



Annual Program Review 2012



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 – at the point of need.

Cover photo: Army Maj. Gregory Cassat leads the DLIFLC Color Guard for the Independence Day Parade in downtown Monterey, July 4, 2012. (Photo by Steven Shepard)

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April 2013

CORE COMPETENCIES

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

Core Competency 1

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**Col. Danial D. Pick,
Commandant**

Maximizing organizational capacity by streamlining processes that impact our graduation rates has been a high priority for the Institute's leadership this year. This has been particularly important as the Department of De-

fense faces deep budget cuts that will impact institutional training for the foreseeable future. As we reassessed our mission priorities, we realized we could gain efficiencies and remove redundancies by restructuring the organization.

Already challenged by severe hiring restrictions midway through FY12 and a steady growth in student population, I instructed Institute leadership to take a hard look at programs that could be cut back or reorganized, while safeguarding the basic course program – the core of DLIFLC's mission. We are making good progress on the reorganization, while simultaneously undergoing a U.S. Army Manpower Study.

A variety of interdependent factors affect the successful graduation rate of linguists at DLIFLC.

These factors include external service, agency and DoD policies and practices, as well as how we do things at the Presidio of Monterey. We refer to the enterprise-level holistic view as the Cycle of Excellence; recruiting the best, excellent teaching, holding to standards, effective utilization of linguists, and retention of the best.

Receiving the best-qualified service members on the front end of this cycle is one of the essential ingredients for success in our programs. We encouraged language community decision makers to limit, and ultimately do away with, Defense Language Aptitude Battery (DLAB) waivers for incoming students and deployed a DLAB Screening Tool to help the Services better identify linguist candidates. The effort was successful and the



Services reduced waivers by 35 percent in the latter half of FY12. We hope to see the benefits of this in the form of reduced attrition and increased graduation rates as these students complete training in late FY13.

Providing quality instruction to service members by highly educated native speakers is an essential ingredient in the classroom for learning both language and culture. For this reason, we invest heavily in the development of our faculty, and review performance over time to ensure we are retaining the best faculty possible.

Enforcing graduation standards is another area where the Services have shown their support this year. Fewer less proficient students are being waived into linguist billets upon completion of their lan-

guage course, meaning that better qualified linguists go into the field. Proper utilization of assigned linguists is equally important. If graduates are not placed in billets where their language will be used on a regular basis, their skills deteriorate and the return on investment is vastly diminished.

And finally, retaining proficient linguists is vital to DoD not only because high level language proficiency is paramount for mission success, but also because in the long run, the savings are enormous and the security benefit to our nation is priceless.

The progress made this year by the services, DoD, agencies and DLIFLC at the enterprise level has been impressive. We remain committed to making program improvements that will deliver the

highest caliber of language-capable service members to the DoD. DLIFLC has done this successfully for more than seven decades, and we will continue our record of excellence.

Col. Danial D. Pick,
Commandant



Col. Laura M. Ryan **Assistant Commandant**

These are interesting times. With a future full of fiscal uncertainty, DLIFLC is seizing the opportunity to sharpen its focus on the critical mission of providing culturally-based foreign language education and training to the men and women in uniform serving this great country.

This past year, we implemented innovative teaching methods, adopted new curriculum design, provided more and better authentic target language materials, deployed a collaborative environment, and maintained smaller class sizes. We also conducted Brain Fitness studies to investigate the effectiveness of working memory training, which has the potential to improve our students' ability to acquire and retain vocabulary,

grammar points, and other critical language and culture knowledge.

An integral part of these efforts has been the migration to an academic network. This important initiative provides students with better access to primary source target language materials. In addition, students and faculty are now issued iPads and MacBook Pro notebooks to enhance the emerging mobile computing environment.

With significant growth taking place in our resident Arabic, Persian Farsi, and Pashto programs, we were fortunate to be able to move into a new General Instructional Building this summer to alleviate some of the pressure. Program growth, and the realignment of some divisions and expansion of others, resulted in the creation of a 9th DLIFLC school.

Other moves this year involved the placing of testing under the purview of the Assistant Commandant, ensuring an organizational firewall exists between the high-stakes Defense Language Proficiency Tests (DLPTs), both development and administration, and the teaching mission. We continue to ensure the accuracy and effectiveness of these vital assessment tools by conducting external reviews of DLPT test passages and items before they are released for field

use. The DLIFLC-sponsored Defense Language Testing Working Group continued its work this year, making sure that key stakeholders partake in the identification, validation, and prioritization of test development and standard setting activities.

As with any educational institution, attrition is a challenge. To better understand the underlying sources of attrition, our researchers conducted an in-depth attrition study that revealed useful information for further application. We are taking steps to address both academic and administrative attrition, and expect to see marked improvements over the coming months.

All of these efforts have a collective positive impact on the basic courses in Monterey as well as the post-basic courses, which are offered in residence and through our non-resident programs.

DLIFLC remains focused on excellence in foreign language instruction to produce the highest qualified linguists for the Services to execute their missions around the globe.

A handwritten signature of Col. Laura M. Ryan in black ink.

Col. Laura M. Ryan,
Assistant Commandant



Dr. Donald C. Fischer **Provost**

This will be my last letter in our Annual Program Review book. I want to thank all of you for your support during the seven years I have had the privilege of being provost. I believe we have made great strides and that our linguists are doing much to advance our security as well as our strategic and tactical goals.

There are two things I would like to comment on with respect to learning languages and our mission. They are “time on task” and “training the best.”

In 2005, the Department of Defense (DoD) set forth its Language Transformation Roadmap, the goal of which was to produce higher quality linguists

by moving to an eighty percent 2+/2+/2 or better graduation rate. No time was given to lengthen the language programs. DLIFLC subsequently went about attacking the issue by establishing smaller class sizes, introducing cutting edge technology, and requiring higher student aptitude scores.

Since “time on task” is critical in the classroom, the Institute has had to concentrate on the intensity of training by building more relevance into given language tasks to improve proficiency within the same allotted time, thus achieving more effective learning and higher outcomes.

We are indeed training the best. Our success in producing better linguists can be seen by the expressed satisfaction of end-user agencies, when linguist performance is put to the test at their operational stations.

Analysis of student scores on the Defense Language Aptitude Battery (DLAB) shows that those who rank higher have a better chance at successfully completing the course. However, the implementation of a 10 point higher selection threshold for admission to DLIFLC prompted the Services to issue waivers to candidates with lower DLAB scores. This in turn created higher attrition rates.

It is critical that our students have the highest probability of success possible. We know that 66 percent of DLAB-qualified students graduate successfully. Only 48 percent of DLAB-waivered students make it through. The Services have pledged to reduce waivers. I strongly support this and encourage your support of the DLAB2, which not only uses the best in cognitive measures, but also includes psychological and personality measures.

We must avoid any action that reduces the level of proficiency our students can achieve.

It is absolutely critical that we teach only the best because of the significance it holds for our military, strategic, diplomatic, and economic success. What these young men and women do is critical to our ability to lead safe, predictable, and productive lives; I urge you all to continue the efforts made to ensure the high quality of our student body.

Thank you. It has been a privilege to serve.

A handwritten signature in black ink that reads "Donald C. Fischer". The signature is written in a cursive, flowing style.

Dr. Donald C. Fischer,
Provost

A student of Urdu, spoken mainly in Pakistan, works on a lesson using an interactive whiteboard.
(Photo by Natela Cutter)

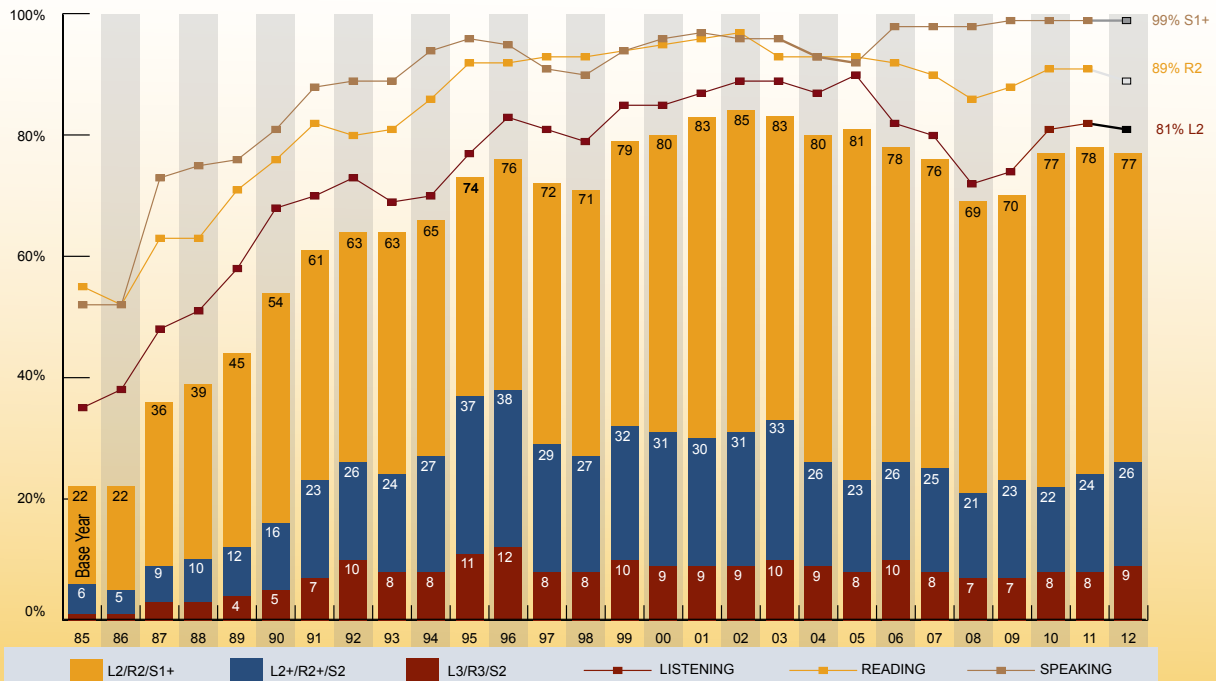


Core Competency 1: Resident Language Instruction

“By teaching Urdu at DLIFLC, I not only fulfill my passion for teaching, but I also bridge cultural gaps. Teaching my language, teaching about Pakistan and my own culture is absolutely fulfilling. I love it!”

-Rukhsana Khalid, DLIFLC instructor

Basic Course Graduates - DLPT and OPI Results



The Basic Course Program

Training the best

Each year, the Defense Language Institute Foreign Language Center (DLIFLC) strives to achieve higher student proficiency scores in order to provide better qualified linguists to the Services where their target language proficiency skills contribute to the security of our nation.

To reach these goals in FY12, the Institute concentrated on increasing the intensity of student training and faculty development, executed robust curriculum development

initiatives, conducted external test reviews, and established standard setting for newly developed proficiency exams.

Simultaneously, DLIFLC leadership has been internally

- **77.3% of DLIFLC basic course graduates met or exceeded DoD proficiency standards 2/2/1+**
- **26.4% of basic course graduates achieved 2+/2+/2**
- **20.6% total disenrollment**
- **61.4% overall production rate**

reviewing the Institute's program structure to improve efficiencies and reduce redundancy in a resource constrained environment.

"We are fortunate to be receiving

the absolute best qualified students the Services have to offer, yet we are aware that their overall success depends on several moving pieces of not only our programs, but external factors that affect our production rate," said DLIFLC Commandant Col. Danial D. Pick.

Though the student class load increased by more than 600 students in FY12, the Institute continued to implement plans and programs to increase student proficiency, such as learner autonomy, student-centered classrooms, tailored instruction, diagnostic assessment, and formative and summative testing.

The Institute also increased the total number of faculty development training hours by 5,000, totaling 106,755 hours in FY12. Each year, faculty members are expected to attend a number of

professional development courses which in-turn is reflected in their evaluation standards.

“It is imperative that we invest in instructor training even though many of them come to us with higher education degrees in foreign language acquisition and prior teaching experience,” said, DLIFLC Faculty Personnel System manager Rick Donovan. “This Institute is simply a unique place and instructors have to learn our teaching methods and practices.”

Training for faculty is accomplished in the eight DLIFLC schools, and through the Institute’s Faculty Development Division and Educational Support Services in the Directorate of Continuing Education.

Developing Faculty

In order to meet the specific teaching standards DLIFLC requires, the Institute has a robust Faculty Development Division that provides the Instructor Certification Course for beginning instructors, as well as a number of professional development courses for instructors to keep abreast of the latest teaching methodologies and uses of technology in the classroom.

In FY12, more than 190 new instructors completed the Instructor Certification Course, while 38 faculty members with more than five years of tenure were recertified to teach in the classroom. During the fiscal year, FD specialists conducted a total of 8,467 training hours for 8,856 participants.

This year, a new intermediate and advanced instructor certification course was introduced and 40 resident and non-resident instructors have been

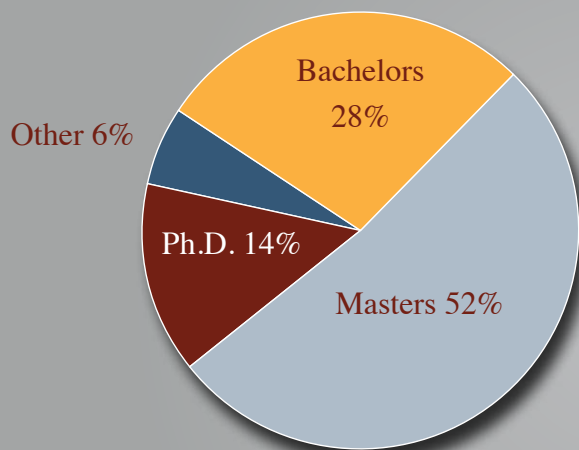
trained in the Post-Basic Instructor Certification Program.

A new e-Certification course was created for instructors who teach language to students all over the world through the Broadband Language Training System. Thirty-five instructors from the Distance Learning program have completed the first two phases of the program while the 3rd phase is online.

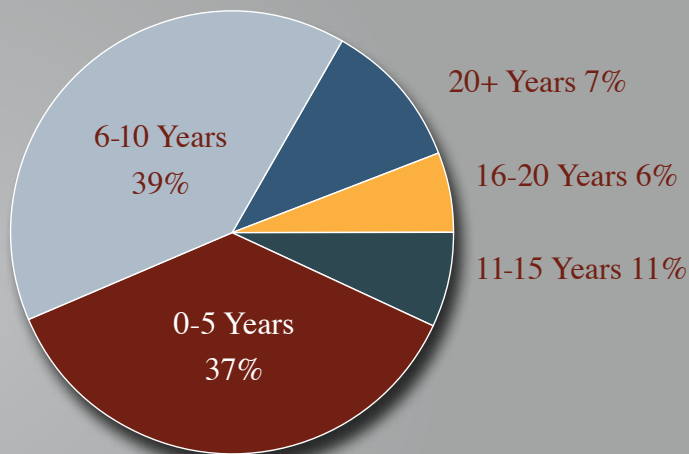
This fiscal year, DLIFLC began replacing student Tablet PCs with iPads and MacBook Pros because of the ease of usage and ability for students and faculty to operate in a fully mobile computing environment.

With a strong push toward using technology in the classroom as an essential tool to access authentic materials in FY12, FD expanded its educational technology program and introduced two key technology workshops: *Getting Started with the iPad* and *Teaching in the MAC Environment*. Both workshops have been well received by teaching faculty.

The Institute has increased the total number of faculty development training hours by 5,000, totaling 106,755 hours.



Faculty Education



Faculty Experience

The **FLO** Enhancement Program

DLIFLC has been working over the past two years on the implementation of the Final Learning Objective (FLO) Enhancement Program that consists of specific language exercises aimed at narrowing the gap between DLIFLC graduating students and cryptolinguist capability in the field.

The goal of this program is to create opportunities for language practice with imperfect authentic materials that may contain background noise, multiple speakers, colloquial speech, and unconventional texts. Enhanced FLO Activities

(EFA) also aim to incorporate a wide range of language samples, ranging from conventional to social media, such as email, tweets, blogs, posts, hand written notes, graffiti, tattoos, etc.

In FY12, over 900 EFA activities were developed in 23 languages. The Institute has also contracted with the National Foreign Language Center to develop nearly 1,500 voice and graphic samples for usage in materials in FY13.

Additionally, an intranet site is under construction for a web delivered transcription tool that will allow developers, instructors, and end-users to access the materials from iPads and other mobile devices.

DLIFLC students eligible for upper level credit

For the first time since the inception of DLIFLC's Continuing Education Directorate in 2006, the Resident Education Program was reviewed by the American Council on Education (ACE), an organization that provides guidance to colleges and universities in the award of credit for military courses and training.

As a result of this review, which took place in July, students who successfully complete advanced language courses can earn up to 15 upper division college credits. Upper division credit can be earned for Area Studies, Civilization, Current Events/Social Issues, and Business.

"We are extremely happy that our programs have been reviewed and that our hard work in building curriculum and programs has now been formally recognized in the way of granting upper division credit to our students," said Resident Education Program dean, Dr. Sahie Kang. Students will retroactively receive credit for their coursework completed as of Nov. 1, 2011.

In FY12, DLIFLC's Continuing Education resident program conducted 17 Intermediate, 10 Advanced, 16 Refresher, 15 cadre classes, 10 Post Defense Language Proficiency Test classes and five Russian Arms Control Speaking Proficiency courses.



A student of Modern Standard Arabic listens to audio recordings in the lab at the Defense Language Institute Foreign Language Center in preparation for an exam. (Photo by Natela Cutter)

Spanish language instructor Rosa Torres offers “Pan de muerto” (Dead man’s bread) to students during a Day of the Dead celebration. (Photo by Natela Cutter)



Extended courses yield results

The Spanish Basic Course

In response to a National Security Agency (NSA) request to extend the Spanish Basic Course program from 26 weeks to 36 weeks in April 2011, the Institute began to pilot a program with two basic course classes.

“We developed new materials within our school with task-based learning activities that reflected the specific cultural and linguistic needs of cryptolinguists in their future careers,” said Raul Cucalon, academic specialist of the European and Latin American School.

With the course lasting only six months and graduation standards remaining the same at 2/2/1+,

students were, by-and-large, struggling to achieve the DoD requirement while simultaneously facing a more difficult Defense Language Proficiency Test, the DLPT5.

“We worked closely with user agencies to identify what was needed in the curriculum and added information

on countries that are more critical for the cryptologic mission, focusing on issues such as human trafficking, terrorism, drugs, etc.,” explained Cucalon.

While the difference in results between the 26-week class and the extended course were not very different for those who obtained L2/R2/S1+ scores, the number

of those who reached L2+/R2+/S2 doubled, and the number of students who received L3/R3 tripled.

“We have heard from NSA that the extension class graduates are

better able to handle mission assignments as soon as they reach their duty station, which

means a lot to our national security,” said Dr. Deanna Tovar, dean of the school. “The additional 10 weeks allows students more time to process the basic grammar and receive additional instruction in listening, reading, and speaking at higher levels (2+ to 3). This can only spell success.”

The number of those who reached L2+/R2+/S2 doubled and the number of students who received L3/R3 tripled.

FY12 Spanish course results

	Attrition	≥ 2/2/1+	≥ 2+/2+/2	≥ L3/R3	Production Rate (2/2/1+)
26 Week Program	14.5%	85.8%	27.7%	9.8%	74.4%
36 Week Program	4.3%	86.4%	59.1%	27.3%	82.6%

The Pashto Basic Course

DLIFLC has seen an increase in student production rates in the Pashto language since the course was lengthened from 47 to 64 weeks at the end of 2009.

“The increased course length has provided sufficient time to allow for an emphasis on dialect variations between the southwestern and southeastern regions,” said Dr. Jack Franke, dean of the Multi-Language School, explaining that “Pashto is by and large an oral language and

does not have a single standard dialect.”

The Pashto Basic Course 2/2/1+

The Pashto Basic Course 2/2/1+ production rate in FY12 was 72.2 percent, more than 10 percent higher than the DLIFLC average.

production rate in FY12 was 72.2 percent, more than 10 percent higher than the DLIFLC average, while the completion rates was

92 percent. Meanwhile, the production rates of those reaching 2+/2+/2 scores was 36.1 percent.

“If we look at the numbers from 2009, there is a 34 percent increase in production rate,” said Franke.

Aside from lengthening the course, Franke attributes the rising

production rates to the influx of highly educated Pashto instructors.

“Many of these instructors have come to us after having completed their Fullbright Scholarships here in the U.S. This means they have been hand-picked by the State Department before they ever reached us. We are truly lucky to have them,” explained Franke, who said this category of instructors accounts for roughly 10 percent of his 118 faculty members.

DLIFLC is expected to begin a pilot extension class for the Urdu Basic Course this fall with the first graduating class planned for spring 2014. The course will also be lengthened by 16 weeks.



Pashto instructor Liloma Bassal engages students at a make-shift bazaar in the classroom during speaking hour. Immersing students in real-life situations greatly enhances their speaking abilities. (Photo by Brian Lamar)

Army FAO Course goes joint

In June 2012, the U.S. Army Foreign Area Officer (FAO) Proponency Office and DLIFLC's FAO Program Office conducted the first ever Joint FAO Course at the Institute for new FAOs. The new course represented a transition from the previous Army-only course and marked a transformation in the Joint FAO community's approach to training new FAOs on the unique roles in the Joint, Interagency, Intergovernmental, and Multinational environment.

During the five-day course, FAOs received instruction from experts on the duties and responsibilities of FAOs in tactical units, service

component commands, geographic combatant commands, embassy country teams, the Joint Staff, the Office of the Secretary of Defense, the State Department, and other Department of Defense and U.S. government agencies and organizations.

The course provided introductory training on the Defense Attaché system, Security Assistance, National Security Strategy and Policy, Political-Military Affairs by geographic region, and Cross-cultural Competence, as well as etiquette.

Moving forward, DLIFLC will conduct two iterations of the Joint FAO Course Phase I each year, while the Naval Postgraduate School will host the Joint FAO Course Phase II program, focused on senior FAO education.



Turkish instructor Dilber Duran conducts speaking hour with students, the majority of whom are Foreign Area Officers. (Photo by Natela Cutter)

Modern Standard Arabic reading initiative

This year, DLIFLC established an Arabic Reading Working Group to help improve reading instruction in the Arabic language courses by identifying and prioritizing best practice instructional methods and immediately implementing them in the classroom or field.

"The Arabic Reading Initiative was designed to allow schools to develop a variety of approaches to address learning issues dealing with MSA and Arabic dialects," explained DLIFLC research and analysis professor, Dr. Gary Hughes. The teacher-designed initiatives include introducing authentic reading materials into instruction as early as possible,

prescriptive assessment for reading instruction, aligning classroom instruction with mandatory study hall, and enhancing instruction through in-class or in-school faculty development training for instructors," explained Hughes.

"Currently, we teach one hour of MSA per day in the first semester and two hours of MSA in the second and third semesters in the Iraqi and Levantine dialect courses. This helps both the speaking ability of the students in the dialect and their comprehension ability of the reading texts," said Middle East I dean Hiam Kanbar, who explained that all written exams, regardless of dialect, are conducted using an MSA exam.

Seventy one percent of the Iraqi and Levantine students completed the course in FY12, while the total production rate was at 50.4 percent, with a 29 percent attrition rate.



Iraqi dialect students compete in a vocabulary game using an Arabic-English dictionary. (Photo by Natela Cutter)

Intel official calls language ‘central’ to new strategy

By Natela Cutter
DLIFLC PAO

MONTEREY, Calif. - Undersecretary of Defense for Intelligence, Michael G. Vickers, was pleasantly surprised Nov. 3 when he encountered his former Spanish instructor at the Defense Language Institute Foreign Language Center while observing a Spanish language class.

“Although I was able to understand what was being discussed during the class, I was also a little bit worried, because I thought I was going to be re-tested in Spanish, which has atrophied somewhat,” Vickers said with a chuckle.

“It was wonderful to see my former student. When I saw his face, it all came back to me,” said Deanna Tovar, who had just begun her career as a Spanish instructor in the late 1970s when Vickers was her student. Today she is dean of the European and Latin American school.

“She was a great instructor, and I am not surprised to see her as the dean of the school and that she has done so well,” Vickers said.

As a young Special Forces soldier and then as an officer, Vickers graduated from the

DLIFLC Czech course in 1977 and from the Spanish course in 1979 with top scores.

His unique experience at the Institute has influenced him

throughout his career. Vickers has been credited for contributing to the withdrawal of Russian troops from Afghanistan in the 1980s. More recently, he was

recognized as a key leader in the process that led to planning, locating, and killing the world’s most wanted terrorist, Osama bin Laden.

As a two-time DLIFLC graduate, Vickers was the featured speaker at the center’s 71st anniversary ball, attended by Defense Language Institute faculty, staff, and

leadership.

“When I was here for Czech, my professor told us that language is the most intimate expression of a nation’s culture,” he said. “I

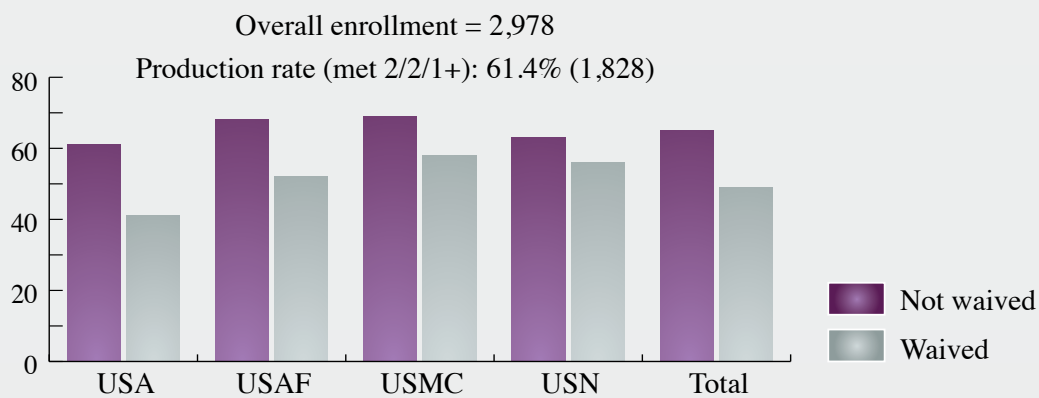
know DLI really teaches culturally-based language instruction, and I have certainly found that true when I have used languages operationally as a Special Forces officer and as a CIA officer.”

As the Defense Department’s principal staff member and advisor regarding intelligence, counterintelligence, security, and other intelligence-related matters, Vickers has a far-reaching view of how important foreign language and culture are to the future of national security.

“I know DLI really teaches culturally-based language instruction and I have certainly found that true when I have used languages operationally as a Special Forces officer and as a CIA officer.”



Under Secretary of Defense for Intelligence, Dr. Michael G. Vickers, speaks with his former Spanish language instructor, Dr. Deanna Tovar. Vickers observed a Spanish language class at DLIFLC, in Monterey, Calif., Nov. 3, 2011. (Photo by Natela Cutter)

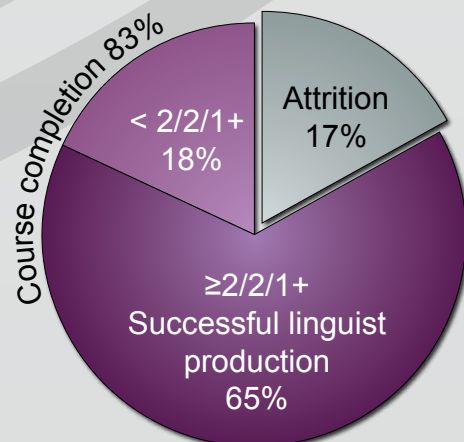


DLAB waiver challenges

To improve student outcomes and increase the production level of graduating students to Interagency Language Roundtable levels L2+/R2+/S2, DLIFLC began implementing the Proficiency Enhancement Program (PEP) in 2006. The DoD-supported program was achieved through the reduction of class sizes, hiring of more faculty, enhancing faculty training, upgrading curricula, requiring higher aptitude entry scores, and deploying cutting edge classroom technologies.

Faced with the need to recruit ever higher numbers during war-time, the Services issued waivers to those who scored relatively high on the Defense Language Aptitude Battery (DLAB).

“The problem was that we increased the DLAB by 10 points in order to get better qualified students, but



Students meeting DLAB prerequisites

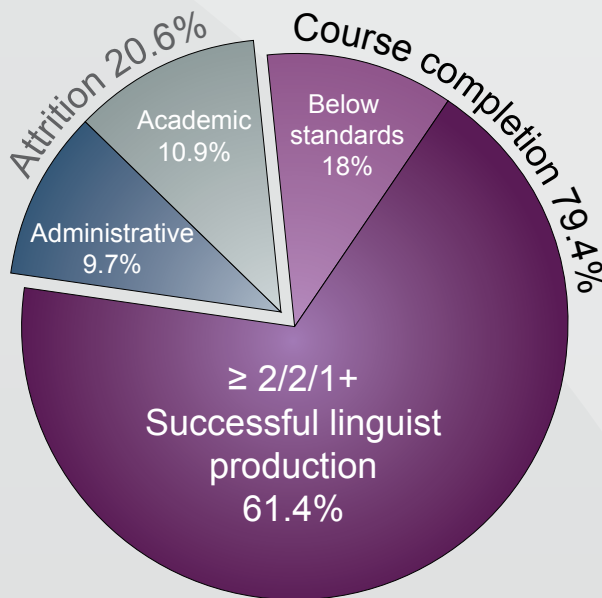


In FY12, 23 percent of enrolled students were issued DLAB waivers.

the Services issued waivers, so the effort was ineffective,” said Jim Zhao, associate provost for undergraduate education, who is in charge of DLIFLC’s 24 basic language courses and eight schools.

“For every 100 students who receive a DLAB waiver, 69 complete the course, while only 49 percent graduate with a 2/2/1+ score,” he explained. “On the other hand, using the same numbers, 83 percent of non-waivered students complete the course, and 65 percent graduate.” In FY12, 23 percent of enrolled students were issued DLAB waivers.

Recently, however, excellent cooperation with Senior Language Authorities and frequent discussion in forums such as the Defense Language Advisory Panel and the Defense Language Steering Committee

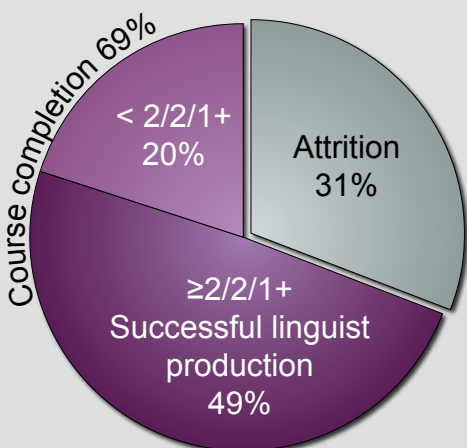


Total linguist production

regarding the impact of issuing waivers produced a positive outcome.

“We are really encouraged to see that the Services are reducing the number of waivers,” said Zhao, who explained that the Services reduced the issuing of DLAB waivers from 25 to 16 percent.

“We won’t see the results of a decrease in waivers on our programs until FY13. In the long run, we expect that it will allow the Services to send fewer service members as we produce students with higher proficiency levels,” explained Zhao.



Students with DLAB waivers



DLIFLC Korean immersion students celebrate the victory of Korea University during the Annual Korea University vs. Yonsei University sports competition in September 2012. Students spent six weeks in Korea studying the language and experiencing the culture. (DoD photo)

OCONUS immersions more than double

The DLIFLC OCONUS immersion program expanded by 60 percent in FY12. “This year we organized 47 in-country immersions for 433 students, up from 30 events and 270 student participants in FY11,” said Dr. Jaiying Howard, the Institute’s Immersion Language Office (ILO) dean.

To accommodate the program expansion, ILO has established a new Arabic immersion site in

Rabat, Morocco. Nine Arabic immersion events were conducted at two

Moroccan host schools. Additionally, a new Chinese site was established in

Taipei, Taiwan with three universities: the National Chengchi University, the National Taiwan Normal University, and the Tamkung University.

Likewise, a new Russian site was established in Kharkov, Ukraine,

for intermediate and advanced students from the Continuing

Education Directorate.

Immersion programs for advanced students are more intensive in nature, with direct enrollment into university programs where possible.

Students participate in university lectures, debates, and produce research papers during their study abroad, as well as participate in numerous cultural activities.

“Unfortunately, we have had to discontinue the Persian Farsi immersion program that was taking place in Tajikistan in accordance with guidance from the State Department,” said Howard.

DLIFLC has sponsored 184 events for 1,595 students and cadre since August 2005. More than 70 percent of OCONUS programs were organized for the Arabic, Chinese, and Korean language programs.

DLIFLC has sponsored 184 events for 1,595 students and cadre since August 2005.

OCONUS immersion FY12

Country	Language	No. of Programs	No. of Participants
Korea	Korean	10	100
Morocco	Arabic	9	88
China	Chinese	6	73
Puerto Rico	Spanish	7	61
Ukraine	Russian	7	44
Taiwan	Chinese	4	34
Tajikistan	Persian Farsi	2	18
Turkey	Turkish	2	15
Total		47	433

FTX events by language (FY05 – FY12)

Language	No. of Events	No. of Training Hours	No. of Students
Arabic	105	994	1,448
Chinese	69	840	1,161
Persian Farsi	24	315	66
Korean	19	238	394
Spanish	12	161	282
Russian	13	175	227
Pashto	4	28	63
Urdu	3	42	54
Tagalog	2	14	24
Dari	1	7	12
TOTAL	252	2,814	4,295

Field Training Exercises

In FY12, 252 Field Training Exercises (FTX) events were conducted at the Fort Ord Immersion Facility, providing a total of 2,814 language training hours to 4,295 students.

Thirteen basic course language programs conducted FTX language training this year in Arabic,

Chinese, Dari, Hindi, Korean, Pashto, Persian Farsi, Russian, Serbian/Croatian, Spanish, Tagalog, Thai, and Urdu.

In FY12, the overnight portion of the FTX training was cancelled to save in operation costs. Most schools now conduct 1-day and/or 2-day training events.

Despite the shortened duration of FTX immersions, students benefit from being immersed in

an environment where they are compelled to communicate only in the target language. Students rely on their language skills, culture and field knowledge, and critical thinking skills in order to resolve issues in simulated real life situations.

Instructors prepare mock scenarios, such as complications at a checkpoint, car accident in a foreign country, or going through customs at an airport. The scenarios become increasingly complex and linguistically challenging as students progress in their language studies. Adding to this experience are games, songs, and traditional sports where students learn about the culture and customs of the target country.

Both OCONUS and FTX immersions provide valuable hands-on field readiness training. The result is increased confidence to use the target language, improved cultural knowledge, and enhanced motivation to learn.



Arabic instructor Lubna Stevens encourages students to speak during a make-shift bazaar organized by Middle East School II.
(Photo by Natela Cutter)



Associate Provost for Undergraduate Education, Dr. Jim Zhao, presents a DLIFLC student with his Associate of Arts degree in Japanese. (Photo by Sal Marullo)

DLIFLC's Accreditation Reaffirmed

By Devon Swanson
DLIFLC PAO

MONTEREY, Calif. - In mid-July, a few months after their March evaluation visit to the Defense Language Institute Foreign Language Center, the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges reaffirmed DLIFLC's accreditation for the next six years.

"When we pass these very thorough inspections with high standards, we are showing that we are meeting the requirements not only as a military training institution, but as an academic institution," said DLIFLC provost Dr. Donald Fischer.

DLIFLC received nine commendations, mainly focused on student learning outcomes, which was the emphasis of this particular accredi-

tation cycle. Of the eight schools due for the self-study and evaluation, DLIFLC was one of only three schools to be reaffirmed.

DLIFLC's associate dean of Academic Affairs and Accreditation officer, Dr. Robert Savukinas, explained that being accredited

not only affects the students of the Institute, but also the public.

"Strictly from the student perspective, it tells them that the content and rigor of their instruction is of college level. In addition to that, DLIFLC's regional accreditation assures the public that DLIFLC is delivering quality instruction and student support services," he said.

For Savukinas and his team, accreditation is a lengthy and ongoing process. Throughout every

"Not only is it an honor, but testimony to the hard work that our faculty and staff do in order to create our product, which is vital to the security of the United States,"

-Dr. Donald Fischer, Provost

six-year cycle, they must address any recommendations made by the ACCJC, submit a midterm report, compile an institutional self-study,

and participate in a comprehensive site visit. Through these measures and others, the Institute must demonstrate that it is meeting the accreditation standards.

"Not only is it an honor, but testimony to the hard work that our faculty and staff

do in order to create our product, which is vital to the security of the United States," said Fischer.

This year the self-study document was comprised of more than 500 pages and 700 pieces of evidence representing areas such as the Institute's mission, student learning programs and services, and resources and governance, which includes leadership and board operations.

The Student Learning Center

The Student Learning Center (SLC) aims to introduce to DLIFLC students various academic support services which they can rely upon while studying a foreign language at the Institute which, depending on the language, can range from six months for French to 15 months for Arabic.

“Students face a lot of challenges once they get to the classroom and realize that the complexity of learning a foreign language at such a fast pace is more difficult than anything they have

done in high school, and possibly their entire lives,” said SLC dean Hyekyung Sung-Frear.

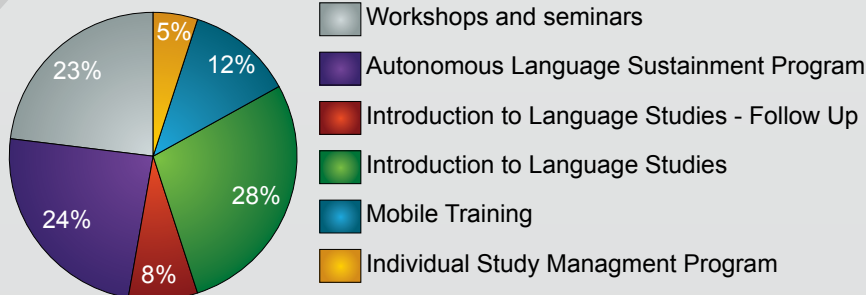
During FY12, the SLC taught the Introduction to Language Studies (ILS), a mandatory five-day orientation course, to 3,297 basic course students prior to beginning their target language studies. The ILS covers learning strategies, English grammar, cultural awareness, and technology resources. The center provided 4,915 hours of instruction through 174 ILS course iterations in FY12.

Aside from the mandatory ILS course, students are able to return to the SLC for additional

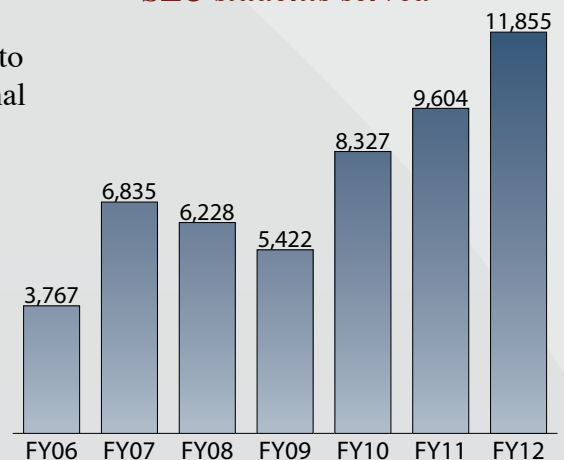
support given in the Autonomous Language Sustainment workshops and Individual Study Management programs. In addition, the SLC staff also conducted 57 iterations of mobile training teaching, taught 1,393 students at various installations including: Ft. Bliss, Ft. Bragg, Ft. Campbell, Ft. Carson, Ft. Drum, Ft. Lewis, Camp Pendleton, Camp Humphreys (Korea), and DLI-Washington.

Overall, the SLC served 11,855 learners via its five programs in FY12, with program usage increasing by 30 percent from FY11.


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SLC students served



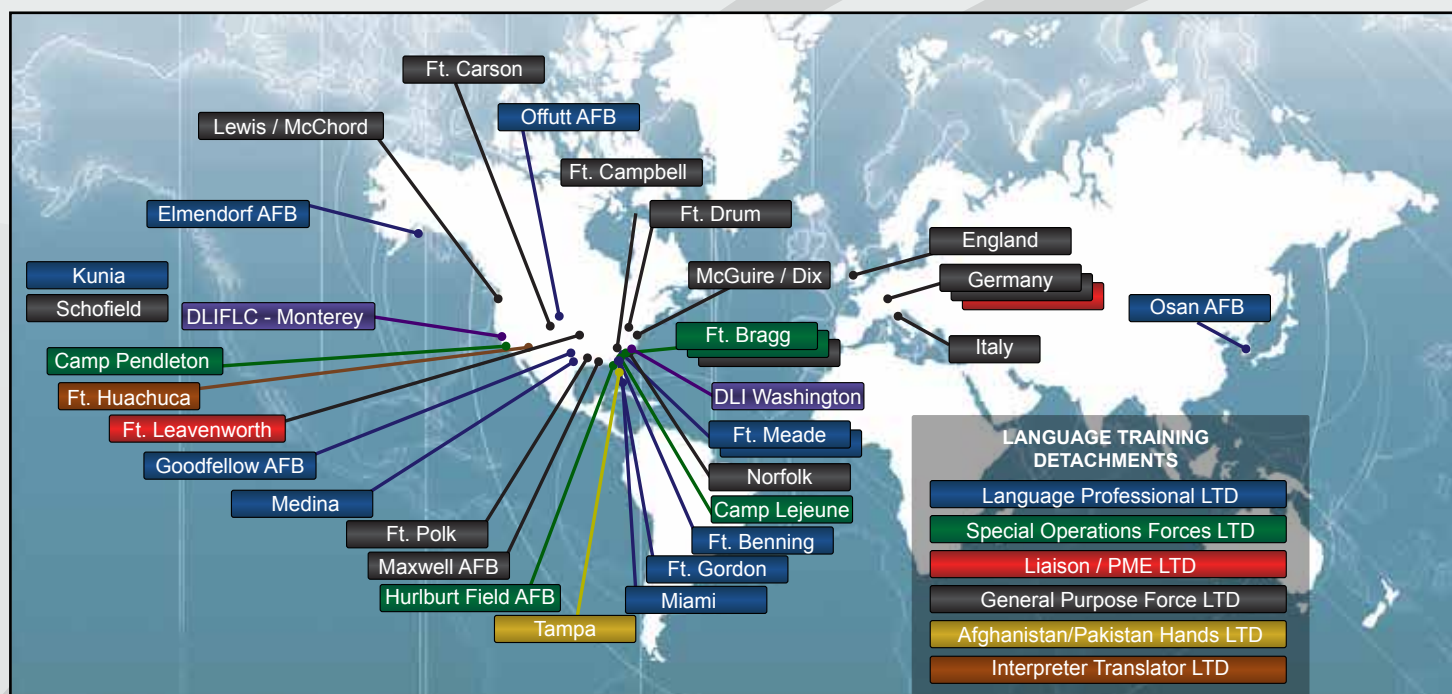
Student Learning Center instructor Lisa Whited teaches English grammar to an incoming group of students who spent their first week at DLIFLC refreshing their grammar skills. (Photo by Natela Cutter)



Oregon National Guard Soldiers spent two weeks training with Omani Soldiers and a platoon from the 125th Forward Support Company from Joint Base Lewis-McChord, Wash., during an U.S. Army Central-sponsored event designed to share knowledge and build diplomatic relations. (Photo by Spc. Cory Gordon)

Core Competency 2: Non-resident Language Instruction

“In the simplest terms, regionally aligned forces are Army units and leaders – brigades, divisions, corps, and support forces – who focus on a specific region within their normal training program by receiving cultural training and language familiarization.” - Gen. Raymond Odierno, Army Chief of Staff



Training the force

DLIFLC expands Language Training Detachments

From the original five Language Training Detachments (LTDs) established in 2003, DLIFLC has vastly expanded the concept of having language training capabilities at home stations for linguists and non-linguists. While the first LTDs were designed for the sustainment and enhancement of professional linguists, today DLIFLC also provides predeployment training at 13 locations.

“We have 34 detachments in 32 different locations around the world, from Korea to Germany,” said DLIFLC Field Support director Steve Collins. “The success of the LTD format has led to an increased interest to use this model to fill the expanded needs of the DoD.”

Predeployment LTD language and culture training courses are

conducted for Dari, Pashto, and Urdu and can last from 10 to 16 weeks, depending on the schedule and needs of the brigade. DLIFLC normally provides instructors, curricula, and logistical support for effective instruction.

In FY12, 10,519 service members graduated from the LTD programs.

The design of a 16-week language and culture training program for General Purpose Force non-linguists was intended to provide one language-enabled soldier per platoon. The first such LTDs were formed in 2010 at the urging of commanders in the field who saw the need for establishing rapport with local populations to successfully complete their missions.

With the U.S. military shift to the new concept of Regionally Aligned Forces (RAF) units that

will be more versatile, responsive, and able to readily support operational missions, the ability of LTDs delivering language and culture predeployment training at sites anywhere in the world has become vital to mission preparedness.

“In the simplest terms, Regionally Aligned Forces are Army units and leaders – brigades, divisions, corps, and support forces – who focus on a specific region within their normal training program by receiving cultural training and language familiarization,” explained Chief of Staff of the Army (CSA) Gen. Raymond Odierno in a March 2012 online post.

“We are ready and excited about supporting the CSA’s RAF initiative as the requirement with respect to language and cultural competencies for deploying Army units as defined by the Department of Army Headquarters and the Army Service Combatant Commands,” said Collins.

In FY12, 10,519 service members graduated from the DLIFLC LTD programs.



A Special Forces Soldier studies Russian at the European and Latin American School.
(Photo by Natela Cutter)

DLIFLC support to Special Operations Forces:

DLIFLC provides a wide spectrum of tailored language courses to support the Special Operations Forces (SOF) of the U.S. military. DLIFLC currently has 55 faculty and staff at five Language Training Detachment (LTD) locations supporting SOF: Fort Bragg, N.C., Camp Lejeune, N.C., Norfolk, Va., Hurlburt Field, Fla., and Camp Pendleton, Calif.

While the focus of instruction is often on speaking proficiency, the courses also address reading and writing skills of the language. Students are normally tested using the two-skill Oral Proficiency Interview.

Instruction is flexible and varies widely in terms of both languages taught and course length. Courses can last between 18 and 52 weeks,

depending on the difficulty of the language.

Currently, 13 languages are being taught: Arabic, Dari, Chinese Mandarin, French, Indonesian, Pashto, Russian, Spanish, Tagalog, Thai, Urdu, Persian Farsi, and Korean.

Five hundred and forty-nine SOF operators graduated from DLIFLC classes at the LTDs in FY12. In addition, the LTDs supported language acquisition, sustainment, and enhancement for another 1,012 SOF personnel.

Five hundred and forty-nine SOF operators graduated from DLIFLC classes at the LTDs in FY12.

Arabic linguists put their skills to work in Oman

By Sgt. 1st Class Rebecca Doucette
DLIFLC PAO

Four Soldiers from the 300th Military Intelligence Brigade (Linguist) provided direct Arabic language support during a U.S. Army Central Command-sponsored field training exercise in Oman Jan. 17 to Feb. 4, 2012.

The multinational exercise was intended to strengthen military and diplomatic relations between the U.S. and Oman and promote regional stability by mentoring members of the Omani military

forces in conducting combat operations designed to confront terrorism and irregular threats.

“The relationships being built are critical to our country because of the importance of this region, and Soldiers on both sides will remember this for a lifetime,” said Utah National Guard Chief Warrant Officer 4 Gary Callister, the Arabic linguist manager for the 300th MI Brigade.

Callister and three other Defense Language Institute Foreign Language Center graduates traveled to Oman for the exercise, along with members of the Oregon National Guard’s 1st Squadron, 82nd Cavalry Regiment, and a platoon from the 125th Forward

Support Company, 1st Battalion, 94th Field Artillery Regiment, from Joint Base Lewis-McChord, Wash.

The linguists were put right to work, translating between U.S. Soldiers and the Royal Army of Oman’s 11th Brigade, Western Frontier Regiment, during three days of briefings and meet-and-greet events.

“A lot of the Omani officers spoke English, but if they didn’t feel comfortable enough, they wanted to have an American interpreter,” said Arabic linguist Sgt. Tyler Jiles.

Each linguist was assigned to a platoon for the duration of the event, and they turned it into a learning exercise by meeting at night to share key words they had



*Staff Sgt. Jon Paul Steenbakkers, an Arabic linguist with the 341st MI Battalion, Washington National Guard, translates instructions on operating a .50-caliber machine gun to a soldier from the Royal Army of Oman's 11th Brigade, Western Frontier Regiment.
(Photo by Spc. Cory Grogan)*

learned. This helped each of them as their platoons rotated through the different stations, which included light infantry tactics, combat medical procedures, operational planning, and military leadership.

“Once they realized what our capabilities were, and saw how good we were with the material we had, and our abilities to be able to work and bridge that gap, they really appreciated us,” said Jiles, adding that it only took a couple of days for the U.S. troops to come to this realization.

In addition to the challenging training, the Soldiers enjoyed days where they shared meals, participated in sporting events, and learned about culture with the Omanis. By the end of the training, Omani and U.S. Soldiers frequently commented on the mutual respect and comfort level that developed. The U.S. Soldiers were impressed with how interested the Omanis were to learn, and the Omanis were happy to see the interest the U.S. Soldiers had in their culture.

Staff Sgt. David Reynolds of Troop A, 1st Squadron, 82nd Cavalry Regiment, said it was the first time in his 23 years of military experience that he had been able to train with a foreign national army and said it was great to learn about the Omani culture and military tactics.

Maj. Scot Caughran, the U.S. task force commander for the event, said the experience is one he will never forget. “We have improved as a unit and now have an increased respect for Omani culture,” he said.



Air Force Capt. Nick Plante and Sarkhatib Mohammad Shah, Provincial Peace Committee Chairman, talk during a meeting held at the Uruzgan Provincial Governor's compound. (Photo by Spc. Nevada Jack Smith)

AFPAK Hands program enters fifth year

In its fifth year of existence, the Pentagon-sponsored Afghanistan/Pakistan (AFPAK) Hands program graduated 219 students.

Ninety-six percent of AFPAK Hands personnel enrolled achieved Level 1/1 or better on the two-skill Oral Proficiency Interview after a 16-week Pashto, Dari or Urdu course.

The AFPAK Hands program was initiated in 2009 by the former Chairman of the Joint Chiefs of Staff, Adm. Mike Mullen, with the concept to develop a cadre of military and civilian personnel who speak the local language and are culturally attuned with a focus on regional issues. This cadre would consist of personnel with specific educational backgrounds who would commit to a three to five year program that supports U.S. security activities in Afghanistan or Pakistan.

The multi-phased training begins

with Phase I, an initial 16-week course at either the DLIFLC LTD in Washington, D.C., or Tampa, Fla. Phase II language training consists several weeks of in-country instruction at the COIN Academy in Kabul, Afghanistan, conducted by DLIFLC instructors. Following their refresher language training, AFPAK Hands personnel

The AFPAK Hands program graduated 219 students in FY12, with 96 percent of service members enrolled achieving Level 1/1 or better.

are placed in positions of strategic influence to ensure progress towards achieving U.S. government objectives in the AFPAK region.

The third phase of training entails returning home, where personnel apply their experience and share insights as they assume key staff positions at the Pentagon, U.S. Central Command, U.S. Special Operations Command and other

headquarters. During this period, the Hands conduct language self-study five hours per week and have virtual face-to-face sessions with their instructors one hour per week in order to sustain and enhance their language skills.

With a goal of reaching 2/2 proficiency, the fourth phase of the program involves another 14 weeks of resident training at a DLIFLC LTD, followed by another deployment, preferably to the same region where relationships were established and can be further strengthened.

The desired end-state of the program is to support critical elements of the National Security Strategy while allowing for member career progression.

Both AFPAK programs, for the GPF and Hands, have been funded by Resource Management Decision 700 (RMD700), signed by the Secretary of Defense in December 2009.

AFPAK Hand: Dedicated to mission

When Capt. Nick Plante worked in Turkey as a Public Affairs Officer in 2010, he heard talk about a new program one could volunteer for called the Afghanistan/Pakistan Hands program.

“At that time people were turned off by the prospect of a one-year deployment, but that is what actually intrigued me. Our career field was asking for volunteers, so I talked to my boss and wife and signed up,” said Plante, who already spoke French because of his French Canadian background.

Within a few weeks of getting into the AFPAK program, Plante found himself at Central Command and began a 16-week Pashto program at the Defense Language Institute Foreign Language Center Language Training Detachment in

Tampa, Fla., where he brought his skills up to a Level 1.

When Plante deployed in September 2011, he spent another 15 days preparing for work in the Afghanistan peace and reintegration program, receiving a refresher course from DLIFLC instructors and participating in COIN Academy training at Camp Dobs that involved working side by side with Afghan counterparts.

Plante was then deployed to the southern province of Uruzgan, where his job was to conduct outreach, demobilization, and reintegration of eligible insurgents.

“With my skills, I was able to mentor people even more. Language was a big part of that. I had great interpreters, contracted by the Australians. My Pashto, combined with their skills, really helped out,” said Plante, adding that his team successfully reintegrated over 100 former insurgents into peaceful civilian life.

Today, Plante is back in the United States and plans to attend the National Defense University to receive a master’s degree in Strategic Studies of Afghanistan and Pakistan, a program sponsored by the Pentagon’s Afghanistan-Pakistan Coordination Cell.

“The plan is to go back to Afghanistan. When I volunteer, I like to finish it,” says Plante of his future plans.

To maintain and improve upon his Pashto language skills, Plante is in the 3rd phase of the program that includes one day a week of face-to-face instruction with a DLIFLC-contracted teacher and two-hours of self study per day.

“We have CDs with lessons and you go at your own pace. This is built into your daily routine,” he explained. “My current instructor, Mohammad Salim, is great, patient, and knowledgeable and it is all up to me. I am really dedicated.”

DLI Washington

The Defense Language Institute Washington Office, located in Alexandria, Va., represents DLIFLC in the National Capital Region and oversees foreign language programs and contracts to meet the needs of the Services.

The 16-person headquarters office manages the Institute’s Contract Foreign Language Training Program that is executed via six local commercial schools and the Department of State’s Foreign Service Institute. These contracts also support the language training needs for instructor Mobile Training Teams, time-sensitive resident course

requirements, and the development of language support materials for use in the field.

One of the focus resident course programs at DLI-Washington is language support for the Afghanistan/Pakistan Hands program, a priority training requirement for the Chairman of the Joint Chiefs of Staff. This language training is an intensive, four-phase program specifically tailored to the needs of the AFPAK program participants, many of whom are senior officers and DoD civilians.

The office also supports the legacy Russian language program called MOLINK, which is an

advanced Russian language and translation training course for U.S. Army officers serving at the Pentagon managing the Washington-Moscow “hotline,” a direct communication link between the U.S. and Russia.

In FY12, DLI-Washington taught 905 service members, as well as civilians from the Defense Intelligence Agency, and other U.S. government agencies. Instructors taught 379 separate courses in 56 different languages with over 19,000 weeks of student training. Typically there are more than 300 students attending class at any given time.

Local Partnerships: NPS Joint Foreign Area Officer Program

Throughout FY12, DLIFLC continued its cooperation with the Naval Postgraduate School (NPS), delivering language instruction and educational materials to support the Joint Foreign Area Officer Program (JFP).

DLIFLC's support of the program, managed by the JFP Office at NPS, in cooperation with the Defense Language and National Security Education Office, includes diagnostic assessment interviews, curriculum development for the web, and virtual classroom instruction.

In support of what is known as FAOWeb, an online portal with instructional resources, DLIFLC provides sustainment instruction courses virtually in the form of the Online Advanced FAO Language Enhancement Courses at NPS.

"DLIFLC provides the Joint FAO community with language sustainment material that is not only timely and current, but is FAO-specific in the subject domains," said Jim Howard, director of FAOWeb. "This is something that is specifically not available in any other language sustainment resource."

DLIFLC instructors also conduct virtual diagnostic assessment interviews in order to provide these professionals with a detailed profile of their current proficiencies and learning plans to help them sustain and enhance their skills.

The Institute also provides course writer support to the JFP to develop curriculum and publish language modules for the Online Advanced FAO Language Enhancement Courses posted on the FAOWebsite.

Seventy-six language modules have been published in Arabic, Chinese, French, Hebrew, Korean, Spanish, and Russian. Twenty-two additional modules in Swahili, Indonesian, Portuguese and Farsi are under review.

Modules are designed at the Interagency Language Roundtable (ILR) level of 2 to 3 and require approximately three to five hours of self-study to complete. The courses run over a twelve-week period. In addition to self-study, each participant meets with his or her professor once per week for a two-hour synchronous session delivered via Elluminate, the FAOWeb's video conferencing tool.

To date, over 25 students have enrolled in the Online Advanced FAO Language Enhancement Courses. FY12 was the third year of the initial pilot project.

"DLIFLC provides the Joint FAO community with language sustainment material that is not only timely and current, but is FAO-specific in the subject domains"



Maj. Gen. Charles W. Hooper, director of strategic plans and programs for the U.S. Africa Command, shares experiences as a Chinese Foreign Area Officer at the Joint FAO Conference held at the Defense Language Institute Foreign Language Center. (Photo by Natela Cutter)

DLIFLC's Distance Learning programs reach out

DLIFLC's Continuing Education Directorate, founded in 2006, supports a wide range of DoD military and civilian professional linguists in residence, but also offers a series of robust distance learning programs to support sustainment and enhancement training, as well as predeployment training for the General Purpose Force (GPF).

The faculty, who teach a wide range of learners, are flexible in their teaching schedules and methods in order to accommodate the ever-changing circumstances of their students.

Outcomes range from very low level proficiency to life-long learning goals of Interagency Language Roundtable (ILR) levels L3/R3/S3 and above.

The Institute's distance learning programs include instruction delivered via Video Tele-Training (VTT), the Broadband Language Training System (BLTS), and instructor-mediated Mobile Training Teams (MTT).

Total instructional time provided to professional linguists in FY12 amounted to 21,026 hours. The directorate provided

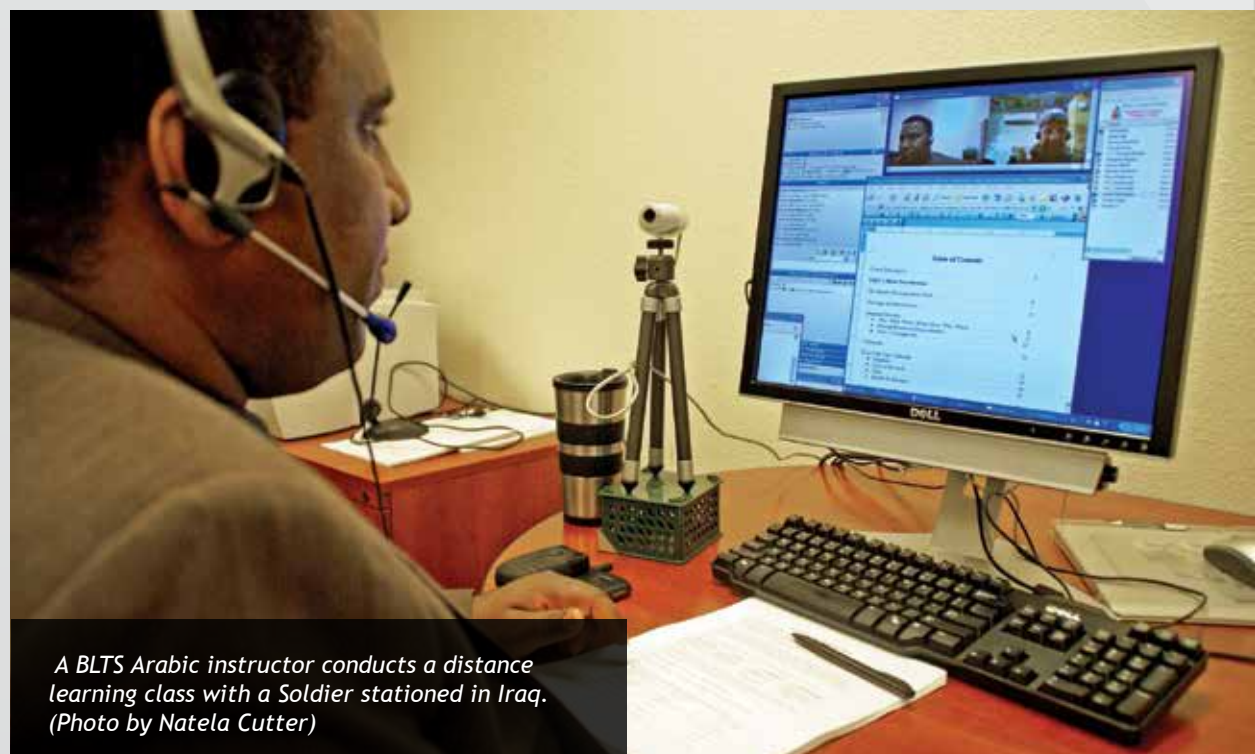
295 classes for 869 students in 24 languages, including 15,680 hours of MTT, 4,240 hours of BLTS and 1,106 hours of VTT instruction.

"Though statistics show a 14 percent decrease in post-basic distance learning instruction in comparison to FY11, the school did see steady growth in the BLTS program in FY12, up by 22 percent in instructional hours over the previous year," said distance learning dean Mike Vezilich.

BLTS is a distance learning program dedicated to delivering real-time foreign language training to non-resident linguists via broadband technologies. Training is primarily intended for graduates of the DLIFLC basic program seeking to refresh, sustain, or enhance their proficiency skills with the goal of reaching ILR Level 3 or higher. For initial acquisition/familiarization MTT training, the Distance Learning program conducted 208 classes with 11,264 instructional hours for 10,279 students in 16

languages. In addition to ongoing training in OIF/OEF languages, the program has seen marked growth in support of AFRICOM, primarily in French, Swahili, Spanish, and Portuguese. The Distance Learning program currently consists of 62 civilian faculty and staff members supporting 17 in-house language teams (Arabic, Chinese Mandarin, Dari, Persian Farsi, French, German, Hebrew, Hindi, Italian, Korean, Pashto, Portuguese, Russian, Serbian/Croatian, Spanish, Urdu, and Vietnamese).

For non-resident missions in other languages, the Distance Learning program borrows instructors from other DLIFLC organizations or utilizes the services of the DLI-Washington Office to engage contract teachers. In FY12, a total of 28 languages and dialects were supported.



A BLTS Arabic instructor conducts a distance learning class with a Soldier stationed in Iraq. (Photo by Natela Cutter)

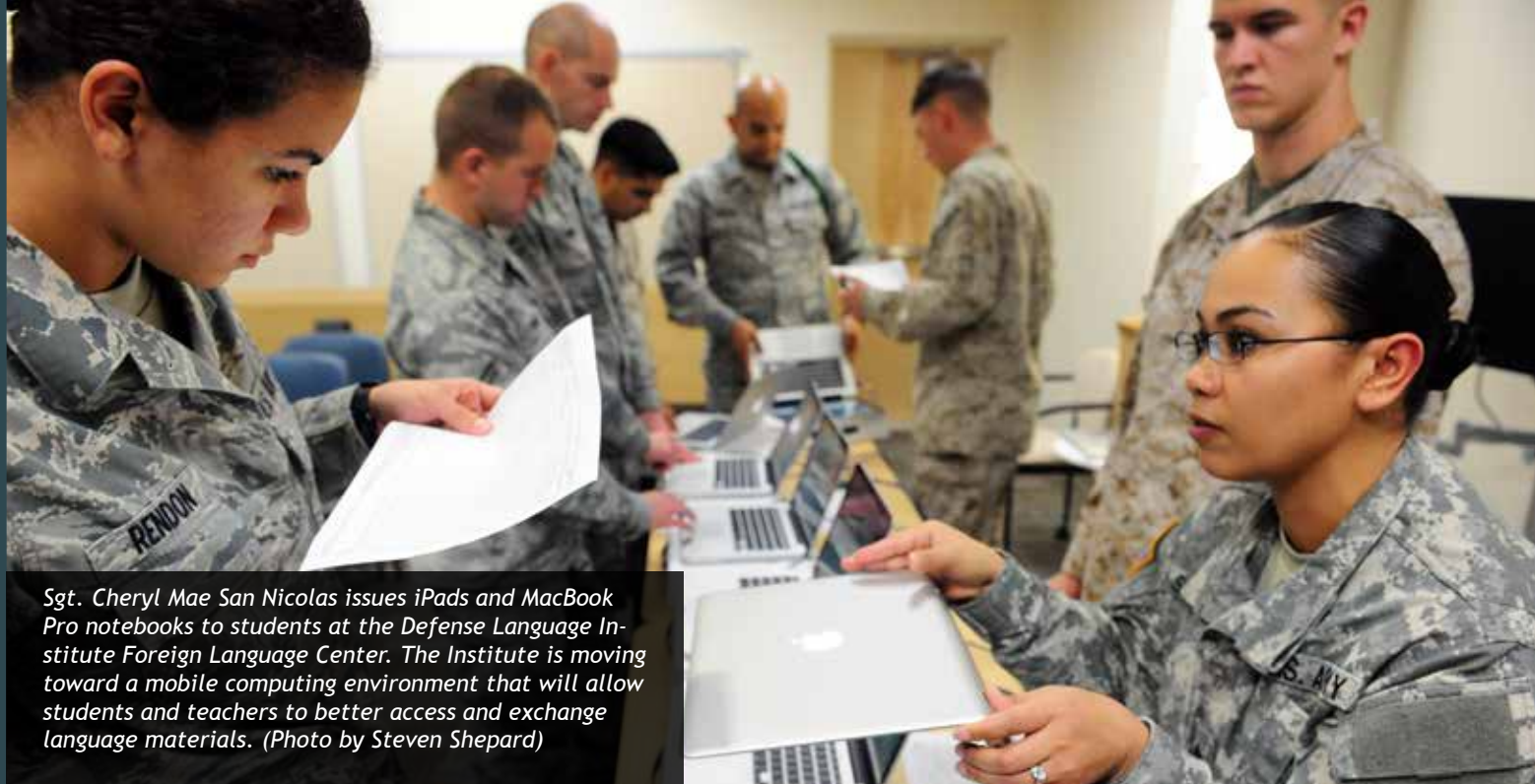
DLIFLC foreign language students excitedly try out the new iPads and MacBook Pro notebooks they were issued as a part of the language program they are attending. (Photo by Natela Cutter)



Core Competency 3: Learning Methodology and Technology

"The MacBook Pro and iPad deployment is part of a multi-year strategic plan to convert DLIFLC to a fully mobile computing environment."

- Jonathan Russell, Chief Technology Officer, DLIFLC



Sgt. Cheryl Mae San Nicolas issues iPads and MacBook Pro notebooks to students at the Defense Language Institute Foreign Language Center. The Institute is moving toward a mobile computing environment that will allow students and teachers to better access and exchange language materials. (Photo by Steven Shepard)

DLIFLC moves to Apple computing platform

This year, DLIFLC has undertaken a large step toward implementing its academic .EDU network that is designed to allow faculty and staff to work in a more open computing environment.

The Institute has begun moving from the PC platform environment to the Macintosh platform, issuing students iPads and MacBook Pros instead of tablet PCs and iPods.

“The MacBook Pro and iPad deployment is part of a multi-year strategic plan to convert DLIFLC to a fully mobile computing environment,” said Chief Technology Officer, Jonathan Russell, referring to the Institute’s decision to shift to Apple products.

“The Institute wanted to better support mobile learning, audio and video creation, social learning concepts, and the support for different styles of learning,”

Russell explained, adding that the establishment and gradual move to a .EDU network was implemented with the aim to allow better access for faculty and students to authentic materials online.

With the rapid speed of changing technology and incoming students who are digital natives, DLIFLC found that its curriculum needed to reflect the times and include more real-time authentic materials, primarily videos from the Internet and other foreign language television sources.

“The iPad supports mobile learning, social learning, video creation, video consumption, and allows for the practice of non-roman script on the touch screen,” said Russell.

“The switch to Apple also served as a natural evolution for DLIFLC due to its six years of experience with developing content for the iPod,” said Russell. DLIFLC had been issuing iPods to students that contained all listening materials for

their language courses and enabled them to practice vocabulary and record themselves for homework assignments. With the introduction of iPads that have the same capability, there is no longer a need for iPods.

The cost of purchasing the equipment for students and faculty is roughly equal to that of PC laptops and iPods.

“There is an added cost to replacing faculty desktops with MacBooks and iPads, but doing so eliminates the requirement for 900 classroom computers. The annualized cost of the new equipment is 7.7 percent less expensive than the annual cost of the legacy equipment,” said Russell.

Roughly 1,600 MacBook Pros and iPads have been distributed as of the end of FY12. The remaining devices will be distributed to students and faculty by May 2013.

Global Language Online Support System (GLOSS)

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

*499,384 GLOSS lessons
accessed in FY12*

Available in 38 languages containing 6,363 lessons:

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

Weekly Training Events (WTE)

WTE materials are online language lessons for intermediate and advanced students. WTEs are organized in four-hour blocks of materials intended for mandatory service member language maintenance training.

Available in 10 languages:

Arabic, Chinese, Hindi, Korean, Kurdish-Sorani, Kurdish-Kurmanji, Pashto, Persian Farsi, Russian, and Tagalog.

Post Basic Delivery Service (PBDS)

PBDS provides 48 weeks of online teacher-mediated materials for intermediate and advanced students. The Final Learning Objective topics are covered from Interagency Language Roundtable level 1+/2 through 3/3+.

Available in 10 languages:

Arabic, Bosnian/Croatian/Serbian, Chinese, Dari, Hebrew, Hindi, Korean, Pashto, Persian Farsi, and Russian.

TI and CD deliver instructional materials

DLIFLC's Technology Integration (TI) and Curriculum Development (CD) Divisions play key roles in creating tailored curricula for students at various levels, from basic courses, to sustainment and enhancement materials for professional linguists, to predeployment materials for the General Purpose Force.

In addition to working on 11 different basic course programs, CD provides basic language acquisition support to various projects.

During FY12, CD supported the quality control of two externally contracted government curriculum projects: the Afghanistan/Pakistan (AFPAK) Hands Phase 4 curriculum for the Pentagon-sponsored AFPAK language program; and the Special Warfare Center and School (SWCS) at Fort Bragg, N.C.

The goal of AFPAK Hands Phase 4 curriculum is to provide language course materials in Dari and Pashto for a group of military and civilian U.S. personnel in positions of strategic influence in Afghanistan and Pakistan. The purpose of the SWCS project is to monitor the quality of contractor-developed materials for two courses being developed in seven languages (French, Chinese, Russian, Persian Farsi, Dari, Pashto, and Urdu).

Additionally, CD is tasked with organizing external curriculum review events. Preparations are underway for an external review in

*An Air Force student of the Urdu language, spoken in Afghanistan and Pakistan, works on an interactive whiteboard at DLIFLC.
(Photo by Natela Cutter)*



four more languages this summer that will include Chinese, Japanese, Korean, and Thai.

CD's Global Language Online Support System (GLOSS) products have continued to prove their worth in supporting both basic course students and linguists around the world. GLOSS currently hosts 38 languages with more than 6,000 lessons online, and now provides users with a certificate that records their progress.

In FY12, GLOSS lessons were accessed 499,384 times by 174,689 unique visitors.

The DLIFLC TI division provides vital predeployment training for service member via two programs: Rapport and HeadStart2.

Rapport is a six to eight-hour mandatory Army readiness training program designed to familiarize deploying personnel with local language and customs. The training became mandatory in 2010 in response to International Security Assistance Force needs and Counterinsurgency Training Guidance, which called for the ability of deployed personnel to

greet locals in their own language.

HeadStart2, first introduced in 2006 with Iraqi Arabic, consists of 80 to 100 hours of language training designed to equip one language enabled Soldier per platoon with the necessary language and culture skills to identify and isolate enemy elements in a population and more effectively deliver aid to friendly forces.

In response to DLIFLC's shift to an Apple platform learning environment, both CD and TI are developing programs that will deliver digital instructional materials. TI is developing a program called DliLearn focused on providing language materials on the iPad and MacBook Pro for first semester students.

CD, meanwhile, is developing a new Universal Curriculum Authoring Tool which provides support for managing curriculum development projects across the Institute and will allow the delivery of content on any digital platform.

Introducing: DLiLearn

“The multimedia-rich course is designed to promote language learning by stimulating the learner’s intrinsic motivation through photos, videos, graphics, and animations.”

Currently under development, DLiLearn is a self-paced, online, instructor-facilitated, component of the DLIFLC basic course. It consists of 50 instructional hours and 50 hours of homework assignments. The proficiency goals of DLiLearn are: 0+/emerging level 1 for Category I languages and 0+ for Category II, III and IV languages in listening comprehension and reading comprehension on the Interagency Language Roundtable scale.

“The multimedia-rich course is designed to promote language learning by stimulating the learner’s intrinsic motivation through photos, videos, graphics,

and animations. The lessons are focused on daily life scenarios the learner is likely to encounter in the target language,” explained Branka Sarac, DLIFLC’s Technology Integration assistant dean. Lessons typically cover basic vocabulary, grammar, and information about the region, as well as phrases about customs used in everyday, survival-level social situations.

The program teaches vocabulary necessary for the learner to be able to complete basic, functional tasks. A pronunciation training and assessment product is included in the program to enable the development of emerging speaking skills at level 0+. Pilot courses are currently being developed for the Japanese and Spanish basic courses.



Language Survival Kits (LSK)

LSKs are introductory pre-deployment materials in the format of a pocket-sized quick language reference booklet with an audio CD. The materials, which can be ordered online or downloaded, are available in 10 different topics per language with mission-specific vocabulary and simple phrases on topics such as Civil Affairs, Force Protection, and Military Police. The materials span from Interagency Language Roundtable levels 1 through 3.

“What the Army does for the nation is deliver precise application of effects among the populace. You can’t do that unless you understand their culture and effectively communicate with them.”

- Maj. Gen. Peter Bayer

Available in 91 languages:

Albanian, Albanian (Kosovar), Algerian, Amharic, Azeri, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cantonese, Cebuano, Chavacano, Colombian, Czech, Croatian, Dari, Egyptian, Emirati, French, Gan, Georgian, Gujarati, Haitian, Hassaniya, Hausa, Hazaragi, Hebrew, Hindi, Igbo, Ilocano, Indonesian (Bahasa), Iraqi, Japanese, Javanese, Jordanian, Kashmiri, Kazakh, Khmer, Korean (North), Kurmanji, Kyrgyz, Lebanese, Libyan, Lingala, Malay, Mandarin, Mongolian, Moroccan, Nepali, Palestinian, Pashto (Afghanistan), Pashto (Pakistan), Persian Farsi, Polish, Portuguese (Brazil), Portuguese (European), Punjabi (Pakistan), Romanian, Quechua, Russian, Saudi, Serbian, Sindhi, Somali, Sorani, Spanish (Venezuelan), Spanish (Mexico), Spanish (Colombia), Sudanese, Swahili, Syrian, Tagalog, Tajik, Tamashek, Tamil, Tausug, Telugu, Thai, Tigrinya, Tunisian, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wu, Yakan, Yemeni, and Yoruba

A total of 2,632,878 LSKs and HeadStart2 packets have been shipped to deploying forces since 2004. Country shipments included:

- 65,000 LSKs sent to Haiti
- 3,200 LSKs sent to Pakistan
- 300 LSKs sent to Chile
- 300 LSKs sent to Japan



Unique Visitors	CiP + CO (DLIFLC)	CAA (DLIFLC)	RAPPORT (DLIFLC + AKO + JKO)	HeadStart2 (DLIFLC + AKO + JKO)	TOTAL
FY11	46,220	3,355	68,616	41,778	159,969
FY12	71,443	6,260	74,747	180,539	328,989



DLIFLC students of Punjabi listen to authentic materials during preparation for their Defense Language Proficiency Test. (Photo by Natela Cutter)

Cultural Orientation (CO)

CO focuses on a specific culture and its predominant language. These guides present an objective and practical look at daily life in different contexts. Short, simple dialog exchanges and interactive multimedia pieces complement in-depth information on the cultural group. CO themes concentrate on religion, tradition, family life, and the respective lifestyles of urban and rural populations. Information offered helps minimize culture shock, as well as defuse and diminish situations in which misunderstandings can lead to conflict.

Available in 88 languages:

Albanian, Algerian, Amharic, Arabic (Kuwait), Azeri, Baluchi, Bengali, Bosnian, Burmese, Cantonese, Cebuano, Chavacano, Colombian, Croatian, Czech, Dari, Egyptian, Emerati, Farsi, French-Africa, Gan, Georgian, Gujarati, Haitian, Hassaniya, Hazzara, Hausa, Hebrew, Hindi, Igbo, Ilocano, Indonesian (Bahasa), Iraqi, Japanese, Javanese, Jordanian, Kashmiri, Kazakh, Khmer, Korean (North), Korean (South), Kurmanji, Lebanese, Libyan, Lingala, Malay, Mandarin, Mexico (Spanish), Mongolian, Moroccan, Nepali, Palestinian, Pashto (Afghanistan), Pashto (Pakistan), Polish, Portuguese (Angola), Portuguese (Brazil), Punjabi, Quechua, Russian, Saudi, Serbian, Sindhi, Somali, Sorani, Sudanese, Swahili, Syrian, Tagalog, Tamashek, Tamil, Tausag, Telugu, Thai, Tigrinya, Tunisian, Turkish, Turkmen, Uighur, Ukrainian, Urdu, Uzbek, Venezuelan, Vietnamese, Wu, Yakan, Yemeni, and Yoruba.

“What we have learned over the last ten years, especially in places like Iraq and Afghanistan, that language skills, also accompanied by a cultural level of understanding and skills, are absolutely critical skills to get a mission done.”

*- Secretary of the Army
John McHugh*

Cultural Awareness Assessments (CAA)

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

Available in 54 languages:

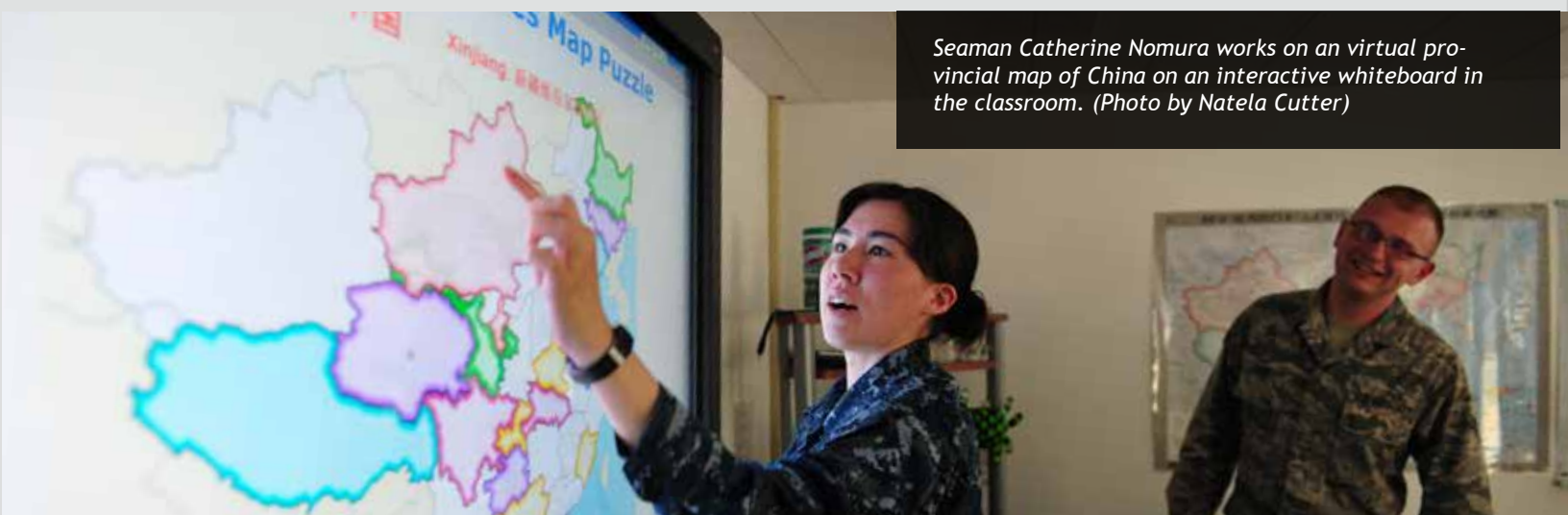
Albanian, Algerian, Amharic, Azeri, Burmese, Cebuano, Chavacano, Czech, Dari, Georgian, Gujarati, Hindi, Hazara, Hebrew, Igbo, Iraqi (Arabic), Illocano, Indonesian (Bahasa), Japanese, Javanese, Kashmiri, Khmer, Kurmanji, Libyan, Lingala, Malay, Mandarin Chinese, Mongolian, Moroccan (Arabic), Nepalese, Pashto, Persian Farsi, Portuguese (Brazil), Punjabi, Russian, Saudi (Arabic), Serbian, Somali, Sorani, Spanish, Sudanese (Arabic), Tamashek, Tagalog, Tamil, Tausug, Thai, Telugu, Turkish, Turkmen, Vietnamese, Urdu, Uzbek, Wu, and Yemeni.

Countries in Perspective (CiP)

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

Available for 70 countries:

Afghanistan, Albania, Algeria, Angola, Azerbaijan, Bosnia, Brazil, Burma, Cambodia, China, Colombia, Congo, Cote d'Ivoire, Croatia, Czech Republic, Djibouti, Egypt, Eritrea, Ethiopia, Georgia, Haiti, India, Indonesia, Iran, Iraq, Israel, Japan, Jordan, Kazakhstan, Kenya, Korea (North), Kuwait, Kyrgyzstan, Lebanon, Liberia, Libya, Malaysia, Mali, Mauritania, Mexico, Mongolia, Morocco, Nepal, Niger, Nigeria, Oman, Palestinian Territories, Pakistan, Peru, Philippines, Poland, Qatar, Russia, Saudi Arabia, Serbia, Somalia, South Korea, Sri Lanka, Sudan, Syria, Thailand, Tunisia, Turkey, Turkmenistan, Ukraine, United Arab Emirates, Uzbekistan, Venezuela, Vietnam, and Yemen.



Seaman Catherine Nomura works on an virtual provincial map of China on an interactive whiteboard in the classroom. (Photo by Natela Cutter)

HeadStart2

DLIFLC’s HeadStart2 programs are interactive, introductory-level learning tools which incorporate mission-critical phrases for military users. This 80-hour computer-based program uses human-to-avatar interaction, word games, animated scenarios and other interactive exercises to engage the user. The materials are used to train one language-enabled Soldier per platoon for which 16 promotion points are awarded via the Army Training Requirements and Resources System (ATRRS) and Joint Knowledge Online (JKO). Users are encouraged to access the training via Army Knowledge Online (AKO), JKO, Joint Language University (JLU), MarineNet, and the DLIFLC website at www.dliflc.edu.

Available in 22 languages:

Cebuano, Chinese Mandarin, Dari, Egyptian, European Portuguese, French, German, Hausa, Iraqi, Korean, Kurmanji, Levantine, Modern Standard Arabic, Pashto, Persian Farsi, Portuguese (Brazil), Russian, Spanish, Swahili, Tausug, Urdu, and Uzbek.

Rapport

Rapport is a mandatory six-to-eight-hour Army language and culture readiness program, designed to familiarize deploying personnel with local language and customs of nations to which they are deployed. The program consists of two components: Cultural Orientation and Military Survival Tasks and is available on AKO and JLU.

Available in 6 languages:

Dari, European Portuguese, French, Iraqi, Pashto, and Swahili.

	FY11		FY12	
	HeadStart2	RAPPORT	HeadStart2	RAPPORT
Total unique visitors	41,778	63,616	180,539	70,915
Total certificates issued	37	18,570	6,644	15,157



128%

Increase of unique visitors to HeadStart2 and Rapport through AKO, JKO, and www.dliflc.edu in FY12

Language aid to Hurricane Sandy relief workers:

In the aftermath of Hurricane Sandy, DLIFLC was called upon for immediate assistance with the critical efforts of the Federal Emergency Management Agency (FEMA). Through a concerted and orchestrated effort, DLIFLC faculty and staff were able to support language needs in nine languages including: Arabic, Chinese, Haitian Creole, Hebrew, Korean, Russian, Tagalog, Vietnamese, and Yiddish.

“On Friday, November 2nd, in the wake of Hurricane Sandy, the First Lady recorded a Public Service Announcement telling survivors how to register for Federal Disaster Assistance through FEMA. FEMA wanted to ensure that the whole community had access to this information at the same time and thus needed to get this PSA recorded in various languages immediately. We reached out to several language contractors who could not get the PSA professionally recorded in the very tight time requirement we had. During our search for assistance through federal partners, we were linked up with DLI, who recorded the PSA in nine critical languages within hours. FEMA was able to upload them to our website and push them out through media contacts the same day. This support from partners within the federal family was crucial to getting the information needs of survivors met in the early stages of Hurricane Sandy response.”

-Michelle O'Donnell, FEMA External Affairs Specialist



Hurricane Sandy as it approaches the east coast of the United States
(Photo by NASA)

Secretary of the Army John McHugh is briefed by DLIFLC Senior Research Scientist, Dr. Shannon Salyer, about the benefits of Brain Fitness and memory training for second language acquisition. (Photo by Natela Cutter)



Core Competency 4: Test Development and Evaluation

“The relevancy of this (DLIFLC) program, this initiative, has never been greater. As our footprint gets smaller, I think that we would expect that those who remain on the ground be more culturally aware and adept.” -Secretary of the Army John McHugh

Working Memory Training

DLIFLC and the Center for the Advanced Study of Language (CASL) are continuing to develop and pilot a training regimen focused on expanding the capacity of students' working memory in order to speed up the process of language acquisition.

This training regimen capitalizes on the competitive nature of traditional gaming software by including a leader board, allowing the students to gauge how well they are doing in comparison to their classmates. Added motivational components include pictures of unit commanders and other military and academic leadership coupled with quotes, such as "Great job!"

and, "You can do better..."

The pilot training program in Iraqi has shown significant differences in test scores of students who participated in the training verses those in the control group.

The working memory training program is being modified for Spanish and Persian Farsi.



Arabic language students converse with their instructor during an immersion exercise at DLIFLC's Immersion Language Office facility. (Photo by Natela Cutter)

The Defense Language Aptitude Battery Screening Tool

The DLAB Screening Tool (DST) is a 30-minute exam designed for use by recruiters to help pre-select the most promising candidates for the full DLAB. This tool enables recruiters to determine if candidates should take the entire exam, which can last up to several hours, and generally requires that the candidate return to the recruiting station for a second day of testing.

The development of the DST was divided into two phases. The first phase focused on the development of an experimental test form based on four subtests known to assess language aptitude. After field-testing, a final version (Form A) was created in FY08 that included the two subtests that best predicted success on the full DLAB. During the second phase, the Center for Advanced Study of Language developed three additional forms of the test based on the subtests used for Form A.

At a recent meeting of the

Defense Language Action Panel, Service representatives expressed an interest in using DST. It will take approximately six to 12 months to develop and field a web-delivered DST.

In April 2012, the Defense Manpower Data Center prepared the tool (Form A) in PDF format for recruiters to use during the interim, and it was given to recruiters in June 2012.

As of 30 October 2012, the DST has been administered to 56 Army, 17 Marine Corps, and 204 Air Force recruits.

Development of the Defense Language Aptitude Battery 2 (DLAB2)

The Center for Advanced Study of Language (CASL) at the University of Maryland is developing a new-generation of the Defense Language Aptitude Battery (DLAB) at the request of DLIFLC, with support from the Defense Language and National Security Education Office (DLNSEO) and in close coordination with the Defense Manpower Data Center (DMDC).

The purpose of the DLAB2 initiative is to develop and deploy a new-generation language aptitude battery that retains the best components of the

existing DLAB and adds new components to improve candidate selection to reduce attrition and increase proficiency attainment by incorporating advances in cognitive science, personality, and motivation.

Analysis conducted in October 2012 resulted in recommendations about which measures should be retained from the existing DLAB and which new candidate measures should be added, so as to result in a better prediction of student success without increasing test administration time.

Recommended cognitive test components included sections from the original DLAB, Armed Services Vocational Aptitude Battery (ASVAB), and two new cognitive tests.

Some of the recommended non-cognitive test components include personality and motivation measures using the Tailored Adaptive Personality Assessment Scale (TAPAS) and motivation items from the Achievement Goal Inventory. TAPAS measures incorporated into the new DLAB2 include both military life and an intensive academic environment.

During FY13, CASL will work with the DMDC to ensure that the new battery can be introduced in the operational setting, i.e., in the Military Entrance Processing Stations (MEPS). The goal is an integrated DLAB2 battery ready for operational field-testing by FY14.

*Persian Farsi language students perform on Soldier Field for Language Day, May 11, 2012.
(Photo by Natela Cutter)*

DLIFLC Attrition Reduction Initiative

The DLIFLC Attrition Reduction Initiative followed five Persian Farsi classes throughout their course.

“The main goal of the evaluation was to identify factors that impacted attrition or student

success,” said Dr. Shannon Salyer, senior research scientist at DLIFLC.

The evaluation was directed by the Command group with input from unit commanders and school deans and briefed at the Training Improvement Certification Program meetings chaired by the DLIFLC dean of students and assistant

commandant.

“This was truly a community effort. The recommendations are being implemented by commanders and the provost organizations in collaboration with each other,” said Air Force Lt. Col. Gregory Christensen, DLIFLC dean of students.

Online Diagnostic Assessment (ODA)

Below is the current status of ODA availability and development:

	Arabic	Baluchi	Chinese	Dari	Farsi	French	Iraqi Arabic	Korean (South)	Korean (North)	Levantine Arabic	Pashto	Portuguese - Brazil	Russian	Somali	Spanish	Tagalog	Urdu
Reading	✓	✗	✓	✗	✓	✗	✗	✓	✓	✗	✗	✓	✓	✗	✓	✓	✗
Listening	✓	✗	✓	✗	✓	✗	✗	✓	✓	✗	✗	✓	✗	✓	✓	✓	✗
	✓ Developed				✗ Under development												

ODA is a fully automated, web-based language proficiency tool that provides an estimate of the learner's proficiency between level 1, and 3, with a customized diagnostic profile highlighting the learner's strengths and weaknesses. ODA assessments consist 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 an automated, constructed-response format. At the end of an ODA session, the student receives a diagnostic profile providing an individualized report summarizing demonstrated abilities and identifying 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 website. The data collected in field-testing is used to recalibrate items. The performance of operational items is also closely monitored and regularly updated.

FY12 ODA Progress

- 16,000 registered users, up from 11,800 in FY11
- 4,557 assessments given in reading and listening
- Assessments deployed in FY12:
 - Spanish listening
 - North Korean listening
 - Persian Farsi listening
 - Russian listening (new iteration of items)
 - Chinese listening (new iteration of items)
- Completed the development and review of seven assessments in listening which are now in validation:
 - Urdu, Pashto, Brazilian Portuguese, Dari, French, Somali, and Baluchi.

The Defense Language Curriculum Working Group

The Defense Language Curriculum Working Group (DLCWG) is a bi-monthly meeting hosted by the DLIFLC Commandant with representatives from the agencies and services in

the Department of Defense (DoD) Language Program. The meeting is designed to exchange information and ideas about curricular issues.

"This year the top discussion items were the extension of the Basic Spanish Course by 10 weeks, the Iraqi and Levantine dialects and prospects of teaching other dialects, the waiver policies of the Services,

and external curriculum reviews," said Christine Campbell, associate provost of the Language Science and Technology Directorate.

More than 50 topics were discussed this year in meetings that are normally held on a monthly basis at the MITRE Corporation, in McLean, Va.



Air Force student prepares for a Russian exam at the European and Latin American School, DLIFLC. (Photo by Natela Cutter)

Commandant, the DLTWG facilitates effective leadership and management of the Defense Language Testing Program by the Defense Language Steering Committee through the Defense Language Action Panel.

The DLTWG provides an efficient and effective mechanism for DLIFLC to coordinate with the DoD language testing community.

In FY12, the DLTWG facilitated stakeholder representation on the Defense Language Proficiency Test (DLPT) standard setting study panels in six languages. These studies are used to establish or update cut scores on DLPTs. The DLTWG also

Defense Language Testing Working Group makes progress

The Defense Language Testing Working Group (DLTWG) was

established in 2010 to centralize and coordinate stakeholder communication on language proficiency testing within the Department of Defense (DoD). Chaired by the DLIFLC

The DLPT5 testing program

The DLPT5, which measures foreign language proficiency against Interagency Language Roundtable (ILR) levels 0+ through 4, is used to document and assess operational readiness, establish incentive pay, and determine assignments for civilian and military personnel with language skills within the U.S. government.

Though DLIFLC produces the most exams for Lower Range DLPT5s (ILR 0+ through 3), in recent years the Institute has been meeting demands of the field by producing exams both in-house and via contract. The Institute has been particularly concentrating on Very Low Range (VLR) DLPT5s that measure skills levels

0+ through 1+. These tests are vital for the assessment of General Purpose Force language capabilities and students in special programs, such as the Afghanistan/Pakistan Hands program.

In addition to responding to stakeholder requests to develop new DLPTs, DLIFLC actively maintains and replenishes existing DLPT5 item pools to ensure the reliability and validity of the DLPT testing program.

DLIFLC is collaborating with the Defense Manpower Data Center on the development of a Computer Adaptive Test (CAT) version of the DLPT5. Preliminary results indicate that the CAT-DLPT5 will assess examinee proficiency with greater accuracy and precision. DLIFLC plans to develop CAT-DLPT5s to assess proficiency in Modern Standard Arabic, Chinese Mandarin, Russian, and Spanish in the future.

- **Upper Range DLPT5: 3+ through 4**

These tests are no longer being developed. Tests available in 10 languages: Chinese Mandarin, Greek, Japanese, Korean, Kurdish-Sorani, Modern Standard Arabic, Persian Farsi, Russian, Spanish, and Turkish.

expedited successful pilot testing of candidate DLPT items in Dari and Indonesian, and the evaluation of candidate items in Dari, Indonesian and Punjabi through a cognitive interview, or Think-Aloud Protocol (TAP) procedures.

Pilot testing of newly developed test items identifies whether test items are performing as intended in the target population. Cognitive interview techniques, such as TAP, identify whether test items are assessing language proficiency in expected ways. Only test items that perform as intended are included in the operational DLPT item pool.

The DLTWG provides an equally efficient and effective mechanism for the DoD language testing community to coordinate with DLIFLC.

In FY12, the DLTWG reviewed and approved revised cut scores

for lower-range DLPTs in Iraqi, Egyptian, Korean, and Pashto. DLIFLC proposed the revisions based on input from standard setting studies conducted in those languages. The DLTWG also concurred with DLIFLC's proposal to roll out interim Very Low Range (VLR) DLPTs to meet mission demands pending the collection of sufficient pilot testing data for new tests in Iraqi, Pashto, and Urdu.

Intense discussion and collaboration at DLTWG resulted in the prioritization of new DLPT production at DLIFLC for FY13.

DLIFLC will use in-house expertise to address the expressed need for new DLPTs in Algerian-Arabic, Gulf-Arabic, Libyan-Arabic, Moroccan-Arabic, Chinese-Cantonese, and German in FY13. The language testing community request for updated

DLPTs in Greek, Italian, Polish, and Vietnamese is expected to be fulfilled by DLIFLC through contract support.

With six scheduled meetings per year and representation from each military and civilian stakeholder group within DoD, the DLTWG will continue to serve a central role in the dissemination of information, coordination of effort, and provision of input for decision making for language proficiency testing issues, initiatives, and priorities within the DoD.

- **Very Low Range DLPT5: 0+ through 1+**

18 languages under development: Amharic, Armenian, Baluchi, Cebuano, Chavacano, Haitian Creole, Levantine-Arabic, Modern Standard Arabic, Pashto, Portuguese (Brazilian), Punjabi (Western), Russian, Somali, Sudanese-Arabic, Swahili, Tausug, and Turkmen.

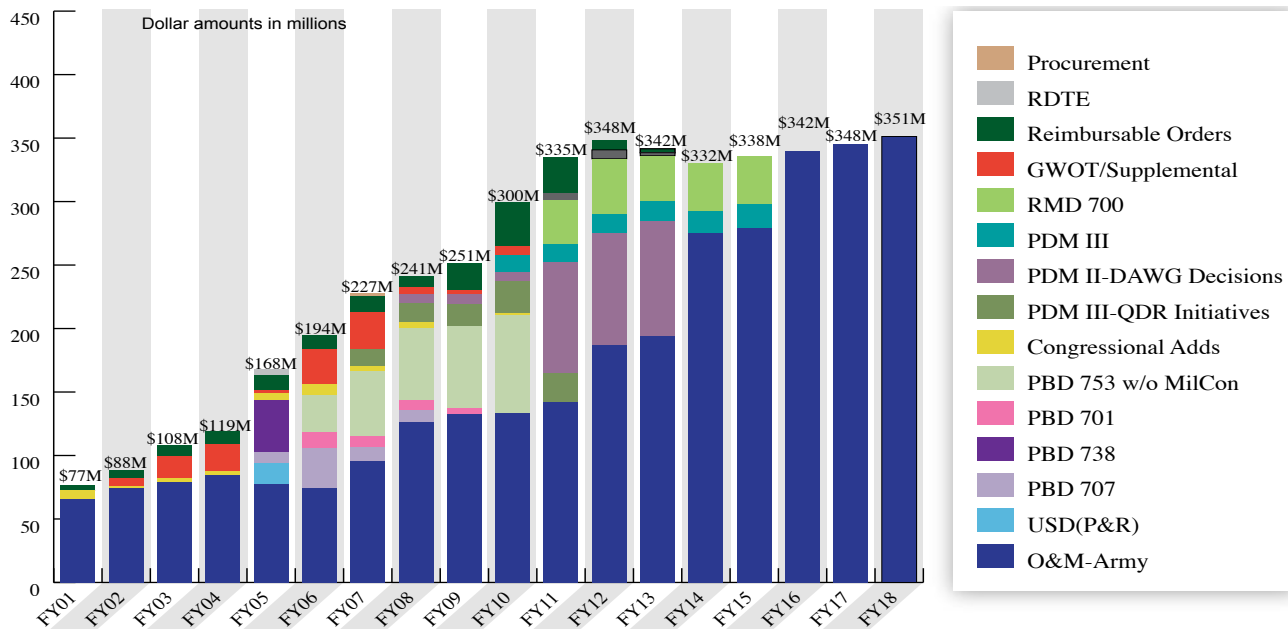
- Tests available in nine languages: Arabic-Iraqi, Chinese Mandarin, Dari, French, Korean, Persian Farsi, Spanish, and Urdu.

- **Lower Range DLPT5: 0+ through 3**

24 new tests under development: Arabic-Algerian, Arabic-Yemeni, Amharic, Armenian, Azerbaijani, Cambodian, Dari, Haitian Creole, Hausa, Hindi, Indonesian, Javanese, Kazakh, Malay, Portuguese, Punjabi, Somali, Swahili, Tagalog, Tamil, Thai, Uighur, Urdu, and Yoruba.

- Item development for pool replenishment in 16 languages: Albanian, Chinese Mandarin, Greek, Hebrew, Hindi, Japanese, Kurdish-Kurmanji, Kurdish-Sorani, Modern Standard Arabic, Norwegian, Persian Farsi, Russian, Serbian/Croatian, Spanish, Turkish, and Urdu.
- Tests available in 28 languages: Albanian, Arabic-Egyptian, Arabic-Iraqi, Arabic-Levantine, Cebuano, Chavacano, Chinese Mandarin, Dari, French, Greek, Hebrew, Hindi, Japanese, Korean, Kurdish-Kurmanji, Kurdish-Sorani, Modern Standard Arabic, Norwegian, Pashto, Persian Farsi, Punjabi, Russian, Serbian/Croatian, Spanish, Tausug, Turkish, Urdu, and Uzbek.

DLIFLC Historical Budget and 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. FY12 and earlier depict actual expenditures, to include reimbursable orders that are not part of the program base funding. FY13 shows the current levels of funding that will change throughout the execution year. FY14 and beyond are using the FY14 Budget Estimate Submission Program Objectives Memorandum 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.

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 to 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 online familiarization packages.

PDM II – DAWG Decisions (President's Budget FY08/09): Programmatic decisions to expand Language Test Development in FY08-13 and continue the Proficiency Enhancement Program (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 AFPAK 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 implement the GWOT.

Reimbursable Orders: Funds for tasks that are performed to complement or augment another organization's foreign language needs, but where DLIFLC is not adequately funded to perform that task within the base funding.

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 for two projects within the SCOLA architecture.

Procurement: Congressional mark specifically for the Virtual Convoy Operations Trainer (VCOT) system. VCOT was procured through existing contracts with the ANG. Beginning in FY14, procurement funds are in program base for the academic network replenishment/modernization.

FACT SHEET FOR FY12

1. Training and Education:

- More than 3,500 students from all four services, both active and reserve, in Monterey and the Washington, D.C., campuses.
- More than 1,450 full-time teaching faculty and more than 600 non-teaching administrators, researchers, curriculum and testing developers.
- DLIFLC teaches 25 languages in Monterey.
- DLI-Washington Office manages a contract vehicle for approximately 65 languages annually.
- Language courses run from 1 to 64 weeks in length; Pashto extended to 64 weeks; Spanish course pilot course - trial extension from 26 to 36 weeks.
- The Student Learning Center trained 10,462 resident and 1,393 non-resident students. SLC provides preparatory training, study-skill workshops, and advising services to linguists.

2. Sustainment and Support:

- Distance Learning. Taught 946 students
 - i. 21,026 instructional hours in more than 23 languages
 - ii. 1,106 hours Video Tele-Training (VTT) in 14 languages to 210 students.
 - iii. 15,680 hours Mobile Training Team (MTT) instruction conducted through 93 missions in 8 languages to 493 students.
- GLOSS (Global Language Online Support System) web-delivered instruction in 38 languages with 6,363 learning objects.
- Field Support and Special Programs:
 - i. Support more than 275 Command Language Programs (CLPs) worldwide.
 - ii. Taught 9 Command Language Program Manager courses (440 hours): 6 one week classes to 133 students totalling 360 hours.
 - iii. Completed 56,46 instructional hours for over 9,707 students through 97 Familiarization Mobile Training Teams in support of unit pre-deployment training.
- Language Training Detachments (LTDs) – 34 LTDs at 32 locations

3. Assessment and Testing:

- Language Proficiency Tests:
 - i. DLPTs (DLIFLC) – 8,052
 - ii. DLPTs (Worldwide) – 125,102
 - iii. Oral Proficiency Interviews – 4,307
 - iv. American Council on Teaching Foreign Language OPI tests conducted - 13,262
 - v. DLAB (Worldwide) – 16,423
- Quality of Linguists:
 - i. Since May 2002, DLIFLC has awarded 7,867+ AA degrees
 - ii. 77.1% of basic course graduates in FY12 met or exceeded DoD proficiency standards of 2/2/1+
 - iii. 26.3% of basic course graduates in FY12 met proficiency standards of 2+/2+/2

DLIFLC LANGUAGES

Category I 26 Weeks

French
Italian
Portuguese
Spanish

Category II 35 Weeks

German
Indonesian

Category III 48 Weeks

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

Category IV 64 Weeks

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

*Punjabi no longer taught by DLIFLC



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