



ANNUAL PROGRAM REVIEW 2010



DLIFLC
DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

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 anytime, anywhere.



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.

Editorial Staff

Commandant/Commander

Col. Danial D. Pick

Provost

Dr. Donald C. Fischer

Editor-in-Chief

Clare Bugarly

Editor

Natela A. Cutter

Assistant Editors

Traci Dunn

Erin O'Reilly

Design & Production

Deacon Westervelt

Photo Credits

Natela A. Cutter

Brian Lamar

Hiro Chang

Dusan Tatomirovic

Steven L. Shepard

Deacon Westervelt

Sal Marullo

PO1 Ammon Grant

October 2010

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 36**

www.dliflc.edu



Become a DLIFLC fan on Facebook at

<http://www.facebook.com/pages/Monterey-CA/Defense-Language-Institute-Foreign-Language-Center/20325977762>



Col. Danial D. Pick
DLIFLC Commandant

The Defense Language Institute Foreign Language Center (DLIFLC) was challenged like never before in 2010. The questions posed were: “Can you deliver linguists proficient in Arabic dialects, such as Iraqi and Levantine? Can you design the curriculum, train the teachers, and fundamentally change how Arabic is taught to meet this requirement? Can you deliver Dari and Pashto language instruction to deploying forces at their home stations so they don’t leave their families any more than already required? Can you provide long term language education in

Dari, Pashto, and Urdu to a cadre of carefully selected ‘AF/PAK Hands’ at their duty stations, including austere deployment locations throughout the Afghanistan countryside?” In every case the answer was, “Yes.”

DLIFLC worked closely with the National Security Agency (NSA) to develop an Iraqi dialect course that turned the conventional wisdom of Arabic language instruction on its head.

For decades, the approach has been to teach Modern Standard Arabic (MSA) with dialect taught at the end of the course. NSA suggested a paradigm shift, by definition unproven and risky: Teach dialect from day one and weave in MSA later on in the course. Together we developed and piloted an Iraqi course that graduated its first three classes this summer. Pleased with the results, NSA urged us to develop a Levantine course. The first pilot courses started this fiscal year, integrating lessons learned from the Iraqi pilots. This bold initiative may profoundly affect how Arabic is taught here at

DLIFLC and throughout the academic community.

To support the training of General Purpose Forces (GPF) units deploying to Afghanistan, the Army issued orders directing the rapid formation of Language Training Detachments (LTDs). DLIFLC established LTDs at Forts Campbell, Carson, and Drum in short order and began training small unit leaders, one per platoon-sized element. The first classes from these LTDs graduated in July and are currently operating in Kandahar and Herat. Schofield Barracks, Hawaii, started its first class in September 2010, with Fort Lewis, Wash., and Vilseck, Germany, operating in the near future to train the next units scheduled to rotate into Afghanistan. DLIFLC is also postured to support Marine Corps, Navy, and Air Force pre-deployment requirements. Where there is no LTD to support a pre-deploying unit, DLIFLC’s Headstart2 program is mandatory language and culture training for one leader per platoon.



DLIFLC also rapidly developed a six to eight hour basic language and culture course called Report that is now mandatory for all service members and DoD civilians deploying to Afghanistan as directed by Gen. David Petraeus.

Perhaps the most dynamic response from DLIFLC's team this year came from the Chairman of the Joint Chief's highest personnel priority: The selection, training and deployment of a cadre of senior Non-Commissioned Officers and officers known as Afghanistan/Pakistan (AF/PAK) Hands. In September 2009, DLIFLC started a 16-week foundational language course in Dari, Pashto, and Urdu for these personnel in Washington D.C. In FY10, 188 personnel from all Services completed initial training and deployed to theater. Once in theater, Hands are received in Kabul by a DLIFLC team that ensures they have the latest tailored modules on DVD with reach back capability to DLIFLC instructors in Monterey.

Training will continue upon redeployment from theater to their "hub" locations in Washington D.C., Norfolk, Va., Tampa, Fla., and Germany, to serve on Combatant Command Staffs or the Joint Staff. Here, they will leverage first world communications infrastructure and the best synchronous and asynchronous distance learning DLIFLC has to offer during the Hands stateside rotations.

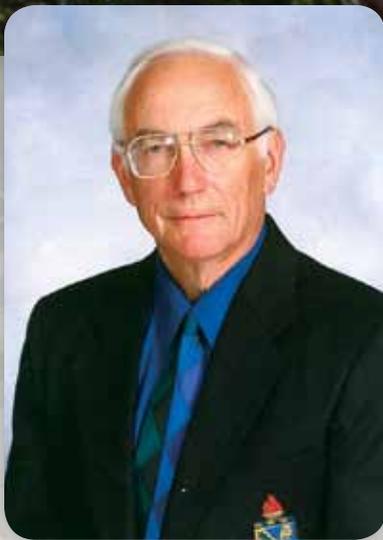
Finally, before deploying again to theater, Hands will receive a diagnostic assessment followed by a 15-week intensive language course at their hub LTDs, pushing them to a Level 2 and beyond. The goal of the program is to create a cadre of linguistically and culturally proficient servicemen and women that stay focused on the AF/PAK mission and mitigate the enemy's home field advantage. This is DLIFLC's contribution to that effort.

Building on the LTDs created in 2003 to support professional linguists, DLIFLC now has a permanent presence in 26 locations

worldwide supporting professional linguists, Special Operations Forces, and the GPF. We are postured to grow in 2011 to an additional 10 to 15 locations.

The DLIFLC team is moving quickly to meet the needs of our customers. We have established forums such as the Defense Language Testing Working Group and Curriculum Working Group to help us identify customer requirements well in advance and ensure customers are involved in the development of courses, testing, and materials. The entire DLIFLC team is committed to meeting the future challenges in support of services, agencies, and combatant commanders.

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



Donald C. Fischer
Provost

This year has been characterized by progress mostly due to the expertise, commitment, and academic excellence of our dedicated faculty members. In our Basic Program, we have seen a 6.2 percent increase in the numbers of students achieving Interagency Language Roundtable Levels 2 in reading, 2 in listening, and 1+ in speaking, moving from 70.5 percent in FY09 to 76.7 percent in FY10. Within that

statistic, we see a 15 percent gain in Arabic, a seven percent gain in Persian Farsi, a 20 percent gain in Dari, an eight percent gain in Urdu, and a 17 percent gain in Pashto — exceeding the 70 percent mark for the first time; all are languages of great strategic and tactical interest. Congratulations to the faculty making such gains possible!

We saw nearly 90 percent of our Arabic Iraqi students meeting cryptolinguist proficiency goals of 2/1+/1+ with 84 percent of the Iraqi students performing satisfactorily or better on their first operational test.

There were likewise outstanding results in connection with the fielding of new DLPT5 tests in Hebrew, Turkish, and French. In 14 of 22 of the Basic Course languages taught in FY10, the pass rate exceeded 80 percent.

DLIFLC continued to be on the cutting edge of science and technology by taking a deep

look at how learning occurs and the mechanics of the brain that enable learning. The Institute invited three world-class neuroscientist: Dr. Michael Paradis, Dr. John Schuman, and Dr. Walter Ullman to speak on the theories and experience with language learning in general and adult learners in particular. Dr. Walter Schneider, from the University of Pittsburgh and the Center for Advanced Study of Language, under the leadership of Dr. Michael Bunting is working with DLIFLC to study the impact of applying brain fitness techniques to language learning.

Additional areas of research included: best practices in distance learning, passage length and density for listening proficiency tests, return on investment related to technology and class size, and language aptitude testing in the form of the Defense Language Aptitude Battery 2.

In the area of testing, we im-



plemented the Defense Language Testing Working Group to allow all stakeholders in the Defense Language Program testing effort to see and input into the testing development and fielding process.

Additionally, DLIFLC participated with government agencies involved in language and testing and contractors providing language services in the development of an American Society for Testing and Materials standard practice for assessing language proficiency. A key element is a life-cycle approach to test development and fielding, which contractors and the government will use to insure construct validity, fairness, and community acceptance.

In the Language Science and Technology area, the accomplishments associated with fielding the Rapport initial acquisition software, Headstart2, Global Language Support System (GLOSS), Online Diagnostic Assessment, and a myriad

of web-based resources accessible to all, represent a new level of DLIFLC contribution.

Additionally, curriculum reviews were held in eight languages: Pashto, Dari, Persian Farsi, Arabic, Russian, German, Spanish, and French.

Finally, our Continuing Education Directorate continued in its mission to take language training to the learners through expanding Language Training Detachments for the tactical and intelligence communities. Distance learning capability was expanded through the Broadband Language Training System and through the Joint FAO Skills Sustainment Program conducted in collaboration with the Naval Postgraduate School.

Of special interest will be the opening of the Language Enabled Air Force Program (LEAP), involving over 200 officers for which DLIFLC will provide instruction.

The list goes on. Through

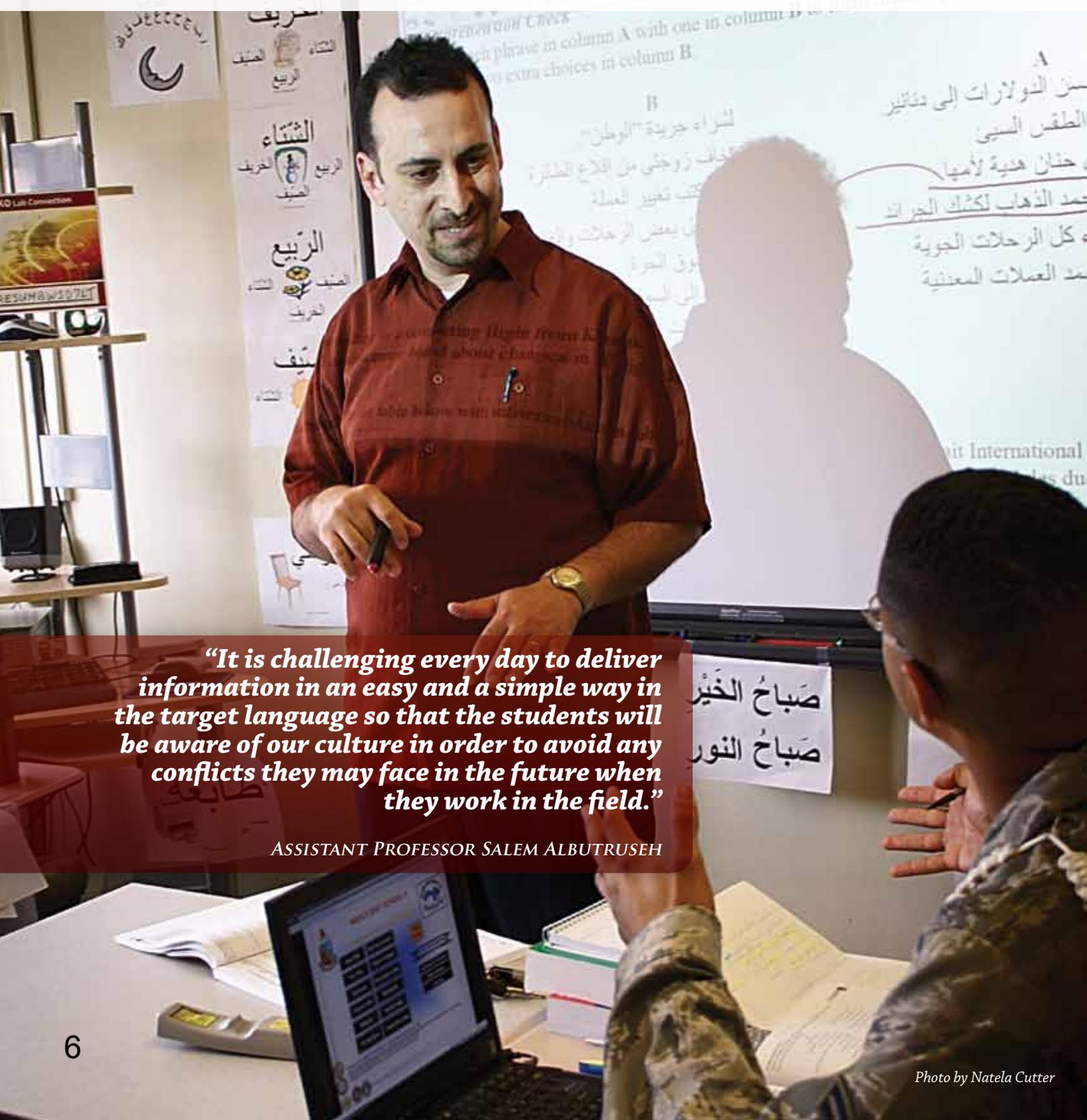
it all, faculty, staff, students, and military units have worked together to produce an agile, responsive, cutting edge organization which, at 69 years young, is leading the way in learning, research, testing, and innovation.

We welcome the confidence of the Defense community and the challenge of being deserving of that confidence.

Donald C. Fischer
Provost

CORE COMPETENCY 1.0

Resident Language Instruction



“It is challenging every day to deliver information in an easy and a simple way in the target language so that the students will be aware of our culture in order to avoid any conflicts they may face in the future when they work in the field.”

ASSISTANT PROFESSOR SALEM ALBTRUSEH

Students walk to class at the European and Latin American School. Photo by Natela Cutter



The Basic Course Program

Many factors have contributed to DLIFLC's steadily climbing proficiency scores, for resident students in particular. Within the eight schools, a tremendous effort is underway to improve classroom practices, introduce new ways of motivating students, and diversify homework assignments to improve listening and speaking skills. Additional help is made available to students by providing tutoring during seventh hour and study hall in the evenings. Communication between the Schools and the military units responsible for the students has also increased to resolve academic and administrative issues.

The current graduation standard at DLIFLC remains a 2 in Listening (L), a 2 in Reading (R), and a 1+ in Speaking (S) according to the Interagency Language Roundtable (ILR) scale.

In FY10, overall proficiency scores of 2/2/1+ for the Basic Course rose to 76.7 percent, which is nearly a seven percent increase over FY09 achievement levels. Meanwhile, disenrollment was reduced to 11 percent, two percent down from the previous year.

DLIFLC's goal to reach higher proficiency rates of 2+/2+/2 remains, and Institute leadership, along with faculty, staff, and Military Language Instructors continue to push toward these higher graduation rates. This year, 22 percent of graduates achieved 2+/2+/2 on their Defense Language Proficiency Test (DLPT) exams, with 82.8 percent of the 1,836 graduates having taken the new DLPT5.

One valuable tool students have to prepare them for the rigorous course of study at DLIFLC is the Student Learning Center (SLC).

The SLC strives to prepare servicemembers for their, most likely, first encounter with college level foreign language stud-

ies. Training during the one-week introductory course at the SLC covers learning strategies, English grammar, general culture, area studies, and technology resources. In addition to proficiency enhancement training, the SLC offers workshops on test-taking strategies which teach students how to apply critical thinking skills in testing situations. Students learn how to evaluate and analyze listening and reading passages and items. Upon graduating with a 3/3/2+ from the French 26-week Basic Course in September, Sgt. Joshua Seymour explained: "They re-worked my mind with how I was attacking questions and answers. 'Go to the SLC', I would tell my guys."

Realizing that technology plays a very important role with these "digital native" students' the average age being 19 to 23, DLIFLC has put an enormous emphasis on technology training for faculty, teaching them to use interactive whiteboards, iPods™,



Rowaida Mahmoud helps a Navy student of Levantine Arabic write on the whiteboard. Photo by Natela Cutter

Post Basic Resident Education course achieves higher scores

Intermediate program students attending Resident Education Post Basic courses at the Continuing Education (CE) Directorate achieved an 86 percent success rate in their proficiency results during FY10. Of the 10 Intermediate language programs taught at CE, Chinese, Hebrew, Korean, and Russian achieved a 100 percent passing rate on their final DLPT5 exams.

Key features of the programs that contribute to the success are continuous improvement of each language curriculum, tailored instruction to student needs, and unique in-country immersion programs for some students in Jordan, China, Korea, and the Ukraine.

The major principle behind the design of curriculum used during in-country immersions is to present more rigorous content during study hours to expose the students to a variety of high level lectures and cultural interactions with native speakers. Students receive daily assignments in high-level readings on professional topics to prepare for the following day's lecture by crafting well thought-out questions in advance. During their off time, students gain knowledge of the culture and target country through exposure to their host families and other locals whom they meet during their immersion.

"I am confident that the immersion served to improve every student's target language proficiency level...a different professor came in nearly every day to discuss in detail the topic of the day. This was a good experience because we were exposed to different accents and different methods of teaching, and had the benefit of learning from someone who can offer a greater breadth of knowledge about the background," said Staff Sgt. Amanda N. Reagle, who went on an immersion to Korea.

The DLPT success rate, in conjunction with Diagnostic Assessments conducted before and after the in-country immersion, clearly shows that rigorous curriculum in the classroom, coupled with in-country immersions, contribute to positive student outcomes.

and tablet PCs to learn how to design creative lessons for the classroom in order to keep students engaged and motivated.

DLIFLC's Faculty Development (FD) is a robust division of 40 FD specialists who train new instructors, recertify seasoned faculty, and offer a myriad of courses in teaching strategies, and technology use to create interesting lessons. Over the past three years, DLIFLC has hired 466 new faculty members, all of whom must be certified in order to teach at the Institute.

Aside from new instructor training, FD maintains a full schedule of workshops and training sessions, of which 48 were tied to technology use in the classroom this year.

During FY10, FD trained 7,979 participants who attended at least one workshop, and in many cases more, including initial training and recertification courses.

Additionally, DLIFLC offers tuition assistance to faculty for certain courses which contribute to higher education degrees in foreign language education and technology.

In FY10, 74 DLIFLC faculty received higher education degrees from institutions such as California State University Monterey Bay, San Jose State University, Monterey Institute of International Studies, Brandman University and others. Ninety-seven percent of DLIFLC faculty hold at least a Bachelor degree, with 49 percent holding Master, and 15 percent Doctoral degrees.



DLIFLC students pushed the limits of their Korean language proficiency by competing in the 8th annual Korean Speech Contest on June 25, the 60th Anniversary of the Korean War. Photo by Brian Lamar

North Korean Dialect curriculum project completed

Instructors of the Advanced North Korean dialect language curriculum have successfully completed their project in FY10, a year-long endeavor undertaken to provide CE Intermediate and Advanced students with materials that would bring their level of proficiency up to ILR Levels 3 and 4.

The materials are comprised of 42 units that cover more than 250 hours of instruction through content-based methods focusing on North Korean culture and area studies, using the North Korean dialect and South Korean Standard Language.

“Though this project was challenging, I think that these materials will prove to be highly beneficial and contribute to students receiving higher levels of proficiency in Korean,” said the dean of Resident Education training at

CE, Dr. Sahie Kang.

While studying the content, students will also learn the linguistic differences between the North Korean dialect and Standard Korean Language.

“What is also really exciting is the fact that these materials will be placed online in early FY11, which is monumental, because to my knowledge, no one has attempted to incorporate the North Korean dialect into standard Korean curriculum before,” explained Kang.

Assistant Professor Ghassan Mehdi teaches the new Levantine Arabic course at DLIFLC. Photo by Natela Cutter



Arabic dialect teaching breakthrough

The first Iraqi dialect class, which began on Feb. 26, 2009, graduated with excellent scores on June 24, 2010, with 100 percent achieved in Iraqi listening, 75 percent achieved in Modern Standard Arabic (MSA) reading, and 100 percent in Iraqi dialect speaking.

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

While MSA is the most widely understood variant of Arabic across the Middle East, it is the

language of the Koran, reserved for the educated. Operationally, the intelligence agencies need linguists who can work in dialect, especially in the Iraqi and Levantine dialects. Since all Arabic students at DLIFLC study MSA, the onus was on the user agencies to provide dialect training in the field, at the detriment of mission accomplishment.

After coordinating training requirements with the various Service Program Managers, DLIFLC took on the challenge in 2009 of teaching three pilot classes of a new 64-week Arabic Iraqi dialect course, one in each of DLIFLC's three Middle East Schools.

In close coordination with the Fort Gordon Georgia Center for Language, DLIFLC curriculum developers and Iraqi Basic Course instructors launched an ambitious

curriculum project that would teach the Iraqi Baghdadi dialect from the beginning of the course. The concept was to minimally introduce MSA in the first semester, with emphasis on MSA reading and writing, for up to four hours per day in the subsequent two semesters.

Within four months, DLIFLC instructors began teaching the new course, literally "laying the tracks before the train."

"The design and development of this course was a collaborative effort between the National Security Agency, the three Arabic Schools, and Curriculum Development," said Associate Provost for Language Science and Technology, Dr. Christine Campbell.

Though user agency needs called for a Level 2 in listening in the Iraqi dialect, a 1+ in reading for MSA, and a 1+ in speak-

ing the Iraqi dialect, the Institute retained the Level 2 reading requirement for MSA.

“The progress made in teaching Arabic dialects to native English speakers may profoundly affect the way Arabic is being taught everywhere,” said DLIFLC Commandant, Col. Danial D. Pick.

While Iraqi listening and speaking scores were outstanding, overall scores for the three pilot classes showed a dip in MSA reading, indicating that an adjustment was needed.

“The lesson learned in these Iraqi pilot classes was that we

needed to start injecting a formal hour of MSA lessons from the beginning of the course. Because time is of the essence in the classroom, MSA reading is also assigned as student homework on a daily basis,” said Undergraduate Education Associate Provost Dr. Jielu Zhao.

With the success of the Iraqi course, DLIFLC was asked to begin teaching a 64-week Levantine course, consisting of Syrian, Lebanese, Jordanian, and the Palestinian dialects. As with the current Iraqi dialect course, MSA is taught one hour per day in the Levantine courses, the first of which began on March 25,

2010, and will graduate in July 2011.

For NSA, success of the dialect courses is significant because it requires less follow-on training for students once they reach their new duty station and begin preparing for their job.

“I believe we may have actually cracked the code on teaching the perfect mix of the Iraqi and Levantine dialects with infusions of Modern Standard Arabic that have enabled our students to speak dialect, but read, write and understand MSA,” said Pick.

Seaman graduates from Iraqi class with honors

Seaman Abigail Wyatt graduated with top scores from the Institute’s first Arabic Iraqi course, but not without an effort.

The secret of Wyatt’s success is a simple recipe of hard work and a “can do” attitude. For future classes who go through the same hectic-paced language program, Wyatt says students need to stay positive.

“Maintaining a positive attitude is the best thing that you can do for yourself in this class no matter how you are doing academically,” said Wyatt, who set a high standard for subsequent classes by scoring a 3 in both MSA and Iraqi dialect listening

comprehension, and 2+ for reading in MSA and a 2 on the Iraqi dialect speaking test.

Though her success largely depended on hard work, Wyatt says that DLIFLC instructors were really to key the learning the language. “The teachers

were really great and adapted the new curriculum to our needs as we went along. This was an experimental course and they made up for the holes in the new curriculum with their creativity and inventiveness,” said Wyatt.



Seaman Abigail Wyatt receives the Commandant's Award from DLIFLC Commandant Col. Danial D. Pick. Photo by Sal Marullo

Immersion Language Office conducts Iraqi dialect exercises

DLIFLC's Isolation Immersion (ISO) facility, located at Ord Military Community in Seaside, Calif., conducted nine Field Training Exercises (FTXs) in FY10 in support of the new Arabic Iraqi and Levantine dialect programs taught at the Institute.

In coordination with Fort Irwin, Calif., several 09L* Soldiers attended five of the Iraqi dialect immersions, providing extra language and military support to DLIFLC students.

The 09L Soldiers participated in role-plays, gave presentations, and interacted with students exclusively in the Iraqi dialect.

"Their language, culture, and field experience positively impacted the students learning the Iraqi dialect," said FTX immersion coordinator Nikolina Kulidzan.

In 2005, DLIFLC established its ISO facility to specifically pro-



Students of Arabic enjoy a cup of Arabic coffee in a typical bazar setting at the FTX immersion facility located in Seaside, Calif. Photo by Dusan Tatomirovic

vide FTX immersion experiences for Basic Course students who may not have the opportunity to travel abroad on immersions.

Today, FTX immersions are an integral part of the Basic Course for the Arabic, Korean, Chinese, Russian, Spanish, and Persian Farsi language programs.

The duration of FTX events varies by semester. The first semester requires a one-day immersion event, second semester two days, and third semester three days.

The learning programs for the immersions are diligently prepared by specifically assigned immer-

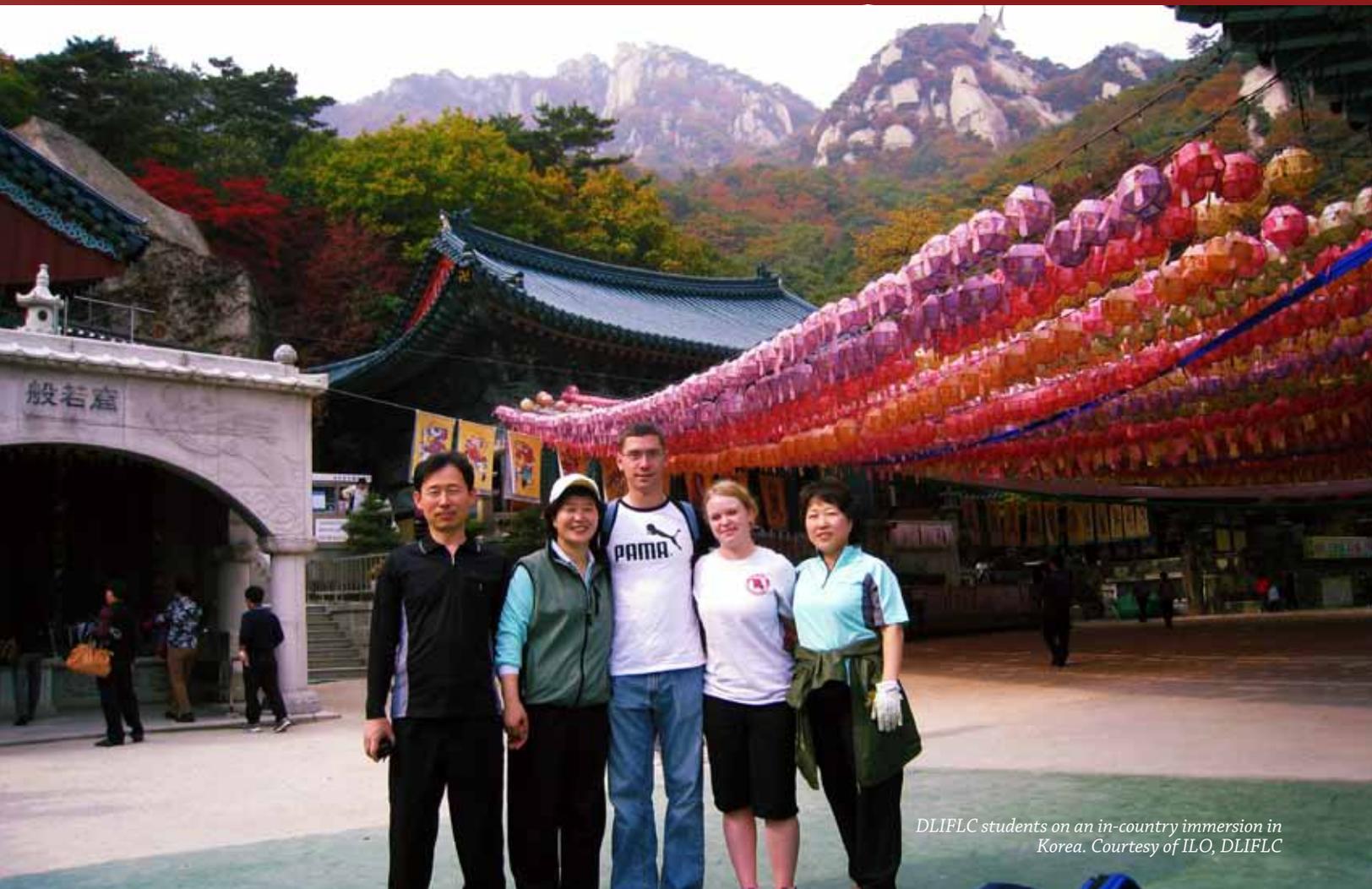
sion coordinators in each language school to provide intensive, active, and applied language learning opportunities with real-world situations interwoven into learning scenarios. Students must utilize their linguistic abilities, cultural knowledge, and logical thinking to accomplish the learning tasks.

The facility can accommodate two different language immersions simultaneously, with a total capacity of up to 80 students. The facility contains two kitchens, showers, and dormitories, all with the intent of keeping students in total isolation from English for the duration of their stay.

FTX IMMERSIONS BY LENGTH

A TOTAL OF 4,516 STUDENTS PARTICIPATED IN 253 FTX IMMERSION EVENTS IN FY10

| | EVENTS | STUDENTS |
|-------|--------|----------|
| 1-DAY | 93 | 1,355 |
| 2-DAY | 104 | 2,219 |
| 3-DAY | 56 | 942 |
| TOTAL | 253 | 4,516 |



DLIFLC students on an in-country immersion in Korea. Courtesy of ILO, DLIFLC

OCONUS immersions increase

In FY10, 208 participants attended 26 OCONUS immersion events. More than 75 percent of the programs were for Category IV languages in Arabic, Chinese, and Korean.

Due to two successful 6-week immersion pilot programs conducted in FY09, in FY10 DLIFLC decided to extend the OCONUS immersion program to six weeks in Category IV languages, with findings indicating that the six weeks

of in-country immersion increases language proficiency in both quantity and quality and reduces the per-day program cost.

In FY10, six 6-week programs were conducted: three for basic Chinese, two for basic Korean, and one for basic Urdu, while Arabic programs are still being looked into to accommodate the two week extension of the program.

Since August 2005, DLIFLC has sponsored 101 OCONUS immersion events for a total of 840 students and cadres. More than 80 percent of the immersion events were for Arabic, Chinese, and Korean students.

DLIFLC expanded its immersion events to Chile, conducting two Spanish immersions in FY10, for 15 students, while 10 advanced and intermediate students of Russian attended two 2-week immersions in the Ukraine.

With an emphasis on the need for MSA language student immersions, DLIFLC conducted a total of eight 4-week immersions. Six events took place in Cairo, Egypt, for 71 Basic

Course students, and two immersions were organized for six students of the Intermediate and Advanced courses who were sent to Amman, Jordan.

“My instructors told me that I had really improved in my speech pattern and that I had a lot more fluency. Also, my listening skills improved and I was able to listen to two or three passages without a problem...whereas before, I might have not understood,” said Army Sgt. Nancy Ayotte, upon her return from an immersion trip to Egypt. “Going on an immersion really tunes your ear to select important information,” she said.

Due to resource constraints, only the top five percent of DLIFLC students in the Basic

Course program are selected for OCONUS immersions.

Selection criteria include excellent academic standing of a 3.0 GPA or above, and high recommendations from both instructors and the military units.

According to research conducted by DLIFLC’s Evaluation and Standardization Division, statistics indicate that immersions have an overall positive affect on student abilities to learn a foreign language. As a result, additional funding was granted to DLIFLC for the expansion of the immersion program.

SLC teaches students how to learn

The Student Learning Center (SLC), which provides mandatory initial training for students in support of the language acquisition process, has seen considerable growth in requests for its services via Mobile Training Teams (MTT) in FY10.

The SLC offers a one-week Introduction to Language Studies course which covers English grammar, compensatory learning strategies, and general culture and area studies.

In 2009, the SLC began offering monthly orientations to students of the Institute’s DLI-Washington Office and is now supporting Afghanistan/Pakistan (AF/PAK) Hands program learners. Additionally, the SLC provides support to Marine Special Forces students at Camp LeJeune, N.C., as well as General Purpose Forces (GPF) at Language Training Detachments (LTDs) at locations such as Fort Carson, Colo., Fort Campbell, Ky., and Fort Drum, N.Y. The SLC’s MTTs served 1,437 service members in FY10.

In FY11, the SLC’s Academic Advising Program is looking forward to the launch of its new web-based eVising Program. eVising was initiated

SUMMARY OF OCONUS IMMERSION EVENTS (AUGUST 2005 – AUGUST 2010)

| COUNTRY | LANGUAGE | NO. OF PROGRAMS | NO. OF PARTICIPANTS |
|--------------|----------|-----------------|---------------------|
| CHILE | SPANISH | 1 | 5 |
| CHINA | CHINESE | 22 | 175 |
| COSTA RICA | SPANISH | 1 | 10 |
| EGYPT | ARABIC | 23 | 220 |
| FRANCE | FRENCH | 3 | 22 |
| INDIA | URDU | 1 | 1 |
| JORDAN | ARABIC | 11 | 75 |
| KOREA | KOREAN | 27 | 242 |
| PHILIPPINES | TAGALOG | 1 | 9 |
| RUSSIA | RUSSIAN | 3 | 18 |
| TURKEY | TURKISH | 1 | 6 |
| UKRAINE | RUSSIAN | 7 | 57 |
| TOTAL | | 101 | 840 |

in order to provide more support to students served by the SLC's newly expanding mobile training mission and to provide DLIFLC students with an additional way to seek academic support via video/voice chat. eVising, which was beta-tested in FY10, will improve the SLC's ability to follow-up with students.

In addition to the Introduction to Language Studies program, which served 2,879 students in FY10, the SLC also provides hands-on workshops designed to reinforce Introduction to Language Studies contents. One of the most requested SLC offerings, the *DLPT5 Familiarization and Test-Taking Strategies* workshop, served more than 1,600 students during FY10, covering a variety of topics ranging from effective listening strategies to critical approaches to reading.

Another new initiative at the SLC includes strengthening students' cultural awareness and acuity. The SLC has begun incorporating a culture general component in its area studies curriculum and looks forward to expanding it into an independent learning module in the coming fiscal year. As a part of this initiative, SLC sponsors cultural movie nights, which are facilitated by cultural experts and include brown bag discussions.

In FY10, the SLC trained 6,800 resident students and 1,437 non-resident students via MTTs.



"Working for the SLC gives me an opportunity to show students technology enhanced language learning tools and resources and ways to use them for independent study to enhance their learning process," says Assistant Professor Lejla Sestic-Fahey.
Photo by Steven Shepard

DLIFLC DTRA students achieve high scores

DLIFLC graduates of the Russian Arms Control Speaking Proficiency Course (RACSPC) are assigned duty with the Defense Threat Reduction Agency (DTRA), and travel all over the world to contribute to the reduction of the number of nuclear warheads and their delivery systems, which may threaten our nation and the world.

This year, DLIFLC instructors were thrilled to find out that their former student, Air Force Staff Sgt. Agne Milevicuite, received the USAF Language Professional of the Year award. Milevicuite was selected to interpret and translate two sessions of the Open Skies Consultative Commission/Informal Working group on sensors in Vienna, Austria, a venue in which each of the 34 state parties, under the Open Skies Treaty, has diplomatic representation.

“Milevicuite is an exceptional linguist, and we are not surprised to see she has done so well in her career. This is what we train our students for. The course is extremely challenging, but the results are gratifying, for us and for the graduates,” said RACSPC Branch Chief Valentina Freeman, adding that students with DTRA also work with the Strategic Arms Reduction Treaty (START), Conventional Forces Europe Treaty, Cooperative Threat Reduction Program, and the Plutonium Production Reactor Agreement.



Sgt. Mariya Rice translates for a Ukrainian education delegation from Alushta, Ukraine visiting with counterparts in Santa Cruz, Calif., in April. Photo by Brian Lamar

In fact, RACSPC graduates serving as translator/interpreter for DTRA in Geneva, Switzerland, worked during several months of negotiations on the new START program and translated the text of the treaty signed by U.S. President Barack Obama and Russian President Dmitry Medvedev this April.

The RACSPC course emphasizes speaking proficiency, international arms control and treaty familiarization, and the acquisition of skills unique to working as a translator/interpreter. The instructors of the course have years of experience in teaching, have created superior quality instructional materials, and conduct extensive one-on-one conversation practice, coupled with real-world interpreting excursions in the local community.

This year two RACSPC students translated for a Ukrainian education delegation from Alushta, Ukraine, during their five-day visit with counterparts in Santa Cruz, Calif., in April. Petty Officer

Dianna Oquendo and Sgt. Mariya Rice served as interpreters for the “Open World” Program, which is funded by the Library of Congress and brings professionals from around the world together to share knowledge.

“When I came back from this assignment I felt like I could talk about any subject in Russian! We talked about education, history, geography, everything,” said Oquendo, who interpreted not only during the official visit, but also during receptions which included School Board members, City Council members, and the local Congressman.

Twenty-three students graduated from the RACSPC program in FY10, reaching 2+/2+/2 DLPT5, with 92 percent exceeding standards and 15 percent achieving 3+ or 4.

DLIFLC has graduated more than 1,000 RACSPC students since the inception of the program in 1991 with DTRA’s legacy organization, the On-Site Inspection Agency.

Assistant Professor Madumita Mehorta instructs Hindi at the Multi-Language School where nine languages are taught: Indonesian, Dari, Pashto, Urdu, Uzbek, Turkish, Kurdish-Sorani, Punjabi, and Hindi.



FD expands training programs

A unique aspect of DLIFLC is its robust Faculty Development (FD) program. Because 98 percent of the instructors whom DLIFLC employs are native speakers of the languages they teach, it is nec-

essary to teach faculty DLIFLC's method of instruction and how to work with students in a military educational environment.

FD certifies new faculty members each year, and has a very robust program for continuous training of faculty and staff, that ranges from classroom teaching techniques and counseling of students, to using technology in the classroom more effectively as a teaching tool.

Each DLIFLC faculty member must be certified via a 4-week Instructor Certification Course, which is mandatory training for each new faculty member.

In FY10, FD conducted 981 training events for DLIFLC faculty, certified 170 new resident and non-resident language instructors, and recertified 45 faculty members with more than five years of tenure.

This year FD launched beyond the confines of DLIFLC and conducted 15 iterations of

workshops in support of LTDs, through MTTs. Additionally, FD instructors, for a second year in a row, were guest-lecturers at the Defense Institute of the Ministry of Defense in Almaty, Kazakhstan, where they conducted an 80-hour seminar on *Advanced Foreign Language Teaching and Technology*.

To meet the ever increasing demand for use of technology and a myriad of foreign language teaching programs, FD continued to expand its training programs in Educational Technology, such as *Effective Teaching with Tablet PCs*, *Quick and Easy Ways to Create Video Materials*, and *Teaching in the Wireless Classroom*.

In cooperation with the Continuing Education Directorate, FD launched an E-Certification design project to prepare and support teachers who conduct online language teaching.

In response to a command initiative at DLIFLC to provide leadership training to faculty and staff, FD provided 35 iterations of leadership and specialized team building courses, which were attended by 314 participants in FY10.

In an effort to provide as much professional development as possible, FD also arranged for 18 visiting scholar events from other academic institutions, which were attended by 825 faculty, staff, and leadership.

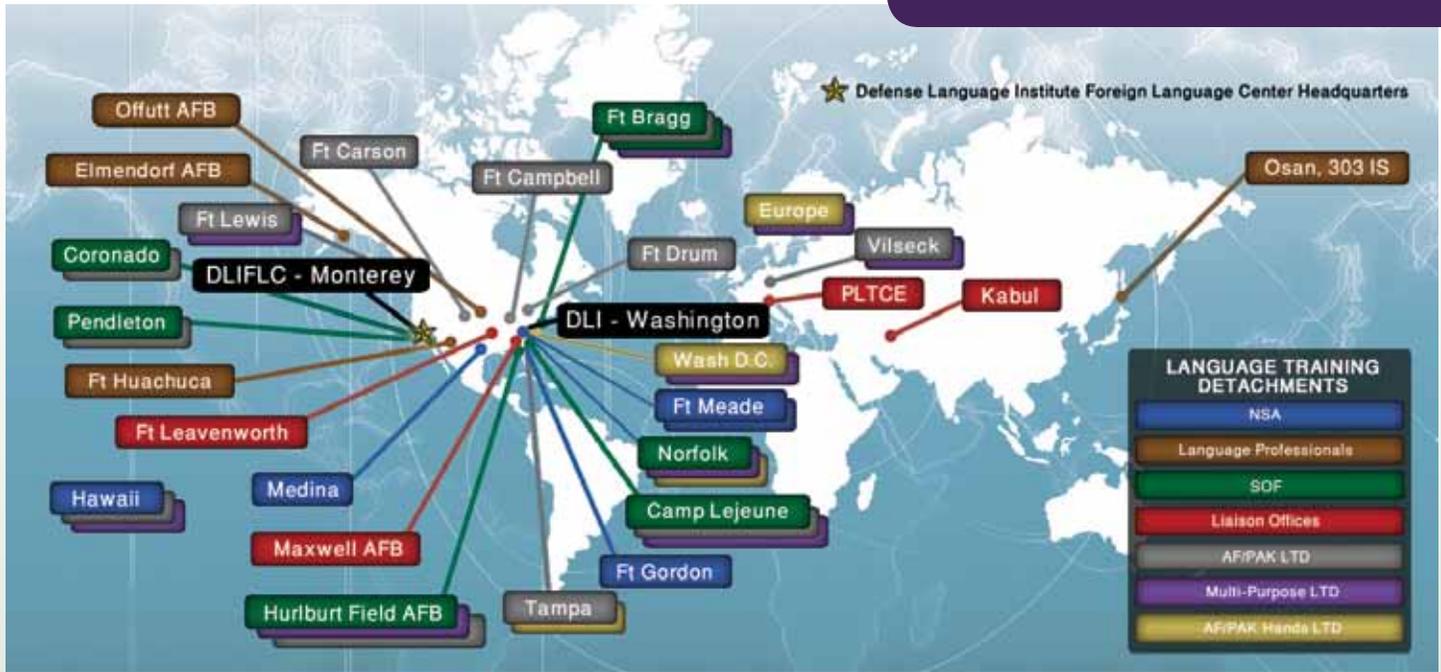
CORE

COMPETENCY 2.0

Non-resident Language Instruction

*"We need to make language
expected rather than forced,"*

UNITED STATES ARMY CHIEF OF STAFF,
GEN. GEORGE CASEY JR.



Growth of the DLIFLC Language Training Detachments

The first four DLIFLC Language Training Detachments (LTDs) were established in 2003 to support professional linguists in need of sustainment and enhancement training. Today, DLIFLC has 26 LTDs, supporting different types of professional and non-professional linguists in 24 different locations worldwide.

The success of DLIFLC's LTD platform drove an increased interest in expanding the concept in order to provide support for the growing needs of DoD that called for the equipping of servicemembers with basic language and cultural awareness skills for missions in Iraq, Afghanistan, and Pakistan.

On the ground, field commanders were requesting that officers, mid-grade, and senior Non-Commissioned Officers have more basic language and cultural awareness skills and continuity in training and deployment locations that would enable them to establish rapport with the local population and tribal leaders.

By the fall of 2009, the Joint Chiefs of Staff, Adm. Mike Mullen, who visited DLIFLC that August, gave a directive to the Pakistan Afghanistan Coordination Cell at the Pentagon to draw up a plan of action for what would become Afghanistan/Pakistan (AF/PAK) Hands, and later the AF/PAK General Purpose Force (GPF) training programs.

On December 23, 2009, the Secretary of Defense, Robert Gates, signed Resource Management Decision 700 (RMD700) to

fund LTDs for AF/PAK Hands, AF/PAK GPF, and Multi-Purpose LTD requirements for the broad array of foreign language needs.

Support to Afghanistan/Pakistan operations

DLIFLC played a leading role in the launching of AF/PAK Hands and the AF/PAK GPF programs. The existing DLIFLC Dari, Pashto, and Urdu curriculum was immediately redesigned to fit the needs of the Phase I 16-week training program. Instructors from DLIFLC traveled to Washington, D.C. to either teach or mentor instructors hired through a contract vehicle administered by the DLI-Washington Office.

Instruction began barely six weeks after the inception of the

AF/PAK Hands program. More than 250 students have entered the training pipeline since September 2009, with the objective to reach a proficiency Level of 0+ to 1 on the Interagency Language Roundtable (ILR) scale, as measured by the two-skill Oral Proficiency Interview (OPI) which tests speaking and listening abilities.

Phase II of AF/PAK Hands program began in April 2010, and consists of online “self-study” instructional modules related to specific functional domains that reflect a range of possible activities and interests for those assigned to AF/PAK Hands billets.

Phase III training will continue once servicemembers return to home-station.

“Over the next five, and even 10 years of their career, as they constantly cycle back and forth into the region, we will continue to push them upwards and get them to a fairly proficient level of fluency,” said Maj. Hatem Abdine, of DLIFLC’s Continuing Education Directorate.

Aside from the AF/PAK Hands LTD in Washington, D.C., which was officially stood up in September 2009, LTDs were established and activated in September 2010, at Tampa, Fla., and Norfolk, Va., to provide Phase I training and additional courses when servicemembers return to the United States.

Support to the General Purpose Force

Beginning in February 2010, additional LTDs, in support of AF/PAK GPF units deploying to the region, were established to provide basic instruction in the Dari language.

The objective of the International Security Assistance Force (ISAF) Commander was to ensure that every platoon-sized element that will have regular contact with the population will have at least one leader who speaks Dari at a minimum ILR 0+ Level, as measured by the two-skill OPI.

DLIFLC immediately moved to establishing the first three AF/PAK GPF LTDs at: Fort Campbell, Ky., Fort Carson, Colo., and Fort Drum, N.Y. With the courses also lasting 16 weeks in duration, DLIFLC again relied on its Washington, D.C. Office to provide contract instructors who would use

DLIFLC curricula and hold teachers to the same professional standards as regular DLIFLC faculty.

The first classes at Forts Campbell and Carson graduated in June 2010, with nearly 350 Soldiers completing the training, some even reaching a 1+ speaking level, with the ability to exchange basic greetings, ask questions, and understand responses at road blocks, and obtain essential elements of information from a simple conversation.

“I will be a key leader engagement note-taker for the battalion commander,” said Pfc. Lauren Townsend of the 1st Special Troop Battalion, 1st Brigade Combat Team, 4th Infantry Division, who graduated from the Fort Carson Dari GPF course in June. “My commander wants me to work with the interpreters so that they feel like they are a part of the team,” she said.

“The key to success of these Soldiers was really the way we



Soldiers at Fort Carson, Colo., practice using Dari during a check-point exercise. Photo by Natela Cutter



Gen. David Petraeus, the Commander of the International Security Assistance Force in Afghanistan, describes the importance of the AF/PAK Hands program during a Shura at Camp Julien, Afghanistan, on Oct. 6, 2010.

Photo by Brian Lamar

set-up instruction,” said Mowafiq Al-Anazi, associate dean of Field Support for Continuing Education. “They are taught the alphabet, reading, and writing, with an emphasis on sentence structure word replacement, meaning that they could learn a simple sentence, then replace the subject or verb and create a new sentence.”

Since the inception of the programs, some 450 Soldiers have graduated from the GPF courses, with DLIFLC preparing to open another 10 to 15 LTDs in the coming year. DLIFLC has also been tasked with activating Multi-Purpose LTDs that will train multiple languages, at various proficiency levels, and serve all branches of the military. These LTDs will in some instances coincide with already existing LTD locations, providing a substantial savings in cost.

RAPPORT – language and culture predeployment training online

In response to the need for every deploying servicemember to have some basic language and cultural awareness before traveling to Afghanistan or Iraq, DLIFLC created and made available on the Army Knowledge Online (AKO) portal a training program called Rapport in the Iraqi, Dari, and Pashto languages.

This mandatory program, approved by the Chief of Staff of the Army, Gen. George Casey Jr., consists of approximately six to eight hours of training.

“The program consists of two military modules from our HeadStart2 language program and another program called Cultural Orientation. If the students achieve

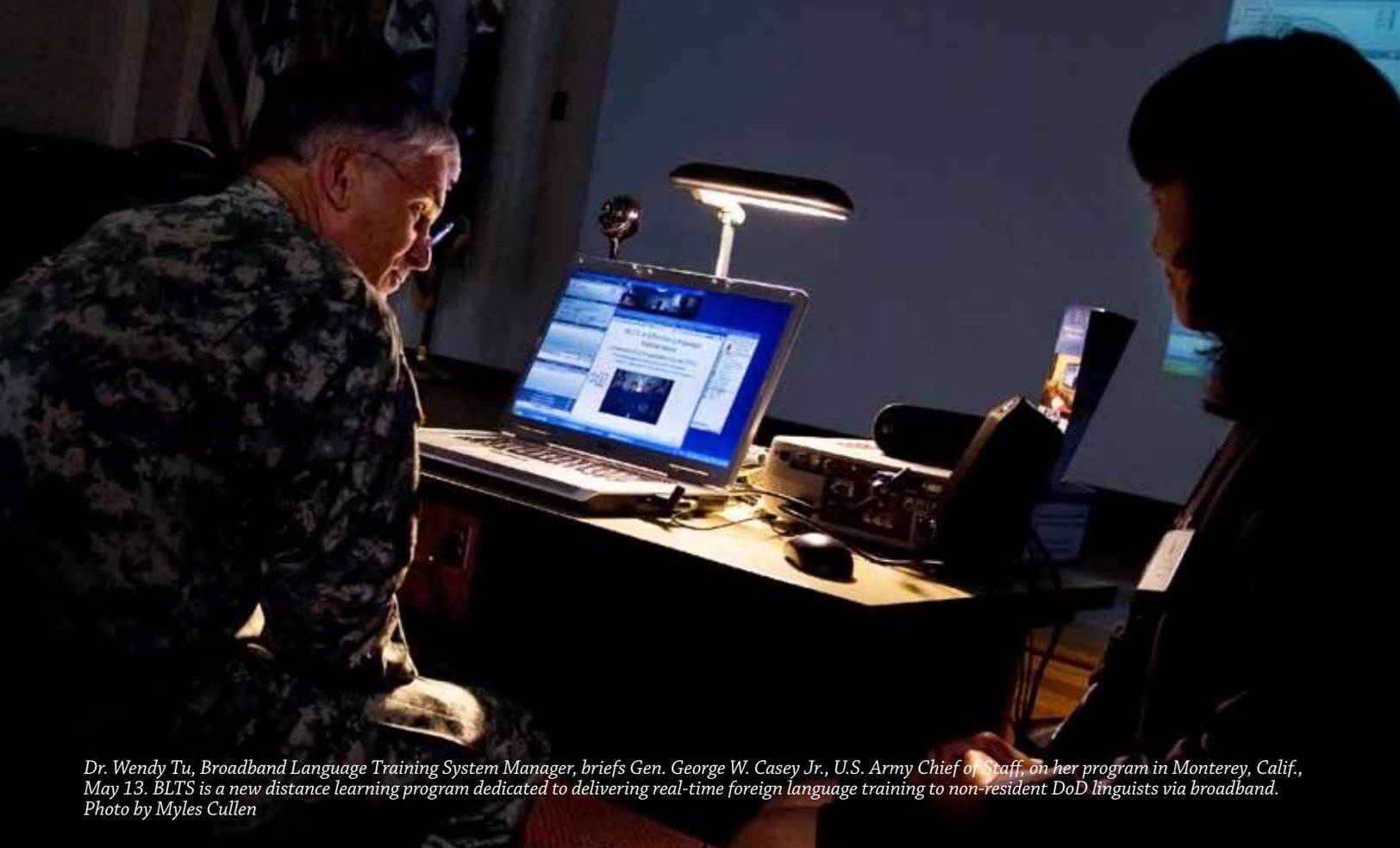
a 70 percent passing rate on the exam, they will be able to print out a certificate of completion, as well as have their scores immediately sent to their Army records,” said Pamela Combacau, dean of Technology Integration at DLIFLC.

The program was made available Oct. 1, 2010, through the Army’s Learning Management System (ALMS) via AKO. DLIFLC established a language and culture gadget on the “My Training” portal to make finding language and culture resources simpler. For those servicemembers assigned to become a language and culture platoon level enabled leader, and who are not able to attend a course at an LTD, DLIFLC will provide its HeadStart2 program online via AKO.

The program is also available at DLIFLC’s website at www.dliflc.edu, under the Products tab.

This program is a self-paced 80- to 100 hour basic language course that provides practice in the four skills with an emphasis on language to carry out basic military survival skills.





Dr. Wendy Tu, Broadband Language Training System Manager, briefs Gen. George W. Casey Jr., U.S. Army Chief of Staff, on her program in Monterey, Calif., May 13. BLTS is a new distance learning program dedicated to delivering real-time foreign language training to non-resident DoD linguists via broadband. Photo by Myles Cullen

DLIFLC leads in distance learning

To provide DoD military and civilian linguists and language-skilled professionals with initial and follow-on training that will lead them toward achieving a life-long learning goal of L3/R3/S3, DLIFLC's Continuing Education (CE) Distance Learning programs include instruction conducted via Video Tele-Training (VTT), the Broadband Language Training System (BLTS), and instructor Mobile Training Teams (MTT).

"Non-resident foreign language support provided through distance learning has continued to grow in volume and scope in

FY10," said the dean of Distance Learning, Mike Vezilich, whose division has expanded over the past year to accommodate the growing need for distance education. "MTT, VTT, and BLTS delivery now covers 19 languages in six separate program areas."

In FY10, the total instructional time conducted via VTTs, BLTS and MTTs amounted to 21,476 hours via 321 classes for 1,262 students.

"Although MTT missions continue to account for almost 80 percent of our total training hours, we are experiencing steady, measured growth in our BLTS program," said Vezilich, explaining that the word is getting out in the linguistic community

about the quality and benefits of sustainment/enhancement training conducted in a collaborative, web-based environment.

Distance Learning was fortunate to have participated in an extensive, fact-finding study completed by the Army Research Institute over the past year, aimed at identifying "best practices" for distance learning "Over-the-Internet" delivery to establish an "E-certification" training program for all distance learning instructors.

In addition to training missions with over 30 MTT and 20 VTT sites, the ability to reach individual linguists wherever they are located through BLTS has widened the span of dis-

tance learning programs and broadened the client base to locations worldwide.

“This past year we have had students participate in E-mentoring sessions over BLTS from a variety of OCONUS duty stations, including Germany, Senegal, Azerbaijan, South America, Japan, and most recently Afghanistan,” noted Vezilich. This latter effort is part of the AF/PAK Hands Phase II training mission for Dari, Pashto, and Urdu language specialists in theater.

While this phase of the AF/PAK program is designed to primarily be a self-study course that students complete at their own pace, Distance Learning provides the opportunity for participants to interact with an E-mentor in

online synchronous sessions.

Similar in delivery to the AF/PAK program is the Joint FAO Skills Sustainment Pilot Project which Distance Learning conducts in cooperation with the Naval Postgraduate School (NPS) for the greater community of senior Foreign Area Officers stationed around the world. While this mission focuses on language professionals working at higher proficiency levels, Distance Learning has seen demand grow for initial acquisition and lower-level target language skills. Two of the most important programs of this type are conducted with the National Defense University in Chinese and Arabic, and with the NPS in both these languages, as well as Spanish, Russian, Dari, and Pashto.

DLIFLC instructor MTTs travel “upon demand”

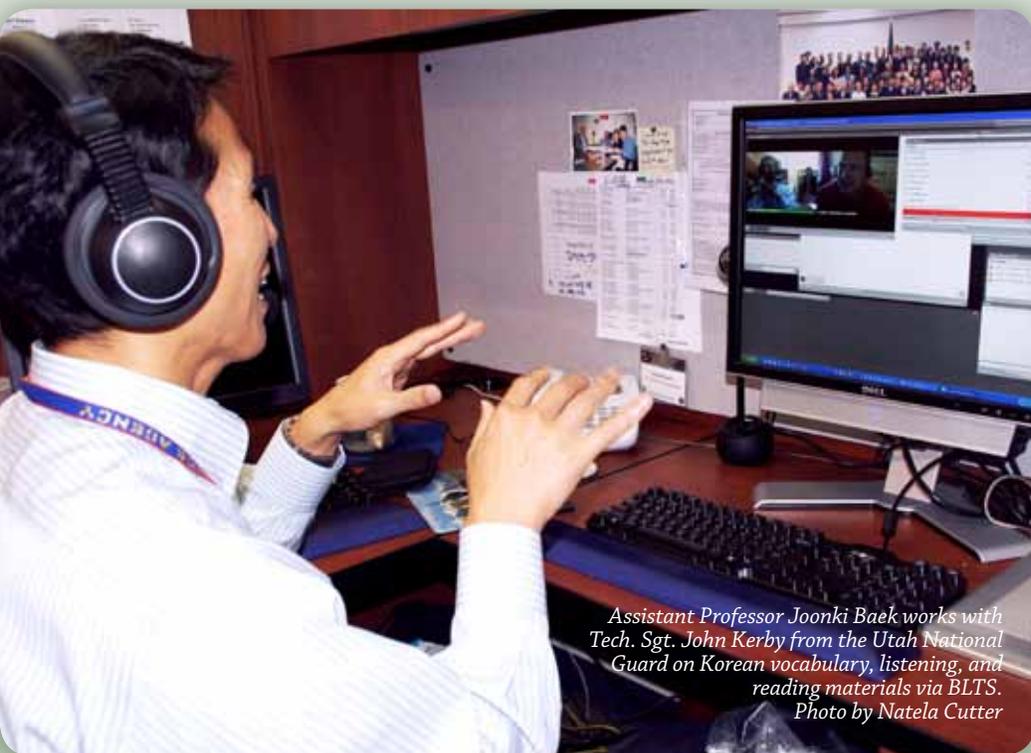
The traditional mission of providing non-resident post-basic language instruction to DoD military and civilian field linguists through MTTs continues to be the primary program activity for CE’s Distance Learning division.

Eighteen language teams teaching Arabic, Chinese, Dari, Persian Farsi, French, German, Hebrew, Hindi, Italian, Korean, Kurdish, Pashto, Russian, Serbian/Croatian, Spanish, Tagalog, Urdu, and Vietnamese have a total of 53 dedicated faculty members assigned to support MTTs in addition to technology-mediated programs such as VTT and BLTS.

The division also provides MTT support in languages which are less in demand through temporary instructor assignments arranged with other DLIFLC divisions for example, Hindi, Indonesian, Japanese, Portuguese, Thai, and Turkish.

The post-basic MTT instructional program includes refresher, sustainment, enhancement, and conversion courses, which vary in length, usually two to six weeks in duration.

Over the past few years, the division’s mission has expanded and now includes providing assistance to the Field Support division in delivering non-resident initial acquisition and special



Assistant Professor Joonki Baek works with Tech. Sgt. John Kerby from the Utah National Guard on Korean vocabulary, listening, and reading materials via BLTS. Photo by Natela Cutter

focus MTTs to language-skilled professionals and the language-enabled GPF.

In FY10, 142 classes in more than 23 languages and dialects were conducted for 848 non-resident students representing a total of 17,428 instructional hours. By service, Distance Learning supported the Army with 21 MTTs, the Air Force with 47, the Navy with 29, the Marine Corps with 15, and DoD civilians with 17 MTTs.

New MTT locations in FY10 included the Georgia Army Reserve and National Guard at Fort Gillem and the Air Force Reserve at Dobbins Air Reserve Base in Atlanta, Ga., where 15 MTTs were conducted in six languages: Arabic, French, Persian Farsi, Russian, Serbian/Croatian, and Spanish.

In all, 17 CONUS/OCO-NUS locations hosted MTTs in multiple languages with the highest volume conducted at Davis-Monthan AFB, Ariz., with 16 MTTs in eight languages.

Another type of MTT provided by DLIFLC is specifically to provide language familiarization for deploying service-members. DLIFLC's Language Familiarization and Area Studies Team (LFAST) program supports unit demands primarily for:

Dari, Pashto, and Arabic Iraqi. However, LFAST can also provide support for: Tagalog, French, Spanish, Thai, Tausaug, Korean, Japanese, Albanian, Georgian, Somali, Swahili, etc.

The language instruction is tailored to the needs of the requesting organization. Typical instruction periods range from three days to two weeks; however, some courses have lasted up to several months in duration. Various programs of instruction are available to provide structure and content to each

possible subject matter area and length of instruction.

In FY10, LFAST instructors trained 17,908 deploying service-members, with 11,437 hours of training. Instructors spent 4,333 days on the road teaching, with an average LFAST instructor spending 176 days on temporary duty during FY10.

Additionally, LFAST supports the ongoing Military Transition Team training at Fort Polk, Ala. "We keep instructors there almost 365 days out of the year," said Fred Holt, DLIFLC LFAST program manager.

- Since the inception of the FAM training program in 2003, 1,085 MTTs have been conducted for 120,408 hours, to nearly 140,000 servicemembers.



Assistant Professor Nader Seddiq, working for DLIFLC's Mobile Training Team, trained U.S. Soldiers in Dari basic language and cultural awareness in Baumholder, Germany. Photo courtesy of Nader Seddiq.

*Members of U.S. Army Special Forces soar out the back of a C-17 Globemaster III at an altitude of 6,000 feet during a high altitude, low opening training exercise, Feb. 22.
Photo by Lance Cpl. Ronald W. Stauffer*



Support to Special Forces on the rise

Though DLIFLC has been providing support to the U.S. Special Operations Command (USSOCOM) since 2003, the Institute saw a surge in requirements in FY10 for not only instructors, but also for curriculum development, faculty development, diagnostic assessment of student levels, and language testing.

To better serve the needs of USSOCOM, DLIFLC assigned a program manager to support seven current LTDs: the U.S. Army JFK Special Warfare Center and School (SWCS), the Special Operations Task Force (SOTF), both at Fort Bragg, the Naval Special Warfare Group 1 (NSWG-1) in Coronado, Calif., the Naval Special Warfare

Group 2 (NSWG-2) at Little Creek, Va., the USMC Forces Special Operations Command (MARSOC) at Camp Lejeune, N.C., the USMC Forces Special Operations Command (MARSOC) at Camp Pendleton, Calif., and the USAF Special Operations command at Hurlburt Field, Fla.

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

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

Immediate future plans for SWCS language support include 14 DLIFLC instructors to teach intermediate and advanced language

students, to be established by early FY11. MARSOC, meanwhile, is teaching Category III and IV languages from 36-weeks of instruction to 52-weeks, depending on the language. Their goal is to have Marine Corps students reach a Level 2 in listening and speaking after this initial acquisition instruction, using the two-skill OPI.

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

ProMES - Preparing today's officers for tomorrow's challenges

The Professional Military Education Support (ProMES) program is designed to provide officer-focused foreign language instruction for all four branches of the military. In FY10, 729 officers received language training, nearly 5,000 since the inception of the program in FY05.

While each program is specifically designed and tailored to the needs of the students, generally the programs consist of 30 to 48 hours of language and culture training, either in operational or strategic languages.

With growing requirements to train more officers in more languages, DLIFLC has been either increasing the number of hours taught via MTTs, or has moved to establish LTDs to accommodate those needs.

“We began offering expanded language programs in Arabic, Chinese, French, and Spanish, as the number of attending students has grown for each class,” said DLIFLC program manager Richard Coon, who manages the language

program at the Command and General Staff College (CGSC), at Fort Leavenworth, Kan.

“As a result of this growth, we are establishing a permanent Language Training Detachment and have hired instructors for Chinese, French, Spanish, and Dari, while we are in the process of hiring an Arabic instructor,” explained Coon who added that having permanent instructors will allow both more contact time and the training of a larger number of students.

Current ProMES locations include: the Army’s CGSC 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 Command and Staff

School at Quantico, Va., and the NPS in Monterey, Calif.

DLIFLC hired a program manager in FY10 for Maxwell AFB, Ala., where several programs are taking place simultaneously. Aside from the ProMES program, which teaches eight languages: Arabic, Chinese, French, German, Persian Farsi, Russian, Spanish, and Swahili, the Air Force has established a new program called Language Enabled Airmen Program (LEAP). Because of the proximity of the programs, ProMES instructors will be engaged in providing instruction for both programs.

- Since the inception of the ProMES program in 2005, nearly 5,000 officers have been trained



*Martin Savidge, a veteran journalist of NBC News and CNN, presents at a FAO conference over the summer at the Naval Postgraduate School.
Photo by Petty Officer 1st Class Ammon Grant.*

DLIFLC language instruction for new FAO program

DLIFLC’s CE directorate has provided multifaceted support to DoD’s growing community of Foreign Area Officers (FAOs) as part of a program that is being carried out at the NPS in Monterey, Calif.

CE supports the Joint FAO Skills Sustainment Pilot Project (JFSSPP) by providing language instruction during the one-week, regionally-focused JFSSPP seminars hosted at the NPS throughout the year. In FY10 more than 85 FAOs attended these seminars while

DLIFLC faculty provided instruction in 13 different languages.

A total of five seminars have been conducted since the inception of the program in September 2009.

DLIFLC supported iterations of JFSSPP for EUCOM in Russian, French, Spanish, Portuguese and Norwegian, SOUTHCOM in Spanish and Portuguese, PACOM in Chinese, Korean, Vietnamese, Hindi, Indonesian, Thai, and Japanese, and AFRICOM in French, Arabic, and Swahili.

To aid FAOs in sustainment and enhancement of their language skills, CE now offers opportunities for FAOs to undergo Diagnostic Assessments (DA), a thorough multi-hour assessment of a student's language proficiency in speaking, listening and reading, via telephone or by using online broadband technologies. The DA is designed to help learners get a better sense of their individual strengths and weaknesses so that they are able to develop a personalized approach for self-study that makes the maximum use of limited time and resources.

FAOs are also encouraged to enroll in available distance learning language sustainment/enhancement courses offered by CE, such as the DLPT Online Readiness Course and the Post Basic Sustainment/Enhancement Course.

A total of 66 advanced FAO online instructional modules have been developed in 13 languages, specifically designed to support

the functional and performance domain requirements of FAOs. The new content will be delivered as individual self-study modules that will be available for download from a new website for FAOs called FAOWeb. The content will also be bundled into more formal distance learning short courses augmented by faculty interaction.

In July 2010, DLIFLC began collaborating with the Department of State's Foreign Service Institute in the development of new content for FAO distance learning courses as FAOs and Foreign Service Officers deal with many of the same issues.

DLIFLC helps launch LEAP

The Language Enabled Airmen Program (LEAP), managed by the Air Force Culture and Language Center at Maxwell Air Force Base (AFB), Ala., will enable the Air Force to identify and develop a pool of language enabled Airmen volunteers and provide them with initial intensive language training, and then

career-long sustainment and enhancement training. Their progress will be tracked across their service career, with a goal of achieving and maintaining an ILR skill Level 2. Participants will be expected to take the DLPT on an annual basis.

To support LEAP, DLIFLC broadened the mission of its existing LTD in FY10, which was set up for ProMES students in support of the Air War College and Air Command and Staff College at Air University. The current staff, which supports both ProMES and LEAP, consists of a program director and six language instructors who teach Arabic, Chinese Mandarin, French, German, Russian, and Spanish.

With several different training programs lined up at Maxwell AFB, LEAP is composed of two parts. The first training piece lasts between four and six weeks, with intensive studies scheduled five hours per day, five days a week. The second part of the training takes place via DLIFLC distance learning tools, three to five hours per week, to maintain Airmen language skills while performing their regular military duties.



LEAP Students and DLIFLC staff pose in front of the "Prop and Wings" at Air University Headquarters, Maxwell Air Force Base, Ala. Photo by Zach Hickman, AFCLC

The program began in August with students enrolled in one of six language courses. This training will be followed by the online distance learning sustainment segment in October 2010.

“We have already trained our Airmen on the technical aspects of running online web-delivered training, and we are looking forward to piloting the E-mentoring part of the program,” said Robert Miltersen, DLIFLC site director at Maxwell AFB.

Currently, there are five Air Force officers attending DLIFLC in Monterey as a part of the LEAP program.

DLIFLC support to the O9L 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 July 2003. This program is for native and heritage speakers of designated strategic languages of interest to the Army. Thus far, Soldiers with Arabic (of all dialects), Dari, Pashto, Sorani, Urdu, and Persian Farsi language skills have graduated from the program.

The U.S. Army’s Intelligence Center at Fort Huachuca, Ariz., is the office primarily responsible for this MOS.

Approximately 1,100 Soldiers have graduated from the O9L AIT course since its inception FY04

After recruitment, O9L Soldiers go through Basic Combat Training at Fort Jackson, S.C., and then attend an eight week Advanced Individual Training (AIT) at Fort Huachuca, Ariz.

DLIFLC currently supports the training program at Fort Huachuca with an LTD, consisting of a program manager and two Arabic instructors. Lower density language O9L requirements are taught at Fort Huachuca by DLIFLC instructors who conduct MTTs from Monterey. DLIFLC instructors primarily teach interpretation and translations skills in the designated target languages, as well as assist in enhancing target language and dialect capabilities.

To support the O9L recruitment efforts, DLIFLC developed a target language reading test for the Military Entrance Processing Stations to administer to potential O9L Soldiers to determine if these individuals meet the ILR Level 1 in reading required for recruitment. DLIFLC also administers telephonic OPIs to determine if the individual meets the required ILR Level 2+ in speaking.



An interpreter for 2nd Battalion, 6th Infantry Regiment gathers information from Iraqi citizens during a mission to root out insurgent forces in the Al Anbar province of Iraq. DoD photo by Lance Cpl. Clifton D. Sams, U.S. Marine Corps.

DLIFLC support for translation and interpretation needs

In FY09, DLIFLC received funding through a Congressional addition to develop translation and interpretation courses through a contract vehicle. Two-week translation and interpretation familiarization courses in Arabic, Spanish, Korean, and Chinese were developed and a pilot course in each was completed.

In FY10, DLIFLC received additional funding to continue developing translation and interpretation courses in other languages. Three-week translation and interpretation familiarization courses in Pashto, Dari, and Persian Farsi were developed and pilot courses completed in June 2010.

Also as part of the funding received from Congress, DLIFLC has begun the development of proficiency tests in translation and

interpretation that match the ILR scale developed for translation and interpretation.

As demand for these courses is on the rise, in addition to the pilot courses, DLIFLC conducted three translation/interpretation familiarization courses in Spanish, twice for SOUTHCOM, and once for the 12th Air Force at Davis-Monthan AFB, Ariz.

Post Basic Course Materials

To provide instructors with higher level teaching materials that can readily be used in the classroom for Basic Course, Post Basic Course, or students at LTDs in the field, DLIFLC's Curriculum Development Division (CDD) created teacher-mediated materials that would address a variety of student levels, mainly from Interagency Language Roundtable (ILR) Level 2 to L3.

“The Blackboard web-based course management system serves as the home for Post Basic Courses at DLIFLC. Arabic, Dari, Korean, Bosnian/Croatian/Serbian, Russian, Hebrew, and Persian Farsi have all been uploaded and are accessible to DLI faculty,” said Donna Daunt, assistant dean of CDD, adding that Pashto and Chinese would be available soon.

Post Basic Course Materials consist of eight 6-week courses created in a modular design which focus on Final Learning Objective

(FLO) topics. Each course covers both content and form through activities that integrate all skills. The complexity of content, form, and activities increases as the courses progress. Language, culture, and performance FLOs are an integral part of each course.

For teachers at LTDs around the world, a new web-based learning management system is being created and will be hosted at www.dliflc.edu to provide access to materials for DLIFLC instructors located away from Monterey. The portal will allow teachers to download these materials broken down into individual weeks of instruction instead of 6-week courses.

“By making this system searchable teachers can go and

find lower and higher level materials on a particular topic in order to satisfy the needs of all students in the classroom,” explained Daunt, adding that quite often instructors are met with the challenge of having students attend class at differing levels of language proficiency.

“They (teachers) will be able to download those portions of the course for their classes and it allows them the flexibility to design the class for any amount of time for any group of students,” said Daunt. The courses will be available online in early FY11.

Home | Grammar | Help | Search Resources

Russian Post Basic Courses

Welcome to the Bosnian/Croatian/Serbian Post Basic Curriculum. You will find here eight modular courses with materials and accompanying tasks ranging from level 1+ to level 3, and covering the main topical domains - geography, society, culture, economy, politics, military, security, and science and technology.

- Course 1 (level 1+/2)
- Course 2 (level 1+/2)
- Course 3 (level 1+/2)
- Course 4 (level 1+/2)
- Course 5 (level 1+/2)
- Course 6 (level 1+/2)
- Course 7 (level 1+/2)
- Course 8 (level 1+/2)

CORE

COMPETENCY 3.0

Learning Methodology and Technology

Photo by Deacon Westervelt

“Seeing students, faculty and technology seamlessly working together in language learning is the realization of a 20-year DLIFLC vision.”

DLIFLC PROVOST, DR. DONALD C. FISCHER

360 Evaluation

The 360 evaluation initiative that supported the Proficiency Enhancement Program (PEP) has matured into an internal program evaluation and improvement team that engages the full array of instructional programs and student support venues concerned with promoting student success, improving foreign language proficiency, and reducing attrition.

The evaluation team, supported by the RA division, employs a variety of research, group facilitation, and program consultation techniques assisting senior leadership, schools, external language training programs, and support agencies to identify, evaluate, and initiate instructional or program improvements. The team uses a variety of strategies including participatory evaluation, direct observation of instruction, constituent interviews/surveys, analysis of outcome data, summary report production, and program improvement planning. The team also supports regional academic and Training and Doctrine Command accreditation reporting requirements and often provides objective feedback of instructional or organizational effectiveness to faculty, program developers, and educational leaders at DLIFLC.

Projects are continuously implemented and intended to assist educational leadership, program



Assistant Provost of Evaluation and Standardization, Jurgen Sottung, holds a staff meeting with colleagues at the DoD Center. In the background, Ida Raynes, OPI program manager, and Dr. Gary Hughes, listen to Sottung's presentation. Photo by Brian Lamar

developers, and instructional staff to enhance language learning and identify best practices.

DLIFLC on cutting edge of technology use in classrooms

The use of technology in the classroom is not new at DLIFLC. In fact, the Institute began using interactive whiteboards, or SMART Boards,[™] as early as 2003. Today, more than 660 classrooms have SMART Boards and every student is issued a tablet PC and digital listening device in order to take notes, interact with the SMART Boards during lessons, save materials, and deliver homework to instructors.

In 2005, DLIFLC began to transform the Institute's information technology network infra-

structure, upgrade and expand the bandwidth, and establish wireless network services throughout the campus.

The establishment of this type of service on campus has enabled digital learners and instructors to share information, receive feedback, and use relevant real-world authentic materials, which makes studying language and culture more relevant to the students' increasingly virtual lives.

A total of 2,797 tablet PCs are currently issued to students in the various language school departments at DLIFLC. The tablet PCs are particularly useful for writing non-Latin scripts as they support the use of digital pens. Likewise, each student receives an iPod[™], preloaded with all of the instructional audio materials for the entire foreign language course they are attending. Though

A total of 2,797 tablet PCs are currently issued to students in the various language school departments at DLIFLC. Photo by Deacon Westervelt



students still receive books, all of DLIFLC's curriculum has been digitized, while new curriculum is developed with SMART Boards, laptop, and digital audio devices in mind.

The tablet PCs have been instrumental in allowing students to connect to a wide range of foreign language learning and cultural learning resources, some of which are specifically contracted for by DLIFLC and designed for tablet PC use including: SCOLA, which provides downloadable copyright cleared television broadcasts in more than 100 languages; Transparent Language, offering Rapid Rote, a popular computer-based flash card program that students can download and create their own lists to upload and share; Joint Language University, a portal to

ILR rated instruction and DLPT testing materials; and Blackboard, the learning content management system that allows instructors and students to have an online interface where assignments can be posted, testing can be facilitated, and discussions and pertinent software lists are made available.

At the close of FY10, there were more than 2,500 iPods in use at DLIFLC. The iPods have proven to be an invaluable asset to language learning in the classroom as they allow students to record language conversations, replay podcasts assigned in order to do homework, download audio files used in the curriculum, etc.

To date, the iPod Classic™ has been the principal iPod-type device issued at DLIFLC, while Air Force students have recently

been receiving the next generation, iPod Touch™, which has more video viewing options and Wi-Fi capability.

Because the effectiveness of DLIFLC instruction has been hampered by the DoD-wide ban on the use of USB-connected peripherals, the Institute began exploring in FY10 a closer relationship with the Naval Postgraduate School's Information Technology Directorate, moving towards the implementation of an academic network. The availability of such an academic network will serve to further unleash the capabilities of these technologies and more effectively utilize learning resources in support of DLIFLC's critical foreign language mission.

GLOSS is available in 34 languages containing 4,424 lessons: Albanian, Arabic (MSA), Azeri, Chinese, Croatian, Dari, Egyptian, French, Greek, Gulf-Arabic, Hausa, Hebrew, Hindi, Indonesian, Iraqi, Japanese, Korean, Kurmanji, Levantine, North Korean, Pashto, Persian Farsi, Portuguese, Punjabi, Russian, Serbian, Sorani, Spanish, Swahili, Tagalog, Thai, Turkish, Urdu, and Uzbek.



Seaman Ariel L. McIntosh, learning the Levantine Arabic dialect at DLIFLC, navigates through GLOSS on the interactive whiteboard in the classroom.
 Photo by Natela Cutter

GLOSS

The Global Language Online Support System (GLOSS) is an integrated, technologically enhanced language learning support system, which has been designed and is being developed as a language maintenance and proficiency enhancing tool for independent language learners and as supplemental material for the DLIFLC classroom. GLOSS can be found at <http://gloss.dliflc.edu>

In FY10, the GLOSS team produced nearly 600 Level 1 and 1+ items.

The learner or instructor is able to choose the level of language exercises they would like to work through, topical domain, as well as modality, either listening comprehension or reading comprehension. Normally, each lesson consists of five to six activities and can take up to two hours to complete. Each lesson, depending on the type, is rich with au-

thentic materials, photographs and audio and video clips.

GLOSS was originally designed in 2004 to produce enhancement lessons for Levels 2, 2+, and 3 for language professionals. In response to broader linguist needs from the field, the GLOSS team began producing Level 1 and 1+ exercises in 2009, appropriate for the lower level student needs.

GLOSS currently contains nearly 4,500 online lessons in 34 languages.

Spc. Thomas Terry (middle), a Hillsborough, Ala., from the 3rd Infantry Division, uses a pocket guide at the QaQa range, May 11, to communicate with an Iraqi soldier. Terry received the Iraqi basic Language Survival Kit during Operation Iraqi Freedom III, which helped him exchange information about the range. Photo by Sgt. Samantha Beuterbaugh



LSK: Language Survival Kits

Available in 62 languages

Albanian, Amharic, Azeri, Bengali, Burmese, Cantonese, Cebuano, Spanish, Dari, Egyptian, Emirati, French, Gan, Gujarati, Haitian, Hausa, Hebrew, Hindi, Ilocano, Indonesian (Bahasa), Iraqi, Javanese, Kashmiri, Kazakh, Khmer, Korean (North and South), Kurmanji, Libyan, Lingala, Malay, Mandarin, Moroccan, Nepali, Pashto (Afghanistan), Pashto (Pakistan), Persian Farsi, Polish, Punjabi, Russian, Saudi, Serbian, Sindhi, Somali, Sorani, Sudanese, Swahili, Syrian, Tagalog, Tausug, Thai, Tigrinya, Tunisian, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wu, Yakan, Yemeni and Yoruba.

Language Survival Kits

Language Survival Kits (LSKs) are designed as pocket-sized, quick reference booklets with an audio CD available in 10 different topics per language for deploying service members. The LSKs contain mission-specific vocabulary and simple phrases in topics such as medical terminology, Civil Affairs, Force Protection, and Military Police. LSKs are currently offered in 62 languages. The Familiarization Program continues to grow at a rate of 12 languages per year.

In FY10, DLIFLC provided more than 65,000 LSKs to SOUTHCOM for mission needs during the Haitian earthquake.

Familiarization materials

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

The **Countries in Perspective (CiP)** series introduces users to a particular country through comprehensive study of its geography, history, economy, society, and security issues. Each CiP blends in-depth background information and insightful analysis with interactive multimedia pieces. Easily navigated by topic, these country studies offer a pragmatic yet engaging approach to viewing a region within its larger context. CiP is available in 44 modules at <http://fieldsupport.dliflc.edu/cip.aspx>

While CiPs touch upon all of the cultures of a particular country, the **Cultural Orientation (CO)** series focuses on a specific culture and its predominant language. These guides present an objective and practical look at daily life in different contexts. Short, simple dialogs (exchanges) and interactive multimedia pieces complement in-depth information on the cultural group. Major themes include religion, traditions, family life, and the respective lifestyles of urban and rural populations. Placing special emphasis on cultural traits that are foreign to American culture, these guides can help minimize culture shock, as well as defuse and diminish situations in which misunderstandings can lead to conflict. The series is available in 57 modules at <http://fieldsupport.dliflc.edu/lp/co.html>.

HeadStart2 now available online



With an ever-increasing need to provide language materials to deploying forces, DLIFLC's Technology Integration division has been enthusiastically working to produce more materials which are suitable for beginning language learners.

The new HeadStart2 programs feature 80- to 100 hours of self-paced interactive exercises with avatar-based drills and 750 phrases and military tasks cover-

ing real-life scenarios. These task situations include searching vehicles and persons, controlling building entries, gathering basic information through questioning, understanding phone numbers, and much more. The lessons use games, word scrambles, and other interactive exercises to engage the user. In the 20-module course, troops are introduced to the target language writing system and are gradually guided to understand basic greetings, ask and respond to simple questions, tell time, and give basic commands.

"The most recent HeadStart2 developed is in the Urdu language. We expect that the product will also serve those who are

enrolled in the AF/PAK Hands program and will soon find themselves in Afghanistan or Pakistan," said Pamela Combacau, dean of Technology Integration at DLIFLC.

"One of the newest aspects of the Headstart2 programs is that it is web-based, meaning that users do not have to download the entire program to their computers. The ability to access and use the exercises online significantly eases the technical aspect of using the product," she explained.

HeadStart2 currently exists in 11 languages: Iraqi, Dari, Pashto, Persian Farsi, Chinese, Korean, Urdu, French, Spanish, Russian, and Uzbek. Other languages which will be available in early FY11 are Portuguese, Kurmanji, German, Levantine, and Egyptian.

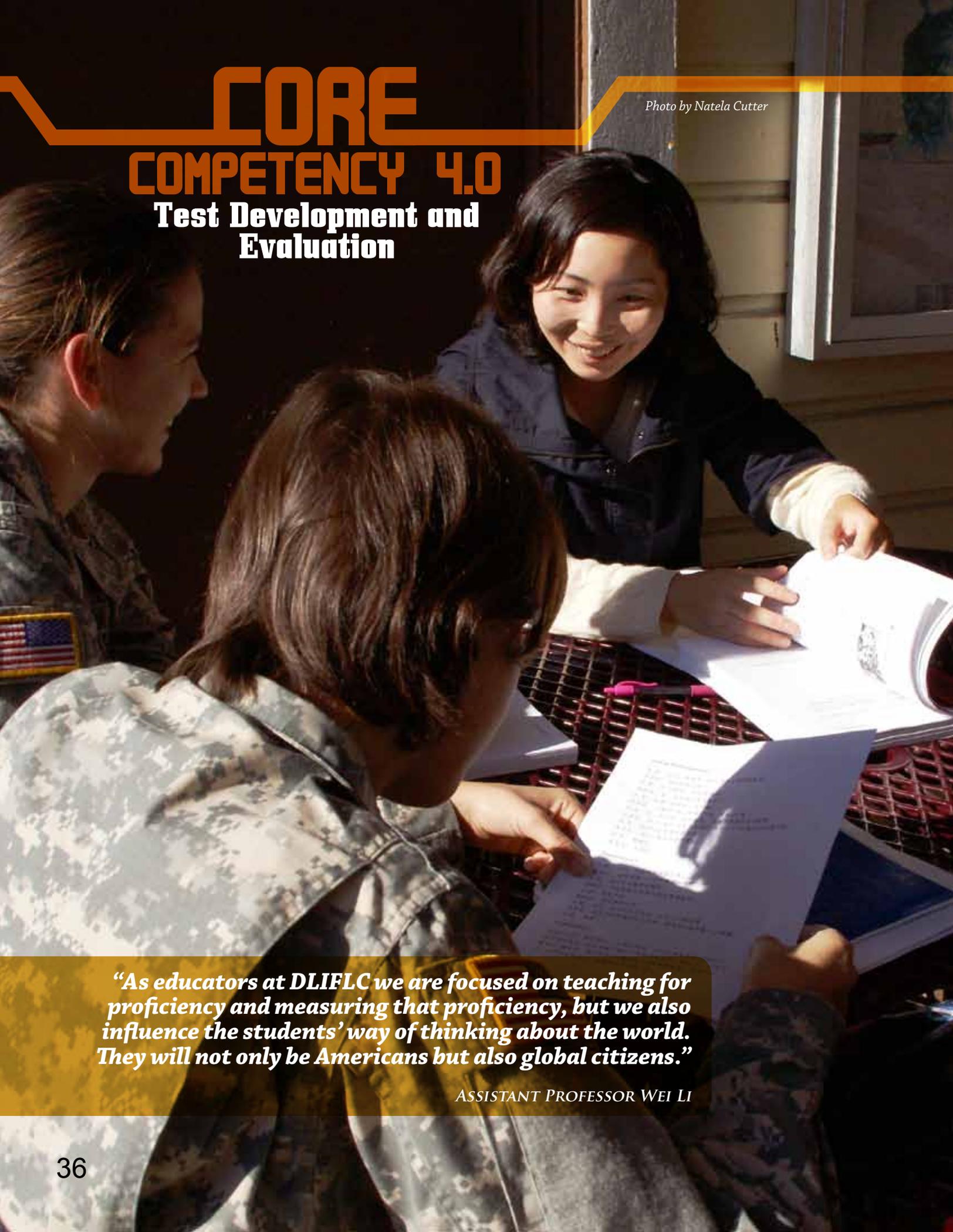


Graphic designer Phuong Ho, with Technology Integration, designs an avatar for the Institute's predeployment language training materials called HeadStart2. Photo by Dusan Tatomirovic

CORE COMPETENCY 4.0

Test Development and Evaluation

Photo by Natela Cutter

A photograph showing three individuals in military uniforms gathered around a table, looking at and discussing documents. One person is pointing at a document, while the others look on attentively. The scene is brightly lit, possibly by natural light from a window.

“As educators at DLIFLC we are focused on teaching for proficiency and measuring that proficiency, but we also influence the students’ way of thinking about the world. They will not only be Americans but also global citizens.”

ASSISTANT PROFESSOR WEI LI

Internal DLIFLC evaluations

With a vast number of programs underway at DLIFLC, Institute leadership has identified a need for a variety of program evaluations supporting educational initiatives and programs being conducted in the schools and at DLIFLC LTDs.

The three main initiatives to be implemented over the next 12 months will be: comprehensive organizational review and evaluation of current DLIFLC practices for identifying, referring, and remediation of students that may be at risk of not successfully completing their language course; review of instructor skill, applications, and utilization levels of technology in the instructional setting; and the review of the coordination and communication of schools with instructional development and support systems, e.g., Curriculum Development, Faculty Development, Student Learning Center, Military Units, and others.

RA works with CASL on research capabilities

In conjunction with the Center for the Advanced Study of Language (CASL) a number of research projects were continued or launched in FY10 by DLIFLC's Research and Analysis (RA) Divi-

sion, under the Evaluation and Standardization Directorate (ESD).

This year RA made progress in the development of the a new Defense Language Aptitude Battery 2 (**DLAB2**) which examines a number of different factors, such as cognitive ability, personality, and motivation in order to better assess the likelihood of a student succeeding at DLIFLC. The data collected in 2009 were analyzed and an Interim Technical Review was held at DLIFLC in July to review the analyses and results and discuss them with invited external experts.

"The results were quite promising and took the project another step forward toward the ultimate goal of building a new and improved tool for the Services to use to identify students to attend DLIFLC," said dean of RA Dr. John Lett.

CASL and DLIFLC also 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.

In FY10, RA began the first phase of a study to explore passage length and other factors related

to foreign language proficiency item difficulty in language testing, most notably the Defense Language Proficiency Test (DLPT). The study is analyzing the extent to which passage length affects test-item difficulty.

Subsequent steps will include conducting empirical studies to determine how best to apply this knowledge to the design of future iterations of DLPT exams.

A Russian language student takes a test at the European and Latin American School. Photo by Natela Cutter



Brain Fitness Training

DLIFLC's RA division launched an exciting new study on Brain Fitness Training (BFT) in FY10. This new test application is to determine the increase of an individual's working memory capacity in order to facilitate improved learning outcomes in DLIFLC language education programs. The project is a collaborative effort between CASL, DLIFLC, and Dr. Walt Schneider from the University of Pittsburgh, Pa.

"One of the main goals is to enable the student to retain as much information learned, or heard in a broadcast segment or conversation, as possible. In order to achieve this, there are ways to train the brain through repetitive games based on vocabulary in the target language which you can use on your iPod™ application or online," said Senior Research Scientist at DLIFLC, Dr. Shannon Salyer.

CASL and Schneider are thus collecting research data from the University of Maryland and the University of Pittsburgh which may be used for conducting further research in collaboration with DLIFLC. The results of the pilots being conducted by CASL and Schneider will be available by mid FY11.

*(LR) Marzenna Krol, Dr. John Lett, Susan Hagan, Dr. Ray Mirikitani, and Dr. Shannon Salyer from the Evaluation and Standardization Directorate, participate in a CASL technical review of the DLAB2 in July.
Photo by Deacon Westervelt*



RA conducts AF/PAK program evaluations

With DLIFLC's efforts to support the new AF/PAK Hands program, RA conducted an evaluation of Phase II of the training that began in March in Washington, D.C. The evaluation was designed in such a way so as to provide formative feedback to improve the program and determine the value for deployed Hands. In effect, the evaluation provided an outside perspective and objective feedback of program performance for program developers, instructional staff, and educational leaders.

"The research and evaluation team, along with personnel from Continuing Education, constructed surveys that were administered in Afghanistan regarding the effectiveness of the program. We are looking forward to the student

feedback and will make changes that will better meet the needs of the AF/PAK Hands program," said Lt. Col. Robert Webster, DLI-Washington Office director.

Lessons learned from the pilot initiative are expected to serve as a model for other distance learning programs, in keeping with academic and accreditation requirements to establish ongoing and systematic cycles of instructional program evaluation and improvement.

The first of several status update reports generated in early July FY10 addressed formative aspects of program management and represented the initial stages of Phase II. The second phase of the schedule is continuing to develop additional modules in three languages over 12 months. Next steps include the administration of a feedback instrument to deployed Hands this fall to obtain perspectives on the value of foreign

language training as it applies to their operational environment and assigned jobs.

RA is also conducting an evaluation of a similar program for AF/PAK General Purpose Forces (GPF), entailing the training of one Solider per platoon size element for 16 weeks in the target language at DLIFLC-run Language Training Detachments (LTDs).

The program evaluation is being conducted in three phases. Phase I will use information gathered from the pilot GPF LTDs at Forts Carson, Campbell, and Drum to develop a final evaluation plan and protocols including demographic and course outcome data, surveys, student and instructor focus groups, and leadership interviews.

Phase II will implement the plan and use the protocols to conduct site visits to approximately seven of the 10 to 15 LTDs being initiated during FY11, and will provide formative evaluation reports after each LTD visit with preliminary findings and recommendations.

Phase III will aggregate results from all of the LTDs and provide a summative report with complete analyses and recommendations for process improvement.

DLIFLC establishes Defense Language Testing Working Group

The Defense Language Office established the Defense Language Testing Working Group (DLTWG) in FY10 to provide stakeholder input into language testing processes, make recommendations for policies to be referred to the Defense Language Action Panel (DLAP), and develop operational guidance to be used by DLIFLC in the prioritization of test development.

The DLTWG is chaired by the DLIFLC Commandant and members include stakeholders in language testing. Representatives from organizations with special interests in language testing mat-

ters or with expertise of interest to the DoD also attend. The DLTWG represents the full spectrum of stakeholders for the Defense Language Testing Program, including representation from all Services, groups, and agencies that use Defense Language Testing Program instruments.

The first DLTWG meeting was held in March 2010 and has been convening on a monthly basis since then.

Among the issues discussed were the rollout schedules for the DLPT5, language-specific guidance on scripts and dialects to be tested, test length and purpose of the Very Low Range (VLR) DLPT5, as well as alternatives to the current “gold standard” Oral Proficiency Interview (OPI).



*(L) Matthew Wall, a test development systems analyst, and (R) Ruth Mehr, assistant dean of Testing, discuss testing issues during a meeting at the DoD Center.
Photo by Brian Lamar*

DLPT5 Standard Setting

Based on recommendations from the Defense Language Testing Advisory Board (DELTA) in October 2009, DLIFLC initiated standard-setting studies for DLPT5 exams as a process to establish cut scores and assure fairness in the testing process.

The first standard-setting studies were conducted, or are currently ongoing for DLPTs in Arabic Iraqi, Spanish, Modern Standard Arabic (MSA), Levantine, and Korean. The purpose of standard-setting studies is twofold: to provide input on cut-score determination for DLPT5s that incorporate judgments on test

items by target-language experts; and to promote stakeholder buy-in by involving target-language experts and/or observers from as many stakeholder groups as possible. Each standard-setting panel will consider a representative sample of items from a DLPT5 item pool and recommend cut-scores based on judgments about the Interagency Language Roundtable (ILR) proficiency level needed to answer each item. DLIFLC will incorporate the panel recommendations in making a recommendation to the Defense Language Office for a final determination of the cut scores.

The first study was for Arabic Iraqi and took place in August 2010. Spanish, Korean, and Levantine will take place early in FY11.

DLIFLC develops Very Low Range DLPT5 tests

In response to the International Security Assistance Force's (ISAF) counterinsurgency document, the Services are building a greater language capability at lower proficiency levels. To efficiently measure lower level language capability, DLIFLC is developing Very Low Range (VLR) DLPT5 exams.

The VLR tests are vital to assessing General Purpose Force (GPF) language capabilities after they have received training as a part of the Afghanistan/Pakistan (AF/PAK) Hands program or AF/PAK GPF training that has taken place at one of the DLIFLC-supported Language Training Detachments.

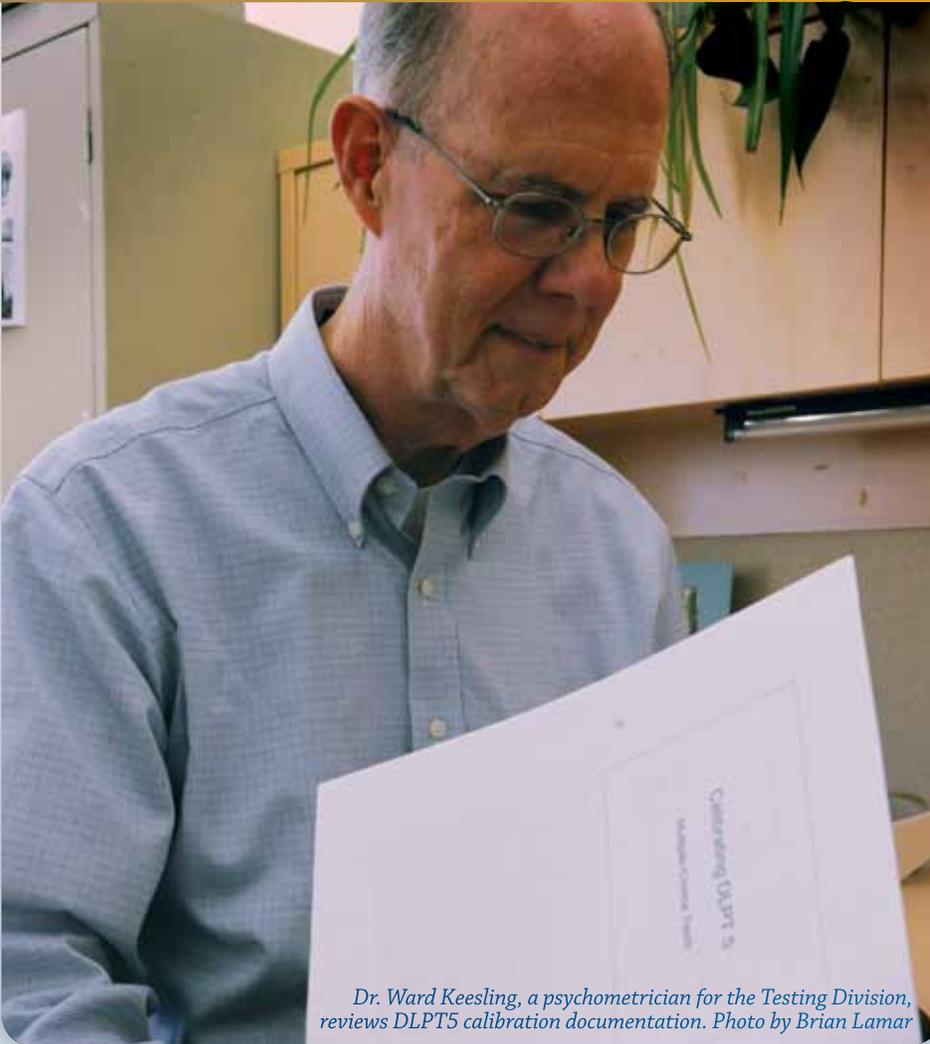
"The Very Low Range DLPT is designed to assess examinees with language proficiency below Level 2 with greater accuracy and fidelity in less time without subjecting them to a preponderance of test items above their level," explained Dr. Mika Hoffman, dean of Test Development at DLIFLC.

To meet the requirement, DLIFLC contracted for the development of tests at the ILR Levels 0+, 1 and 1+ in nine languages: Spanish, French, Persian Farsi, Chinese Mandarin, Pashto, Korean, Urdu, Dari, and Arabic-Iraqi. All tests examine both listening and reading skills, except for Iraqi,

- **DLPT5s available now:**
- **Lower Range (0+-3):** Albanian, Arabic-Egyptian, Arabic-Iraqi, Arabic-Levantine, Arabic-Modern Standard, Cebuano, Chavacano, Chinese-Mandarin, Dari, French, Greek, Hebrew, Hindi, Japanese, Kurdish-Kurmanji, Kurdish-Sorani, Norwegian, Pashto, Persian Farsi, Russian, Serbian/Croatian, Spanish, Tausug, Turkish, Urdu
- **Upper Range (3-4):** Arabic-Modern Standard, Chinese-Mandarin, Greek, Japanese, Korean, Kurdish-Sorani, Persian Farsi, Russian, Spanish, Turkish

- **DLPT5s scheduled to be rolled out in FY11:**
- **Very Low Range (0+-1+):** Dari, Pashto, Urdu, Arabic-Iraqi, Spanish, French, Korean, Chinese, Persian Farsi
- **Lower Range (0+-3):** Azeri, Kazakh, Khmer, Korean, Malay, Punjabi, Tamil, Uighur, Uzbek, Yoruba

- **DLPT5s scheduled to begin development in FY11:**
- **Very Low Range (0+-1+):** Baluchi, Cebuano, Chavacano
- **Lower Range (0+-3):** Algerian, Amharic, Armenian, German, Haitian Creole, Hausa, Hindi multiple-choice, Italian, Javanese, Portuguese, Samoan, Somali, Swahili, Tagalog, Thai, Urdu multiple-choice



Dr. Ward Keesling, a psychometrician for the Testing Division, reviews DLPT5 calibration documentation. Photo by Brian Lamar

which only assesses listening comprehension.

“The first VLR tests to be rolled out will be in Dari, Pashto, and Urdu, to respond to the urgent needs of the AF/PAK Hands project and our troops in Afghanistan,” said DLIFLC Provost Dr. Donald Fischer, adding that the tests are expected to be ready in early FY11.

The VLR framework document, similar to the overall DLPT5 framework document, was disseminated to and reviewed by stakeholders to ensure that the tests will meet stakeholder needs.

The contract also includes the conduct of standard-setting studies, which will include representatives from stakeholder groups.

“In summer of 2011, VLR tests will be rolled out in French, Spanish, Korean, Chinese Mandarin, Persian Farsi, and Arabic-Iraqi,” said Hoffman.

With specifically designated funding, DLIFLC was given a mandate to develop an increased number of tests each year. The expectation is that in any given year there will be development of new DLPT5s in 18 languages and VLR

DLPTs in 12 languages.

In FY11, development of VLR tests in Baluchi, Cebuano, and Chavacano will begin.

In addition, DLIFLC plans to have ongoing item development for languages in which DLPT5s already exist, so as to increase the size of test item pools and allow for refreshment of tests and pools over time.

DLIFLC conducts statistical comparison of DLPT tests

In February 2009, the DELTAB recommended that DLIFLC and the Defense Manpower Data Center (DMDC) conduct a study in which DLPT IV and DLPT5 test items in Arabic, Chinese, Russian, and Spanish would be calibrated together on the same Item Response Theory (IRT) scale. The purpose of the study was to provide information to help test users understand differences between DLPT IV and DLPT5 so that they could better interpret the ratings given by the two tests.

DLIFLC and DMDC collaborated on a study design in which students at DLIFLC took both the DLPT IV and the DLPT5 after their second semester of study. These data are to be supplemented with historical data from examinees who took DLPT IV or DLPT5 only. Data collection for the study is still ongoing and is expected to be completed by December 2010.

In-Course Proficiency Tests

ICPTs are designed to sample students' emerging foreign language mastery at periodic key points during their studies. Global ICPTs test listening and reading proficiency. Final Learning Objective (FLO) ICPTs test job-related language performance skills.

ICPTs are meant to provide timely indication of student progress and need for intervention when progress is below standard, support the school's assignment of well-grounded letter grades to supplement others given during instruction, and allow ongoing comparison of ICPT and subsequent DLPT performance levels to make ICPTs predictive of DLPT success.

ICPTs exist and/or are being written for Spanish, Korean, Russian, Chinese Mandarin, Japanese, and Persian Farsi, plus Modern Standard, Iraqi, and Levantine Arabic. Fifty-four ICPTs were readied for use in FY10, with 37 others in progress by the end of the fiscal year. Development included start-up for new global Persian Farsi and Levantine ICPT batteries.

For FY11, ICPT will wind down in-house item development by completing the in-progress ICPTs and approximately 24 new-start ICPTs. Phase-in of item development via contractor will include continuation of Persian Farsi and Iraqi plus start-up of new batteries in Dari, Pashto, and French.

In FY10, ICPT increased delivery to deans and chairpersons of quick-turnaround standardized ICPT reports of whole-class and individual student score profiles. The ICPT Division scored and reported on approximately 4,886 student listening and 4,587 student reading tests, involving approximately 69 separate classes.

In coordination with the Test Management Division, the ICPT Division is planning to start migrating ICPT administration to the DLIFLC testing lab environment in FY11, as planned expansions in lab capacity permit. ICPTs migrated to the lab will have optimal test conditions and data results capture.

Computer Assisted Testing- Oral Proficiency Interview Computerized

By DLIFLC specification, the American Council on the Teaching of Foreign Languages (ACTFL) has been developing the Oral Proficiency Interview Computerized (OPIc) in the following languages: Arabic, Chinese, Korean, French, Russian, Persian Farsi, and Bengali.

The purpose of the OPIc is to provide a more efficient method to fill the ever-in-

creasing need for Oral Proficiency Interviews (OPI) across DoD. It is estimated that testing requirements will increase exponentially in coming years with the emphasis on assessment of low-level language skills for the General Purpose Force, Special Operations Forces, AF/PAK Hands, and others. The OPIc can also be used to meet formative assessment needs for student intervention and research.

The primary operational intent of the OPIc is for use throughout Special Operations Commands



*Russian language student works in a language lab at the European and Latin American School.
Photo by Natela Cutter*

(SOCOM), and secondarily at DLIFLC and other DoD agencies and organizations.

A Phase I validation study was conducted May-August 2009 consisting of subjects taking both a standard face-to-face OPI and the OPIc in their target language. Languages included in the Phase I validation were Arabic, Chinese, Russian, Korean, Persian Farsi, and French. Most of the validation data were collected from DLIFLC Basic Course students and students at a number of civilian higher-education institutions.

ACTFL recommended that changes be made to the OPIc test construct to mirror the validated and operational ACTFL OPIc in English, and that a Phase II validation study be conducted focusing on SOCOM sites. ACTFL is to conduct Phase II validation in Arabic, Chinese, Russian, Persian Farsi, and French.

Data collection was completed during April-June 2010 and included both military at SOF sites and civilian university students. Preliminary data analyses show promising results. A final report, to include complete findings and recommendations, is pending and will be provided to the Defense Language Test Working Group and Advisory Board for evaluation and implementation recommendations.

Chinese Assistant Professor Dr. Liang Wang practices Chinese conversation with a student as they walk around the track on Soldier Field at the Presidio of Monterey. Photo by Deacon Westervelt



Oral Proficiency Interview testers support AF/PAK Hands

The Proficiency Standards Division (PSD) lent tester support to the AF/PAK Hands program in FY10 to provide two-skill interviews to students finishing their first 16-week phase of training in Dari, Pashto, and Urdu. With the growing need to conduct OPI tests throughout the DoD, DLIFLC turned to ACTFL to conduct OPI exams.

In FY10, ACTFL conducted 7,417 OPI tests on behalf of DLIFLC, while PSD conducted 2,975 OPI tests employing 412 resident OPI testers who hold full-time teaching positions at DLIFLC.

To maintain OPI standards and assure accuracy of ratings, PSD requires a percentage of tests administered to be quality controlled by third raters. In FY10 the division reviewed approximately 20 percent of the tests conducted at DLIFLC and ACTFL.

Diagnostic Assessment Center

The Diagnostic Assessment Center (DAC) conducts cutting edge research and training in the area of diagnostic assessment and its practical applications for residential and distance learning instruction.

Using individual linguistic and non-linguistic data as a baseline,

DA specialists conduct face-to-face interviews with linguists in order to identify problem areas in the target language across three modalities; listening, reading and speaking. Once an assessment is made, a DA specialist then works with the linguist to develop an individualized learning plan in the target language which is adapted to the specific needs and aptitudes of the learner.

DA is based on the fundamental assumption that second language acquisition is a complex and challenging endeavor and that language learners need individualized, periodic, and timely feedback. For Basic Course students in academic jeopardy, DAs contribute to reduction in academic disenrollment, while Post Basic students benefit from an opportunity to receive meaningful, tailored instruction for their needs.

The DAC provides training for DA specialists across DLIFLC as well as for other U.S. government agencies. There are currently 150 certified DA specialists assigned throughout DLIFLC and in FY10 more than 600 Basic and Post Basic students underwent a DA.

In FY10, the DAC developed a new version of the DA workshop with a focus on “Dynamic Assessment.” Following a re-tooling of the workshop curriculum, three DA Certification Workshops were conducted for 47 DLIFLC faculty members. Additionally, three DA Familiarization Workshops were conducted for DLIFLC’s LTDs at Fort Huachuca, Ariz., Schofield Barracks,

Hawaii, and at the Defense Language Institute English Learning Center (DLIELC) at Lackland AFB, Texas. DA Refresher Workshops were also conducted in Chinese and Korean for previously trained DA specialists in the DLIFLC Schools.

In the coming months, the DAC will begin development of a hybrid, online version of the DA Certification Workshop.

Online Diagnostic Assessment

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

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

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

An 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 the 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.

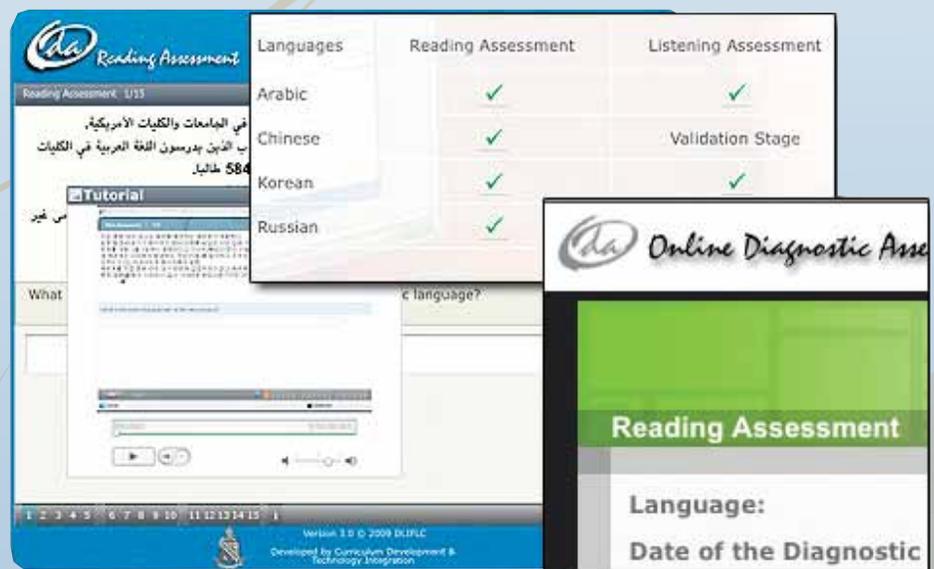
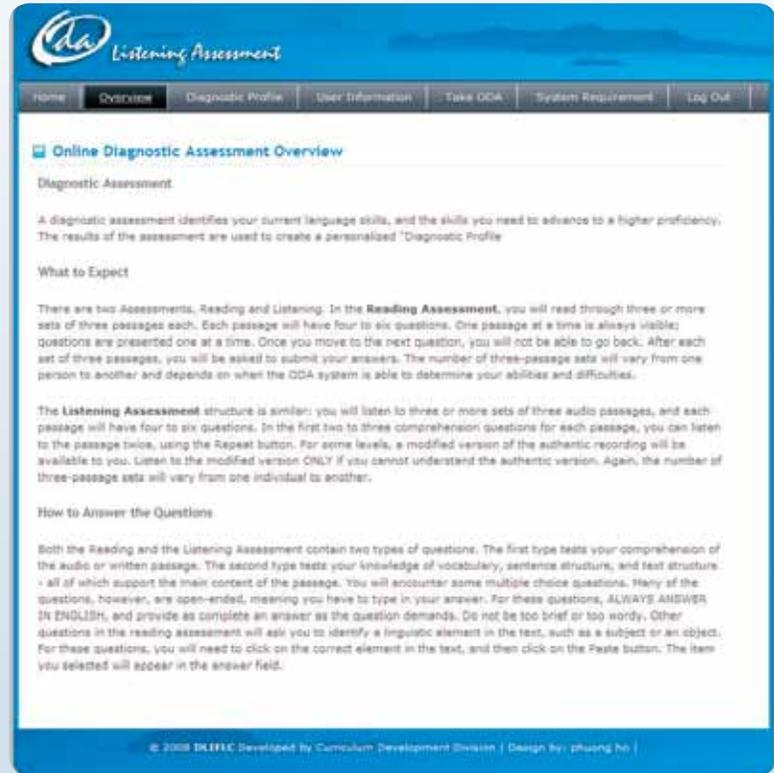
Over 3,500 new linguists have used ODA in FY10. New iterations of items have been validated in FY10 and have been added to the existing operational pool of items in Arabic, Korean, Chinese, and Russian, thereby increasing the total number of items in the pool by 250 for each language. Each of these four languages now has a total of approximately 1,000 assessment items. The increase in the item pool allows for better randomization and a diminished likelihood of returning users receiving the same items.

DLIFLC has also finished the first reading ODA in Spanish, and will start the testing and validation process in the first quarter of FY11. Development of the first Dari and Tagalog ODA in reading and the

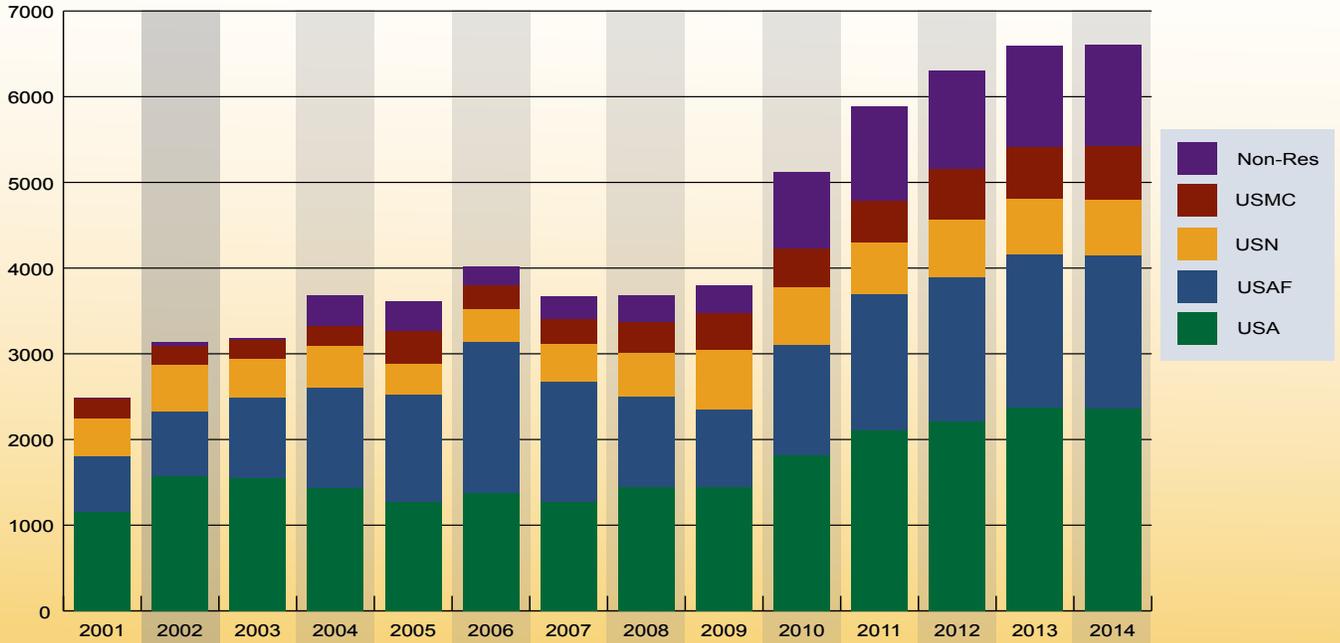
first Persian Farsi ODA in listening is ongoing.

In FY11, DLIFLC will be developing six new languages and supplementing the in-house development of Dari through

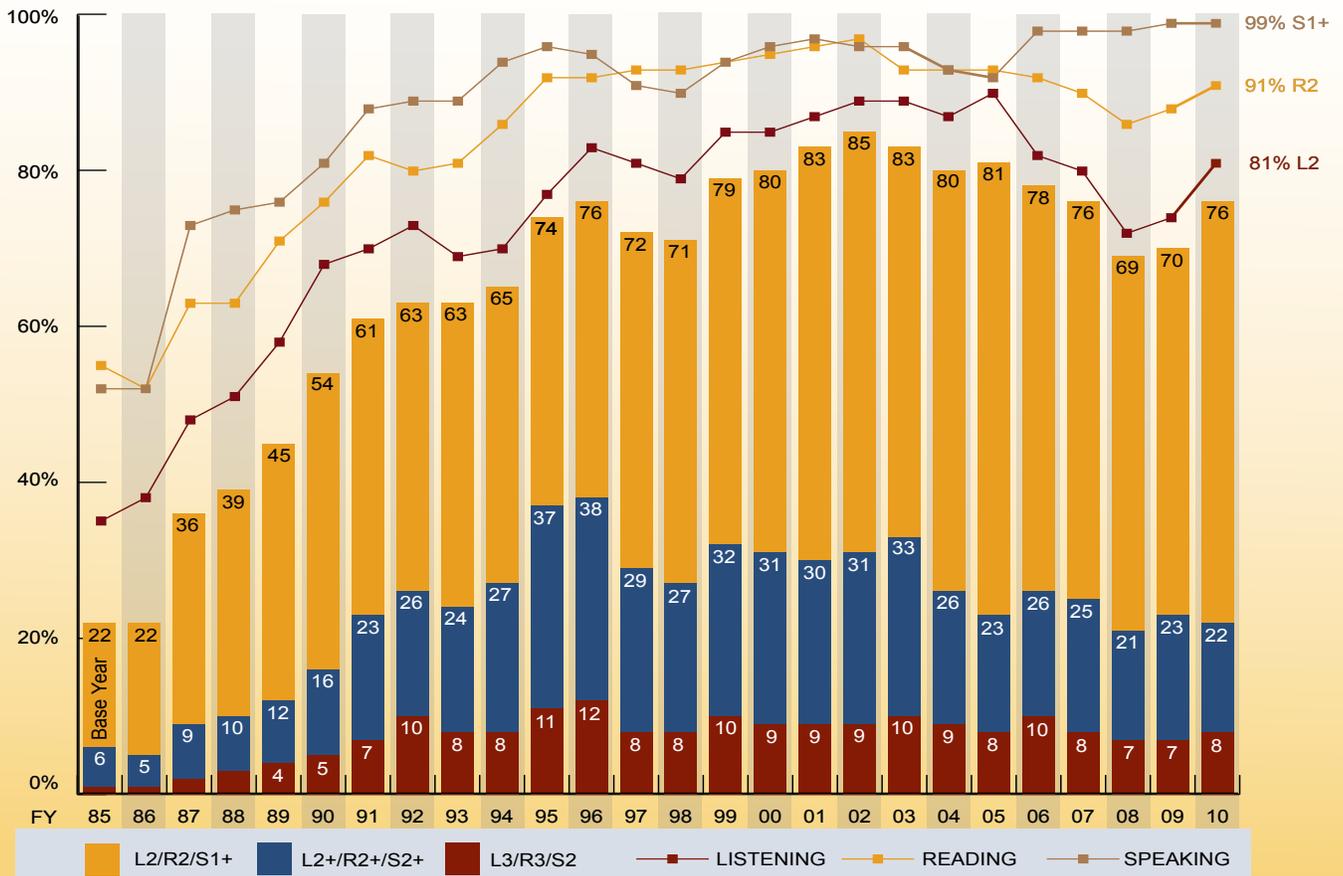
contracting. The new languages to be developed are: Urdu, Pashto, Brazilian Portuguese, Iraqi dialect, Levantine dialect, and French.



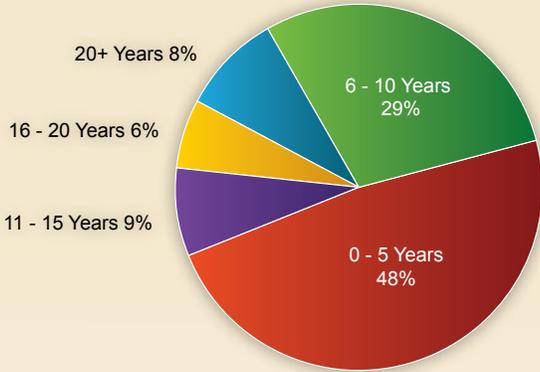
DLIFLC Worldwide Student Load by Service



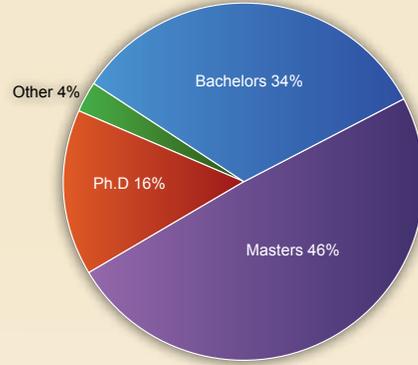
Basic Course Graduates - DLPT and OPI Results



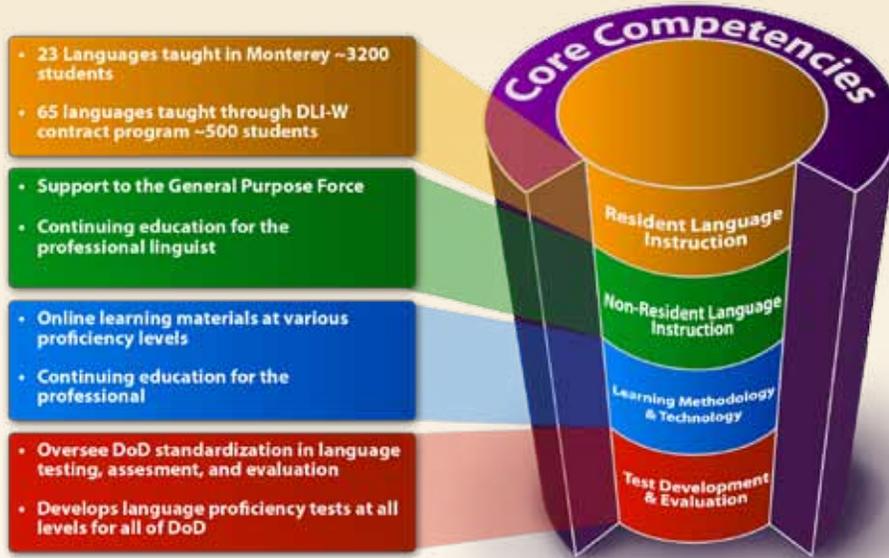
DLIFLC Faculty Experience



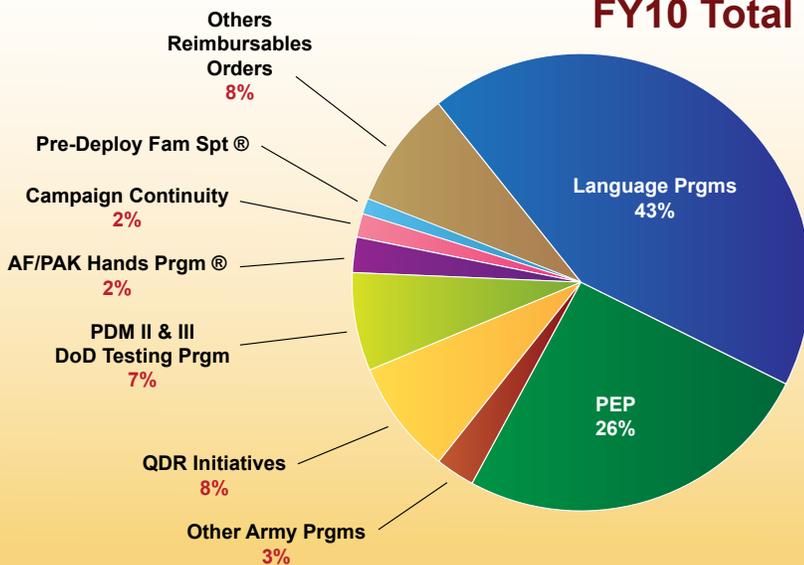
Faculty Education Levels



FPS employees hired over the last 3 years by year
 FY 08 = 122
 FY 09 = 136
 FY 10 (up to current) = 177



FY10 Total Mission Budget \$299,711K

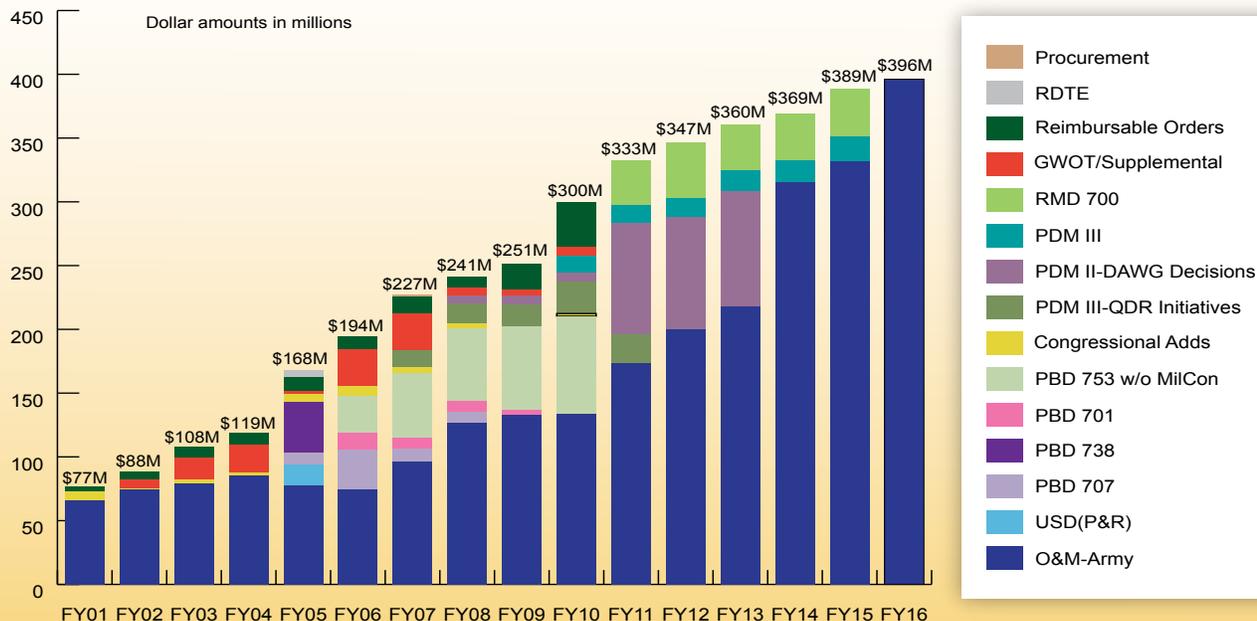


Targeted FY10 Budget Adjustments

- \$76.7M PEP Continuation
- \$24.6M PDM III QDR Initiatives (On-Line Fam Pkgs, SCOLA, 09L)
- \$20.7M PDM II & III DoD Testing Prgm
- \$6.9M AF/PAK Hands
- \$5.1M Campaign Continuity/APH-GPF (OCO)
- \$2.6M T&I Training & Test Dev (Reimbursable-Congressional Mark)
- \$3.6M Pre-Deploy FamiliarizationTng (MTT)
- \$7.0M SLL Surge Development
- \$2.8M Irregular Warfare Support
- \$2.0M Improve FL Capabilities for Curr Opns
- \$2.1M Critical Language Instr for Military Personnel & Distance Learning (Congressional Mark)
- \$1.0M Increase OPI Test Delivery

This pie chart represents the different type of programs executed in FY10. It clearly demonstrates the large program transformation in continuing the Proficiency Enhancement Program (PEP) implementation. Note that civilian pay and benefits is the largest percentage of our expenses at 65.2%, followed by other contracted services at 30.1%.

DLIFLC Historical Budget & Programmed Funding



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

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

O&M-Army:

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

PBD 707 (President's Budget FY05):

Initial attempt by USD (P&R) to fill in gaps/dips in programmed funding and reduce reliance on supplemental funding for GWOT. Not all recommended offsets were approved.

PBD 738 (President's Budget FY05):

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

PBD 701 (President's Budget FY06/07):

Permitted the continuation of programs begun in FY05 (PBD 738). Specifically cited the backlog (TRAP increases) for basic courses and pre-deployment language crash courses.

PBD 753 (President's Budget FY06/07):

Enhance the DLIFLC to achieve higher language proficiency. Specifically included reducing the student to instructor ratio, increasing the number of classrooms, creating improved expanded curricula and expanded overseas training.

Congressional Additions:

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

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

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

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

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

PDM III – DoD Language Testing Program

(President's Budget FY10/11):

Programmatic decisions to expand Language Test Development in FY10-15 to include developing very low range proficiency tests, psychometrician support, and external reviews.

RMD 700 (President's Budget FY11):

Resources Language 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.

FACT SHEET FOR FY10

1. Training and Education:

- a. More than 3,500 students from all four services, both active and reserve, both in Monterey and Washington, D.C. campuses
- b. More than 1,400 full-time teaching faculty and more than 450 non-teaching administrators and researchers
- c. DLIFLC: 23 languages taught in Monterey
- d. DLI-Washington Office: approximately 65 languages taught annually
- e. Language courses run from 1 to 64 weeks in length
- f. The Student Learning Center provides preparatory training, study skill workshops, and advising services

2. Sustainment and Support:

- a. Distance Learning
 - 1) Instructed 1,262 students
 - 2) 21,476 instructional hours in more than 23 languages
 - 3) 1,633 hours Video Tele-Training (VTT) in 13 languages, 301 students
 - 4) 2,415 hours Broadband Language Training System (BLTS), 113 students
 - 5) 17,428 hours Mobile Training Team (MTT) instruction conducted through 88 missions
- b. GLOSS (Global Language Online Support System) is web-delivered instruction in 34 languages
- c. Field Support and Special Programs:
 - 1) Supports more than 260 Command Language Programs (CLPs) worldwide

- 2) Taught 11 CLP Manager (CLPM) courses (440 hours) to 143 students
- 3) Completed 9,658 instructional hours for over 17,179 students through 184 Familiarization Mobile Training Teams in support of OEF/OIF deployments
- d. Language Training Detachments (LTDs)
 - 1) 11 new LTDs in FY10
 - 2) Taught 84,510 instructional hours with a total of 3,087 students in 413 classes

3. Assessment and Testing:

- a. Language Proficiency Tests:
 - 1) DLPTs (DLIFLC) – 2,440
 - 2) DLPTs (Worldwide) – 33,365
 - 3) Oral Proficiency Interviews – 2,975
 - 4) Performance Final Learning Objectives – 3,439
 - 5) DLPT5 (Worldwide) – 1,764
 - 6) DLAB (Worldwide) – 3,664
- b. Quality of Linguists:
 - 1) Accredited to award Associate of Arts Degree in Foreign Languages; awarded 956 AA degrees in FY10
 - 2) Since May 2002, DLIFLC has awarded 5,581 AA degrees
 - 3) 77% of basic course graduates in FY10 met or exceeded DoD proficiency standards (2/2/1+)
 - 4) 22% of basic course graduates in FY10 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

Visit us at
www.dliflc.edu

Select a language for more information.

HOT TOPICS
Report Released

DLIFLC has released RAPPOR, the Army's new pre-deployment language and culture program on ARMY KNOWLEDGE ONLINE (AKO) that must be completed by all deploying Soldiers and DA civilians prior to travelling to Afghanistan and Iraq.

VIDEO LIBRARY

VISITOR INFORMATION
EMPLOYMENT AT DLIFLC
CONTACT US
DIRECTIONS TO DLIFLC
PRIVACY
GLOBE MAGAZINE

PRODUCTS
ALL PRODUCTS
LANGUAGE MATERIALS
DISTRIBUTION SYSTEM
FIELD SUPPORT MODULES
GLOBAL LANGUAGE ONLINE SUPPORT SYSTEM
HEADSTART

SERVICES
DLPT SCORE REPORTS
COMMAND LANGUAGE PROGRAM SUPPORT
DLPT GUIDES
BLACKBOARD ACCESS
BLTS
REGISTRAR

As of Oct. 1, the Institute made available its new predeployment training program called Rapport via the AKO web portal. Every deploying Soldier and DA civilian must complete the training before going to Afghanistan or Iraq. All DLIFLC materials can be found under the "Products" tab on the Language Materials Distribution System, <https://LMDS.dliflc.edu/home.aspx> where language materials can be ordered by military members free of cost with the use of their Common Access Card.



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://vimeo.com/channels/dliflc>

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