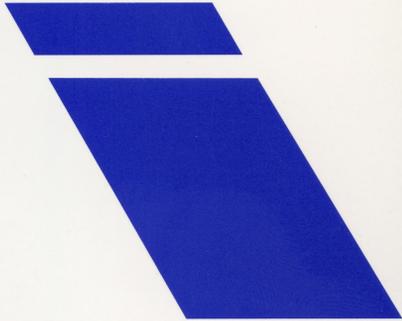


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*Volume 20
Numbers 1 & 2*

2009



**Defense Language Institute
Foreign Language Center
Presidio of Monterey**

Dialog
on
Language Instruction

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and
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Commandant's Address

Five Lines of Effort*

Colonel Sue Ann Sandusky
Defense Language Institute Foreign Language Center

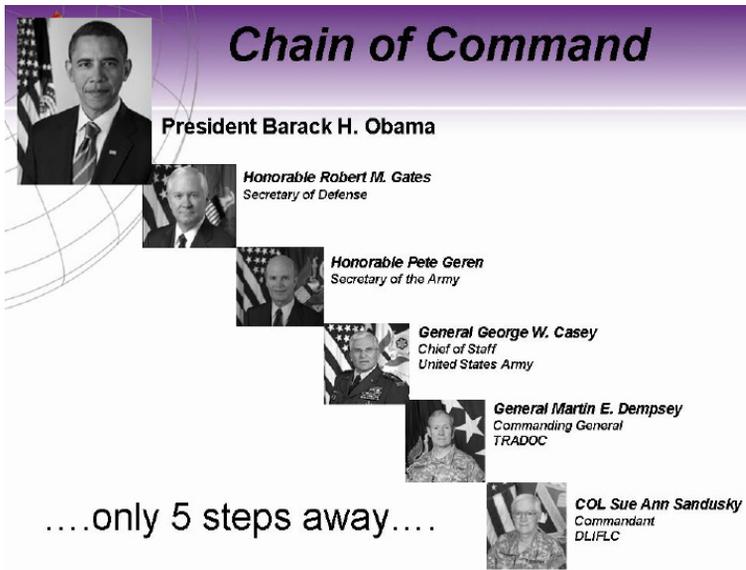


Figure 1. The DLIFLC Commandant Five Steps Away from the President

Statement From The Commander-In-Chief

First, I want to make sure you are aware of some the words from our new Commander-in-Chief, President Barack H. Obama. If you go to the White House website (whitehouse.gov), up at the top you will see a tab called “the Agenda.” If you roll over that, you can select from a list of topics, one of which is: “Defense.” If you click on “Defense,” this is what you will see as the first paragraph:

* *Five Lines of Effort* contains a verbatim Address of the DLIFLC Commandant to the Faculty and Staff delivered during Winter and Spring of 2009.

Invest in a 21st Century Military

Rebuild the Military for 21st Century Tasks: Obama and Biden believe that we must build up our special operations forces, civil affairs, information operations, and other units and capabilities that remain in chronic short supply; invest in foreign language training, cultural awareness, and human intelligence and other needed counterinsurgency and stabilization skill sets; and create a more robust capacity to train, equip, and advise foreign security forces, so that local allies are better prepared to confront mutual threats.

Allow me to highlight some key points: The first heading on this “Defense” page is: “Invest in a 21st Century Military” and it has as its first subheading, “Rebuild the Military for 21st Century Tasks.” The paragraph that follows—the first paragraph in the new Administration’s first statement about defense policy—contains the explicit statement that the U.S. Government must “invest in foreign language training [and...] cultural awareness” as a central component of rebuilding the military for 21st C. tasks.

This is big. This is very big for Defense Language Institute Foreign Language Center (DLIFLC) and for all of us in this room because it is we—and, especially, you, our faculty and staff—who will make this happen, who will make this investment in foreign language training and cultural awareness a reality, who will ensure that our military personnel have the foreign language skills, cultural awareness and area studies knowledge they need to conduct counterinsurgency and stability operations, to operate successfully among local populations, to train, equip and advise foreign security forces, to work effectively with our allies and to provide the intelligence, especially human intelligence, that will help us win the current war and prepare for tomorrow’s threats.

Don’t be fooled into thinking we are out here in California, on a hilltop in Monterey, far from Washington and forgotten. Absolutely not. Look at this slide—our chain of command. It is just a slight simplification to say we are only five steps away from the President, the Commander-in-Chief. Follow along: the President, then the Secretary of Defense, then the Secretary of the Army, then the Chief of Staff of the Army, then the Commanding General of the US Army Training and Doctrine Command, then the Commandant of DLIFLC. I am not showing you this slide to make myself seem important. I’m showing you it so you can see that YOU are important. It is my picture on the chain-of-command slide, but it is you, I, all of us who have been given this mission—to create, sustain, enhance and assess the culturally-based foreign language capability of the Department of Defense (DOD). We are the ones the President, indeed the whole country, is counting on. It is the President—just five steps away from us—who has given us this mission and we have a duty to accomplish it. Working together, I know we will.

Wisdom Is Like A Baobab...



Figure 2. Wisdom is Like a Baobab: No Single Person Can Embrace It. Photo by Stig Nygaard--www.rockland.dk

Now, many of you know that I have spent some time in Sub-Saharan Africa and that I like African proverbs. Here is one that I find particularly meaningful: “Wisdom is like a baobab—no single person can embrace it.” I like this proverb because it reminds me that, as smart as I may be, I am not as smart as all of us collectively and that to make wise decisions as the leader of this great Institute, I need all of your contributions and the benefit of your ideas and experience. I am, of course, the commander, who is, in the end, responsible for all that happens. But being the commander of DLIFLC is not like being the commander of an Army brigade with 3,000 soldiers who are waiting to “salute and execute” once the colonel issues an order. No, the commander of DLIFLC must lead through a process of collaboration, cooperation, and coordination. And I recognize that to lead in this way, I need to make sure you all understand how I see things and the direction in which I am trying to take us.

On the other hand, I expect that you will examine, reflect upon and discuss—with each other and with me--what I have to say and that, through this critical dialogue, a shared vision will emerge and the collective wisdom of the Institute will be brought to bear on our challenges. Your input will help me understand all sides of the issues that face us and the various courses of action available to address those issues.

There will certainly be times when I, as the commander, have to take some decisions that will not please everybody. And once a decision is made, to be sure, we all must do our utmost to carry it out—without further debate or dissent. But I hope that, by adopting the spirit of the baobab proverb, I will be able to make the best-informed and

wisest possible decisions for DLIFLC and that each of you will understand how I arrived at those decisions. This arrangement will only work, however, if our relationships are built on mutual trust and respect.

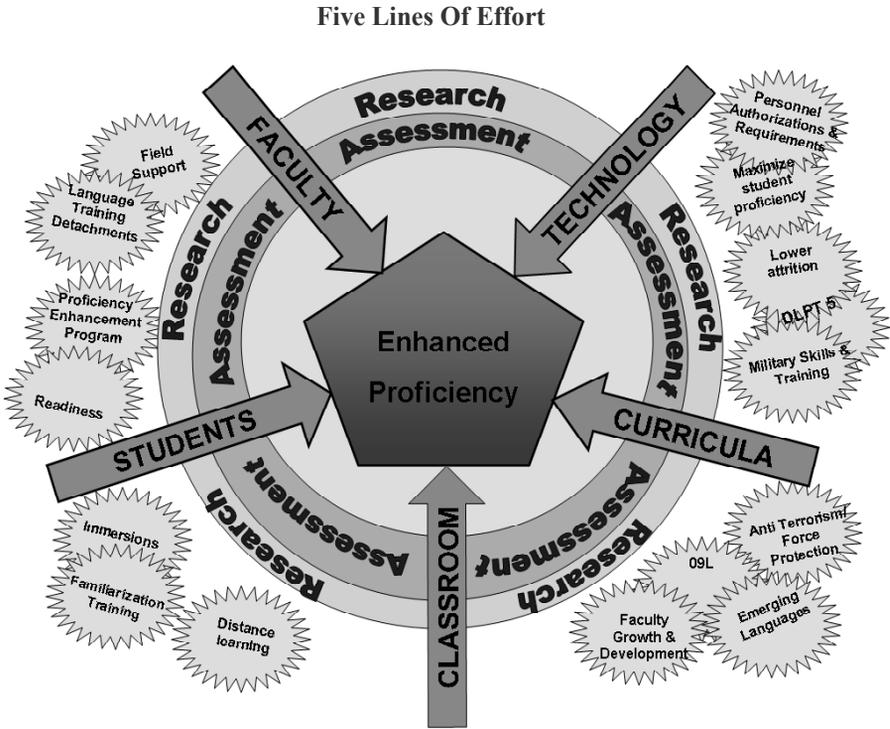


Figure 3. Circular Presentation of Five Lines of Effort Consisting of Students, Faculty, Techniques, Curricula, and Classroom.

So how do I see DLIFLC and what we are trying to do? What we are doing is actually pretty simply stated: We are building the Defense Department’s culturally-based foreign language proficiency. A simple statement...But when you consider all the activities necessary to accomplish that task, the picture becomes rather complex.

Allow me to share with you a construct that I use to simplify things somewhat. What we are trying to accomplish—our objective: It is represented here in the center of the slide: DOD’s culturally-based foreign language proficiency. We are building this proficiency by working along principal construct of *Five Lines of Effort*, represented by these arrows: *Students, Faculty, Technology, Curriculum and Classroom*. These *Five Lines of Effort* are, in turn, surrounded, connected, underpinned by two supporting processes: assessment and research. The way I look at it, almost everything we do can be captured in this construct..

Students—The First Line Of Effort

Students—our first line of effort. After all, when you think about it, DOD’s capability is built through the development of the skills and knowledge of individual soldiers, Marines, sailors, airmen and DOD civilians. In other words, culturally-based foreign language proficiency of the DOD is fundamentally the result of the combined individual proficiencies of each of our students. By student, I mean, any soldier, Marine, sailor, airmen or DOD civilian with whom we interact--wherever that may be and however they are brought into contact with DLIFLC’s teaching and training... So student includes, of course, those in our basic courses here at the Presidio of Monterey or in sustainment training at one of our Language Training Detachment locations. These students are DOD’s language professionals. But the notion of student also includes every soldier in a familiarization course delivered by a Mobile Training Team at a pre-deployment training site or at a unit’s home station and every sailor or Marine on a ship sailing to a hot spot with a Language Survival Kit. This notion also includes personnel already serving in a combat zone. It includes students who are working with live instructors in a room with other students, and those participating in video teletraining from various distant locations. It even includes the single individual working autonomously who accesses a *Headstart Program* or *Global Language Online Support System (GLOSS)* object online. When you think of our students this way, you can really see that DLIFLC has an impact far beyond the Presidio of Monterey... It has... a global impact.

Since our students are the ones who must acquire, sustain and enhance their proficiency, we need to make sure they are ready for the learning challenge. I call this “student readiness.” We work to increase student readiness in several ways. First, in October 2006 (FY07), for our resident basic courses, we increased by 10 points the minimum *Defense Language Aptitude Battery (DLAB)* scores—the famous DLAB--required for enrollment. The idea was that students with higher DLAB scores—representing higher language learning aptitude—would be “more ready” for the DLIFLC experience and more likely to succeed. But, as it has turned out, raising the DLAB has been more of a symbolic statement than a real change because the Services cannot always recruit new personnel who meet these higher DLAB minimums. Today, about 25 percent of our students are here on waivers, compared to 2006 (prior to the change) when only one percent required waivers... For our resident basic programs, the average DLAB score for all incoming students in FY08 was 113—just about what it was before we raised the requirement. So, in effect, our students are pretty much the same as they were before we made the change... From my standpoint, this is certainly not a show-stopper. In fact, I tell you to accept and embrace the young people the Services send to us, regardless of their DLABs. They are truly among the “best and the brightest” that DOD has to offer. Our students have met with great success in the past and they will continue to do so.

Our experience has shown that, although the DLAB is an important screening tool, a high DLAB does not automatically mean success in the course, nor does a lower DLAB automatically mean failure. Why? Because each student brings many other things to the learning process besides just language learning aptitude. He or she also brings other experiences and characteristics—such as previous language-learning experience, education, marital status/family situation, age and maturity, travel—that may contribute to performance at DLIFLC and successful language learning... But even more impor-

tantly, each student brings motivation, discipline and effort. Whereas we have little to no influence over a student's DLAB score or prior experiences or other characteristics, we can influence his or her motivation, discipline and effort. In fact, I would suggest that you, our faculty and staff, especially the teaching faculty, are the greatest influences on these factors.

As part of our effort to enhance student readiness, we have also created the Student Learning Center where all our resident basic course students go for their first week of instruction—before they encounter their target language. In this *Smart Week*, we introduce the students to what language learning at DLIFLC is all about. They get a short review of English grammar and structure so such concepts as verb tense and mood, participles—dangling and otherwise, adverbs and gerunds, are refreshed in their minds—at least, we hope it is a REVIEW and REFRESHER... During *Smart Week*, the students also get an introduction—in English—to the country or countries, region or regions, where their target language is spoken, to the concept of culture and the components of our area studies program.

But the most important thing that happens during *Smart Week* is that our students are introduced to some self-awareness tools so they can consciously examine how aspects of their own learning styles and personalities may shape their encounter with the target language. We introduce them to learning strategies that may help them overcome challenges arising during the course of study. We help them develop learning skills that will enable them to operate as adult learners, responsible for their own outcomes... All these things are designed to help the student's EFFORT; in short, to help the student work smarter and more effectively. The Student Learning Center can also tailor some of this *Smart Week* instruction for language learners in the field and deliver training through Mobile Training Teams (MTTs) or online...

The other two elements of student readiness that I mentioned are motivation and discipline. Here is where our Service Units and especially our teachers—including our Military Language Instructors—play a major role. They set and enforce standards, model and mentor, and even inspire our students.

I was a French student at DLIFLC, from November 1991 to May 1992—back when Dr. Fischer, who is now our Provost, was the Commandant. Sometimes it seems like a long time ago. But I still remember to this day my instructors. I thought they were all enlightened and even after all this time, I still remember my experience at the Institute as the best academic experience I ever had. In short, my teachers inspired me. They made me want to work hard. They helped keep me motivated to learn—not just while I was here at DLIFLC, but for the long haul: to become a life-long language learner.

So, yes, if you are following the argument and “reading between the lines,” I am asking you to be inspiring. Or rather, I should say—to continue to be inspiring because I know you already are. The evidence is on display at every graduation when the class representatives give their speeches. They say—usually within the first few sentences: “Thank you, dear teachers.” I know they would not say that unless you had, indeed, inspired them to learn. So keep it up.

Faculty: Second Line Of Effort

That leads me quite naturally to our second line of effort: the faculty. From what I have just said about your influence on our students, I hope you can see how critical I believe you are to our mission...Another indicator of your significance is the fact that I have designated 2009 as the “Year of the Faculty,” about which I will have a little more to say shortly. DLIFLC strives to hire and retain the most qualified and experienced language educators available. Our faculty is already “world class.” But just as we have the concept of “student readiness,” we need to constantly work on “faculty readiness,” too. This means we must have a robust internal program of faculty development—the instructor certification course, recertification, professional development days within the schools and Institute-wide. To the extent possible, we also fund travel for faculty members to participate in professional conferences—especially, when they are presenting papers—and we organize or support conferences here that attract world-renowned scholars... We offer tuition assistance to instructors working on advanced degrees relevant to their work here at DLIFLC—such as, Teaching a Foreign Language, Second Language Acquisition, Applied Linguistics, Instructional Technology...In addition, since some of our instructors have not had the benefit of a Western undergraduate education, we are able to fund some basic college-level courses for them in such subjects as English or American History or Sociology that will help them better relate to our American military students...All of these things relate to “faculty readiness.”

This faculty line of effort also encompasses all the personnel management functions that need to occur to keep an excellent, high-performing, agile work force. As you know, we are requirements-driven. That means, we only teach the languages the Services require and we set the number of teachers we hire and retain by language based on the projected number of students that the Services will send us. Since the Service language requirements follow, to a great extent, the global geostrategic situation, we are constantly balancing and rebalancing our faculty to have the right number of instructors in the right mix of languages. Growth brings one set of challenges—mostly on the institutional level—as we work to find new teachers, bring them on board, ensure they are ready for the classroom and then continue to mentor and develop them. We assume some risk when we rapidly increase the percentage of new teachers as they may require time to fully develop... We need to ensure their classroom performance is up to standard and that the “newness” of the instructor does not impede our students’ learning... Program reduction brings another set of challenges, and these are mostly on the human level. When the geostrategic picture shifts and the language mix changes, we have to go through a painful process of downsizing departments and schools. The most recent example is in Korean. This process will never be easy. What I hope we do is always to treat everyone with dignity and respect and carry out these periodic reductions as professionally as possible.

To guide us through the faculty and staff personnel management process, we have—in addition to US laws and DOD regulations--three important local documents: our own Faculty Handbook, the collective bargaining agreement with the union, and finally the basic policy memorandum that authorized the creation of our unique DLIFLC Faculty Pay System. One of our *Year of the Faculty* initiatives is to undertake a thorough review of the Faculty Pay System—something that has not been done since its first implementation

in 1996. Since I do not have the power to change this system, I cannot promise that this review will lead to a pay raise for anybody. But I can promise you that we will present as comprehensive a picture as possible about what may need to be changed to decision makers in Washington who do have the power to adjust the pay bands, the salary index and pay pool procedures.

A second “Year of the Faculty” initiative is to define a “pathway to academic leadership.” Through an Institute-wide collaborative process, I hope we will be able to identify the attributes, skills and knowledge we need in our academic leaders and then put in place a comprehensive program of training and career management that will enable DLIFLC to grow the next generation of chairs, deans, associate provosts. I am convinced that as we develop more leadership within each directorate, school, department—even within each teaching team—it will enhance our ability to accomplish our objective. And, somewhat paradoxically, the more we work to develop good leadership, the more we will also come to appreciate good followership and the more both good leadership and good followership will combine to enable us to work more effectively. So that is how I see the second line of effort.

Technology: The Third Line Of Effort

Our third line of effort encompasses everything we do to keep DLIFLC on the cutting edge of language learning technologies. Not only is it important to have 21st C technology in our classrooms, it must also be in the hands of our students. The present student generation is extremely techno-savvy. Exciting technology can help keep our students motivated. We also need to ensure we are learning from them about new ways to adapt existing technology to the language-learning process and about new programs and devices that can help them master the language and culture skills they need more quickly and effectively. IPODS, tablet PCs, interactive whiteboards, wireless connectivity, BlackBoard and SharePoint. These are important tools. I know we are challenged a little bit with the implementation of our support contracts for the Help Desk and for Knowledge Management, but I expect a resolution within the month. So I ask for your patience a little longer—but not too long. If the contracts are not in place soon, if you are not getting the assistance you need, I ask you to bring it up through your supervisory chain so that we in the headquarters building do not let this slip off the radar screen. I do not think we will let it slip, but it always helps to hear from the folks who are being impacted the most.

The other difficult technology area has to do with the iPods and the DOD-wide ban on plugging anything into the USB port of a networked US Government computer. This problem is proving harder to solve than cutting through the red tape on the contracts that I just mentioned. Our technical folks in both Chief Information Officer (CIO) and Directorate of Information Management (DOIM) are working diligently—to include talking directly to Apple and to DOD network security officials at high levels. Once more, I’m going to have to ask you to be patient for a while longer—but, again, do not go too long without raising a cry and letting us know how this is affecting your ability and our students’ ability to effectively use the technology to support language learning.

Curriculum: The Fourth Line Of Effort

The fourth line of effort, as I see it, relates to our curriculum. Many times when people talk about curriculum, they mean materials and certainly materials are important. For example, the need identified in the Defense Language Transformation Roadmap for higher proficiency with authentic materials has had the positive effect of getting much more authentic material into our courses and, with the aid of new technologies, we can bring authentic materials into the classroom straight off of the internet—texts, audio, streaming video—with an immediacy and relevancy that is very exciting. This is great... But when I talk about curriculum, I am generally thinking about three aspects other than materials.

First, curriculum to me means the scope and sequence of the learning objectives, outcomes and tasks. Every member of the teaching team must completely understand the objectives—and be able to visualize what the students need to be able to do at the end of the instruction, at the end of the hour or the lesson or the unit or the semester or the course—and, oh, by the way, teachers, once you understand in detail the objectives, make sure you share them with your students so they understand them. Treat your students like adult learners—they need to understand the objectives and they need feedback concerning how well they are doing in achieving those objectives. When I view curriculum in this way, I can clearly see that curriculum is the scaffolding that allows us to set the building blocks for language proficiency in place. From this standpoint then, the materials per se appear to be of secondary importance. If you understand the objectives, arguably many different materials might be suitable to help you and your students obtain the appropriate learning outcomes.

Second, here at DLIFLC, curriculum also means the learning objectives and course content we have for cultural and area studies courses. Not only do we use our area studies courses as vehicles for language learning, but they are also important because of their substance. We want our students to learn about the region where their language is used. We want them to understand aspects of the cultures that are intertwined with and expressed in their target language. This fourth line of effort, then, relates to both language training and education. Our students are not merely piling up vocabulary and drilling on grammar structures. They are learning to communicate in and to understand the target language in order to analyze meaning and, ultimately, to anticipate, counter or influence action. To do this they need the context of culture, history, geography, politics, religion... In other words, they need to obtain a strong liberal arts or social science education, along with the development of their language proficiency, and our curriculum needs to support both processes.

This brings me to my third point about curriculum: Our curriculum needs to help our students develop critical thinking and analytical skills. Our students are not studying to become linguists in some purist sense just for the sake of knowing the language. They are learning the language to do something with it, to use language as a tool as they deal with problems. The sharper their thinking and analysis, the better their problem solving. That critical thinking capability, combined with cultural and area studies knowledge, plus a high level of proficiency in their target languages, is what will equip our students for the 21st C tasks set out in President Obama's White House website defense policy

statement.

Classroom: The Fifth Line Of Effort

Now we come to the fifth line of effort, the classroom. This is where the rubber meets the road. This is where the other lines of effort meet: students, faculty, technology and curriculum. The classroom can be a structure with four walls here at the Presidio of Monterey or it can be the virtual environment of Headstart. It can be the interaction that takes place via the Broadband Language Training System (BLTS) or an open-air training area. In fact, I use the term “classroom” to include anywhere our students are interacting with the language—to include when they are studying or doing homework or participating in an immersion. Along the fifth line of effort, we concentrate on everything that happens in this “classroom” writ large. Getting these “classroom practices” right is one of the most important tasks facing DLIFLC today. And this is another reason 2009 is the “Year of the Faculty”: the teacher plays a key role in orchestrating classroom activities and interactions. Listen again to what I said: The teacher is orchestrating the activities, not the teacher is directing or dictating. There is a huge difference between a teacher who maintains sufficient control to ensure there is a positive learning environment in the classroom and a teacher who is autocratic. We need teachers who inspire and facilitate their students’ learning, who mobilize resources and create learning opportunities in the classroom, who set conditions for success, who know how to push and how to guide student efforts and give feedback. In many ways, this requires more experienced and mature teachers than the authoritarian model. And let’s face it, many of us are the products of school systems and even university experiences that were lecture-based and teacher-centered. This is what many teachers know and are comfortable with. But I am telling you, we have to change. Getting “classroom practices” right means encouraging the 4+2 approach where teaching teams are able to tailor two hours of instruction to the specific needs of their students. It also means continued rigorous and extensive implementation of the “360-degree” program evaluations.

Supporting Processes: Assessment And Research

Connecting the five lines of effort, as you can see in the slide, are the supporting processes of assessment and research. Our language assessments (DLPTs, OPIs, Diagnostic Assessments, in-course testing programs) allow us to measure the learning outcomes of our students and to hold ourselves accountable against a set of standards. Our internal institutional assessments (ISQs, ESQs, 360s) allow us to continually evaluate and improve our processes. Assessment and accountability are keys to excellence. Finally, our research program allows us to examine our processes, practices and results in detail and to apply the insights of our own and external scholarship across all five lines of effort.

Paradigm Shift

Now there is one thing you have not heard me say today, even though I’ve been talking for quite a while: 2+/2+/ 2...meaning the higher proficiency levels we want our basic course linguists to obtain. I have not mentioned 2+/2+/2, not because these higher levels are no longer important. No, on the contrary, they remain vitally important and we as an Institute are being evaluated by our senior leaders in Washington against that

standard and how many of our students reach these levels. But I do not want you to become fixated and stressed out by these numbers. Rather, I would propose a paradigm shift as we think about our proficiency standards. I charge you with helping each student maximize his or her individual proficiency level. For some students, that will mean going beyond 2+/2+/2. For others, the results may be lower but the important thing is that they have done their best and you have done your best. And there is another thing about helping a student do his or her best, to maximize proficiency: it means the student has to work hard every day. There can be no slacking off, no slowing down. I am not at all suggesting we ignore the 2+/2+/2 standard. Rather I am proposing thinking about what it means differently, thinking about it in relation to each individual student who brings his or her own unique combination of aptitude, experience, and, as I noted earlier, most importantly, motivation, discipline and effort.

Pioneers

Now in doing all this—focusing our energy along the five lines of effort to build DOD’s culturally-based foreign language proficiency by helping each student maximize his/her proficiency—we are doing things that no one else in the country—probably in the world—is doing. We are pioneers. In American culture, the image of the pioneer is very powerful and the pioneer spirit is the spirit that makes America great. The original American pioneers were people who, in the 19th C., lived on the East Coast until one day they put all their belongings in a covered wagon, hitched up a team of horses or oxen and set off across the country. They crossed rivers and prairies and mountains and deserts until they reached California or Oregon or Colorado or somewhere else in the West to build a new life. So what does the pioneer spirit entail? First, pioneers are innovators: they try new things, they go to new places. In fact, they often go where no one has gone before. They blaze the trail and lead the way. Second, pioneers are courageous. They are risk takers who are willing to go into the unknown, cross unchartered lands, face untold dangers because the goal they are seeking is so important, so desirable. And finally, pioneers are optimistic. Thinking back to our 19th C pioneers, it is clear that only someone who was supremely optimistic would leave his home and trek West, only someone who was totally confident in his ability to succeed, to positively influence the outcome, to overcome obstacles would undertake such an arduous journey.

I suggest to you that this pioneer spirit will serve us well today here at DLIFLC. I call on you to be innovative, be courageous and, especially, be optimistic that we will succeed in our important mission.

Perspective

A final word about perspective. Let me tell a story. There were two little boys. Their fathers both worked side by side in a factory. In school one day, the teacher asked the first little boy, “What does your daddy do?” And he replied, “My daddy is a riveter.” Then the teacher asked the second boy, “What does your daddy do?” And he replied, “My daddy builds airplanes!” Both answers were correct. But one boy saw only the narrow view. The other saw the big picture. Perspective is important.

As we work together in 2009, I would ask you to consider your perspective. In some sense, we are all riveters—working on our tiny piece of metal. But I hope you will

we're doing something big and important. We are creating DOD's foreign language capability. We are turning President Obama's words, "invest in foreign language training [and] cultural awareness," into reality.

I am proud to be your Commandant and I know that with our combined efforts, experience and wisdom, 2009 will be a great year for DLIFLC.

Author

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**Total In-Country Immersion:
A Case Study**

Maria Paci

French Department-Retired

Gordon L. Jackson

Research and Analysis Division

The purpose of this article is to share with practicing teachers and managers a descriptive case study that informally compares two groups of students enrolled in a beginning French course: a group that experienced an immersion in Bordeaux, France while their classmates remained “at home” at the Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, California. The article describes the design of this in-country immersion program and its effects on the students involved. It also discusses the value of the immersion program in terms of tangible and intangible linguistic benefits. Tangible benefits consisted of slightly higher average Defense Language Proficiency Test (DLPT) scores for the immersion group. Intangible benefits included increased student motivation.

The purpose of this article is to share with practicing teachers and managers a descriptive case study that informally compares two groups of students enrolled in a beginning French course: a group that experienced an immersion in Bordeaux, France while classmates remained “at home” at the Defense Language Institute (DLIFLC) in Monterey, California. The particular course under discussion is the 25-week French Basic Course (FBC) taught at the DLIFLC, and the particular class studied was the first FBC class in which selected members of the class experienced a three-week immersion in France: Class 21501FR00605 that began on Sept. 01, 2005 and graduated March 23, 2006.¹

The primary final learning objective (FLO) of the class was the FBC graduation requirement of 2/2/1+ in listening, reading and speaking, respectively, as measured on the ILR scale. However, it was hoped that the students, especially those that went on the immersion, would attain the higher 2+/2+/2 proficiency goals of the Proficiency Enhancement Program (PEP).

Rationale for the In-Country Immersion

As mentioned above, the graduation requirement for the FBC is 2/2/1+, but the goal of the course under PEP is 2+/2+/2. The DLIFLC does not have the option of lengthening the course to give students more time to attain this goal, so the teachers have to find a way to optimize learning within the 6 months that are allotted to the course, and to do so in such a way as to enable the majority of students to meet this daunting

challenge. An in-country immersion was viewed as a possible means of attaining this end because of the following commonly held assumptions about in-country immersions and their effects:

1. For individuals who have some communicative proficiency in a foreign language, that proficiency is best enhanced when the desire or need to communicate overpowers the anxiety of producing incorrect linguistic forms. This need or desire is most likely to manifest itself in monolingual in-country situations.

2. Learning a language takes time, and the more time students are exposed to comprehensible input in the language they are learning the more proficient they are likely to become. The best way to maximize one's exposure to a foreign language and culture is arguably to spend time in a foreign country where the language is spoken natively.

Review of Related Literature

Considerable support for the above rationale for in-country immersions is found in the literature. For example, in describing his comprehensible input hypothesis, Krashen (1981, 1982) argues that language is best acquired incidentally, in an environment where the learner receives extensive language input that is slightly above his/her current proficiency level.

According to the authors of *A Guide for Evaluating Foreign Language Immersion Training* (PRC, 1997), "the available literature on immersion, as well as consultations with second language acquisition experts, learners, and other existing data, highlight not only the effects of immersion on language learning but other relevant issues as well" (p. A-2). The authors go on to observe that "immersion training in language learning produces effects which cannot be duplicated in the classroom. The level of linguistic proficiency and pace of learning are enhanced, while necessary knowledge and motivation are acquired well beyond what the classroom can provide" (p. 2-2).

One of the most immediately observable effects of immersion experiences is their impact on learner motivation and attitude. The authors of *A Guide for Evaluating Foreign Language Immersion Training* point out that

...affective and language learning behaviors are very closely inter-related: changes in learner attitudes toward the target culture and using the target language directly affect communication management. Analysis of qualitative self-report instruments collected from immersion learners shows that positive changes in affective factors, such as learner motivation resulting from the ability to use the target language in unstructured environments and [from] perceived gains such as the acquisition of a native-like accent, contribute to increased target language output. Learners' feelings of social and linguistic comfort in the target language environment and with native speakers also greatly influence risk-taking (Pellegrino 1994 ...). Conversely, negative changes in affective factors, such as the weariness resulting from the combination of living and learning in the target culture, disenchantment with the target

culture, and generally the absence of social and linguistic comfort tend to lead to risk-avoidant behaviors. In turn, language learning in the ideal immersion environment² itself greatly contributes to positive changes in learner enthusiasm and motivation, as reported both by teachers and learners (Brecht and Robinson 1993; Brecht 1995; Perdue 1984; Warden, et al. 1995) (p. A-3).

Overview of the French Basic Course

Materials and Curriculum Design

The pre-immersion FBC core materials used were *Reflets*, a commercial course which filled the need for a basic textbook to a certain extent, at the beginning. The teaching team supplemented and modified *Reflets*' contents as the course progressed. Authentic, unabridged materials were used for listening comprehension (LC) and reading comprehension (RC) at each stage. In addition, FBC core materials employed during the immersion included a series of FLO tests (practice and real) and departmental tests.

Students

The FBC curriculum was implemented with a group that was not very promising (see Appendices 1, 2 and 3). The teaching team expected 60% of the students to achieve Level 2 in LC and in RC, and 50% of them to achieve that level in speaking, on the DLPT. The question was whether or not the total immersion program would change the equation. Nine of the students in the class were selected for the immersion program because they had good academic potential and no personal or administrative reasons to remain in Monterey.

Immersion Program

Upon arrival at the Bordeaux Language School (BLS) where the in-class portion of the immersion was to be held, the nine students in the immersion group took a battery of placement tests and were placed in regular BLS classes corresponding to their level of proficiency as follows: two students were assigned to an advanced class, six to intermediate, and one to a beginning class. The beginning and intermediate classes at BLS were composed of limited-proficiency foreign students. The objectives of BLS in these two classes were confined to mastering the very basics of the language. The advanced class consisted of native speakers of French who were studying for the purpose of improving their linguistic proficiency. The students spent an average of five hours a day in class Monday through Friday. On weekends they traveled to various sites in France.

For room and board the immersion group students were placed in the homes of "adoptive" families where they had two meals a day. At mealtime they spent a lot of time around the dining room table discussing anything from their families to abstract topics such as the meaning of life.

Sometimes the adoptive families took the students to school but most of the time the students were on their own getting around the city, performing survival tasks, and making new friends.

The learning activities employed in the BLS learning programs for each level are described below by skill. However, the skills were integrated--usually LC was preceded or followed by RC, which was followed by speaking practice.

Listening Comprehension

Beginning

The students listened to audio recordings, repeated what they heard, and then read a written copy of the passages involved.

Intermediate

The students listened to a passage once and everyone discussed what they had understood. Then they listened to the passage again and added information or elaborated on their original answers. Alternatively, the students took notes while listening to the passage, and wrote a newspaper-like summary on it in class or for homework.

The students also listened to recordings of music and discussed what they had understood.

Advanced

The students listened to advanced radio broadcasts, discussions, etc. Sometimes the scripts were provided; usually there was a quiz on the exercise.

Reading Comprehension

Beginning

The students read passages, answered vocabulary questions, and translated.

Intermediate

A topic was introduced in class and developed in class or at home with worksheets.

The students read and discussed, or answered questions on, French articles (news, science, culture, etc.).

The students had to use contextual clues in a sentence to discover the meaning of a word. If in doubt, they could consult a dictionary.

Advanced

The students read poems, historical documents, satires, and authentic documents that high school students in France would read without a dictionary.

Speaking

Beginning

The students spoke in sentences and engaged in low-level class discussions, e.g., about family, people, hobbies, etc.

Intermediate

The students participated in verbal exchanges, presented news articles, and engaged in organized, timed team debates.

The students engaged in speaking activities for the first hour in the morning with the professor providing vocabulary corrections.

The students took part in open-subject discussions. The professor would interrupt the discussion with on-the-spot vocabulary or grammar lessons, and then the discussions would continue.

The professor had students teach review lessons in class.

Advanced

The students engaged in various sophisticated discussions and debates.

Home (DLIFLC) Group

Four students remained at the DLIFLC. They included a dependent wife who was also a captain in the Air Force Reserves (identified by code name “Home 1” in the study), a Navy lieutenant (Home 2), an Army sergeant who had been recycled from another French class (Home 3), and a young Army enlistee who had been recommended for disenrollment (Home 4). All four had been placed on Special Assistance/Probation at least once during the course (see Appendix 3). This home group continued following the French Department curriculum and could benefit from extra individual attention since the class was very small.

Curricular Overlap

There was an overlap in the curriculum for the immersion and home groups. In the afternoon the Bordeaux group was taught by a DLIFLC instructor who conducted the same LC and RC exercises, administered the same tests as the Department did at the DLIFLC, and conducted Oral Proficiency Interview (OPI) training.

Information Collected from the Immersion Group Students

In order to gain further insight into immersion, the lead author conducted one-on-one, informal interviews in French with the students when they returned to the DLIFLC from France. She also gave them a questionnaire (see Appendix 4).

Interviews

The interviews bore testimony to the participants’ love of the immersion program and their considerable progress in speaking.

Advanced students

The two advanced students were ecstatic about the immersion program. In spite of the severity of their teacher, they praised her for her ability to push them to their limit and beyond. For example, after listening to long paragraphs, they answered questions,

some of which were of the concrete “Wh-” type, while others were of the “Why” type, eliciting answers about attitudes, text type and tone, and author intent. The students used notes, contextual clues, world knowledge, and attention to detail to find the answers.

Intermediate students

The intermediate group sounded less enthusiastic about the teaching at BLS because they felt they were not pushed hard enough. They typically started the day at BLS with small talk about the night before. Then they would do an RC text with questions and very little LC. Although they felt comfortable in a class of non-French speakers, they felt that they learned more by interacting with natives than in class.

The beginning student

The beginner shared his positive impressions of the cultural similarities between the USA and France, and his enjoyment of the sightseeing experiences.

Questionnaire Responses

The students’ overall impression of France was very positive. Most found it “great,” “wonderful,” a country “where people love their language,” with which “we have more in common than commonly understood.” The students appreciated their adoptive families, and used the terms “my father” and “my mother” to refer to the couples who adopted them, and wrote: “very nice, helpful, and friendly,” and “outstanding – the best part of the trip for me.” The questionnaire and the students’ responses to selected items are presented in Appendices 4 and 5.

Post-Immersion Comparison of the Home and Immersion Groups

The Authors’ Personal Observations

Considerable improvement in speaking occurred in the home group as well as in the immersion group during the time of the immersion. The groups differed, however, in that after the immersion the home group was better prepared to switch from language to language while the immersion group had become used to thinking in the target language. In LC and RC the home group had caught up³ with the immersion group, and when taking a vocabulary quiz or asked questions on passages, they responded more readily and accurately than the latter.

There was a certain detachment in the immersion students upon their return to the DLIFLC, perhaps due to jet lag and having to take the DLPT upon arrival. They had difficulty focusing on activities in class, and they showed a certain reticence at being corrected in speaking and an unwillingness to practice LC or RC before the DLPT.

DLPT Results

Both the home and immersion group students did well on the DLPT (see Appendices 1 and 2). The DLPT results for the entire class were: LC 100%, RC 100%, OPI 76.9% Level 2 or higher. All four of the home group students and eight of the nine immersion group members met the 2/2/1+ graduation requirement. Half of the home group met or exceeded the PEP goal of 2+/2+/2 while two-thirds of the immersion group did so. On average, the immersion group achieved slightly higher scores than the home group.⁴

To the credit of the home group and their instructors, it must be pointed out that, given the home group's pre-immersion performance, their success was nearly miraculous. This can be attributed to class size, the extremely hard work and motivational approach of the teaching team, and, last but not least, the extra motivation due to the fact that this group would be competing with "the experts" who had gone to France.

The Two-Fold Benefits of the Immersion Program

The immersion program had both tangible and intangible benefits. In regard to the former, as noted above, the immersion group achieved slightly higher scores on average than the home group. Concerning the latter, the responses of the immersion group students to the interview and questionnaire indicate that the immersion was a great motivator. In addition the immersion program provided the right amount of positive pressure needed to facilitate learning, and learning was accelerated in the richness of the immersion environment. The focus of out-of-class language learning was on performing real communication tasks, which helped students to realize that "language really works!" The students were exposed to authentic language including slang, rapid speech, idiomatic expressions, etc., and they became used to thinking in the target language.

Lessons Learned

From the Home Group

The small class size facilitated learning for the students who remained at the DLIFLC. Their motivation was enhanced through individual attention and tailoring to their individual needs. Mismatches in learning and teaching styles were easier to overcome because the small class size enabled teachers to become better acquainted with the students and to tailor instruction to their specific styles.

From the Immersion Group

In an intensive program like the FBC, total immersion should be planned for the latter part of the course (i.e., the 3rd semester, 18th week for a 25-week course) so that after the immersion the students may have time to ease back into the DLIFLC environment, get over jet lag, and be even more productive after a certain "digestion" of an extremely rich and powerful experience.

A DLIFLC teacher should accompany the students to ensure the continuity in the implementation of the curriculum and provide OPI training. This individual could provide guidance in self-directed learning.

The adoptive families must be carefully chosen since they are a major source of learning for our students. There should be a consensus with the families about error treatment.

The immersion should be at least 6 weeks in length, and the more in-country immersion programs there are, the better our students will be able to perform in their future jobs.

Conclusion

The findings of this study are consistent with those of the research literature on the subject. They include the following observations: Immersion leads to cross-cultural communication and serves as a considerable motivator. It also is an invaluable learning styles/learning strategies trainer.

DLIFLC students are going to be exposed to a considerable amount of pressure during their post-DLIFLC assignments. Immersion can give them a foretaste of that pressure.

Finally, this study shows that in-country immersion works. However, more such studies need to be conducted and their results carefully analyzed. Questions of interest include the effects of immersions of different lengths and the identification of the most beneficial extra-curricular activities. We hope that such studies will be carried out in the not-too-distant future.

Appendices

Appendix 1

Table of End-of-course Grades and DLPT Results

Code Name	Practice Test 6		Practice Test 6 NSF ⁵		Practice Test 7 NSF		Practice Test 8 NSF		Practice Test 9 NSF		Practice Test 10 NSF		DLPT	
	LC	RC	LC	RC	LC	RC	LC	RC	LC	RC	LC	RC	LC	RC
Home 1	15/20 75/D	18/20 90/B-	B-	A	B+	B	C-	B+	A-	B	B	B	2+	2+
Home 2	15/20 75/D	17/20 85/C+	B+	B	B+	C-	C+	B-	C	A-	B	A-	2+	3
Home 3	14/20 75/D-	16/20 80/C-	F	B+	C-	B	F	C-	C+	C+	C+	B-	2	2
Home 4	14/20 75/D-	12/20 60/F	C-	B	D	B	F	F	C-	C+	F	C+	2	2+
Immersion Beginner	15/20 75/D	15/20 75/C-	B	B+	B+		B+	B	C-	A-	A	B+	2	2+
Immersion Interm. 1	11/20 55/F	15/20 75/D	B-	B	B-	B	B	B+	C+	B+	B+	B+	2+	2+
Immersion Interm. 2	13/20 45/F	13/20 45/F	C	C+	B-	B-	B-	B-	C	C+	B	B	2+	2
Immersion Interm. 3	12/20 60/F	18/20 90/B	B	B	B-	C+	B	B+	C+	C	B	B	2+	2+
Immersion Interm. 4	15/20 75/D	17/20 85/C+	B	B-	B	C	B	B-	B+	C	B+	B	2	2
Immersion Interm. 5	14/20 60/D-	18/20 90/B	B+	A-	A	B	A-	A+	B+	B+	B+	B+	2+	3
Immersion Interm. 6	13/20 45/F	19/20 95/A-	B-	B+	B	B	B+	B+	B	B-	C+	B	2+	3
Immersion Advanced 1	19/20 95/A-	18 /20 90/B	A	A	A-	A	B+	A-	B+	B	A-	A	2+	3
Immersion Advanced 2	14/20 60/D-	15/20 75/D	A	A	A-	A-	B+	A	A-	B	B+	B-	2+	3

Appendix 2

Speaking

	Pre-DLPT	DLPT
Home 1	1+	2
Home 2	1+ high	2
Home 3	1+	1+
Home 4	1	1+
Immersion Advanced 1	1+/2	2
Immersion Advanced 2	2	2
Immersion Beginner	1	1
Immersion Intermediate 1	Absent (estimated 1+)	2+
Immersion Intermediate 2	1+	2
Immersion Intermediate 3	1+	2
Immersion Intermediate 4	Absent (estimated 1+)	2
Immersion Intermediate 5	1+	2
Immersion Intermediate 6	1+ high	2

Appendix 3

SA/Probation

Code Name	SA	Probation	Recommended for Disenrollment	Recommended for Recycling	Test #
Home 1	LC				Test 5
Home 2	RC				Test 1
Home 2		RC			Test 3
Home 3	LC				Test 3
Home 3	LC				Test 4
Home 3	LC	RC			Test 5
Home 4	RC				Test 1
Home 4		RC			Test 3
Home 4		LC & RC		X	Test 5
Immersion Beginner	LC				Test 4
Immersion Intermediate 2	LC				Test 1
Immersion Intermediate 2	RC				Test 3
Immersion Intermediate 2		LC			Test 4
Immersion Intermediate 3	LC				Test 2
Immersion Intermediate 3	LC				Test 4
Immersion Intermediate 4	LC				Test 4
Immersion Intermediate 5	LC				Test 4

Appendix 4

Student Questionnaire

Given after the Immersion Program in France

Full Name, rank, service _____

Class Number _____

Day of Departure to France _____

Day of Return from France _____

What is your overall impression of:

- a) France
- b) Your “adoptive family”
- c) The immersion program
- d) The extracurricular activities

What is your best memory of the trip and program:

What is your worst memory of the trip and program:

In which program were you enrolled?

- ___ Beginner
- ___ Intermediate
- ___ Advanced

How was listening comprehension taught? Please explain as much as possible.

How was reading comprehension taught? Please explain as much as possible.

How was speaking taught? Please explain as much as possible.

Was there skill integration?

How do you think the Total Immersion will affect your DLPT score in

- a) listening comprehension

- b) reading comprehension

- c) speaking

If you could make changes to the existing French Basic Course curriculum would you recommend the inclusion of Total in-country immersion?

List any other recommendations or thoughts, please. Thank you.

Appendix 5

Post-Immersion Questionnaire: Student Comments

The Immersion Program

- 5 students: “An excellent idea.”
- 2 students: “The more of it we get, the better off everyone will be.”
- 6 students: “A must for every student”
- 3 students: “Aided speaking the most due to families’ effort.”
- 1 student: “The immersion office wasn’t very helpful with having a good idea of what to expect.”
- 9 students: “Awesome.”

Extracurricular Activities

- 5 students: “A good opportunity to learn the culture and practice speaking”
- 3 students: “A OK, not much time for that though”
- 1 student: “Regular trips on the weekend would have been nice”
- 1 student: “Not too bad at all”
- 7 students: “A+”

Best Memories of the Trip and Program

- 4 students: “It was all good”
- 6 students: “Talking to young people of other nations”
- 8 students: “Learning from mistakes while speaking with natives”
- 9 students: “Practicing French with the families”

Worst Memories of the Trip and Program

- 1 student: “The cancellation of Saturday excursions”
- 2 students: “Poorly planned flight connections”
- 1 student: “Sick before coming back to the USA”
- 2 students: “Eating at the same restaurant every day”
- 1 student: “Getting lost on my first day”
- 1 student: “Eating a lot of oysters”

Opinions on How Total Immersion Would Affect their DLPT Scores

Listening Comprehension

- 1: “Increase ½ point”
- 4: “Improve – my skills during the practice exercises have improved significantly”

- 6: “Improve – my skills during the practice exercises have improved a little bit”
- 4: “Improve – I hope immersion will help”

Reading Comprehension

- 1: “Improve – I hope immersion will help”
- 1: “Improve – not much”
- 6: “Improve – my skills during the practice exercises have improved a lot”

Speaking⁶

- 1: “Improve – should improve, but I think taking the OPI while still jet-lagged may counterbalance the improvement
- 1: “Improve – somewhat”
- 6: “Improve a lot”

Opinions on Including a Total In-Country Immersion in the FBC

- 1: “Total? Do you mean more than 3 weeks? If so, yes. Under 3 weeks, it’s pointless.”
- 6: “Definitely”
- 1: “Yes, whenever and as often as possible.”

Additional Comments or Recommendations

- 3: “The course at DLIFLC is awesome, but adding an immersion would benefit any student.”
- 5: “Lengthen the immersion.”
- 1: “Yes, whenever and as often as possible.”
- 1: “I think one more week would be perfect – a fourth week will allow a total immersion.”
- 4: “I was thinking entirely in French and that’s the greatest benefit of immersion.”

Notes

¹The immersion group spent three weeks in Bordeaux, from 12 February to 06 March, beginning in the 23rd week of instruction in the FBC.

²By “ideal immersion environment” the authors are referring to an extended stay in country.

³The immersion students were ahead of the home students in LC, RC and speaking when they left for France.

⁴Average proficiency level scores were computed by assigning numerical values to the levels as follows: Level 1 = 10, 1+ = 16, 2 = 20, 2+ = 26, and 3 = 30. The average LC, RC, and speaking level scores for the home group were 23, 25.5, and 18,

respectively, compared with 24.67, 26.44, and 19.5 for the immersion group. It must be recalled that these scores were obtained in an informal comparison, not a controlled experiment.

⁵The practice tests were tests developed for use with a commercial textbook, *Nouveau Sans Frontières*, that was employed in prior iterations of the FBC.

⁶Compare the scores for these students in Appendix 2.

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Effective Use of On-Line Instructional Modules Via Innovative Technology

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Although multimedia technologies increase the potential for innovative instruction in foreign languages, their applications are mainly directed to receptive and not productive skills. To maximize educational benefits, the use of multimedia equipment as a medium for the student's active foreign language production and development of communicative competence should also be taken into consideration. The pedagogical model described in this article may be applicable to different software programs. The authors of the article used the Genesis program model to enhance Russian language students' performance.

The multimedia lab Genesis¹ program, designed by Linguatronics², offers the applications that make oral production and exchange possible, mainly through its recording, broadcasting, pairing and random pairing and grouping features. This Genesis software program was installed in one Defense Language Institute Foreign Language Center (DLIFLC) *Classroom XXI* about four years ago. The program introduces opportunities for students to practice and develop productive skills that are missing in some other multimedia labs. With the advent of Blackboard software and its interaction capabilities, even more opportunities for enhancing students' performance may be introduced.

Normally, *Classroom XXI* has about 30 student workstations and the teacher's workstation which is connected to each computer for monitoring. Each student and instructor station has headsets and a microphone.³ This multimedia lab also has a projector-visualizer and two large screens with video projectors. It has Internet access and video tele-training capability. Its Genesis program is a software-based language lab system that runs on existing computers and local area networks. Genesis replaces traditional hardware-based lab systems.

The Genesis applications, such as instructor and student broadcast, recording, monitoring, and multimedia file transfer, pairing and grouping capabilities are especially useful for modern foreign language teaching. The methodological rationale for using MM Language Lab is its capability for: concurrent work with large groups of students; maximized time on task for each student; interaction and information exchange; independent individualized work; and group and pair work.

The instructor and student broadcast and monitoring functions are important because they allow students not only to broadcast foreign language statements but also to monitor and correct them before the teacher does. The multimedia file transfer function gives the teacher the ability to send an authentic file directly from the Internet, television or radio to the instructor computer and subsequently to the student computers. In addition to its many features, Genesis allows group text messaging and verbal discussions of a given topic.

The authors of this article presented various aspects of using Genesis in the teaching of foreign languages and culture at the following conferences: Faculty Professional Development Day Conferences (Gryminska, 2002; Gryminska, Shapiro, 2004; Gryminska, Krasner, 2006); Faculty and Staff Development Division Training (Gryminska, Shapiro, 2004); ACTFL (Gryminska, Krasner, 2006); Digital Stream (Franke, Gryminska, Krasner, 2006); Digital Stream (Gryminska, Krasner, Sinyagina, 2007); and AATSEEL (Gryminska, Krasner, 2007).

Sample Genesis Program and Activities

An example of the use of Genesis is a program on hobbies (Gryminska, 2004) that is based on an authentic Russian TV talk show. The guests on this show are the owners of unique collections. They talk about their hobbies from a cultural perspective. The talk show is divided into 12 video clips using the ULEAD TV Capture program.

The hobby program is a multi-step task-centered lesson based on authentic materials. It was originally created in 2000 as part of a broader TV program (Gryminska, 2002). The TV program was piloted with three Russian classes (0902, 1003 and 0804) with the goal of integrating the program and *Classroom XXI* technology into the Russian curriculum and received favorable reviews by various DLIFLC visitors. Later, it was gradually modified into its present format as one of the European and Latin American Language School “bridges” (Goroshko, Krasner, 1991). It is called the *Hobby Bridge* because it bridges the regular classroom textbook with authentic materials from the “real world.”

The *Hobby Bridge* consists of a chain of skill-integrated activities, and its goal is to maximize student learning. Each task can be completed in an interactive way. The sample Hobby program was given after Module 5, at the beginning of the second semester of the Basic Russian Course. It must be noted that the basic vocabulary on the topic had already been covered in class. In this way, the *Hobby Bridge* was the first exposure of the students to the authentic fast-paced speech of native presenters.

Below, we will describe the hobby program activities which were successfully used with various Russian classes.

Pre-Listening and Previewing Activities

Brainstorming

At the beginning of the chain of *Hobby Bridge* activities, students brainstormed the Module 5 vocabulary that involved collections and completed a “ranking” chart. Working with their partners, they ranked the collections from the most to the least interesting. They compared and discussed their findings with the class.

Prediction

Using the Genesis file transfer capability, students were then exposed to an authentic TV talk show on collections and worked in an immersion-like environment. Students scanned the video about the unique collections and collectors without sound and made predictions about the topic. Next, they predicted the language the collectors

were going to use. They associated the collectors' appearance and body language with tentative language features. They compared their predictions with the video individually and with their partners (using the *Classroom XXI* pairing system).

The class was divided into two groups: A and B. Student A viewed all odd-numbered video clips (1, 3, 5, 7, 9 and 11) and chose three video clips which he/she wanted to use for the next listening activities. Student B did the same with all even-numbered video clips (2, 4, 6, 8, 10 and 12).

Listening and Viewing Activities

Students' Independent Work and Teachers' Feedback

While watching the video clips, students worked independently. They took notes, analyzed and compared speech samples, and filled out three charts for each of the three clips. They could replay the sequence as many times as they wished. Independent work enabled students to analyze body language, unrehearsed speech, authentic speech models, patterns, cohesive devices, and rhetorical devices such as irony, sarcasm, ambiguity, hyperbole, simile, metaphors, and incongruities. They also studied the hidden meaning of words. Students jotted down the phrases they could borrow later.

In addition to lexical and grammatical aspects, students studied socio-cultural factors, discourse, and flow of speech, and recognized word boundaries in a stream of speech. They also observed strategic competence factors, such as socializing pattern, turn taking, attention getting, taking the floor, and how people interacted, interrupted each other, and talked at the same time. They observed overlapping speech, social interaction and the audience's reaction. They could string together large foreign language chunks and record them. They had extra opportunities to replay, rehearse and record foreign language segments as frequently as needed. Redundancy helped reinforce vocabulary, structure and long-term memory. Later, students received feedback from teachers with the Genesis monitoring and recording capability.

Post-Listening and Post-Viewing Activities

Information Gap, Information Exchange and Feedback

After their independent work, students exchanged information with their partners, who watched different clips. Because of the Genesis auto-pairing capabilities, which automatically group students into pairs, students could switch partners many times. The regular pairing feature paired students of consecutive numbers; the random pairing feature paired them randomly.

Other types of activities that enhanced real communication were information gap activities. Students A and B interviewed each other and found out what information they obtained after listening to the TV clips. They filled out charts and reported back to the entire class. In pairs, students discussed not only factual information but also the positive and negative aspects of collecting and the different styles and gestures collectors used.

Problem Solving, Reporting and Feedback for Correction

In *Classroom XXI*, students also could communicate with other group members without interrupting or interfering with other groups' activities. Teachers circulated and acted as facilitators, assisting students only as needed. Their involvement was aimed at monitoring, facilitating discussions and providing feedback. The teacher could either monitor several groups or take part in a group's discussion. It was possible to record audio from the group's discussion. Students and teachers could then open the file, listen to it, and analyze it when the discussion was over.

The last tasks in the chain of activities involved group discussions and the reporting of the findings to the entire class. Students were also asked to perform such tasks as convincing and problem solving. If possible, they worked in small groups of three. One student read a card with a problem to solve. Each of the three students then expressed his/her opinion about the issue and supported it with examples from the TV talk show or from his/her own experience. The student with the card took notes. An example of a problem-solving activity involved questions such as: How do we solve the problem of old weapons collections? Can they have such collections if possession of weapons is illegal in Russia?

Cultural Comparisons

Students also made cultural comparisons in groups, and demonstrating the ability to compare their culture of origin and a foreign culture. They filled out charts to indicate what types of things people often collected in Russia versus the United States. By this point, they should have been ready to discuss cultural similarities and differences in the choice of hobbies in Russia and the U.S. and support their opinions with the facts they learned during the *Hobby Bridge* activities.

Personalization and Meaningful Homework

The last class activity was personalization. Working in pairs, students interviewed each other about their hobbies (or the hobbies of friends and family) and reported back to the entire class. For homework, students were asked to prepare and record their own oral reports on their hobbies or the hobbies of their family or friends on their iPods or in *Classroom XXI* as part of their oral portfolios. The homework was delivered, checked by the teachers, and discussed the following day. More recently, our students are able to record their homework on their iPods.

Research

Questionnaire Results

Because many variables are involved in the learning process, it was hard to determine the role the TV project played in the students' success. As an additional tool, questionnaires were developed and administered to obtain student opinions about the effectiveness of TV programs. The questionnaires covered 10 main areas—both in a

multiple choice format and on a Likert scale ranging from 0 (no opinion), 1 (strongly disagree), 2 (disagree), 3 (agree) to 4 (strongly agree). These areas included the evaluation of the authenticity and currency of materials and their linguistic, sociolinguistic, cultural and psycholinguistic aspects, and such tasks as prediction, brainstorming, summarizing, information gap, and information exchange.

In post-study questionnaires, 65 students from three Russian language classes indicated they liked the student-centered, multi-media lab setting. They especially valued brainstorming (87 %), prediction (92 %), information gap (88 %) and problem solving activities (90 %). They considered these activities excellent for developing both receptive and productive skills and communicative competence. They valued the authentic TV talk show materials because these materials present everyday situations and demonstrate cultural overtones. The students also appreciated the non-threatening atmosphere with the instructor in the role of a facilitator and activities that helped them break away from traditional textbook learning. However, they expressed their frustration with the occasional malfunctions of *Classroom XXI* equipment, including overheating, which made concentrating on tasks difficult after a while.

Most students were of the opinion that the on-line instructional modules based on student-centered activities, authentic materials, collaborative learning⁴ and Genesis applications are conducive to learning a foreign language.

Conclusion

In conclusion, on-line instructional modules using Genesis applications and multimedia equipment enable foreign language instructors to use innovative course approaches. Integration of multimedia equipment leads to a pedagogically beneficial form of foreign language exchanges and learning. They also facilitate the development of both receptive and productive skills resulting from spontaneous interaction with meaningful authentic content. Student interaction and group work enhances foreign language proficiency and motivation.

With the DLIFLC now acquiring wireless capabilities and Blackboard software, the suggested model of integrating technology and task-based interactive activities becomes even more important. Our experience with Genesis software is transferrable to Blackboard applications such as communication tools, which allow online discussions and chat sessions that can be easily monitored by a teacher.

Appendix

Bridge Module 5

Topic: Увлечения и Коллекции

(Hobbies and Collections)

Student Scripts

Introduction:

Bridge 5 is based on an authentic Russian TV talk show. The guests on this show are the owners of unique collections. They talk about their hobbies and the history of their collections.

Objectives

During this block of activities, the following will be required of students:

1. to brainstorm vocabulary on the subject of hobbies and to make predictions;
2. to listen and to extract specific information from an authentic TV talk show and to summarize the received information;
3. to interview partners, to obtain specific information from them, to summarize this information, and to report it in Russian;
4. to reinforce vocabulary and grammar structures introduced in Mod 5 and to expand vocabulary on the topic “Hobbies” through listening and reading of authentic material;
5. to practice speaking skills through participation in discussion on controversial issues;
6. to familiarize oneself with recent trends in the way people spend their leisure time in Russia and to analyze information in order to make comparisons and draw conclusions;
7. to record on an iPod a story about his/her own hobby or a hobby of a family member or friend, and then to submit it via the Blackboard for corrective feedback.

Pre-Listening Tasks

Task 1: Brainstorming

Brainstorm the vocabulary on the subject of collections and complete a ranking chart. Working with your partner, rank the collections from the most to the least interesting.

CLIP #	
	Тропические бабочки и песни - Tropical butterflies and songs
	Филателисты и их коллекции - Philatelists and their collections
	Столовые приборы, но не для обеда - Forks, knives but not for dinner

Etc.

Task 2: Prediction

- a) Scan video clips at random without sound and try to guess what the topic, language, and culture features are going to be.
- b) Discuss your predictions with your partner.

Task 3: Choosing Clips

Student A:

You are going to view 6 odd-numbered video clips from a TV talk show (clips #1, 3, 5, 7, 9 and 11). Your goal is to choose 3 of the most interesting video clips and use them to complete tasks 1-3. After you make your selection, go to Task 1 and follow the instructions.

Student B:

You are going to view 6 even-numbered video clips from a TV talk show (clips # 2, 4, 6, 8, 10 and 12). Your goal is to select 3 of the most interesting video clips and use them to complete tasks 1-3. After you make your selection, go to Task 1 and follow the instructions.

Task 4: Choosing a Headline (Understanding a main idea)

Choose a suitable headline for each of your 3 clips from the list below. Try to figure out the meaning of words you do not know in the headline through the context of the main information you received from the video clip. If you need to, listen to the fragments again.

CLIP #	
	Филокартисты и их коллекции открыток - Postcard collectors and their collections
	Каски разных войн - Helmets from various wars
	О фалеристах и коллекции значков – Badge collectors and their collections
	Карманные календари - Pocket calendars
	Поросёнок из Одессы – A piggybank from Odessa
	Антикварные автомобили и старые мотоциклы- Antique cars and motorcycles

Listening Tasks

Task 5: Listening and Summarizing

Student A and Student B:

View and listen to the video interviews you chose again. Take notes and fill out charts 1-3 for each of the 3 clips. Replay the sequence as many times as you wish.

Chart # 1

Clip #	Headline:
	Имя (First Name) Фамилия (Last Name) Профессия коллекционера или коллекционеров (Occupation of the Collector or Collectors)
	Что он коллекционирует? (What does he/she collect?) Опишите предметы, которые он собирает. (Describe the things he/she collects).
	Интересные факты о коллекции или её история. (Interesting facts about a collection and its history).
	О чём эта коллекция может рассказать людям? (What can you learn from this collection?)
	Почему люди занимаются этим видом коллекционирования? Как Вы думаете? (Why are people involved in collecting? What do you think on this topic?)
	Что можно сказать о коллекционере на основании его внешности или жестикуляции (What can you say about the item collector on the basis of the language he uses, his body language and appearance?)
	Что можно сказать о коллекционере на основании его окружения (What can you say about the item collector on the basis of his immediate environment – e.g., room, furniture?)

Post-Listening Tasks

Task 6: Information Exchange (work with your partner)

Student A:

Interview student B and find out what information he/she has obtained after listening to his/her TV clips. Choose one clip and fill out the information in chart 4 below and report back to the entire class.

Student B:

Interview student A and find out what information he/she has obtained after listening to his/her TV clips. Choose one clip and fill out the information in chart 4 below and report back to the entire class.

Chart 4

Clip #---	HEADLINE:
Имя (First Name) Фамилия (Last Name) Профессия коллекционера или коллекционеров (Occupation of the Collector or Collectors)	
Continuation – As in Chart 1	

Task 7: Report to the Class

Using notes in the chart above, each student makes a presentation for the entire class based on information received from his/her partner. Each report should contain information about one hobby from the talk show.

Task 8: Discussion (in small groups)

Дискуссия: Что вы думаете о некоторых проблемах, связанных с коллекционированием? **(What do you think of some problems that are connected with item collecting?)**

Work in small groups (groups of 3, if possible):

1. One of the students has to read card #1 (below) and present the controversial issue to the group. Each student has to express his/her opinion about the issue and to support it with examples from the TV talk show or from his/her own experience. The student with the card takes notes.
2. Other students read card # 2 and #3 and repeat the same activities.
3. After all statements have been discussed, every student prepares a report based on his/her notes and presents it to the entire class.

Card # 1

Sometimes a collection takes so much space in a collector's apartment that it leaves no room for residents to eat or sleep. The collector does not mind, but his family suffers. Sometimes relatives categorically oppose collecting. What is your opinion on the subject?

Card #2

Some people believe in the curing ability of item collecting. An example might be that a person who became paralyzed and, as a result, was always grumpy, but after he started collecting stamps, he changed, calmed down, and was not aggressive anymore. In your opinion, does collecting help overcome stress? Give examples.

Card # 3

How do we solve the problem of old weapons' collections? Can collectors have such collections if possessing of weapons is illegal in Russia?

Task 9: Information Exchange (personalization) – Work in Pairs

Student A:

Interview student B and find out what his/her hobbies are, what kind of things student B and his/her family and friends collect, and how he/she spends days off. Fill out chart below and report back to the entire class.

Student B:

Interview student A and find out what his/her hobbies are, what kind of things student A and his/her family and friends collect, and how he/she spends days off. Fill out chart below and report back to the entire class.

Имя First Name	Коллекции Collections	Увлечения Hobbies	Дополнительная информация Additional Information
Студент : Student:			
Родственники, Друзья: Relatives, Friends:			
1.			
2.			

Task 10: Homework Assignment 1

Record on your iPod a story about your hobby or a hobby of a family member or friend. Submit it via the Blackboard for corrective feedback.

Task 11: Homework Assignment 2

Fill out the chart below to indicate what types of things people often collect in Russia and in the USA. Be ready to discuss cultural similarities and differences in the choice of hobbies in Russia and the US. Support your opinions with the facts you learned during Bridge activities.

Популярные коллекции
Popular Collections

В России (In Russia)

В США (In US)

1.	1.
2.	2.

Notes

¹ <http://genleve.com/downloads/documents/teacher%20install.pdf>

² Linguatronics web-site (<http://www.linguatronics.com/>)

³ <http://mcombs.utexas.edu/labs/behavioral/documents/GENESISManual.pdf>

⁴ http://www.ion.uillinois.edu/resources/tutorials/pedagogy/instructional_strategies.asp

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- Web-site on instructional strategies for online courses (Illinois Online Network, Univ. of Illinois, Chicago) (<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/instructionalstrategies.asp>)

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Faculty Exchange

Development of Proficiency Enhancement Programs

Teresa Gryminska

The European and Latin American Language School

The European and Latin American Language School (UEL formerly known as ELS) of the Defense Language Institute Foreign Language Center (DLIFLC) has continued to excel over the last two years. This multi-language school, headed by Professor Deanna Tovar, Dean, consists of eight departments.

The School has excelled in all priority areas that have been listed by Colonel Sandusky, the DLIFLC Commandant, at the town-hall meetings with faculty and students during 2009, the *Year of the Faculty*. According to the Commandant, DLIFLC Students and Faculty should constitute the *First and Second Lines of Effort*, followed up by Curriculum, the *Third Line of Effort*. Colonel Sandusky stated that curriculum plays a critical role in improving our students' readiness to learn.

In concert with the Commandant's policy, the UEL constantly works on updating its curriculum and on developing new Proficiency Enhancement Programs (PEP). Additionally, the school forges an ever-expanding student-centered, immersion-like environment. Moreover, the school offers numerous training, sharing and presentation opportunities for its faculty during the training sessions and conferences.

An extremely significant development for its largest Russian and Spanish departments is the expansion of their in-house curriculum development – initiated and supported by the School Dean. The goals are raising students' proficiency levels from 2 to 2+ in listening and reading comprehension and from 1 to 1+ in speaking and, at the same time, helping students meet the requirements of the FLO (*Final Learning Objectives*). The new and updated in-house school materials are being created with these goals in mind.

Since I had first-hand involvement with the Russian department in-house curriculum efforts and had an opportunity to obtain information about the Spanish in-house curriculum development,¹ I am going to write about the PEP Curriculum of these two departments, especially in view of the fact that it was highly evaluated within the *DLIFLC 360 Evaluation*.

The development of PEP curriculum in both departments involves the updating the Russian and Spanish Basic Course Textbooks and is a challenging and ongoing process. Its scope differs for these two departments, since the students of Spanish have 25 weeks to achieve their goals, whereas the students of Russian have 47 weeks. To maximize educational benefits, the use of SMART Board and iPod technology was employed as a medium for the student's active foreign language production, interaction and development of communicative competence.

Currently, the first trimester materials are being updated. The approach taken in these efforts is eclectic and relies on the combination of thematic, task-based and communicative activities. The essence of updating of the old materials is to leave their core structure and positive aspects and supplement them with new current texts, activities, and layout.

The updated Russian textbook contains a solid grammar core and numerous activities adapted from the old courses.² These activities were correlated to themes and functions to a greater extent than in previous editions. Likewise, the updated Spanish textbooks contain detailed structural and functional objectives, topics, and some activities from the former course.

Russian PEP

Staff of the European and Latin American Language School has made significant strides in development of Russian PEP materials. Namely, a team of PEP curriculum writers developed six Russian Basic Course Lessons (6 volumes). They were validated and published before February 2009; 15 were developed within just over one year.

The Russian First Trimester textbooks and also Geography Lesson (Lesson 38) of the Second Trimester were updated by the PEP curriculum writers. The updates were made on the basis of needs assessment and valuable input of the department administration, chairs, team leaders and faculty.³

The revised Russian materials include separate volumes of core textbooks, laboratory textbooks for students and teachers, homework books and iPod materials, a teachers' manual (approximately 1,500 pages), audio files (approximately 650 audio files) and some "homemade" video materials.

Each lesson has a different unifying topic whereby all parts of that lesson complement that topic. The lesson parts include: *Vocabulary and Structure in Context; Progress Check, Practice Tasks, Communicative Tasks I and II, Skills Integration: Focus on Listening; Skills Integration: Focus on Reading; Reinforcement/Review (Feedback); and Thematic Glossary*. The grammar sections were sometimes split to enable better comprehension and provide more context than in previous editions.

The most significant changes to the first volumes of the Russian textbooks were the addition of unifying topics, themes and related culture notes, a user friendly layout, more logical succession and distribution of materials, a variety of authentic texts in all lessons, meaningful feedback, objectives, and added stress on productive skills.

In addition to the above textbooks, the Russian Basic Course has been significantly enriched in the second and third trimesters by nine volumes of higher level authentic texts in listening and reading comprehension with accompanying glossaries and tasks focusing predominantly on contemporary issues, history, geography, culture, and education.⁵ Another achievement of the Russian department curriculum development team was the updating of the Russian History textbook (*Area Background 240*) with materials about modern-day Russia.⁶

Spanish PEP

In a similar vein, Staff of the European and Latin American Language School has made significant strides in development of Spanish PEP materials. Namely, 10 Spanish PEP textbooks were validated and published before February 2009; 14 were developed within one year.⁴ The Spanish first trimester core textbooks are consolidated with laboratory in the same volumes. They include an introduction and detailed objectives for each lesson. A typical Spanish lesson includes the following parts: *Introduction, Vocabulary*

Activities; Structures; Integrated Activities, including *role-playing and interpretation; Announcements and News*; Laboratory designed for independent work with the use of iPods and computers; *Review, Thematic Glossary* with stress on collocations; Appendix with answer keys. The Spanish materials also include *Teacher's Manual, Workbook and Workbook Keys*.

According to the introduction to the updated Spanish textbooks, the majority of the materials were taken directly from Spanish-speaking newspapers, magazines, news broadcasts, etc. They were designed to enable Spanish students to listen to as well as watch, read, talk and write about a variety of articles and stories. The students were also asked to perform multiple tasks such as getting the main idea or looking for specific information and then writing and responding orally.

The new textbooks of both departments go beyond the creation of relevant materials and activities. They encompass rich context, focus on culture and area background, and include additional authentic texts, culture notes, maps, charts, and illustrations. The lessons are theme-based and supported by integrated activities, homework and feedback. They are also based on clear objectives (provided both on communicative and structural levels) and consistent scope and sequence of materials.

Validation and Testing

The validation of the Basic Course Russian materials in which I was directly involved included the creation and distribution of questionnaires to students and teachers of the validation classes.

Validation questionnaires yielded positive ratings and comments from both students and teachers. Students indicated they liked the textbook's layout and use of visual aids, charts, authentic texts and situations. They valued the authentic materials for their presentation of everyday situations and demonstration of cultural overtones. They also appreciated the use of a variety of real-life tasks. They considered these activities useful for developing both receptive and productive skills and communicative competence. They believed these activities helped them break away from traditional textbook learning. However, they verbally mentioned occasional malfunctions of language lab equipment.

The development of the *Russian and Spanish Computer-Based Mock Defense Language Proficiency Tests*⁷ (DLPTs) also played a significant role in preparing for the new DLIFLC requirements. They are based on authentic listening and reading materials and include numerous sociocultural elements. During the validation process of the Russian Mock DLPT, many positive remarks were received. Most students praised the authenticity and topical variety of the texts and questions.

Conclusion

In conclusion, *The Russian and Spanish PEP Programs* have had specific challenges and subsequently significant achievements. In combination with the tremendous work of the school administration, chairs, team leaders, faculty and students, they appear to play a role in the students' excellent and consistently improving DLPT 5 results and low attrition.

Russian and Spanish new and updated textbooks and on-line instructional modules are designed to facilitate the development of both receptive and productive skills resulting from interaction with meaningful authentic content. They enable foreign language instructors and students to use innovative course approaches, which in turn lead to a pedagogically beneficial form of foreign language learning. They may also allow teachers and students to avoid excessive reliance on English in the classroom and manipulate both input and output in the foreign language.

An additional value of the materials is that due to their user-friendliness they may raise the level of students' confidence, motivation, enthusiasm and positive thinking about their upcoming tasks which may contribute to their overall success.

Notes

¹ Courtesy of the Spanish PEP Curriculum Development program manager, Cecilia Barbudo.

² See acknowledgements for the textbooks.

³ The Russian team of in-house PEP curriculum developers included Dr. I. Jossan (part-time), E. Sedova, L. Surkova (part-time), Dr. T. Gryminska (program manager). The Russian academic specialist, I. Krasner, was in charge of all the Russian CD projects discussed in the report.

⁴ The Spanish Team writers were C. Barbudo (program manager), I. Coatu, and M. Garcia. The Spanish academic specialist in charge of all the Spanish programs is Dr. R. Cucalon.

⁵ Developed by Dr. I. Jossan.

⁶ Updated by Dr. J. Galie and L. Surkova.

⁷ Developed by Dr. T. Gryminska (Russian) and QB Department Chairs and the QB CD team (Spanish).

News and Views

Reports from Windows to the World Symposium

Our Institute Goes *Hollywood*

Lidia Woytak
Academic Journals

Between October 16th and 19th, 2008., the Defense Language Institute Foreign Language Center (DLIFLC), the Naval Postgraduate School (NPS), and the Monterey Institute of International Studies (MIIS) organized a four-day Monterey Peninsula community event titled *Windows to the World: A Cultural Education Film Symposium*. The purpose of the symposium was to develop appreciation of foreign cultures in military and civilian learners through introduction to documentary films. The program was offered in conjunction with the International Television Global Perspective Project.

Thirty-six films made by independent producers associated with the International Television Global Perspective Project were reviewed for the Symposium. These films focused on recording mundane and special events in distant lands of Africa, Asia, Latin America, Egypt, and Russia. The main underlying themes of the films were cultural and political activism, war and conflict resolution, governance and democracy, and economic impact of globalization.

Several months of preparations at DLIFLC, NPS, and MIIS preceded the Symposium. The preparations included review and selection of available documentary films, designing and selecting advertising for the Symposium, scheduling a variety of related functions, and designing an optimal structure for each screening.

All 37 documentary films were reviewed and rated by DLIFLC language and area experts according to such criteria as cultural and linguistic suitability. The full collection of the DLIFLC Reviews is available upon request.

Subsequently, on the basis of detailed comprehensive reviews, the DLIFLC, NPS, and MIIS selected films for their portions of the program. Out of 37 films, the DLIFLC faculty and staff selected 6 movies: *The Devils Miner*, *Shayfeen*, *Please Vote for me*, *Dinner with the President*, *For God, Tsar and Fatherland*, and *Motherland Afghanistan*.

Opening at the *Golden State Theatre*

The official opening of the *Windows to the World Symposium* took place on Friday, October 17th, at 1930 in the renovated Golden State Theatre in Monterey. The Symposium was preceded by the introduction by Congressman Sam Farr. In his introductory remarks, the Congressman spoke about importance of cultural awareness. He underscored the importance of raising awareness of cultural sensitivity amongst politicians, military, and students through the arts. Congressman Farr was followed by Director Jonathan Stack who introduced the film *Iron Ladies of Liberia*.

The film focuses on President Sirleaf, elected fourteen years after a brutal civil war. The scenes of the film unveil the ruling of Liberia's first female President, Ellen Johnson Sirleaf with her predominantly female cabinet. The film chronicles her daily struggle

to rebuild war-ravaged country, fight rampant corruption and prevent a regression into war. Sirleaf exemplifies to the audience, the importance of an open communication, of a movable line between an oppressor and the oppressed, of a need to face the problem.

Following the screening of the *Iron Ladies of Liberia*, DLIFLC Commandant, Colonel Ann Sue Sandusky, and the Director of the film, Jonathan Stack, discussed the setting and the background of the film. Their dialog was extremely insightful due to the fact that both the director and the commandant spent several years in Liberia. They shared personal insights into Liberian experience, the United States policy towards Liberia, current trial of Charles Taylor, and some anecdotes associated with the content of the film. Colonel Sandusky also spoke about harsh realities of Liberians during dictatorship and about extreme resilience of the Liberians.

Afterwards, Colonel Sandusky and Mr. Stack answered the questions from the audience. Several viewers asked excellent questions. Both the questions and the responses deepened audience's perception of the film. One viewer, for example, asked for a Liberia's place within the region, another one asked what Liberians living in the US could do to help their country.

The DLIFLC Program

The Symposium opened up at the DLIFLC in the afternoon on October 16 with multiple screenings at the Post Theatre, Tin Barn Auditorium, and conference centers in Asian School, Multilanguage School, Middle East Language Schools, and European and Latin American Language Schools. First screening took place at 1315 and the second one, at 1515. Afterwards the Commandant, Colonel Sandusky, invited organizers and guests to a reception at her bayview home .

On the afternoon of October 16th, the Institute gained festive appearance: Colorful banners were flowing over the buildings, signs guiding viewers to various screenings popped up in crucial junctions, symposium programs appeared at the entrances to the theaters.

Thus on the day of the Symposium, thanks to the efforts of the DLIFLC organizers,, hundreds of students, faculty and staff flocked into dark theaters to see a documentary film of their choice. The activities for each selected documentary film were prepared in advance by DLIFLC Hosts. Additionally the hosts organized panel discussions, and held question-and-answer sessions following each screening. Each film was introduced by either the host of a given film or by an invited speaker. A panel discussion followed screening of several films and, finally, viewers could ask questions about the film they just watched.

The participation has been great. At each entrance, faculty and students greeted the viewers and, at some locations, even provided treats for them. Students of some schools, i.e., Middle Eastern, even set up concessionary stands with candy, pop corn, and soda pop.

In the Tin Barn, specifically, several hundred faculty members and students watched the movie *Shayfeen*. *Shayfeen* provides an intimate look at the recent multiparty elections in Egypt through the eyes of three women working to assure the election's legitimacy. The women provide unprecedented access to activists operating in and around the highest levels of both government and opposition groups.

Following the screening of *Shayfeen*, the viewers had an opportunity to listen to a 10-member panel discussion and afterwards to participate in a question-and-answer

session. Students asked excellent questions, some of these questions not only called for an answer but also offered an insight into another angle of the issue.

The participants of the Symposium also watched with great interest the documentary film *Dinner with the President*. In this film, Directors Sabiha Sumar and Sachithanandam Sathanathan sit down with Pakistani President Pervez Musharraf to learn about his ideas of a democratic society in their country. The directors engage Musharraf in conversation about his political past and vision for the future and ask the bold question—how does an army general plan to establish democracy in Pakistan?

Following the screening a lively exchange of comments took place amongst the viewers. They found the opportunity to become familiar with President's perspective on this important very informative.

In general, viewers rated the Symposium in the commentaries that were distributed for each movie. They stated in them that they enjoyed viewing the films. Some wrote that the films provided an excellent introduction to the target area they studied. Others commented that the films were an eye-opening to the struggles that people face and persevere. Several students wrote that the documentary films provided "a true window to the world". One viewer wrote, "Fantastic insight into other realities in our world." Leaving the theaters, many students seemed to be intellectually invigorated, still discussing a particular issue with their peers.

For details on the Symposium programs in Multi-Language School (*Motherland Afghanistan*), and Asian Language School One (*Please Vote for Me*), European and Latin American School (*The Devil's Miner* and *For God, Tsar, and Fatherland*), please read the reports by Dr. Martine Danan, Dr. Liwei Gao., and Dr. Teresa Gryminska on pages 63 through 69 of this issue.

Motherland Afghanistan

Martine Danan

Multi-Language School

As part of the Windows to the World festival, the Multi-Language School elected to show *Motherland Afghanistan*, a 2006 Public Broadcasting Station (PBS) documentary about an Afghan-American ob-gyn specialist returning to his war-ravaged country to help treat women and train physicians. The movie follows the filmmaker's father, Dr. Mojadidi, as he reflects (in English) on his country's difficult situation, and deals (in Dari) with his patients. Although factual, the film is emotionally charged as it depicts the patients' struggles, the loss of a newborn, or a painful physical condition finally cured. But above all, this medical journey sheds light on the country's culture and history.

Brief presentations and a panel discussion followed the two screenings, the first one for 140 Dari and Pashto students (whose attendance was mandatory), and the second one for approximately 30 teachers and guests. The panelists, who were all Afghan natives working in the Dari and Pashto Departments, drew on their personal experience and expertise to help broaden the perspective on the situations depicted in the film. Two of the panelists were medical doctors whose experience directly related to the subject of the film: a women rights activist who had been a clinic director treating refugee children and

pregnant women in Afghanistan from 1993 to 1998; and a more recent medical school graduate from Kabul University, who had just come back from a trip to Afghanistan. The other two panelists had worked in universities and for the Afghan Government: one had taught law, history, and the politics of the Middle East; the other had traveled extensively throughout the country as a government official during the “Republic of Afghanistan” era. All had a wealth of insights to share, so planning meetings before the showings ensured better coordination of their initial five-minute presentations.

The panelists explained how the high infant mortality rate was not only the result of the medical situation, which had become dismal under the Taliban, but also of the weight of cultural traditions. Under-age marriage, multiple pregnancies, polygamy (common among men who did not have sons) are still the norm today, as women remain subjugated to the will of their husbands and father. Because of lack of education and resources, especially in isolated areas, many Afghans also consult so-called religious leaders who resort to dangerous exorcistic practices to treat illnesses. To put the current situation in a historical perspective, one of the panelists pointed out that the protracted wars which have ravaged the country had halted progress in many aspects of Afghan life (including health care) compared to 30 years ago. Thus, the panelists provided the viewers with information that deepened their understanding of Afghanistan and made the screening experience more significant.

The surveys from 90 audience members confirmed that 92% of the respondents perceived the film as having “educational value”; and 88% indicated that the “panel was informative and added value to the film viewing experience.” Viewers described the “powerful” and “eye opening” documentary as a needed opportunity for Americans “to see what is going on in the world.” One student added that the film “gave her added motivation to strive to be a successful Dari linguist and an even better humanitarian.” In addition, one respondent remarked that “the panel discussion was instrumental in making the event educational,” as the panelists provided a context for the film. One person added, “I would love to watch more of this kind of documentaries.”

Among the few criticisms was the fact that the auditorium was crowded and it was difficult at times for some students to see the subtitles. It may be useful to have all the DLIFLC screenings staggered over one week at the Post Theater so that everyone can have good viewing conditions and also have the option to watch movies selected by different schools. But based on this overall successful experience, *Windows to the World* is definitely a festival that should become a tradition at DLIFLC and in the Monterey community.

Please Vote for Me

Liwei Gao

Asian School One

This program at Asian School One was held Thursday, October 16th, 1300-1515 hours at the Munakata Hall Auditorium (Building, 610). At 1300 hours Dean Luba Grant inaugurated this symposium. Referring to the book “the World is Flat” by Thomas Friedman and “the Post-American World” by Fareed Zakaria, Dean Grant noted that countries

in the world today are connected with one another and that the growth of countries like China, India, Brazil, Russia, and many others must be paid due attention to in order to effectively tackle global problems. In so doing, the Dean called attention to the significance of this event, an opportunity to glimpse into the culture of the target language, in this case Chinese Mandarin. Next Major Wesmond Andrews, Associate Dean, introduced the contents of this movie to the audience. The title of the movie is “Please vote for me”, which looks at the first democratic election of a class leader in an elementary school in Wuhan in central China.

In the following viewers began to watch this riveting 60-minute movie. You could hear them burst into laughter over and over again. Soon after the movie was started, Colonel Sue Ann Sandusky, Commandant of POM and DLIFLC, dropped by and stayed shortly with the faculty and students. She inquired if the language used in the movie was Chinese Mandarin, the variety taught here at DLIFLC. Seeing that the entire audience was completely engrossed by the movie, Colonel Sandusky was pleased. Then just before the movie was finished, Colonel Sandusky revisited the Auditorium. She also addressed the viewers shortly at the end of the movie screening, highlighting the importance of this “Windows to the World” symposium co-organized by NPS, MIIS, and DLIFLC.

Then the panel discussion was conducted after a 5-minute break, which preceded the question-and-answer period. During the first panel session Major Andrews first discussed the democratic election of leaders at the grassroots level in China. He remarked that approximately 60% of Chinese villages have implemented democratic election, although the equivalent of villages in the cities, called *jiedao* ‘street’, does not participate in this process. Additionally, Major Andrews observed that free election has not reached the township level yet. Dr. Qian Gao, Immersion Specialist, then discussed the understanding of the notion democracy by Chinese people. In so doing he pointed out that to most Chinese democracy means different things than in the West. Lastly, PEP Specialist Dr. Liwei Gao briefly discussed the issue of use of public resources for private purposes by Chinese governmental employees as represented in the movie. During the second panel session Dr. Anshu Chatterjee from NPS briefly discussed a variety of issues represented in the movie, such as the conflict between farmers and urban dwellers in China’s democratic movement and the practice of bribery at an election in China. Relating the movie to the DLIFLC environment, MSgt. Robert Miltersen, Chief Military Instructor, then gave his thoughts on how class leaders at DLIFLC might be chosen in a manner different than today.

Next came the question and answer time. The questions raised included, but were not limited to, 1) why are Chinese kids abusively rude to their parents? 2) can China practice Western-style democracy one day? 3) what is the real situation in Chinese elementary schools, i.e., are children very disciplined or otherwise? 4) if China’s one-child policy has produced large numbers of self-centered and hedonistic youth, will these people constitute a potential threat to the Chinese government? 5) if Chinese college students are rather patriotic, what are the attitudes of those economically disadvantaged Chinese, such as farmers, migrant workers and those who have been laid off? For each question, the panel member(s) offered extended answers and explanations. The audience was completely engaged by the dialogue. So much so that only a small portion of questions was taken before time ran out.

Approximately a total of three hundred students of Chinese Mandarin in Semester Two and Three and roughly fifty Chinese instructors attended this symposium. In addition, seven visitors from outside of DLIFLC attended the second session of the program that started at 1515 hours. In conclusion, the “Windows to the World” Symposium held at Asian School One was an exciting success. As is seen from collected comments, most students and instructors who participated in this program considered it to be educational and would like programs of similar nature to be provided in the future.

The Devil’s Miner and For God, Tsar, and Fatherland

Teresa Gryminska

European and Latin-American Language School

Many foreign documentary masterpieces were screened at the DLIFLC thanks to the initiative and excellent work of the DLIFLC film symposium program management, organizers, committee and panels. Latin American School fully participated in the Symposium.

Two acclaimed movies *The Devil’s Miner* and *For God, Tsar and Fatherland* were shown at the European and Latin American School Film Symposium. These movies unquestionably have great artistic value. The director of *For God, Tsar and Fatherland*, Nino Kirtadze, a French film director of Georgian origin, won the first prize for her masterpiece at the 2007 Sundance Film Festival.

By presenting award-winning and internationally acclaimed films of great artistic value, the festival spotlighted documentary portrayals of foreign countries and their people and exposed viewers to important issues. Thus, over the course of screenings and panel discussions, our students and members of the general public were able to gain an understanding of the current situation and the history of those countries, their politics, economy, culture or even language itself.

Watching these movies involved more than comprehension of the meaning of basic vocabulary and grammar. In order to truly comprehend them, students needed to grasp the socio-cultural and psychological information, linguistic and extra-linguistic aspects, explicit and implicit content, emotional overtones, and illocutionary force of sentences.

The Devil’s Miner is a touching, straightforward movie about the hardships of teenagers working in the silver mines of Bolivia and their aspirations to earn money for education. It shows 14-year-old Basilio and his 12-year-old brother, Bernardino, living in poverty with their mother in the mountains of Bolivia. They bravely combat the deadly conditions of the Cerro Rico silver mines while working long shifts in order to better their lives and follow their dreams.

For God, Tsar and Fatherland is a complicated, controversial movie about nationalistic trends in Russia. It depicts a society longing for the glory of old Russia under autocratic rulers who supposedly got their power from God. The atmosphere of nationalism is specifically evoked in a monastery castle near Moscow whose owner, Mikhail Morozov,

governs his subordinates in an autonomous way. Is this society a microcosm of Russian patriotism today or just a group of extremists against democracy? This movie prompted a lot of heated discussions and diverse, conflicting comments after the screening.

I was honored to be a panelist and co-host of the European and Latin American Language School documentary film event with Professor Deanna Tovar, the Dean of the School. The Bolivian movie panel was represented by: Ms. M. Cubau and Mr. C. Iturrino, both Spanish Department Chairs; MSgt J. Hopper, Chief Military Language Instructor; and Professor D. Tovar, Panel Chair. The Russian movie panel comprised: Professor Dr. J. Franke, ELS Assistant Dean; Professor N. Marchenko-Fryberger, ME Assistant Dean; Professor Dr. M. Tsyppkin, NPS; 1Lt A. Efros, ELS Russian Linguist; and Professor Dr. T. Gryminka, Panel Chair.

The presentation of both movies was preceded by an introduction and pre-screening activities (namely, students' presentations about the area background of each movie) and was followed by post-viewing activities, including a lively exchange between the general audience and the panelists. Students were extremely engaged in all of the activities.

The pre-viewing activities for *For God, Tsar and Fatherland* also included clips from the movie designed to build the viewers' schemata and word-imagery association. The brainstorming and prediction were conducted in groups--mainly by students and class leaders. While brainstorming was an important strategy which explored students' existing knowledge and activated their background information, schema building relied on their expectations.

The post-viewing evaluation questionnaires prepared by the *Windows-to-the World Symposium* organizers yielded positive ratings and comments from the ELS students, teachers and their guests. The viewers appreciated the opportunity to watch the films and valued their authenticity, presentation of everyday situations, and demonstration of cultural overtones. They regarded them to be excellent learning experiences. They also valued the use of a variety of previewing and post-viewing activities that they considered useful for developing a deeper understanding of the movies. They believed these activities helped them break away from traditional textbook learning.

The film *The Devil's Miner* was regarded as "a good introduction to the Bolivian mining industry and Andean life." It was considered to be "an informative, eye-opening documentary film that was well made and a true window to the world."

The general public comments emphasized its value as a source of information about the target area and the realities and struggles that people must face and overcome. Dean Deanna Tovar, who hosted and participated in the Bolivian movie show, evaluated it very highly as an excellent event. It was impressive to hear students' reactions to the film. They were completely unaware of the suffering that comes with child labor in other countries."

The majority of participants believed that it was also an excellent idea to incorporate *For God, Tsar and Fatherland* into our education as a form of cultural awareness training. The documentary movie was considered to be "a fascinating insight into true Russia and its diversity," "the connections people rely on in positions of power," and "a good reminder of how some people will always have disturbing beliefs." Since the Russian movie was difficult to interpret, the viewers appreciated not only the accompanying activities but also the "qualified panel that helped explain the nuances and undertones of the film." Participants wrote that "the guest speaker panel alone made this event worthwhile" and

“gave the film educational value, while explaining very well what was to be read between the lines.” Comments praised it as “a very well-prepared event.”

We are truly grateful that we had the opportunity to host these films and we hope that the concept of the film symposiums will be continued at the DLIFLC. During our post-viewing exchanges with the ELS Dean Tovar and Ms Cubau I learned that the latter already began an area studies program based on the concept of the “Windows to the World.” The Spanish program purchased various interesting and valuable films and has incorporated them into the Spanish area studies program. The PEP Curriculum Development Section of the Russian Department is also incorporating acclaimed and current Russian movies into their area studies program.

In conclusion, the film symposium offered students and the general public an opportunity to learn about the political, social, economic and cultural life in foreign countries without having to rely on textbooks alone. It helped viewers understand higher-level language features such as irony, sarcasm, hidden meaning, and explicit and implicit intent. It also exposed the audience to current situational realities as well as real language with its colloquialisms and slang.

Windows to the World Symposium was an enjoyable and enlightening experience that helped break down stereotypes and promote a greater acceptance of differences and awareness of similarities of various cultures.

Review

Understanding Arabs: A Guide for Modern Times. 2006. By Margaret K. Nydell.
London, Boston: Intercultural Press. 4th Ed., pp. 261, \$14.93.

Reviewed by Foazi El-Barouki
Undergraduate Middle Eastern Studies School C

Orientalist as well as Arab scholars in the West contribute to a deeper understanding of Arabs and their place in the modern era. They discuss Arab society, Arab culture, family, Arabic language, religion and politics. They investigate the nature of existing social structure, beliefs, and traditions, and they compare them to the West. Andrew Hammond discusses a variety of current Arab political and cultural issues in *The Arab World, Society, Culture, and State* (2007). In it he focuses on ethnic, linguistic, and religious diversity in the greater Arab-Islamic tradition and vibrant contemporary culture that refers to itself as Arab. Halim Barakat in *The Arab World, Society, Culture, and State* (1993) presents a comprehensive portrait of Arab society emphasizing its complexity, specificity, and inner dynamics. Others, like Beth Baron focuses on women and family, see *The Women's Awakening in Egypt, Culture, Society, and the Press* (1994), and Mona N. Mikhail discusses Arab women writers in Egypt and North Africa, and their position in their society in the work *A Century of Arab Women in Literature and Culture* by Seen and Heard (2004).

The purpose of the book in hand: *Understanding Arabs: A Guide for Modern Times*, is to help westerners in America and Europe to understand the thought patterns, social relationships and ways of life of *today's* urban Arabs. This book is about the Arab world and pan-Arabism, which includes all Arabic-speaking peoples, of the middle and upper classes (businessmen and-women, bureaucrats, managers, scientists, professors, military officers, lawyers, and banking officials and intellectuals); addressing the way they interact with foreigners and with each other.

The author, Margaret K. Nydell, hopes that her book will undermine stereotyping by:

1. Explaining some of the behavioral characteristics of Arabs and their cultural background, thereby deepening the reader's understanding and helping avoid negative interpretations;
2. Serving as a guide to cross-cultural interaction with Arabs, which will help people make a favorable impression, and avoid inadvertent insults and errors of etiquette.

The readers of this book will find out more about hospitality of the Arabs, the large loving families, the wonderful food, and the kindness to children and elderly people. They will also discover that because Arabs have been subjected to a considerable amount of direct or indirect criticism by the West, they are sensitive to Westerners' statements about them. When contrasting Arab and Western cultural behaviors, the author is fair and honest; however, she is most definitely sympathetic to the Arab way of life.

The book is divided into 14 chapters, each dealing with a particular concept. Below, a summary of the chapters:

Chapter 1: *Beliefs and Values*

In this chapter, the author indicates that beliefs play a powerful role in determining the nature of Arab culture. According to the author, Arabs characteristically believe that things in life are ultimately controlled by fate rather than by humans; everyone loves children; wisdom increases with age; and the inherent personalities of men and women are vastly different because everyone believes in God, and acknowledges His power. Technically, humans cannot control their fate rather; all events depend on God's will. The reviewer thinks Arabs see Divine Providence (hence, the common expression "In-sha'llah") versus fate as directing life's happenings.

The outlook of life among Arabs is more homogenous than Westerners. Arabs share basic beliefs and values that cross national and class boundaries. Because Arab society is conservative and demands conformity from its members, social attitudes have remained relatively constant. The author indicates that Arab beliefs are influenced by Islam, even if they are not Muslims, and that family structure has essentially been the same across the centuries.

Regarding how the West views Arabs, Westerners do not typically distinguish among the religions and sects that exist in the Arab world, concluding all Arabs are Muslim. Actually, according to the author, Arabs' beliefs are influenced by Islam, even if they are not Muslims. So family structure and child-rearing practices are essentially identical. Arabs are not as mobile as Westerners, and they have a high regard of tradition. All Arab groups, Muslims and non Muslims, share common features including family's role, class structure, religious and political behavior, patterns of living, standards of social mortality, the presence of change, and the impact of economic development on people's lives.

The basic Arab values as summarized by the author in this chapter indicate that it is important to behave at all times in a way that will create a good impression on others, and that a person's dignity, honor, and reputation are highly important. As for as honor (or shame), it is often viewed as collective, pertaining to the entire family or group. Loyalty to one's family takes precedence over personal preferences, and social class and family background are the major determining factors of personal status, followed by individual character and achievement.

Other points for basic Arab self-perceptions as also summarized in this chapter indicate that Arabs are generous, humanitarian, polite, loyal, and distinguished from other groups. Arabs have a rich cultural heritage, as illustrated by their contributions to religion, philosophy, literature, medicine, architecture, art, mathematics, and the natural sciences (some of which were made by non-Arabs living within the Islamic empire).

Arabs feel that most of these outstanding accomplishments are largely unknown and unappreciated in the West. Despite the many differences among Arab countries, Arabs are a clearly defined cultural group and perceive themselves to be members of the Arab Nation (al-umma al-'arabiyya). For them, the experience of the Palestinians represents the most painful and obvious example. Furthermore, the Arab people see themselves as having been victimized and exploited by the West because according to the author most Westerners are perceived as anti-Arab and anti-Muslim and they do not distinguish between Arabs and Muslims.

Chapter 2: *Friends and Strangers*

The concept of friends and strangers is treated by the author in the sense that relationships are very personalized in the Arab culture and friendships develop quickly. But she thinks that the Arab concept of friendship, with its rights and duties, is quite different from the Western view. A friend in the Arab world is someone whose company is joyful. However, equally important to the relationship is the duty of a friend to provide help and do favors to the best of his or her ability.

Chapter 3: *Emotion and Logic*

This chapter discusses how people deal with emotions or values and the notion that objective versus subjective behavior is culturally conditioned. While objectivity is given considerable emphasis in Western culture, the opposite is true in Arab culture. Arabs emphasize their emotions to the point that Westerners are feeling discomfort and embarrassment. This behavior is labeled by Westerners as immature so, they impose their own values on what they have observed.

Chapter 4: *Getting Personal*

There are noticeable differences between Westerners and Arabs in the culturally determined concept of what constitutes personal behavior or a personal question. According to the author, this subject is rarely discussed openly, and it becomes natural for each group to define what is personal or private. Generally, Westerners feel that Arabs become too personal, too soon.

Those questions that Arabs consider too personal (if asked by a man), are those specifying women in the family. The author recommends that it is best to ask about “the family”, not a person’s wife, sister, or grown daughter. As far as sensitive subjects, Arabs favor talking about religion and politics in their social conversation, especially the issues of Palestine and the legacy of colonialism and imperialism. She suggests that if the listener cannot fully agree with the discussion, s/he usually does not elaborate, saying that s/he hopes for a lasting peace. You may change the topic and suggest talking about desirable topics like the contribution of Arabs in history, the traits of an ideal person, extended family, the Arabic language, literature, and poetry.

Chapter 5: *Men and Women*

The maintenance of family honor is one of the highest values in Arab society, and many Westerners fail to understand that, because misbehavior by women is believed to do more damage to family honor than misbehavior by men. Therefore, traditionally, well defined patterns of behavior have been developed to protect women and help them avoid situations that may give a false impression or unfounded gossip. The nature of social interaction however, is carefully controlled and it differs among the Arab countries. In Saudi Arabia, for example, social interaction is restricted to a great degree. Arab men and women are careful about appearances when they meet. The author observed that the public display of intimacy between men and women is strictly forbidden by the Arab social code, and there should be no holding hands, linking arms, kissing, or prolonged touching.

The status of women who are integrated in the workforce also differs from one place to another. For example in countries like Morocco, Tunisia, Egypt, Lebanon, Syria, Jordan and Iraq, educated women have been actively involved in all levels of society. At least in four non-Arab Islamic countries, women have been heads of state. These countries are: Pakistan, Bangladesh, Indonesia, and Turkey. Actually, a number of women are also involved in public key government positions in many Arab states.

Chapter 6: *Social Formalities and Etiquette*

This chapter addresses Arab society's social formalities and rules of etiquette, and its extreme importance to Arab culture. Good manners in the Arab culture make up the most related factors in evaluating a person's character in all cultural concepts including hospitality; time and appointments; discussing business; sharing meals; smoking; and rules of etiquette.

It is impossible for a Westerner however, to learn all the rules of Arabic culture. The author comments that in the presence of royalty, some social situations implement not to cross your legs, or would be incorrect to smoke in the presence of a high-ranking older man.

Chapter 7: The Social Structure

Arab society is structured into three social classes (upper, middle, and poor) and individuals inherit the social class of their family. Some Arab governments like Libya and the former South Yemen experimented with class-less societies, but their experiments did not have a major affect on the basic attitudes of the people. However, the degree of attitude differences, way of life, and privilege among those classes differs between rich-unpopulated, and poor- overpopulated countries

Chapter 8: *The Role of the Family*

The author explains that Arab society is built around a large and extended family system. Members of a family feel strong ties and affiliation with their relatives and extended family beyond aunts, uncles, cousins, and immediate family. Most Arabs have over a hundred "fairly close" relatives and blood relationships may extend beyond these numbers. Within this extended family, an Arab man is recognized as the head of his immediate family, and his role and influence are overt and family loyalty and obligations take precedence over loyalty to friends or the demands of a job.

The author also explains that Arabs dearly love children, and both men and women express that love openly. As a matter of fact, in traditional Arab culture there has always been a marked preference for boys over girls because men contribute more to the family's influence in the community. However, the most important requirement for a good child in Arab culture is the respectful behavior in front of adults.

Chapter 9: *Religion and Society*

In this chapter the author explains that Arabs identify themselves strongly with whatever religious groups they belong to or whether they participate in religious observances or not. In order for a Westerner to avoid causing offense by indiscreet statements

or actions he/she must be aware of the role of religion in Arab life. No matter what the religion is, Arabs place great value on piety and respect anyone who sincerely practices his or her religion. Yet, the application of Islamic law differs by country and local interpretation of the Qur'an and Sharia law. Some countries like Saudi Arabia, Libya, and Sudan follow it almost exclusively in domestic and criminal law, but most have modified or supplemented it.

Chapter 10: *Communicating with Arabs*

The author specifies that this chapter is about the Arabic language. Arabic is the native language of 300 million people and the official language of twenty countries. "In 1973 it was named the fourth official language of the United Nations, and it is the sixth most widely spoken language in the world," and it was originated "as one of the northern Semitic languages" (p. 93). According to the author of this book, the only other Semitic languages in use today are Hebrew (reviewed as a spoken language only) and Amharic the southern Semitic branch Ethiopian language. Other Semitic languages in Lebanon, Syria, and Iraq include: Aramaic, Syriac, and Chaldean.

Chapter 11: *Islamic Fundamentalism (Islamism)*

According to the author, Islamic fundamentalism is a political and social issue. It is not part of the mainstream Islamic religion. She explains that 10 percent of the Muslims may describe themselves as true fundamentalists, meaning religious conservatives and not extremist Islamists. She further explains that extremists exist in every religion and that all what the society can do is to try to control them. The author believes however, that Muslims all over the world are not mysterious, or exotic. They are ordinary people with no interest in harming non-Muslims or interfering with their life. All what they want is to get on with their lives, get an education, find a job, raise their children and participate in family and community life.

Chapter 12: *Anti-Americanism*

In this chapter the author indicates that a guided book about Arabs cannot ignore the growing sentiment of anti-Americanism among Middle Eastern Arabs and Muslims today. She stresses the importance of this trend because it is increasing, and it needs to be understood. However, she asserts that Middle Eastern Muslims and Arabs do not hate America, nor do they hate the American people. It is only the extremist fringe that hates America.

Chapter 13: *Arabs and Muslims in the West*

Curiously, the author, again, wrongly distinguishes between Arabs and Muslims. The author observes that the Arab and Muslim immigration to the West has been drastically rising, and it continues to rise. This sharp trend toward increased emigration (except from Saudi Arabia and the Gulf states), has affected the host countries and also the societies back home. She asserts however, that Muslims and Arabs are made up of entirely different populations. Statistics are available for both of these groups in the United States as well as in Europe. In the United States alone, there are more than three million people of Arab origin. Of those, more than half (possibly as many as 70 percent) are Christian, and the rest are Muslim. In the nineteenth and early twentieth centuries Christians, especially

Lebanese and Syrians, got a head start and began their emigration to the States. Half of today's Arab-Americans were born in the US. The Arabs who arrived during or after the 1960s are mostly Muslims.

Chapter 14: *The Arab Countries: Similarities and Differences*

The author explains that generalization about Arabs is a little like generalizing about Europeans because they have many traits in common, even though their regional differences are striking. She indicates that Arabs are more alike than Europeans, because they share the same language and, they believe strongly that they are a cultural unit, and one Arab nation. Despite shifting political affiliation, Arab nationalism has a broad appeal.

The book refers to 17 Arabic countries and 22 members of the Arab League, and 55 countries of the world with Muslims majority of 1.5 billion. In the mean time, there are about 300 million Arabs, 5 percent of whom are Christians. The author believes that Islam is the world's fastest growing religion, and due to immigration it has become the second-largest religion in both the United States and Europe.

The diversity of population and the distribution of religious sects among Arabs vary between one country and another. The book discusses similarities and differences in terms of social structure in all Arab countries, but I am limiting this discussion to few Arab countries. Among the 18 million people of the country of Syria, there are about 5, to 10 % Christians, and about 90 % are Muslims. Seventy four percent of those are Sunni, one-tenth are Kurds; the rest belong to other minority Islamic sects and ethnic groups. The most notable Muslim sect is that of the Alawites (which is a variation of Shiism), 14 % followed by Druze, 3 % and Ismailies 1%. There are 85 Jews living in Damascus. They refused to migrate to Israel and remained in Syria.

Seventy five percent of the 25 million Iraqi are Arabs, and 20 % non-Arab Kurds. The remainders are minority ethnic groups: Turkmans, Assyrians, and Armenians. Ninety-seven % of the Iraqis are Muslim, of whom 60 % are Shia; and 3 % are Christians. In Lebanon, which has a population of about 4 million people, is divided between Christian denominations and Muslim sects, there are 19 different types of religious law recognizing 14 Christian and five Muslim sects. Egypt which is about 76 million people and considered by far the largest population of any Arab nation has about 96 % Muslims and 6 % Christians.

Conclusion

The author concludes that the more you socialize and interact with Arabs, the sooner you will abandon stereotyped impressions of them. Individuals behave differently, but patterns emerge if you look for them. According to the author, soon one will be able to understand and even predict actions and reactions, some of which may be different from what is expected. The task is to become aware of how and why things happen in order to feel comfortable with new social patterns as soon as possible.

The author further concludes that Arab culture is complex but not unfathomable or totally exotic. She believes that Arabs are demonstrative, emotional, and full of zest for life. She recommends that interacting with Arabs need not be a source of anxiety. In sum, if the non-Arab displays common sense, consideration of others, and knowledge of Arab customs and traditions, he/she will have a rich and rewarding experience among the Arab peoples.

All in all, my opinion is that the author in this book has achieved her goals of explaining some of the behavioral characteristics of Arabs and their cultural background, and serving as a guide to cross-cultural interaction with Arabs. Reading this book will help Westerners avoid negative interpretations and inadvertent insults and errors of etiquette.

The author however, failed to view the Arab world as a single, overarching society, and failed to recognize the social reality of the Arab world. Despite the fact that Arabs share basic beliefs and values that cross national and class boundaries, the author viewed the Arab world as a collection of several independent nation-states that increasingly, and particularly in times of crisis, assert their differences and separate identities. The fact is that social reality carries within it the potential for both unity and divisiveness.

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General Information

Calendar of Events*

2009 Events

- International Pragmatics Association (IPrA)**, 12–17 July, Melbourne, Australia.
Contact: Web: ipra.ua.ac.be/
- EUROSLA**, 2–5 September, University College, Cork, Ireland. Contact: EUROSLA,
Email: eurosla19@ucc.ie, Web: eurosla19.com/index.html
- British Association for Applied Linguistics (BAAL)**, 3–5 September, Newcastle, UK.
Contact: BAAL, Web: www.baal.org.uk
- 6th International Conference on Third Language Acquisition and Multilingualism**,
10–12 September, Bolzano-Bozen, Italy. Contact: L3 Conference, Centre for
Language Study, Via Dante 9, 39100 Bozen, Italy; Email: L3conference@unibz.it, Web: www.unibz.it/L3conference
- 3rd Biennial International Conference on Task-based Language Teaching**, 13–16
September, Lancaster, UK. Contact: Web: [www.lancs.ac.uk/fass/events/
tblt2009/index.htm](http://www.lancs.ac.uk/fass/events/tblt2009/index.htm)
- American Association for Corpus Linguistics**, 8–11 October, Edmonton, Alberta,
Canada. Contact: John Newman, Email: aacl2009@ualberta.ca, Web: www.ualberta.ca/~aacl2009/
- First International Conference on Foreign Language Learning and Teaching**,
16–17 October, Bangkok. Contact: Ms. Variyaporn Vangtan, Email: flt.litu@gmail.com, Web: www.flt2009.org/
- International Conference on Heritage Languages**, 23–25 October, Los Angeles, CA.
Contact: National Heritage Language Resource Center, Web: www.nhlrc.ucla.edu
- American Translators Association (ATA)**, 28–31 October, New York, NY. Contact:
ATA, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; (703) 683-6100,
Fax (703) 683-6122, Email: ata@atanet.org, Web: www.atanet.org
- Second Language Research Forum**, 29 October – 1 November, Michigan State
University. Contact: Second Language Studies, A-712 Wells Hall, East Lansing,
MI 48823; Email: slrf2009@msu.edu, Web: sls.msu.edu/slrf09/index.php
- African Studies Association (ASA)**, 19–22 November, New Orleans, LA. Contact:
Kimme Carlos, Annual Meeting Coordinator, Rutgers University, Douglass
Campus, 132 George Street, New Brunswick, NJ 08901-1400; (732) 932-
8173, Fax (732) 932-3394, Email: asaamc@rci.rutgers.edu Web: www.africanstudies.org
- American Council on the Teaching of Foreign Languages (ACTFL)**, 20–22 November,
San Diego, CA. Contact: ACTFL, 1001 N. Fairfax St., Suite 200, Alexandria,
VA 22314; (703) 894-2900, Fax (703) 894-2905, Email: headquarters@actfl.org,
Web: www.actfl.org
- American Association of Teachers of German (AATG)**, 20–22 November, San Diego,
CA. Contact: AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034;
(856) 795-5553, Fax (856) 795-9398, Email: headquarters@aatg.org Web:
www.aatg.org
- American Association of Teachers of Italian (AATI)**, 20–22 November, San Diego,
CA. Contact: Edoardo Lebano, Executive Director, AATI, Department of
French and Italian, Indiana University, Ballentine 642, Bloomington, IN
47405; (812) 855-2508, Fax (812) 855-8877, Email: elebano@hotmail.com,
Web: www.aati-online.org/

- Chinese Language Teachers Association (CLTA)**, 20–22 November, San Diego, CA. Contact: CLTA, Cynthia Ning, Executive Director, 416 Moore Hall, 1890 East-West Road, University of Hawaii, Honolulu, HI 96822; (808) 956-2692, Fax (808) 956-2682, Email: clta@clta-us.org, Web: clta-us.org
- National Network for Early Language Learning (NNELL)**, 20–22 November, San Diego, CA. Contact: NNELL, PO Box 7266, B 201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; Email: nnell@wfu.edu, Web: www.nnell.org
- Applied Linguistics Association of Australia (ALAA) and New Zealand (ALANZ)**, 2–4 December, Auckland, NZ. Contact: Web: www.alanz.ac.nz/conferences/
- Modern Language Association (MLA)**, 27–30 December, Philadelphia, PA. Contact: MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789; (646) 576-5000, Fax: (646) 458-0030, Web: www.mla.org

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- Linguistic Society of America (LSA)**, 7–10 January, Baltimore, MD. Contact: LSA, 1325 18th St. NW, # 211, Washington, DC 20036-6501; (202) 835-1714, Fax (202) 835-1717, Web: www.lsadc.org
- Central States Conference on the Teaching of Foreign Languages (CSCTFL)**, 4–6 March, Minneapolis, MN. Contact: Patrick T. Raven, Executive Director, CSCTFL, PO Box 251, Milwaukee, WI 53201-0251; (414) 405-4645, Fax (414) 276-4650, Email: CSCTFL@aol.com, Web: www.csctfl.org
- American Association for Applied Linguistics (AAAL)**, 6–9 March, Atlanta, GA. Contact: AAAL, 3416 Primm Lane, Birmingham, AL 35216; (205) 824-7700, Fax (205) 823-2760, Email: info@aaal.org, Web: www.aaal.org
- Teachers of English to Speakers of Other Languages (TESOL)**, 24–27 March, Boston, MA. Contact: TESOL, 700 S. Washington Street, Suite 200, Alexandria, VA 22314; (703) 836-0774, Fax (703) 836-7864, Email: info@tesol.org, Web: www.tesol.org
- Association for Asian Studies (AAS)**, 25–28 March, Philadelphia, PA. Contact: Association for Asian Studies, Inc., 1021 East Huron Street, Ann Arbor, MI 48104; (734) 665-2490, Fax (734) 665-3801, Web: www.aasianst.org
- Northeast Conference on the Teaching of Foreign Languages (NECTFL)**, 25–27 March, New York, NY. Contact: Rebecca Kline, Executive Director, NECTFL, c/o Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; (717) 245-1977, Fax (717) 245-1976, Email: nectfl@dickinson.edu, Web: www.nectfl.org
- Southwest Conference on Language Teaching (SWCOLT)**, 8–10 April, Dallas, TX. Contact: Contact: Jody Klopp, Executive Director, SWCOLT; Email: jklopp@cox.net, Web: www.swcolt.org
- Southern Conference on Language Teaching (SCOLT)**, 15–17 April, Salem, NC. Contact: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; (770) 992-1256, Fax (770) 992-3464, Email: lynemcc@mindspring.com, Web: www.scolt.org
- American Educational Research Association (AERA)**, 30 April – 4 May, Denver, CO. Contact: AERA, 1430 K Street, NW, Washington, DC 20005; (202) 238-3200, Fax (202) 238-3250, Web: www.aera.net
- International Reading Association (IRA), Annual Convention North Central**, 2–6 May, Los Angeles, CA. Contact: International Reading Association, Headquarters Office, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139; Email: pubinfo@reading.org, Web: www.reading.org
- Internationaler Germanistenkongress (IVG)**, 30 July – 7 August, Warsaw, Poland. Contact: IVG, Email: ivg@uw.edu.pl, Web: www.ivg.uw.edu.pl

- British Association for Applied Linguistics (BAAL)**, 9–11 September, Aberdeen, UK.
Contact: BAAL, Web: www.baal.org.uk
- African Studies Association (ASA)**, 18–21 November, San Francisco, CA. Contact: Kimme Carlos, Annual Meeting Coordinator, Rutgers University, Douglass Campus, 132 George Street, New Brunswick, NJ 08901-1400; (732) 932-8173, Fax (732) 932-3394, Email: annualmeeting@africanstudies.org, Web: www.africanstudies.org
- American Council on the Teaching of Foreign Languages (ACTFL)**, 19–21 November, Boston, MA. Contact: ACTFL, 1001 N. Fairfax St., Suite 200, Alexandria, VA 22314; (703) 894-2900, Fax (703) 894-2905, Email: headquarters@actfl.org, Web: www.actfl.org
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- National Network for Early Language Learning (NNELL)**, 19–21 November, Boston, MA. Contact: NNELL, PO Box 7266, B 201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; Email: nnell@wfu.edu, Web: www.nnell.org

2011

- Linguistic Society of America (LSA)**, 6–9 January, Pittsburgh, PA. Contact: LSA, 1325 18th St. NW, # 211, Washington, DC 20036-6501; (202) 835-1714, Fax (202) 835-1717, Web: www.lsadc.org
- Central States Conference on the Teaching of Foreign Languages (CSCTFL)**, 3–5 March, Indianapolis, IN. Contact: Patrick T. Raven, Executive Director, CSCTFL, PO Box 251, Milwaukee, WI 53201-0251; (414) 405-4645, Fax (414) 276-4650, Email: CSCTFL@aol.com, Web: www.csctfl.org
- Southern Conference on Language Teaching (SCOLT)**, 10–12 March, Baton Rouge, LA. Contact: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; (770) 992-1256, Fax (770) 992-3464, Email: lynnemcc@mindspring.com, Web: www.scolt.org
- Teachers of English to Speakers of Other Languages (TESOL)**, 17–19 March, New Orleans, LA. Contact: TESOL, 700 S. Washington Street, Suite 200, Alexandria, VA 22314; (703) 836-0774, Fax (703) 836-7864, Email: info@tesol.org, Web: www.tesol.org
- Southwest Conference on Language Teaching (SWCOLT)**, 7–9 April, Albuquerque, NM. Contact: Contact: Jody Klopp, Executive Director, SWCOLT; Email: jklopp@cox.net, Web: www.swcolt.org
- American Educational Research Association (AERA)**, 8–12, April, New Orleans, LA. Contact: AERA, 1430 K Street, NW, Washington, DC 20005; (202) 238-3200, Fax (202) 238-3250, Web: www.aera.net

Information for Contributors

Purpose

The purpose of this internal publication is to increase and share professional knowledge among DLIFLC faculty and staff, as well as to promote professional communication within the Defense Foreign Language Program.

The success of *Dialog on Language Instruction* depends on your cooperation and support.

Submission of Manuscripts

All materials submitted for publication should conform to the guidance in this section. For additional guidance, refer to *Publications Manual of the American Psychological Association* (4th Ed., 1994), available from the American Psychological Association, P. O. Box 2710, Hyattsville, MD 20784.

We encourage you to submit a previously unpublished manuscript, a review, a description of innovative classroom activities, a news item, or even a comment on language instruction. Express your ideas on all aspects of language instruction including teaching, learning, and research. Present your findings on language teaching, learning, classroom strategies and techniques, and applied research.

Please note that *Dialog on Language Instruction* accepts only original manuscripts with the understanding that they have not been submitted for publication elsewhere.

Articles

Manuscripts should not exceed 20 double-spaced pages. Divide your manuscript into the following sections:

- Abstract
 - Introduction
 - Method or Organizing Construct
 - Discussion
 - Conclusion
 - Appendices
 - Notes
 - References
 - Acknowledgments
 - Author

Abstract

Provide a brief overview of your manuscript in 75 to 100 words. First, identify the topic of your manuscript in one sentence. Next state the purpose and the scope of your manuscript in a couple of sentences. Next name the sources used, for example personal observation, published books and articles. Finally, state your conclusion in the last sentence of the abstract.

Introduction

Describe the purpose of the manuscript. Relate it to the content of the recently, within the last two to three years, published literature. Describe work that had a direct impact on your study. Avoid general references. Cite only pertinent research findings and relevant methodological issues. Provide the logical continuity between previous and present work. Identify the main issues of your study. Point out the implications of your study.

Introduction should not exceed 20 percent of the body of your manuscript.

Method or Organizing Construct

Method

Describe how you conducted the study. Give a brief synopsis of the method. Next develop the subsections pertaining to the *participants*, the *materials*, and the *procedure*.

Participants. Identify the number and types of participants. Specify how they were selected and how many participated in each experiment. Provide major demographic characteristics such as age, sex, geographic location, and institutional affiliation. Identify the number of experiment dropouts and the reasons they did not continue.

Materials. Describe briefly the materials used and their function in the experiment.

Procedure. Describe each step in the conduct of the research. Include the instructions to the participants, the formation of the groups, and the specific experimental manipulations.

Organizing Construct

Divide this part into subsections. Focus each subsection on a specific issue identified in the introduction. In each subsection, identify the issue, describe it, and present your finding.

Discussion

Respond to the following questions guide: (1) What I have contributed here? (2) How has my study helped to resolve the original problem? (3) What conclusions and theoretical implications can I draw from my study?

Conclusion

Summarize your findings.

References

The list of references should be submitted on a separate page of the manuscript with the centered heading: *References*. The entries should be arranged alphabetically by surnames of authors. The sample list of references below illustrates format for bibliographic entries:

- Doe, H., & Burt, M. (2008). Errors and strategies in child second language acquisition. *TESOL Quarterly*, *16*(1), 93-95.
- Long, D. P. (2007). *Testing English as a foreign language*. New York: Putnam. 2007.

Reference citations in the text of the manuscript should include the name of the author of the work cited, the date of the work, and when quoting, the page numbers on which the material that is being quoted originally appeared, e.g., (Jones, 2001, pp. 235-238). All works cited in the manuscript must appear in the list of references, and conversely, all works included in the list of references must be cited in the manuscript.

Notes

They should be used for substantive information only, and they should be numbered serially throughout the manuscript. Subsequently, they all should be listed on a separate page titled *Notes*.

Faculty Exchange

This section provides an opportunity for faculty to share ideas through brief articles up to two double-spaced pages on innovative classroom practices, such as suggestions on communicative activities, team teaching, use of media and realia, and adaptation of authentic materials. Each sample of a model classroom activity should state the purpose, provide instructions and, if applicable, give supporting texts or illustrations.

Reviews

Manuscripts should not exceed two double-spaced pages. Reviews of textbooks, scholarly works related to foreign language education, dictionaries, tests, computer software, video tapes, and other non-print materials will be considered for publication. Both positive and negative aspects of the work(s) being considered should be pointed out. The review should give a clear but brief statement of the works contents and a critical assessment of contribution to the profession. Quotations should be kept short. Do not use footnotes. Reviews that are merely descriptive will not be accepted for publication.

News and Views

Manuscripts should not exceed one double-spaced page. Items related to language instruction such as reports on conferences, official trips, official visitors, special events, new instructional techniques, training aids or materials, research findings, news items, etc., will be considered for publication.

Specifications for Manuscripts

Manuscripts should double-spaced, with margins of about 1.25 in. on all four sides and should be numbered consecutively. The first page should include only the title and the text. Only black and white should be used throughout the manuscript including for graphics and tables.

It is recommended that passages or quotations in foreign languages be glossed or summarized. Authors are advised to prepare a note pertaining to their professional status. An author's name, position, department, school, address (if outside of DLIFLC), and interests would be identified in the note. An example of such a note is presented below:

Author

JANE C. DOE, Assistant Professor, Foreign Language Education, University of America, 226 N. Madison St., Madison, WI 55306. Specializations: foreign language acquisition, curriculum studies.

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Specifications for E-mail

Attach original manuscripts to e-mail.

aj@us.army.mil

Review Process

Each manuscript will be evaluated anonymously by at least two foreign language educators. To assure anonymity, authors should not put their names on submitted manuscripts, but should include a separate document listing the title of the manuscript, author's name, department/division, and telephone number.

Each author will be informed of the evaluation results. In general, a manuscript will be accepted for publication if two anonymous readers recommend acceptance, and, by the same token, manuscripts not recommended by the readers for publication will be rejected. In cases in which one reader recommends acceptance, and the second one, rejection—a third reader will be asked to review the manuscript.

Accepted Manuscripts

A manuscript accepted for publication may be accepted “as is” or may require certain revisions which may target the need to consider other sources, or to elaborate on a certain point; or, finally, may address such minor details as a typo or a lack of citation. In the latter case, the author is asked to revise it and subsequently the editor checks whether the author complied thoroughly with the guidance

Rejected Manuscripts

Manuscripts are rejected due to such major flaws as:

- inappropriate/unsuitable topic for DLIFLC
- lack of purpose
- lack of your own original input
- lack of organization
- poor quality of writing
- lack of applicability to instruction

The editor duly informs the author that the manuscript is unacceptable for publication. Normally this finding ends the revision process.

In some cases, an author whose manuscript was already rejected decides to revise the manuscript thoroughly and to resubmit it for publication. Since the quality of the version is unpredictable, no promises can be issued to the author regarding publication.

Correspondence

Submit your correspondence and manuscripts preferably by email to

aj@us.army.mil

or by mail to *Dialog on Language Instruction*, ATTN: ATFL-AP-AJ (Editor), Defense Language Institute Foreign Language Center, Presidio of Monterey, CA 93944-5006.

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