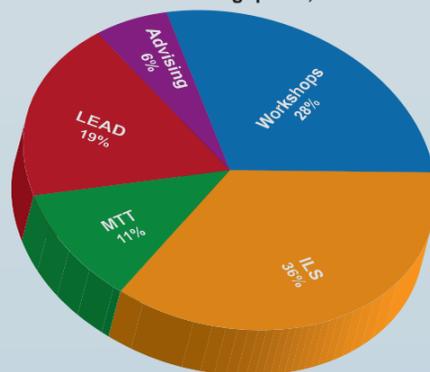
With an increased emphasis on integrating language program content, instructional methods, and instructional technology, the RA Division is also tasked with examining and developing guidelines for an integrated program development approach. Within this context, RA in collaboration with the Language Science and Technology Directorate is conducting a Technology Utilization Evaluation to determine the collaborative best practices among Curriculum Development, Faculty Development, and Technology Integration. The

intent is to develop and implement within the basic course program an instructional model that presents integrated instructional content, matched to appropriate technology, which would be taught by well-trained, technically-savvy instructors.

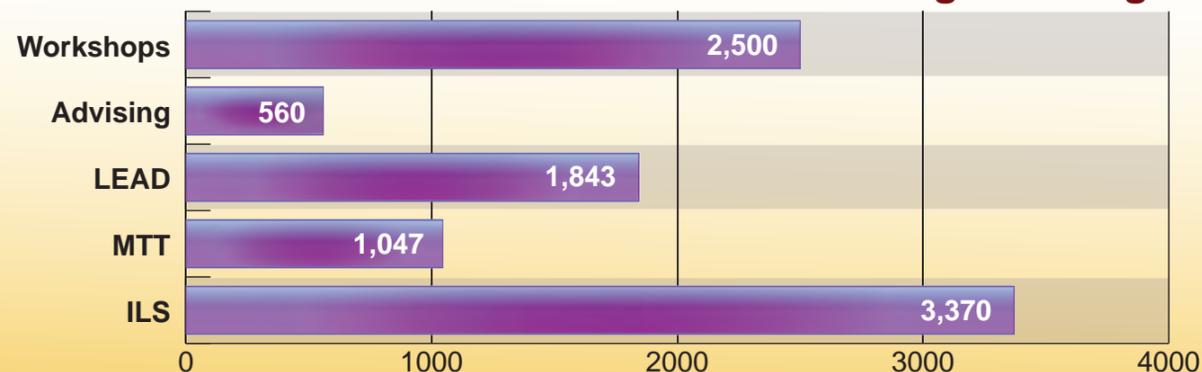
During FY11, the Center for the Advanced Study of Language (CASL) delivered a literature review that addresses questions related to the effects of passage length and density, and working memory related to listening comprehension testing. The overall goal of this project is to inform future Defense Language Proficiency Test specifications.

### FY11 Program Usage

FY11 student throughput: 9,642



### FY11 SLC Program Usage



# CORE COMPETENCY 4.0 Test Development and Evaluation



Arabic language student Spc. Lacy Stewart, reads an authentic newspaper in class. Though students have access to language materials online, instructors bring newspapers to class for more realistic translation exercises. Photo by Natela Cutter



Seaman Aaron Cortese, attending an Iraqi dialect class at DLIFLC, looks up vocabulary words on his iPod. Photo by Natela Cutter

## Arabic dialect programs reap high scores

With the success of the Iraqi dialect course in FY10, DLIFLC was asked to begin teaching a 64-week Arabic Levantine course, consisting of Syrian, Lebanese, Jordanian, and the Palestinian dialects in mid FY10.

“We have become a victim of our own success,” said DLIFLC Commandant Col. Danial D. Pick, in reference to the excellent graduation results of the first Arabic Iraqi dialect course which enjoyed a 100 percent pass rate in Iraqi listening, 75 percent in Modern Standard Arabic (MSA) reading, and 100 percent in Iraqi dialect speaking.

“Though (Iraqi scores) it is a tough act to follow for students, I am confident that this is the way ahead for teaching Arabic dialects to our young service members. With user agency needs centering on understanding dialect, this is really the only thing that makes sense, not to mention that it shortens the training pipeline for students once they graduate,” Pick explained.

The inception of these new programs in 2009 came in response to user agency feedback to DLIFLC which made clear that the Department of Defense needed to consider a different approach to teaching Arabic, one of the largest programs at DLIFLC.

The first two Levantine dialect courses graduated in July and August of 2011 with a total of 28 stu-

dents. Dialect proficiency scores in listening were 82.1 percent at Level 2, speaking proficiency scores were 100 percent at Level 1+, while MSA reading scores were 78.6 percent at Level 2.

Though MSA is introduced at the beginning of the course one hour per day, and incrementally increases in duration as the course progresses, learning the dialect is paramount and is emphasized from the first day of class by teaching teams. While user agency needs called for a Level 2 in listening in the dialect, a 1+ in reading for MSA, and a 1+ in speaking the dialect, the Institute retained the Level 2 reading requirement for MSA.

## DLIFLC students shine at 36th Mandarin Speech Contest

By 1st Lt. Scott R. Ghiringhelli, Strategic Communications

Public speaking can strike fear into even the most courageous among us, imposing greater dread than the prospect of disease or even death. To speak well in public is an enviable accomplishment, and to do it in a foreign language is an even loftier achievement.

Students of the Defense Language Institute Foreign Language Center's Chinese department attended the 36th Mandarin Speech Contest organized by the Chinese Language Teachers Association of California. The event was held at Lowell High School in San Francisco on Saturday, April 30, 2011.

Following the opening ceremony, students broke out into different classrooms divided into elementary school, middle school, high school, and college.

Each classroom



Photo by 1st. Lt. Scott Ghiringhelli

had Mandarin speakers to judge the speeches being given, some of whom were among the 48 DLIFLC faculty and staff who volunteered their time as judges and organizers.

Each category was broken out into further divisions based on language proficiency.

Performances ranged from nervous and reluctant to confident and dynamic, but everyone who willingly stood up and gave a speech in Mandarin Chinese had good reason to be proud.

Family and friends of the contestants were treated to traditional and contemporary cultural entertainment while waiting for students to finish giving their speeches and for the results to be tallied. Acts included music, dancing, martial arts, and a spectacular performance of a traditional Chinese folk song performed by Yun Zhang, an instructor at DLIFLC, and one of her Mandarin Chinese students, Petty Officer 2nd Class Alexander Stewart, who is in his first semester at DLIFLC. The song included language far beyond Stewart's current proficiency

level, but he was able to master the song and give a stunning performance.

The poem describes a mother who sends her dutiful son off to the military, and then moves through each season reflecting on how they each remind her of him. Zhang and Stewart sang the parts of mother and son, respectfully.

Stewart, who had little experience performing, was somewhat overwhelmed singing in front of the approximately 1,500 people who populated the auditorium, but came through it brilliantly alongside Zhang's equally impressive talent.

"It went better than I expected. I didn't totally lose it and just stand there on stage," said Stewart. Ironically, the last time Stewart performed in front of people was the last time he was at DLIFLC studying Spanish, when he sang "La Camisa Negra."

Eighty-two DLIFLC students volunteered their off-duty time to prepare and participate in the competition, placing in nearly all levels of the college categories -- five first place trophies, six second place, six third place, and 25 honorable mentions.



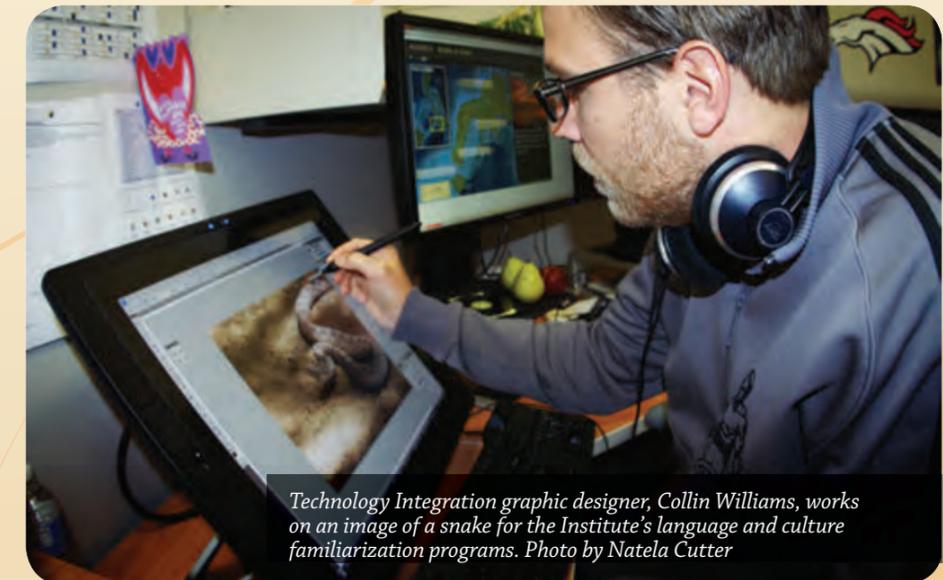
## DLIFLC introduces Gateway2

A new program designed in FY11, Gateway2 is an online self-paced interactive introductory language course that provides learners with 250 hours of instruction for Category I languages. The goal of the course is to bridge the gap between HeadStart2 lessons, which bring the learner from an approximate Level 0 of language proficiency to a Level 1 in listening and reading comprehension, and a 0+ in speaking, according to the Interagency Language Roundtable scale.

The Gateway2 prototype is currently being developed in Swahili, a language currently not taught at DLIFLC. In comparison to HeadStart2, the program provides more in-depth vocabulary, while grammar is introduced in a real-life context through interac-

tive problem solving activities set in a virtual immersion environment. Whereas HeadStart2 and Language Survival Kits require memorization of words, Gateway2 will demand that learners apply memorized words and phrases thus requiring them to create with the language.

The program includes a 3D-animated introduction and rich multi-media presentations that are especially designed to promote intrinsic motivation of the online learner who is expected to be self-directed, responsible, and engaged in the learning experience.



Technology Integration graphic designer, Collin Williams, works on an image of a snake for the Institute's language and culture familiarization programs. Photo by Natela Cutter

# HEADSTART2

## The Army's choice for language training

In September of FY11, DLIFLC's HeadStart2 programs, featuring 80 to 100 hours of self-paced interactive exercises with avatar-based drills and military tasks covering real-life scenarios, became

the Army's choice of pre-deployment language training.

HeadStart2 programs can be accessed via Joint Knowledge Online, Joint Language University, MarineNet, and the Institute's website at [www.dliflc.edu](http://www.dliflc.edu)

HeadStart2 materials are more appropriate for service members because of military-specific taskings that involve situations such as searching vehicles and persons, controlling building entries, gathering basic information, understanding phone numbers, etc. Additionally, the lessons use games, word scrambles, and other interactive exercises to engage the user. In the 20-module course, students are introduced to the target language writing system and are gradually guided to understand basic greetings, to ask and to respond to simple questions, and give basic commands. HeadStart2 also includes features such as grammar and culture notes, writing practice, cultural orientation guides, area studies materials, glossaries, pronunciation guides, and a sound recorder. Newer HeadStart2 products will contain additional scenarios that use 3D animation to deepen a learner's understanding of key dialogues in realistic settings.

Soldiers who complete a HeadStart2 program in any language can get up to 16 promotion points in the Army Training Requirements and Resources System (ATRRS). Promotion points are automatically posted to ATRRS for languages hosted on the Army Learning Management System. For languages hosted at [www.dliflc.edu](http://www.dliflc.edu), Soldiers must print out their certificate of training to apply for credit.

Other service members must check with their career managers to receive appropriate credit for the online course.

**Free online HeadStart2 programs are currently available in 16 languages:** Brazilian Portuguese, Chinese (Mandarin), Dari, European Portuguese, French, German, Iraqi, Korean, Kurmanji, Pashto, Persian Farsi, Russian, Spanish, Swahili, Urdu, and Uzbek.

**Under development:** Cebuano, Chavacano, Somali, Tausug, Baluchi, Hindi, Punjabi, Turkmen, Egyptian, Levantine, and Moroccan.

## RAPPORT



Rapport - is a mandatory six- to- eight-hour Army language and culture readiness program, designed to familiarize deploying personnel with local language and customs of Afghanistan and Iraq. The program consists of two components: Cultural Orientation and Military Survival Tasks and is available on Army Knowledge Online (AKO) and Joint Language University (JLU) in Dari, Pashto, and Iraqi Arabic.

## DTRA plays vital interpretation role

Air Force Staff Sgt. Yevgeniy Maksimov, a member of the Defense Threat Reduction Agency (DTRA) Nuclear Operations Branch, interpreted for U.S. Chairman of the Joint Chiefs of Staff Admiral Mike Mullen and Russia's General Staff Chief of the Armed Forces General Nikolai Makarov during talks at the Central Naval Museum in St. Petersburg May 6, 2011.

The responsibility of DTRA Russian course graduates often involves interpreting at meetings where the stakes are particularly high. During this visit, Maksimov interpreted topics as complex as conveying Mullen's position toward the deployment of a missile defense system in Romania to be used to protect U.S. and NATO allies against dangerous regimes.

To prepare for such a tough job, Russian linguists take the 47-week Russian Arms Control Speaking Proficiency Course at DLIFLC's Continuing Education Directorate. Each year students exceed the Institute's goal of 2+/2+/2 in Listening, Reading, and Speaking, as they strive toward the DTRA goal of 3/3/2+.

"For DTRA students, the only goal that is important is the one that will enable them to do their jobs well. Each focuses on the upper end of the ILR scale and



Staff Sgt. Yevgeniy Maksimov stands between Russian General Staff Chief of the Armed Forces, Nikolai Makarov, and former U.S. Joint Chiefs of Staff, Adm. Mike Mullen, serving as interpreter during Mullen's visit to St. Petersburg on May 6, 2011. Photo courtesy of DTRA staff

native proficiency, because they know it's not about the grades or scores they receive here--it's about what they will be expected to do with the language when they begin

interpreting for DTRA," said DTRA liaison to DLIFLC, Air Force Master Sgt. Christopher Browning, referring to the Inter-agency Language Roundtable scale.

### DLIFLC LANGUAGES

#### CATEGORY I 26 WEEKS

Spanish  
French  
Italian  
Portuguese

#### CATEGORY II 35 WEEKS

German  
Indonesian

#### CATEGORY III 48 WEEKS

Dari  
Persian Farsi  
Russian  
Hindi  
Urdu  
Hebrew  
Thai  
Serbian Croatian  
Tagalog  
Turkish  
Punjabi

#### CATEGORY IV 64 WEEKS

Modern Standard Arabic - Levantine  
Arabic - Iraqi  
Chinese Mandarin  
Korean  
Japanese  
Pashto

91% of students taking CAT III & IV languages



Army Capt. Tobias Petros, an AFPAC Hands Dari speaker, shows photos of his children to his Afghan National Army classmates during a break while attending the Counterinsurgency Academy's week-long program at Camp Julien, Afghanistan Sept. 12, 2011.

Photo by Natela Cutter

# CORE COMPETENCY 2.0

## Non-resident Language Instruction

## Core Competency 3.0 Learning Methodology and Technology

### Countries in Perspective

CiP introduces users to a particular country through the comprehensive study of geography, history, economy, society, and security issues. Each CiP blends in-depth background information and insightful analysis with interactive multimedia pieces. CiPs are easily navigated by topic and offer a pragmatic yet engaging approach to viewing a region within its larger context.



**Available for 55 countries:** Afghanistan, Albania, Algeria, Angola, Azerbaijan, Bosnia, Brazil, Burma, Cambodia, China, Colombia, Congo, Cote d'Ivoire, Croatia, Djibouti, Egypt, Eritrea, Ethiopia, Georgia, India, Indonesia, Iran, Iraq, Israel, Japan, Kazakhstan, Kenya, Korea (North), Kuwait, Liberia, Libya, Malaysia, Mali, Mongolia, Morocco, Nepal, Nigeria, Pakistan, Philippines, Poland, Qatar, Russia, Saudi Arabia, Serbia, Somalia, Sudan, Syria, Thailand, Tunisia, Turkey, Turkmenistan, United Arab Emirates, Uzbekistan, Vietnam, and Yemen.

### Cultural Orientation

CO 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 dialog exchanges and interactive multimedia pieces complement in-depth information on the cultural group. CO themes concentrate on religion, tradition, family life, and the respective lifestyles of urban and rural populations. Information offered helps minimize culture shock, as well as defuse and diminish situations in which misunderstandings can lead to conflict.



**Available in 75 languages:** Albanian, Algerian, Amharic, Azeri, Bengali, Bosnian, Burmese, Cantonese, Cebuano, Chavacano, Croatian, Dari, Egyptian, Emerati, French-Africa, Gan, Georgian, Gujarati, Hausa, Hebrew, Hindi, Igbo, Ilocano, Indonesian (Bahasa), Iraqi, Japanese, Javanese, Kashmiri, Kazakh, Khmer, Korean (North), Kurmanji, Libyan, Lingala, Malay, Mandarin, Mongolian, Moroccan, Nepali, Pashto (Afghanistan), Pashto (Pakistan), Persian Farsi, Polish, Portuguese (Angola), Portuguese (Brazil), Punjabi, Russian, Saudi, Serbian, Sindhi, Somali, Sorani, Spanish (Columbian), Sudanese, Swahili, Syrian, Tagalog, Tamashek, Tamil, Tausag, Telugu, Thai, Tigrinya, Tunisian, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wu, Yakan, Yemeni, and Yoruba.



### AFFPAK Hands make a difference

The success of the Afghanistan/Pakistan (AFFPAK) Hands program is not confirmed simply by the numbers of students who have completed the first phase of the language and culture program, or even those who have made it through the third phase. The true impact is profoundly felt on the ground where the graduates interact with various people, from cabinet ministers and the president of Afghanistan, down to ordinary citizens in need of food, clean water, and schools for their children.

“When Gen. (David) Petraeus was here, he ordered seven people over to the Presidential (Afghan) Palace to create a ‘situation room’ for the President,” said AFFPAK Hands director Navy Capt. James Muir, referring to the commanding general of U.S. and International Security Assistance Forces (ISAF), who served from June

2010 to July 2011.

Muir, located at the New Kabul Compound in the capital, is tasked with managing the careers of the mid-grade and non-commissioned officers who normally come from civil affairs, intelligence, special operations, and a variety of engineering, medical, and other backgrounds.

The AFFPAK Hands members serve as a core cadre to build trust between the U.S. military and local populations in Afghanistan and Pakistan.

“My job is to make sure that these service members are being placed in positions where their skills can be used to improve relations with the locals and aid in the peaceful transition of power. Just knowing how to drink tea with people makes a big difference in

relations,” said Muir.

“I think we have far reaching abilities and can influence a few things. We do have strategic effects,” said mechanical engineer, Army Lt. Col. Robert Rabb, who works at the Strategic Partnership Unit for Agriculture and Rural Development in Kabul. One of Rabb’s current projects is working

with his Afghan counterparts on a project to build a large hydroelectric plant that would supply several cities with energy.

DLIFLC has played a leading role in the organization of the program by providing curriculum, computer equipment, and contract language and culture instruction support since the beginning of the program.

AFFPAK Hands training sites are located in the Washington D.C.

*More than 400 students have graduated from Phase I of the AFFPAK Hands language program since its inception in September 2009, with 83 percent achieving ILR Level 1 in speaking.*

### Language Survival Kits

LSKs are introductory pre-deployment materials in the format of a pocket-sized quick language reference booklet with an audio CD. The materials, which can be ordered online or downloaded, are available in 10 different topics per language with mission-specific vocabulary and simple phrases on topics such as Civil Affairs, Force Protection, and Military Police.

**More than 2.5 million Language Survival Kits, Familiarization CDs and HeadStart2 DVDs have been distributed to deploying troops in FY11**

**Available in 78 languages:** Albanian, Amharic, Azeri, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cantonese, Cebuano, Chavacano, Croatian, Dari, Egyptian, Emirati, French, Gan, Georgian, Gujarati, Haitian, Hausa, Hebrew, Hindi, Igbo, Ilocano, Indonesian (Bahasa), Iraqi, Japanese, Javanese, Kashmiri, Kazakh, Khmer, Korean, Kurmanji, Libyan, Lingala, Malay, Mandarin, Mongolian, Moroccan, Nepali, Pashto (Afghanistan), Pashto (Pakistan), Persian Farsi, Polish, Portuguese (Angola), Portuguese (Brazil), Punjabi (India), Romanian, Russian, Saudi, Serbian, Sindhi, Somali, Sorani, Spanish (Colombia), Sudanese, Swahili, Syrian, Tagalog, Tamashek, Tamil, Tausug, Telugu, Thai, Tigrinya, Tunisian, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wu, Yakan, Yemeni, and Yoruba.

### Cultural Awareness Assessments

CAA evaluates a learner’s familiarity with a specific country’s history, culture, religion, and common phrases based on the information learned from Countries in Perspective and Cultural Orientation. Knowledge acquired about 64 nations is measured using the Department of Defense Regional and Cultural Expertise Guidelines scale ranging from 0+ to 2.



**Available in 46 languages:** Algerian, Amharic, Azeri, Burmese, Khmer, Cebuano, Chavacano, Dari, Georgian, Gujarati, Hindi, Ilocano, Indonesian (Bahasa), Hebrew, Iraqi (Arabic), Japanese, Javanese, Kashmiri, Kurmanji, Libyan, Malay, Mandarin, Mongolian, Moroccan (Arabic), Nepalese, Pashto, Persian-Farsi, Portuguese (Brazil), Punjabi, Russian, Saudi (Arabic), Serbian, Somali, Sorani, Sudanese (Arabic), Tagalog, Tausug, Thai, Telugu, Turkish, Turkmen, Vietnamese, Urdu, Uzbek, Wu, and Yemeni.



DLIFLC Commandant Col. Danial D. Pick (left) speaks with AFPAK Hands members about their DLIFLC language and cultural learning experience while attending training at the Counterinsurgency Academy at Camp Julien, Afghanistan, Sept. 12, 2011. Photo by Natela Cutter

area, Tampa, Fla., Norfolk, Va., and at Camp Julien, Afghanistan. “We have graduated 409 students since the beginning of the program,” said Steve Collins, DLIFLC associate provost and dean of Field Support. “Of this number, 285 students graduated from the Dari language program, 91 from the Pashto, and 33 from the Urdu program.”

“With four phases of language and culture training planned, the portion taking place in-country, Phase II, has been the most challenging because of the lack of access to the Internet and the use of distance learning tools,” explained Collins. As a result of technical difficulties in-country, DVDs are provided to students to carry with them for use in Phase II. Once

deployed, a face-to-face several week refresher course is provided on the ground.

DLIFLC instructors travel to Afghanistan each time a new rotation of AFPAK Hands members arrive. In addition, students receive a week of counterinsurgency training at Camp Julien where they meet their Afghan counterparts and in some cases are able to immerse with Afghan National Army soldiers for a week before going to their assigned duties throughout the country.

In FY11, Phase III training began for returning Hands, who spend five hours per week studying their target language using self-study modules and engaging in e-Mentoring sessions via the Broadband Language Training System, connecting directly with instructors located at DLIFLC’s Continuing Education Directorate in Monterey, Calif. Phase IV of the training cycle will begin in August 2012.

### Taking instruction to the General Purpose Force

Spc. Kelly Brisco says that giving her the chance to learn Dari was the best thing the Army ever did for her. Currently stationed as a medic at Forward Operating Base Fenty in Jalalabad, Afghanistan, Brisco is one of the 1,371 graduates of a 16-week language program for the General Purpose Force (GPF) since

*1,371 General Purpose Force service members have graduated from the course since 2009, while 541 of this number graduated in FY11.*

the inception of the program in September 2009. “I was really excited to do the course. It is a great opportunity and it is great to interact here with local nationals and understand the culture,” said Brisco, who explained that motivation was a determining factor in learning the language. “You have to be motivated. You have to want to learn.”

Brisco, along with 80 other service members in her class, was able to take advantage of the opportunity to learn Dari before deploy-

## Language Training and Enhancement Materials for the Professional Linguist



Global Language Online Support System (GLOSS) - is a maintenance and enhancement language tool that is comprised of reading and listening comprehension components. GLOSS lessons can be accessed from anywhere in the world and provide an opportunity for an independent learners to work in a self-paced environment. The materials span from Interagency Language Roundtable levels 1 through 3.

### Available in 37 languages containing 5,867 lessons:

- Albanian, Arabic, Azerbaijani, Chinese, Croatian, Dari, Egyptian, French, German, Greek, Gulf-Arabic, Hausa, Hebrew, Hindi, Indonesian, Iraqi, Japanese, Korean, Kurdish, Kurmanji, Kurdish-Sorani, Levantine, North-Korean, Pashto, Persian Farsi, Portuguese, Punjabi, Russian, Serbian, Spanish, Swahili, Tagalog, Thai, Turkish, Turkmen, Urdu, and Uzbek.

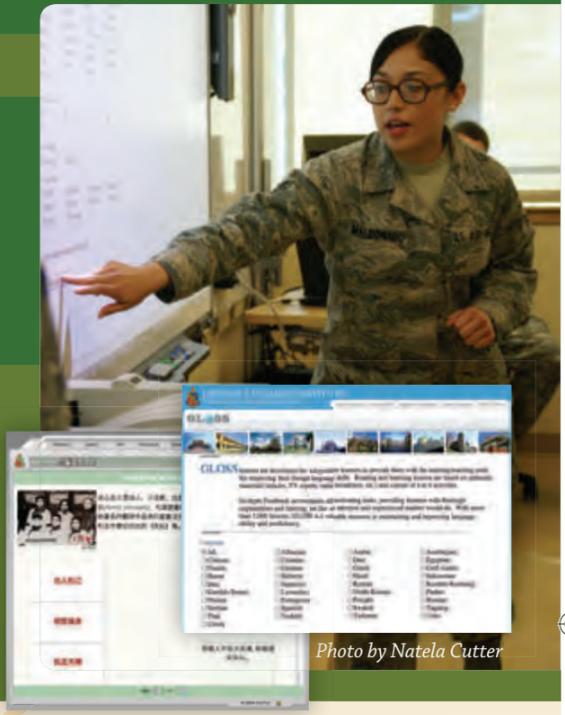


Photo by Natela Cutter



### Post Basic Delivery Service

PBDS provides 48 weeks of online teacher-mediated materials for intermediate and advanced students in the following languages: Arabic, Bosnian/Croatian/Serbian, Chinese, Dari, Hebrew, Hindi, Korean, Pashto, Persian Farsi, and Russian. The Final Learning Objective topics are covered from Interagency Language Roundtable level 1+/2 through 3/3+. DLIFLC language instructors must register for access to materials and can select lessons by level and topic to create a unique learning environment for their students.



### Weekly Training Events

WTE materials are online language lessons for intermediate and advanced students organized in four-hour blocks of materials intended for mandatory service member language maintenance training. The independent learner materials are available in 11 languages: Arabic, Chinese, Hindi, Korean, Kurdish-Sorani, Kurdish-Kurmanji, Pashto, Persian Farsi, Russian, and Tagalog.

## DLIFLC moves forward with "dot" EDU academic network

The plan to establish an academic network at DLIFLC moved from the conceptual to the tangible in 2011 with a pilot network established within the Institute at the start of the year.

Since 2008, the idea of building a computing network that was more akin to that of a civilian university which would allow DLIFLC students and faculty the flexibility to leverage all facets of technology, has been a long-term strategic goal. In FY11, that goal became reality.

As proof of concept, in January 2011, some 200 students and faculty of the Dari language program were connected to the academic network hosted by the Naval Postgraduate School in Monterey, Calif. Access to a "dot" EDU network, forty times faster than the legacy network, gave

faculty and staff the opportunity to leverage several open-source, mobile, and social learning technologies. The results were outstanding with students reporting a satisfaction rate of 8.5 out of 10 for the academic network, up from 3.5 out of 10 for the legacy network.

Faculty worked quickly to adapt their curriculum by creating online language communities to take advantage of the peer learning opportunities afforded by the new systems.

More importantly, it was discovered that the speed of the network allowed classes to recapture as much as 15 minutes of class time per day. Over the course of a typical DLIFLC program, the time-savings is equivalent to 10 extra class days.

The success of the pilot was used to make the case at the Department of Defense (DoD) for permission to fully migrate DLIFLC to an academic network.

In late May, after a six month effort which included a full cybersecurity review by the Defense In-

formation Systems Agency and a formal proposal to the DoD Chief Information Officer, DLIFLC was awarded permission to proceed with a full migration to the "dot" EDU network. Funding for the project from the Department of Army soon followed.

In September, DLIFLC procured the network equipment required to convert all 114 buildings and five DLIFLC locations to the "dot" EDU network, kicking off an 18-month migration project.

Over the next year, once the network core and data center operations are established, the language programs will be converted at the rate of one to two per month until all language programs are operating on the "dot" EDU network. Simultaneously, the external presence of DLIFLC will also undergo a face-lift improving the ability of the professional linguist, General Purpose Forces, and the public to gain better access to language training materials at [www.dliflc.edu](http://www.dliflc.edu).

ment because of a DoD-level decision to place at least one Soldier per platoon in language training. DLIFLC has played a leading role in carrying out the establishment of Language Training Detachments (LTDs). Within 16 weeks of Dari instruction at Schofield Barracks, Hawaii, Brisco achieved a Level 1 in speaking, according to the government Inter-agency Language Roundtable (ILR) scale. "I did well, and my classmates teased me, but I didn't care," she said, with a triumphant smile.

"As a medic I have worked with several local patients when they come to the clinic. I also had to use it (Dari) when I went out to treat truck drivers who were injured, so it has been very beneficial," explained Brisco.

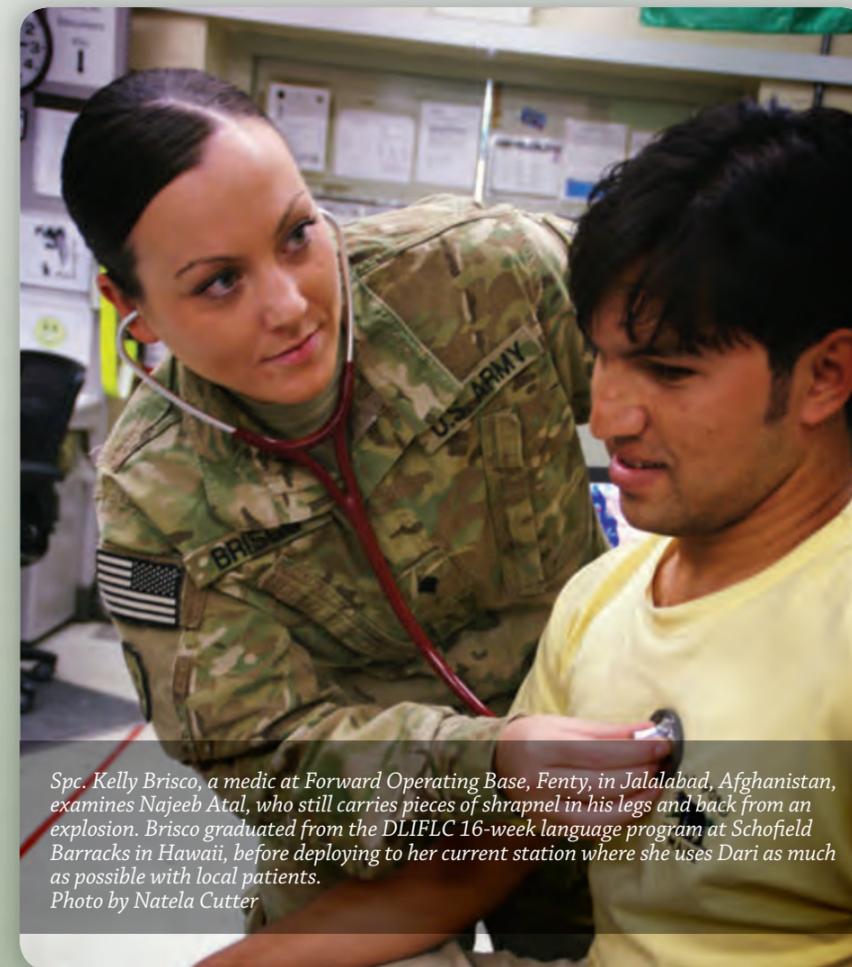
Currently, there are eight LTDs located at Forts Bragg, Campbell, Carson, Lewis, Polk, and Drum, Schofield Barracks in Hawaii, and Vilseck/Grafenwoehr in Germany.

Ninety-nine percent of the students reached the graduation goal of 0+ or higher, while 40 percent received a Level 1 or higher on the Oral Proficiency Interview.

"It is truly remarkable that some students reach a Level 1 or higher in proficiency after just 16 weeks. We continue to get positive feedback from

commanders on the ground telling us how language-enabled Soldiers are capable of using even limited language skills to better relations

with locals," said Steve Collins, DLIFLC associate provost and dean of Field Support.

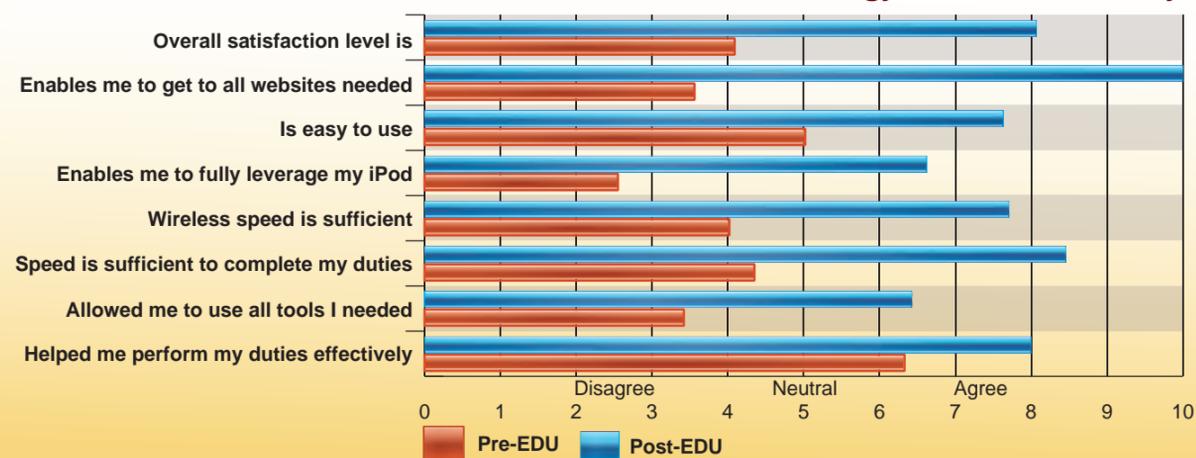


*Spc. Kelly Brisco, a medic at Forward Operating Base, Fenty, in Jalalabad, Afghanistan, examines Najeeb Atal, who still carries pieces of shrapnel in his legs and back from an explosion. Brisco graduated from the DLIFLC 16-week language program at Schofield Barracks in Hawaii, before deploying to her current station where she uses Dari as much as possible with local patients. Photo by Natela Cutter*

*"Given our daily interaction with our Afghan partners who range from the highest leaders to the man on the street, this training proved to be a highly useful non-kinetic combat enabler. I would recommend that all deploying units leverage the skill and resources of DLIFLC personnel in developing and executing targeted pre-deployment language and culture training."*

**Army Col. Jeff Martindale**  
Commander 1st Brigade Combat Team 4th Infantry Division

### Student Technology Satisfaction Survey





*Gen. John R. Allen, commander of International Security Assistance Force (ISAF), shakes the hand of Marefat High School cultural director Aziz Royesh, upon receiving a gift from the students in response to his sponsorship of 10 scholarships for Afghan children. Far right, stands Navy Capt. Edward Zelle, the Afghanistan/Pakistan (AFPAK) Hands member who introduced Allen to the talented young Afghan children of the Marefat High School. Photo by Natela Cutter*

## AFPAK Hands make a difference

By Natela Cutter,  
Strategic Communications

KABUL, Afghanistan — Thanks to Navy Capt. Edward Zelle, a member of the Afghanistan/Pakistan (AFPAK) Hands program, the commanding general of International Security Assistance Force (ISAF) in Afghanistan, Gen. John R. Allen, has a much better understanding of how the Afghan government works, while his Afghan counterparts have gained more confidence in the intent of coalition forces to aid in the peaceful transition of power to the Afghan government.

When Zelle began study-

ing Dari in 2009, as part of the AFPAK Hands program that was initiated by commanding generals David Petraeus and Stanley McChrystal, he thought it would be a good idea to have language and cultural knowledge before deploying to Afghanistan as a senior intelligence officer.

“I knew it was very important to have this background, but until I arrived in Afghanistan I don’t think I fully appreciated how knowledge of culture and language would so profoundly affect the relationships forged on the ground,” said Zelle, who began collecting Dari proverbs as a hobby during the initial 16-week language and culture course, facilitated by the Defense Language Institute Foreign Lan-

guage Center.

Zelle began his 16-month deployment with six weeks of language immersion with the Afghan National Army’s 205th Corps in Kandahar, followed by mentoring Afghan National Police at the Ministry of the Interior in Kabul. But his best chance to demonstrate the value of his AFPAK Hands training came three months into his deployment, following Afghanistan’s parliamentary elections in September 2010.

“For the first time, President (Hamid) Karzai had requested a small, full-time ISAF presence in the Afghan Presidential Palace because he wanted to have better visibility in monitoring the elections,” explained Zelle. “It was



*Curriculum Development Dean Kiril Boyadjieff, Associate Provost of Language Science and Technology Christine Campbell, and Dean of Asian School I Luba Grant, discuss different aspects of developing curriculum during a meeting Aug. 24, 2011. Photo by Natela Cutter*

## Establishing the Defense Language Curriculum Working Group

In FY11, DLIFLC established a Defense Language Curriculum Working Group (DLCWG) to assist the members of the Defense Language Steering Committee (DLSC) in performing their advisory role to the DoD Senior Language Authority in overseeing the Defense Foreign Language Program.

The DLCWG identifies and coordinates language curriculum requirements. In executing its functions, it draws on its own membership’s expertise, as well

as that of other subject matter experts. It provides input, as requested by the Defense Language Office, the Defense Language Action Panel, and the DLSC, and develops a prioritization process for identifying annual and ad hoc defense language related curriculum development priorities and funding requirements. Furthermore, the DLCWG provides a forum for presenting new initiatives and discussion regarding language curriculum issues of interest to the DoD.

DLIFLC hosted the first DLCWG meeting on December 15, 2010 in McLean, Va., with more than 30 members representing military services, intelligence agencies, and other government

organizations. DLIFLC has hosted DLCWG meetings every other month to discuss questions such as the extension of the Spanish course by 10 weeks, the choice of languages to be developed for online training materials, and external curricular reviews.

The DLCWG meetings have provided members with rich opportunities for productive discussion. In addition, they have served as a communication platform for DLIFLC to inform the stakeholders of newly developed curricula and products.



# CORE COMPETENCY 3.0

## Learning Methodology and Technology

***“Language, regional and cultural skills are enduring warfighting competencies that are critical to mission readiness in today’s dynamic global environment. Our forces must have the ability to effectively communicate with and understand the cultures of coalition forces, international partners and local populations. DoD has made progress in establishing a foundation for these capabilities, but we need to do more to meet current and future demands.”***

*LEON PANETTA, SECRETARY OF DEFENSE MEMO TO MILITARY DEPARTMENTS, AUG. 10, 2011*



*Marefat High School cultural director Aziz Royesh (left) speaks with Gen. John R. Allen (right) upon the receipt of a personal check that will pay for 10 annual student scholarships for Afghan children. Standing in the middle is Navy Capt. Edward Zelle, who works closely with Allen as an AFPAK Hand and runs the Presidential Information Coordination Center at the Presidential Palace. Photo by Natela Cutter*

an experiment and opportunity that ISAF had wanted to do for the past ten years.”

Based on the success of this temporary situation room, Karzai and Petraeus agreed to continue the experiment led by Zelle, with an eye toward a permanent joint Afghan-ISAF office analogous to the White House Situation Room, called the Presidential Information Coordination Center (PICC).

But to run the PICC while embedded 24/7 with senior Afghans from the Palace and key security ministries, Zelle had to hand-pick others who could speak the language and understand the Afghan culture.

“I knew the AFPAK Hands skill-set would be essential to the relationship-building. This would help reinforce to the Afghans that they were respected partners in a

common goal. With this in mind, we let them lead the PICC with the Hands as guides, instead of rolling in there and telling them “this is how we do business,” explained Zelle.

“This approach eventually broke down the original barriers and created a powerful team that was highly valued by President Karzai and ISAF commanders,” he said. “The PICC helped stabilize the often-contentious information environment between ISAF and the Afghan government, smoothing the way at the strategic level so operations in the field could continue unimpeded.”

Today, the PICC continues to coordinate and funnel information between the Presidential Palace and ISAF headquarters.

“Every day, the PICC assembles a briefing book based

on information from ISAF and reports from all the provinces that goes up to the President’s National Security advisors, who take excerpts from it for the President’s daily brief,” said Zelle.

“General Petraeus, General Allen, and the other top ISAF generals strongly supported the PICC because it was their primary method of quickly communicating details and facts to the Palace about controversial subjects such as night operations, detainees, and civilian casualties,” Zelle said.

By the end of his first year in theater, Zelle developed the PICC into an organization with a staff of 36 officers composed of seven AFPAK Hands, 26 Afghans, and three interpreters.

As for Zelle’s Dari proverb collecting hobby, it resulted in the publishing of a book of proverbs in Dari and English called Zarbul Masalha, printed with the help of a U.S. Embassy grant that provided 40,000 initial copies.

“You can really see the soul of the country in this artwork,” said Allen, who attended a Marefat High School art exhibit and fundraiser organized by Zelle after Zarbul Masalha was published.

Marefat High School students presented a painting as a gift to the general, who made a generous donation of 10 annual scholarships.

“This painting will hang in my office in ISAF Headquarters to remind us of our friendship,” Allen told Marefat High School cultural director, Aziz Royesh.

## 09L Interpreter/Translator program

DLIFLC has supported the training of the U.S. Army Combat Interpreter/Translator Military Occupation Specialty (MOS) 09L since the inception of the program in 2003. This program is designed for native and heritage speakers of designated strategic languages of interest to the Army.

During FY11, 57 students graduated from seven classes in four languages, Arabic, Dari, Persian Farsi, and Pashto, from the 09L Interpreter/Translator program at the Advanced Individual Training (AIT) course at Fort. Huachuca, Ariz.

Once Soldiers graduate from the 09L program they are sent OCONUS for a one-year rotation.

“What is nice about (being an 09L) it is that on a daily basis I am doing what I joined the military for. Whether it is translating a document, doing interpretation for the officers and the NCOs, or working with the Afghan locals and U.S.-hires,” said Pfc. Hafiz King, speaking at Forward Operating Base



09 Lima interpreters and interpreters chat with an Afghan border policemen in their office at Forward Operating Base Fenty, in Jalalabad, Afghanistan, Sept. 11, 2011. Photo by Natela Cutter

Fenty in Jalalabad, Afghanistan.

**More than 1,200 Army Soldiers have completed the 09L program since its inception in 2003.**

## Professional Military Education (ProMES)

DLIFLC’s Professional Military Education Support (ProMES) program, designed to provide officer-focused foreign language instruction to all branches of the

tribute the peaceful transition of power from coalition forces to the Afghan people.

“All together, day-in and day-out, I do exactly what I was hired to do. It keeps me busy and time goes by fast. Not to mention that we are doing a lot of productive stuff here for the country,” King explained.

military, served 1,756 officers from the Army, Navy, Marines and Air Force at their Professional Military Education schools: the Army’s Command and General Staff College at Fort Leavenworth, Kan., the Air War College and Air Command and Staff College at Maxwell Air Force Base, Ala., the U.S. Marine Corps

are now tested with the two-skill Oral Proficiency Interview that measures participatory listening and speaking and is thought to be a more appropriate tool for Special Forces needs.

To broaden and improve both the basic and intermediate programs, DRSA has outsourced curriculum development projects, but has sought DLIFLC assistance in managing the quality of curriculum produced.

“Our division oversees the contractor’s performance by monitoring how the contractor implements the requirements of each specific task. We also monitor the quality of specific services supplied and review all documentation submitted by the contractor,” said DLIFLC Curriculum Development Division Dean Kiril Boyadjieff.

In addition to JFKSWCS, DLIFLC provides support to: Special Operations Task Force at Fort Bragg, N.C., the U.S. Marine Corps Forces Special Operations Command at Camp Lejeune, N.C., the USMC Forces Special Operations Command at Camp Pendleton, Calif., and the U.S. Air Force Special Operations command at Hurlburt Field, Fla.

“We are very proud of our new programs,” said Lightsey, adding that JFKSWCS hopes to introduce a new advanced language course that would take Soldiers from a 2+/2+ to a 3/3 by 2012. “Having a language capability indisputably augments the SOF mission.”

## Army Chief claims DLIFLC is important for advancement

Chief of Staff of the Army, Gen. Raymond Odierno, visited the Defense Language Institute Foreign Language Center in Monterey, Calif. Nov. 4.

While speaking to staff during his visit, Odierno shared his views of how DLIFLC is handling the task of conducting DoD’s language and culture training mission.

“The size and ability for DLI to reach out not only to initially teach our young Soldiers, Sailors, Airmen, and Marines how to operate in a language, but also the way service members can reach back and

continue to learn once they leave is impressive,” said Odierno.

During his visit, Odierno observed a classroom of Dari language students and received a demonstration of the use of technology in the learning environment. Students also provided information on how they leverage technological capabilities to make language learning flexible and more mobile.

Impressed with the entire program, Odierno added, “This is terrific, we have come a long way (in teaching methods). I hope the students know how fortunate they are to be here.”

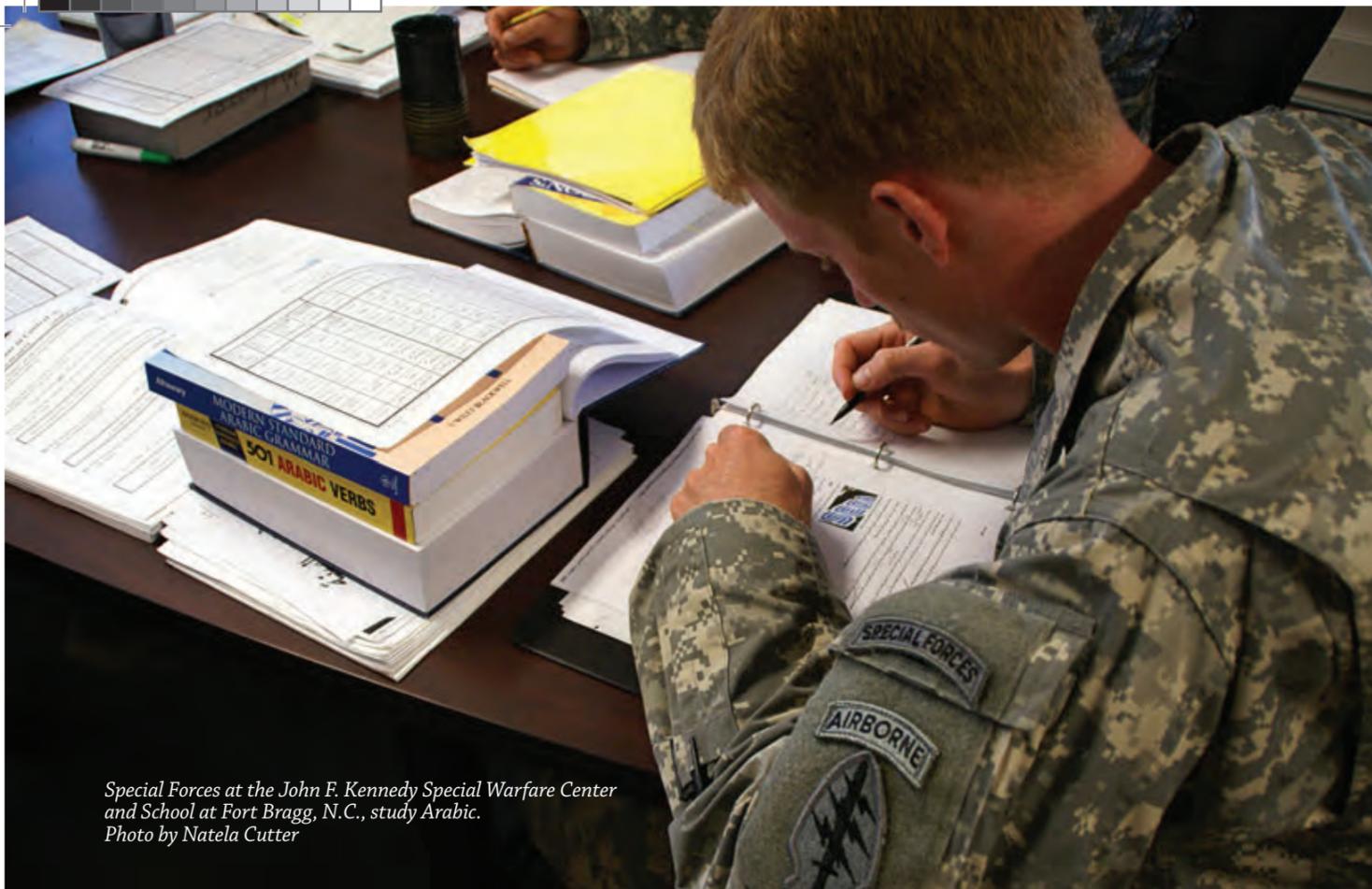
Departing the Institute, Odierno commented on the continued importance DoD places on DLIFLC’s mission.



Chief of Staff of the Army, Gen. Raymond Odierno, shakes the hand of a Dari language student during his visit to DLIFLC Nov. 4, 2011. Photo by Steven Shepard

**“I think DLI is going to continue to grow and I think it is going to be something that we find will be one of the most important things we need in order to continue to advance in understanding cultures and language capabilities.”**

Chief of Staff of the Army, Gen. Raymond Odierno, Nov. 4, 2011



Special Forces at the John F. Kennedy Special Warfare Center and School at Fort Bragg, N.C., study Arabic.  
Photo by Natela Cutter

## Increased Support to Special Forces

With an increased emphasis on language and cultural awareness skills throughout the Special Forces community, DLIFLC, funded by Resource Management Decision 700, has stepped up its support to the U.S. Special Operations Command in FY11.

The Institute has augmented the number of faculty and staff to 57 employees at five sites and provided curriculum development support through DLIFLC contract management.

Currently, 21 DLIFLC faculty members are assigned to support instruction in 17 foreign languages

at the John F. Kennedy Special Warfare Center and School's (JFK-SWCS) Directorate of Regional Studies and Education (DRSE) at Fort Bragg, N.C.

Of the 21 instructors, 11 DLIFLC faculty provide academic support to the SWCS 18-week basic language acquisition course through diagnostic assessments, teacher mentoring, and curriculum and test support. Nine of the 21 DLIFLC faculty provide support for the 24-week intermediate language course designed to get a select number of Special Operations Forces (SOF) personnel from an Interagency Language Roundtable Level 1 to Level 2.

"We tailor our curriculum

towards 'participatory speaking' and maintaining dialogue with our counterparts in near failing states, as well as rising economic powerhouse-nations," said Army Maj. Ross Lightsey, director of language at DRSE.

"We graduate over 2,100 students annually, most of whom are initial entry students. Language is a key component within our multiple qualification courses," explained Lightsey.

A significant shift occurred within the SOF community concerning measuring student outcomes. While the test of record had been the Defense Language Proficiency Test that measures reading and listening skills, Soldiers



Video Tele-Training instructor Thanhhuong Lee, at DLIFLC's Continuing Education Directorate, conducts instruction in Vietnamese with student Jack Kull, of the Defense POW/Missing Personnel Office in Washington, D.C.  
Photo by Natela Cutter

## Distance Learning programs

DLIFLC's Directorate of Continuing Education is tasked with providing language-skilled professionals with non-resident post-basic refresher, sustainment, enhancement, dialect conversion, and special focus language train-

ing that will lead students toward achieving a life-long learning goal of 3 in listening, reading, and speaking.

ing that will lead students toward achieving a life-long learning goal of 3 in listening, reading, and speaking.

To achieve this goal the

Directorate includes instructor-mediated Mobile Training Teams (MTT)

as part of the non-resident, post-basic instruction program, along with instruction delivered via Video Tele-Training (VTT) and the Broadband Language Training System (BLTS).

Distance Learning pro-

grams earn a majority of teachers through Structure Manning Decision Review funding for MTTs. This allows instructors, when not conducting MTTs, to teach post-

basic sustainment, enhancement and other online courses via VTT and BLTS, which otherwise does not have programmed funding.

Student enrollments for each Distance Learning program to date amount to: 690 MTT students, 346 VTT students and 148 BLTS students.

FY11 figures show a 17 percent increase compared to instructional hours taught in FY10 in all three programs.

**More than 154,000 members of all services have received DLIFLC pre-deployment language familiarization training since FY03.**

**In FY11, 16,977 service members received focused performance-based language instruction.**

Command and Staff School at Quantico, Va., and the Naval Postgraduate School in Monterey, Calif.

**More than 6,800 officers have graduated from DLIFLC ProMES courses since FY05.**



Dr. Tristan James Mabry, the Executive Director of the Joint Foreign Area Officer Skills Sustainment Pilot Program, speaks to Foreign Area Officers about a new online portal called FAOweb, during a briefing at DLIFLC. Photo by Natela Cutter



Photo courtesy of DoD



### U.S. AIR FORCE DLIFLC supports Air Force Culture and Language Center

As part of a pilot program, DLIFLC delivered training via its Broadband Language Training System to Air Force service members enrolled in the Language Enabled Airmen Program (LEAP) in FY11.

DLIFLC's Directorate of Continuing Education provided a total of 1,078 hours of foreign language instruction to 50 students in Arabic, Chinese, and Russian.

Each of the three iterations of the course consisted of 12 weeks of instruction, which included four hours of face-to-face instruction with teachers and three self-study hours per week. While Phase I took place in the fall of 2010, Phase II courses were conducted from March to June 2011. Phase III was carried out from July to the end of September 2011.

LEAP, sponsored by the Air Force Culture and Language Center at Maxwell Air Force Base, Ala., is a career-spanning program that selects, develops, and sustains an Airman's foreign language and cultural capabilities. LEAP's objective is to create cross-culturally competent leaders across all Air Force specialties with working-level foreign language proficiency. This year a total of 327 Airmen were selected for the program.

### Continuing Education puts courses online for FAOs

In FY11 DLIFLC's Continuing Education (CE) staff, in collaboration with the Naval Postgraduate School instructional design team, developed and published 30 modules in five languages for participants of the Joint Foreign Area Officer Skill Sustainment Pilot Program (JFSSPP).

The advanced language modules have been published in Chi-

nese, French, Korean, Spanish, and Russian. Each six-module language course incorporates key terminology in addition to socio-cultural content that will assist a Foreign Area Officer (FAO) in enhancing his or her communicative competence. Modules are designed at the Interagency Language Roundtable level of 2 to 3 and require approximately three to five hours of self-study to complete.

The JFSSPP program, in its third pilot year, is an advanced education and skill sustainment initiative for FAOs across the

Armed Services. The JFSSPP provides two types of education: in-residence courses and distance learning. The in-residence courses at NPS bring a select number of seasoned FAOs together for advanced seminars on career-relevant functional areas taught by NPS faculty, while DLIFLC instructors provide customized language evaluation and instruction online and face-to-face. The distance learning elements are delivered online via FAOweb, an internet portal available to FAOs worldwide.

The online DLIFLC language courses run over a twelve-week period, and in addition to self-study, each participant meets with his or her professor once per week for a two-hour synchronous session delivered via the Elluminate web-conferencing platform.

In FY11, CE instructors, along with faculty members from other DLIFLC directorates, conducted a total of 76 face-to-face interviews, 31 Diagnostic Assessments, and 43 Diagnostic Interviews for 71 FAOs in 17 languages in support of the JFSSPP resident course.

***"Our defense operations worldwide increasingly demonstrate the need for specialists in the security aspects of foreign countries, cultures, and languages; there is no community in the DoD more highly qualified to perform these critical roles than Foreign Area Officers"***

Dr. Tristan J. Mabry