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Serving the military and civilian communities of the Defense Language Institute Foreign Language Center and Presidio of Monterey



DLIFLC to receive \$362M for language proficiency enhancement

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From the top

By Col. Tucker B. Mansager

We are a military at war, serving a nation at war. All of us at the Defense Language Institute Foreign Language Center contribute to the Global War on Terror by either learning, teaching or facilitating the learning and teaching of languages that allow our country to gather information on our enemies, as well as help form alliances to defeat those enemies.

We at the Presidio of Monterey play a vital role in this long war, and are essential to assuring the ultimate victory of civilization over the barbarity of terrorism. DLIFLC has grown in many ways since the terrorist attacks of Sept. 11th, 2001, and will continue to grow. As such, we have conducted a comprehensive review of how we accomplish our mission to ensure we are capable of dealing with the increased demands, as well as delivering that which is being asked of us, whether it is higher proficiency of our linguists or higher quality of the language products we deliver.

We have to grow our organization in many ways. Staff structure must grow to support greater reliance on contracting, to deal with increased budgets (and scrutiny thereof), to minimize the burden on the service units, and to seize opportunities afforded us by enhanced domestic and international contacts. Academic structure must grow as we go through an unprecedented hiring period to support one essential component of the Proficiency Enhancement Program – lower student to teacher ratios. Information technology infrastructure must grow so that we can make maximum use of all the 21st Century can offer us to learn in ways that our students are not only accustomed to, but actually expect of us.

We must grow professionally as well. Diagnostic assessments will help students understand how they can maximize their learning opportunities while they are at DLIFLC. Instructors must learn how to conduct these assessments, as well as how to counsel students for optimal performance, while simultaneously improving their technological and pedagogical skills. All leaders must not only master the art of getting the most out of their teams, but also must groom and mentor their team members to become the leaders of tomorrow. As we travel this road, we cannot lose sight of the fact that those in the military are warriors first.

The hard-won skills from Basic Training can atrophy in a purely academic environment. We must do what we can, within our means, to ensure our warriors maintain those skills while simultaneously adding a language to



Col. Tucker B. Mansager
DLIFLC & POM Commander

their kit bag. As many have heard me say, a 3/3/3 Arabic linguist is of little use to anyone if he or she cannot react properly in an ambush and ends up a casualty. After a number of meetings, conversations and debates, we have adopted the following as the vision for the DLIFLC:

The acknowledged leader in all aspects of defense foreign language education, DLIFLC is an innovative, transformed, and continually adapting organization, operating on the cutting edge of language instruction and technology.

DLIFLC to receive \$362 million for language proficiency enhancement

By Natela A. Cutter
Presidio of Monterey Public Affairs

The Defense Language Institute Foreign Language Center will receive \$362 million over the next five years to implement the Proficiency Enhancement Program which aims to improve the language proficiency of DLIFLC graduates as well as provide training support to linguists in the field.

"We certainly welcome this funding. Now is the time to comprehensively re-look our processes with a view to transform them to deal with the heavier demands placed on us by the War on Terrorism," said DLIFLC Commandant, Col. Tucker B. Mansager.

The PEP implementation aims to reduce the student-teacher ratio by shrinking the class size from 10 students to six, for more difficult languages, and from 10 to eight for easier to learn languages. The fundamental reasoning behind the PEP is to give students more individual attention by teachers, and thus improve their final proficiency scores.

The complete implementation of the PEP program, already underway in some language departments, will call for the hiring of over 800 new faculty members. Funding will also be used to create new language curricula as well as expand overseas immersion training programs, which have a profound affect on student final proficiency scores.

Additional funding will be used to further pilot and implement the immersion program inside the United States and abroad. Immersion courses are currently conducted on a one to three day basis, where students reside with their teachers and Military Language Instructors in a building and exclusively speak the target language. Overseas immersion programs have been successfully piloted in Russia, China, and France, while plans are underway to expand the program to Korea, Egypt and other countries.

"The idea is that they (students) need to live, eat, drink and sleep the language. I am a strong believer in immersion," said Mansager who is also a 1993 DLIFLC Polish language graduate and had the opportunity to live, study and travel in Poland.

To accommodate DLIFLC's growth since 9/11, a sum of \$80 million will be used to fund the construction of three new classroom buildings at the Presidio of Monterey. Construction is expected to begin in 2008

with a target completion date of 2012. The new facilities will provide an additional 200 classrooms and offices, to accommodate new students and incoming faculty, as well as staff and students located in leased buildings in Monterey.

The PEP implementation aims to reduce the student-teacher ratio by shrinking the class size from 10 students to six, for more difficult languages, and from 10 to eight for easier to learn languages.

In addition to the funding for the multi-year PEP plan, this fiscal year Congress directed increases of \$7.9 million to augment existing and initiate five language-related programs, which in the past were not fully funded.



The Global Language On-line Support System, also known as GLOSS, will receive \$1.68 million. GLOSS is an Internet based system that provides on-demand language training for both military and government linguists to maintain and enhance their language proficiency. The funds will help expand the program, run by DLIFLC's Curriculum Development Division, by increasing the repository of on-line materials available in the 10 existing languages, and adding six new languages in the coming year.

"The impact and benefits of GLOSS in helping field linguists without regular access to formal classroom instruction, as well as DLI students striving for



View of the growing campus at the Defense Language Institute Foreign Language Center.

higher proficiency, cannot be overstated. The system not only provides a convenient, easy to navigate, and non-threatening environment for self-study, but it also offers high-quality content, carefully calibrated to suit the needs of individual users,” said Curriculum Development Dean Steve Koppany.

ability to more accurately measure their abilities will allow students to better focus their limited training time, whether learning on-line through a program such as GLOSS, or when attending a course to refresh their knowledge of the target language.

A sum of \$2.1 million will be used to purchase SCOLA, a non-profit educational organization that receives and re-transmits television programming from around the world via its cable system or via the Internet and video-streaming. SCOLA programming is an integral part of DLIFLC’s daily classroom activities and curriculum.



The Defense Language Aptitude Battery, or DLAB test, will receive \$1 million of funding to automate the current test and begin research on the next generation’s test. The DLAB, which is over 30 years old, is used to indicate a student’s ability to learn a foreign language prior to attending DLIFLC. Plans are underway to restructure the test and automate its delivery in order to recruit the best and brightest students. The follow-on research will determine the nature of changes necessary for a better aptitude test.

The broadcasts provide a wealth of current, authentic content, which in turn improves the student’s ability to acquire the target language.

Similarly, \$1 million has been earmarked for an On-line Automated Diagnostic Assessment of Language Proficiency series of tests, which will help linguists assess their skills in a given language. The

With the challenge of rapid growth in language programs and swiftly changing technology, DLIFLC will be able to standardize several generations of its language labs with the sum of \$ 2.125 million, invest in multimedia labs and create Language Resource Centers for after hour use. The Institute intends to standardize 10 existing language labs and stand up seven new centers located in the barracks in order to provide students access to all available language learning resources.

Presidio of Monterey dedicates Berlin Wall memorial

By Ben De La Selva,
President, DLI Alumni Association

A monument consisting of three 12-foot concrete sections of the Berlin Wall was dedicated Nov. 2, 2005 at the Presidio of Monterey to serve as a permanent reminder of the Cold War victory over communism.

The three sections, still covered with colorful graffiti scrawled upon them before the Berlin Wall was torn down in 1989, were donated by Walter Scurei, a native of Berlin who immigrated to the United States with his family in 1952 when he was a teenager.

"This is a significant event for me," Scurei said, "because I want to show young people how this country can provide anything one dreams of, and that is something we must protect. We need to remember this history and understand the value of freedom which we are defending."

Presiding over the ceremony, Col. Tucker B. Mansager, commandant of the Defense Language Institute Foreign Language Center and commander of the Presidio of Monterey, served in Berlin as an infantry lieutenant from 1986 to 1989 where the soldiers were nicknamed "Defenders of Freedom."

"It is entirely fitting and proper that we have a memorial for our victory in the Cold War here at DLIFLC as our graduates played a key role in tearing down this wall," he said. Mansager was referring to some 33,000 students who completed DLIFLC's Russian Basic Course and some 16,000

students who completed DLIFLC's German Basic Course during the five decades of the Cold War. Many DLIFLC graduates - cryptologists, intelligence personnel,

Foreign Area Officers and others of all Services - served at Field Station Berlin, Tempelhof and Marienfelde, as members of the U.S. Military

Liaison Mission Potsdam, East Germany, and in other military and diplomatic positions requiring language skills around the world.

"Our graduates not only gained information on adversaries on the other side of the Wall through their hard-won language skills, but with those same skills helped build and grow the coalition that faced down the evil of commu-



Col. Tucker B. Mansager, DLIFLC commandant, shakes the hand of Walter Scurei before the Berlin Wall memorial during the unveiling of the plaque. Standing on the podium left of Mansager is Scurei's sister Victoria Novak, and right of Scurei stands his brother Paul Scurei.
Photo/Sal Marullo

nism," said Mansager.

As a young soldier in Berlin, Mansager recalled that he and his fellow service members "planted the biggest American flag we could carry, to reinforce to all those around the United States' commitment to a free Berlin and by extension of freedom everywhere."

DLIFLC Chancellor, Dr. Donald Fischer, who served a tour as DLIFLC Commandant from 1989 to 1993, also addressed the guests.

"The new generation of students that has to deal with languages and cultures is far different and with much different goals than we had to deal with. To those students, I say that the torch is now passed to you," he said.



Photo/Sal Marullo

Mr. Peter Robinson, a research fellow at the Hoover Institution and former speech writer of President Ronald Reagan, speaks to the audience before the Berlin Wall memorial.

Fischer served nearly 16 years of his Army career in Germany. During this time he held staff and command assignments in tactical and logistics support units.

Dozens of dignitaries were present at the observance. They included Mr. Peter Robinson, a research fellow at the Hoover Institution and former speech writer of President Ronald Reagan, Robinson's guest, Mr. Edwin Meese, attorney general in the Reagan administration, Dr. Christiane Seebode, deputy consul general of the German Embassy in San Francisco, and mayors and city managers of the surrounding communities.

Scurei, a successful businessman from Arizona, attended the ceremony with his brother Paul Scurei, sister Victoria Novak and extended members of their family.

Scurei donated the three concrete slabs to the Institute after having met, by chance, the Installation Deputy Inspector General Billy Johnson in 2000.

"I was visiting my sister in Phoenix at the time, and she happened to tell me the story of her next door neighbor who had three huge slabs of the Berlin Wall in his back yard," recounted Johnson. "I couldn't believe it."

"After meeting Walter and finding out that he wanted to donate the pieces to an education institution, I suggested our Institute," said Johnson.

Scurei told Johnson that he had accidentally found the three sections of the Berlin Wall in an Arizona warehouse in 1998 and purchased them for \$9,000, which was the warehouse storage fee. He said the concrete slabs had been brought to the

United States by two businessmen who had bought them from the East German secret police in 1990 for the sum of \$110,000.

"For 28 years, the Berlin Wall, 93 jagged miles of concrete and barbed wire, cut the city of Berlin apart. The Berlin Wall was unique: instead of keeping adversaries out, it imprisoned Berlin's own citizens and the citizens of the Eastern Bloc. For 28 years, more than 5,000 people made their escape,

and more than 3,200 were arrested in the attempt to escape," said Scurei in his speech.

The dedication plaque before the Berlin Wall is fittingly inscribed with the following words: "To those who fell trying to reach freedom, those who fell preserving freedom, and all who served defending freedom." One of the most influential statements spoken by President Ronald Reagan June 12, 1987 to Soviet President Mikhail Gorbachev is also inscribed: "Mr. Gorbachev, tear down this wall!"

Robinson, who was the President's speechwriter at the time, recounted the anecdote to the audience of how this famous line became a part of history. "The President loved that line, but there was a lot of controversy over it..." he said, explaining that the entire White House apparatus, as well as the State Department, wanted the statement expunged from the speech.

"At one point," recounted Robinson who was not present at the particular meeting, the Deputy Chief of Staff Ken Duberstein "felt he had no choice but to take the matter back to the President for a final decision...and exercising all the arguments he had against it ...Ken said he saw a twinkle of a light come into the President's eyes. Ronald Reagan said, "Now, I'm the President, aren't I?" - "Yes, Mr. President, we're clear about that." - "So, I get to decide if that line stays in." - "Sir, it is your decision." - "Well then, it stays in," said Reagan.

"Largely because Ronald Reagan did the right thing, we have these three ugly but beautiful slabs of concrete here today, no longer in Berlin as a monument to an evil empire, but here in Monterey as a monument to American determination," said Robinson.

Cultural differences: beware!

By PH2 (SW) Grant Probst

You may want to think twice before you throw your feet up on the table and give someone a thumbs-up, if you live abroad. Just because it is OK to do something at home does not mean it would be OK to do the same thing in public in another country. This truism is the same with most cultures, customs, and nations. Common everyday gestures and language can be misinterpreted or mean something entirely different and opposite in varying cultures.

American conversationalists agree that maintaining eye contact and attentive body language is the key to success in having an important conversation. Although this talking tactic is crucial in the United States, "Koreans typically don't maintain direct eye contact during conversations," said Staff Sgt. Jermaine Speed, a Korean Military Language Instructor. In Korean culture, it is considered rude and aggressive to maintain eye contact when speaking to them.

In the United States hand gestures in our noisy society have become commonplace. The OK symbol is a good thing, while in other areas of the world, such as South America or the Middle East, that same gesture refers to a certain body part and is considered very rude.

Movie critics such as Ebert and Roeper have made successful careers of the thumbs up, thumbs down gesture to rate the success or failure of a movie. This thumbs up gesture is accepted nationwide as something positive, an understanding of "affirmative," or "yes." But this very same gesture used in Middle Eastern regions can be seen as the exact opposite and is interpreted as a grave insult.

Even hands themselves can be misunderstood. In a lot of cultures, left hands are considered the "business" hand or the hand used for personal hygiene. So the very strong American two-handed handshake can be considered tacky or rude. This also puts people who are left-handed at a disadvantage overseas when eating or doing daily tasks, and must be thought about much more often.

When a hard working day is over or it is time to relax, throw your feet up on your table or stretch out on the couch? Not so in the Middle East. The bottom of the foot is considered the dirtiest part of the body and showing it to someone gives the impression that they are lower and dirtier than your feet. Therefore, showing your sole is extremely rude.

Body language and customs can turn an everyday conversation hostile if used improperly. With diligent studying of cultures and customs, along with language, most of these misunderstandings can easily be avoided.



Photo/PH2 (SW) Grant Probst

To learn more about customs, culture, and politics of various nations, visit our linguist support website at <http://www.LingNet.org>

Cutting edge technology at DLIFLC improves student proficiency

By Robert Lee, SYColeman
IT Curriculum Development Division

As the largest organization in the United States dedicated solely to the teaching of foreign languages, the Defense Language Institute Foreign Language Center is often at the forefront in evaluating and leveraging new and innovative technologies to maximize the effectiveness of instruction for both resident and non-resident programs.

DLIFLC employs over 1,200 full-time faculty and staff who are all integral to the mission of delivering instruction across more than two dozen languages to upwards of 3,500 service men and women from all branches of the military. The success of this mission, which is paramount to the nation's security, hinges directly upon the Institute's ability to manage tremendous volumes of digital information traversing not only the local campus, but the entire globe. The office of the

Chief Information Officer bears the responsibility for ensuring this vital support is available 24/7. The office of the CIO must be always looking ahead, identifying, securing, implementing and maintaining the latest technology available. It serves as the point of convergence for all of the Institute's information technology requirements.

"The investment in new technology will pay off by providing the newest and most innovative learning and teaching tools for students and instructors," said DLIFLC's Chief Information Officer, Lt. Col. Jorge Serafin.

A strategic Information Technology plan was developed through a collaborative effort which addressed the current and future concerns of the Institute. Not only did the Institute's leadership provide input, the voice of the faculty, staff and students was also heard. This level of participation



Student watches Chinese news broadcast on interactive whiteboard, called Smart Board.
Photo/Natela Cutter



Students working in multimedia lab, Classroom XXI. Photo/courtesy of IT department

clearly demonstrates the Institute's commitment to identifying and implementing the best information technology solutions for DLIFLC.

It goes without saying that certain key elements of the IT plan specifically target DLIFLC's projected increases in the student load over the next few years. In addition, the plan takes into consideration the fact that the expectations upon graduation have also increased. To achieve these higher graduation requirements, the Institute implemented the Proficiency Enhancement Program, or PEP, as it is more commonly known. The PEP is dedicated to significantly improving graduates' overall language proficiency, but doing so without increasing the course length.

How exactly will this be accomplished? First, the student-to-teacher ratio will be decreased from 10 to 1 down to 6 to 1. The PEP envisions an increase of some 800 faculty and staff over the next five years. This means more classrooms, which in turn means more IT infrastructure. The new and enhanced infrastructure will bring increased capabilities – students armed with tablet PCs and iPods will be interconnected via an upgraded wired and wireless network. This "virtual" classroom will now extend far beyond the traditional confines of the brick and mortar classroom.

"The existing network will be upgraded, wireless network services will be established and DLIFLC's connection to the Internet will continue to be expanded as usage increases," said Serafin.

The expanded network infrastructure will greatly enhance the Institute's ability to stream high-quality audio and video throughout the campus. This level of IT support is paramount in supporting the increased requirements associated with PEP.

An integral part of the technology-enhanced learning environment at DLIFLC is the Technology Enhanced Classroom program known as TEC-III. This program will put a tablet PC in the hands of each student. This will create a network of learning through which students will collaborate with each other and their instructors beyond the confines of the traditional classroom. Students will retrieve their daily assignments, supplemental materials and any other pertinent information from the instructor across the wireless network. Not only will they be able to review a wide variety of instructional materials – text documents, web pages, audio and video files from anywhere on campus – they will also be able to submit their assignments electronically. Students will stay immersed in the language long after the school bell rings.

"For teachers, this technology will equate to a paradigm shift," said Dr. Jack Franke, a professor in the European and Latin American School. "Textbooks that were previously static or outdated have evolved into dynamic books that organically incorporate authentic materials and the latest teaching methodology."

**Student using an iPod in
to download audio
materials off the computer
in the classroom.**

Photo/Jack Franke



The programs at DLIFLC have always placed a heavy emphasis on developing the students' listening skills. In the not-too-distant past, students were issued the latest in technology – portable cassette players. Only last year, students listened to their lessons on portable CD players. Today, the Institute is again at the forefront in deploying the latest technology to the students. Sophisticated devices such as the iPod not only deliver audio; they can also record speaking assignments, play video, store digital textbooks and much more.

Another advantage of portable devices such as iPods is their durability. Unlike cassette and CD players of the past, the latest devices have no internal moving parts. Rather than leaving a virtually unusable CD player at the door upon graduation, students leave with all of their courseware stored on a single portable device. Students will continue to interact with DLIFLC long after graduation. Connecting to the Institute through the Internet, students will have access to the latest materials that can be easily downloaded.

"This portability is a major advantage for students - learners can play both audio and video files, as well as save documents to their iPods. Students are able to maintain and improve their proficiency via downloads from DLIFLC's own www.LingNet.org web site and other Internet resources. Through these latest innovations we are able to focus on learner-centered instruction and results," said Franke, speaking about the on-line linguist support materials produced by the Institute's Curriculum Development Division.

In this vein, DLIFLC is taking advantage of a simple, yet highly effective technology – podcasting. Podcasting is a way of delivering digital content through the Internet to "subscribers." In the context of teaching, students subscribe to their teacher's podcast of homework assignments. Teachers, in turn, would "subscribe" to their students' podcast. As the Institute has made great strides in digitizing all of its curriculum, it can quite literally deliver these materials via podcasting to every corner of the world. Linguists deployed in the most inhospitable locations, wherever the Internet is available, will be able to access the latest DLIFLC has to offer. This technology will be useful even for new students on campus and enable them to log on and receive a digital welcome packet, initial instructions, directions, all of their course materials and, most importantly, their first day's homework.

Technology does not stop with learning, it extends into testing as well. The latest iteration of the Defense Language Proficiency Test, also known as the DLPT5, is being transformed into electrons. Plans are also underway to automate previous versions of the DLPT exams in order to completely move away from paper-and-pencil test-taking.

"The information technology plan serves as a roadmap for the future to ensure mission success," concluded Serafin.

DLI launches new DLPT generation, DLPT 5 – measuring language capabilities in the 21st century

By Natela A. Cutter
Presidio of Monterey Public Affairs

The Defense Language Institute Foreign Language Center in Monterey, California, in partnership with the Department of Defense, is launching the newest generation of the Defense Language Proficiency Test: DLPT5. This system of tests, administered via computer, will be gradually implemented in as many as 31 languages over the next several years, say DLIFLC and DoD testing experts.

The new DLPT5 tests consist of computer-delivered exams, designed to assess the general language proficiency in reading and listening of native English speakers who have learned a foreign language. The tests are meant to measure how well a person can function in real-life situations in a foreign language according to well-defined linguistic tasks and assessment criteria.

"This method of assessing our foreign language capability is much more comprehensive, effective and reliable than our previous foreign language testing efforts..." said Under Secretary of Defense for Personnel and Readiness, Dr. David S. Chu, in a DoD memorandum.

The main difference that examinees will notice between the DLPT 4 and DLPT5 is that the new tests have longer passages and may have more

than one question per passage, in both listening and reading comprehension. When a reading passage is particularly long, one has to scroll downward to view all the text and questions. Just like the DLPT 4, the DLPT5 scores are based on the Interagency Language Roundtable (ILR) guidelines, (www.govtilr.org) and test levels 0+ through 3. Another major difference is that in the tests of listening comprehension, examinees will not be forced to move through the test according to the timing on a recording. They will control when to start the audio playing and, after the audio finishes playing, they will control how much time they want to take to answer before moving to the next passage.

For many languages the new DLPT5 tests will also offer exams constructed to test proficiency levels from ILR level 3 through level 4, which will be used by select DoD agencies needing to assess language specialists at higher levels of proficiency.

Depending on the language, the DLPT5 will have two different testing formats: Multiple Choice (MC) and the Constructed Response Test (CRT), in which examinees will type in short answers to the questions. The CRTs will be given in the languages with smaller numbers of linguists, such as Hindi, Dari, Pashto, and Albanian. Languages such as Russian, Arabic, Korean, Chinese, etc., will be given in the MC test format. The listening portion of both the MC and CRT tests will be composed of more authentic materials than in the past. Test developers have incorporated live radio and television broadcasts, telephone conversations, and voice mail as listening materials. In MC tests, examinees will listen to the passage only once for lower level questions, while questions at level 2 and above will be played twice. In CRT tests, all passages are played twice.

DLPT 4 Lower Range Listening Comprehension Test for Languages Form A

Sample Passage S1
This passage is a public announcement

1. What is one thing said about the event?

It is open to the general public

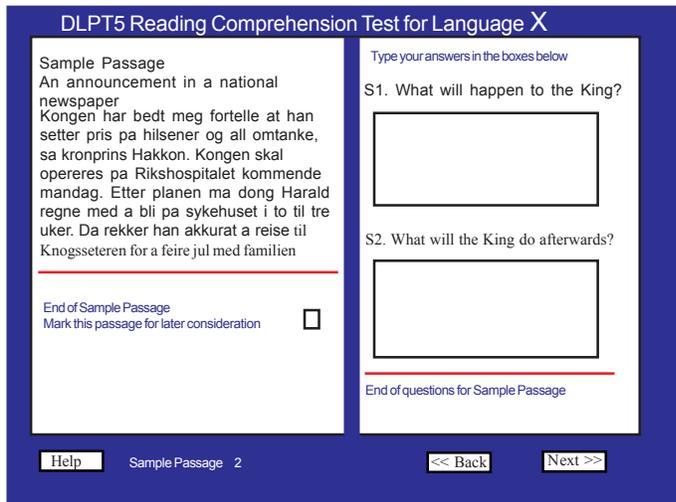
It will have a tourism exhibit

It will offer a variety of goods at low prices

It features a variety of food stands.

End of questions for Sample Passage
Mark this passage for later consideration.

Play Again



“People in the field are not going to slow down for your benefit,” said Dr. Mika Hoffman, the Dean of Test Development at DLIFLC, in reference to the change in the characteristics of the listening materials used on the test. Dr. Hoffman said that there may be static and background noise in some audio passages, just as in any outdoor public place.

The text types used are authentic sources: announcements and advertisements, phone calls, voicemail messages, news (print, TV and radio), editorials, commentary, speeches, interviews, talk shows, debates, lectures, plays, TV series and the like. Content areas on the test are the same as previously used in the old paper-and-pencil DLPTs: military-security, science-technology, economic-political, cultural-social, and geography.

To prepare for the new exam, DLI test developers suggest that future examinees need to be exposed to authentic materials found on TV, radio, in newspapers and magazines, all of which can be accessed through the Internet. DLI has also developed an Internet site called www.LingNet.org and Global Language On-line Support System, where materials and exercises in various languages are available, as well as texts in English on the geography and politics of the given nations.

Experts recommend that examinees need to “go beyond translation and think about what the writer/speaker really means,” a notion which is continuously stressed by DLIFLC instructors and Military Language Instructors in the classrooms.

“They (students) need to develop a cultural literacy which will enable them to not only read “between the lines,” but also to anticipate what lies ahead because they will understand how people “tick” in a particular country,” said DLIFLC Assistant Commandant Col. Daniel Scott.

Some of the technical aspects of delivering the test via computer will actually enhance the examinees’ ability to keep track of their responses and time left until the end of the test, and provide the examinees with the ability to return to questions left blank due to uncertainty.

DLPT5 roll-out dates are the following:

Already Implemented: Persian-Dari, Pashto, Albanian, Norwegian, Hindi & Urdu.

April 2006: Russian, Iraqi, Chinese, Korean.

May 2006: Greek

June 2006: Spanish

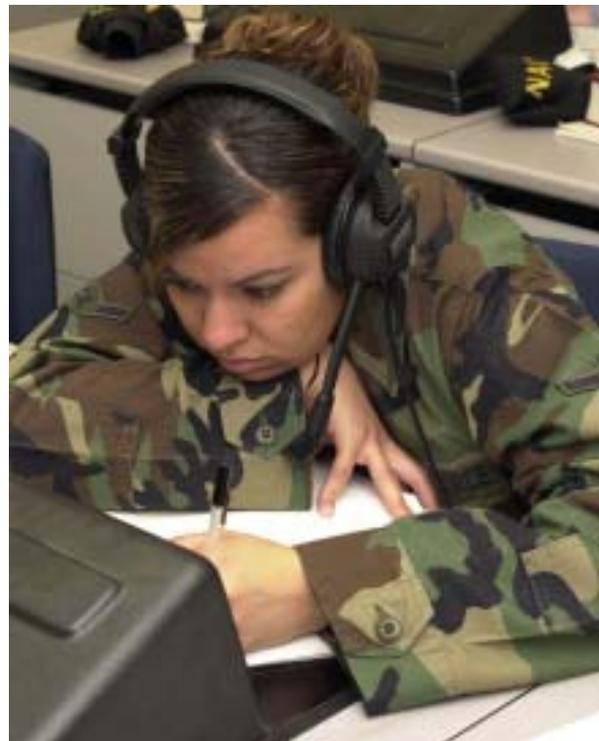
September 2006: Arabic (Modern Standard)

Early 2007: Levantine, Kurdish (Sorani), Serbian/Croatian

Spring/Summer 2007: Persian-Farsi, Egyptian, Japanese

2008: Turkish, French

2009: Hebrew



Student taking an automated test in a computer lab.
Photo/PHAN Briand Guzman

Continuing Education provides field support through distance learning initiatives

By Charles Carroll
Continuing Education Training
& Field Support Dean

To keep up with the increasing demands of field support for military linguists, the Defense Language Institute Foreign Language Center's Continuing Education Directorate is reaching out to troops through three of its unique divisions dedicated to supporting linguist's needs in the field.

"Many of our military linguists cannot get away from their current jobs in order to refresh their language by taking a month or two off to come to DLIFLC in Monterey," said Associate Vice Chancellor of the Continuing Education Directorate Lt. Col. John May. He explained that the solution to this problem was to send teachers to a number of military posts and bases on a three-year assignment to teach the foreign language in demand.

Currently, nearly 70 language teachers have been assigned to various field locations to teach Arabic, Chinese, Dari, Georgian, Korean, Pashto, Portuguese, Russian, Serbian and Croatian, Spanish, Tagalog and Tausug. Since the beginning of fiscal year 2005, some 700 students have been taught 11,638 instructional hours.

The assignment of DLIFLC instructors to Language Training Detachment field locations depends



09L trainee interviewing a "mock casualty" during a Field Training Exercise. Photo/courtesy of CE Directorate.

on the needs and demands of the military units. The number of LTD teachers is expected to surpass 100 by the end of 2006.

Under the Distance Learning Division, units contact and schedule training via two other distance learning vehicles: Mobile Training Teams and Video Tele-Training. The MTTs go into the field and spend from two to four weeks conducting refresher, enhancement and sustainment training to linguists at field sites within the continental United States and selected sites overseas. Video Tele-Training teachers are resident instructors who use distance education technology and teach from the Department of Defense Center Monterey Bay at the Ord Military Community.

The VTT two-way instruction takes place via video cameras and Internet connectivity which allows the instructor and students to see one another over monitor-like television screens. In this way instructors are able to conduct refresher or sustainment courses with students located at other military facilities with the same video and computer equipment. The next generation of technology is now being fielded via a program called Broadband Language Training System, which will further enhance cyber communication and thus enhance off-site language learning. The BLTS system allows for multiple participants to log into the session, no matter



Serbian and Croatian instructor teaching a refresher course via Video Tele-Training system. Photo/Natela Cutter

where they are located. This virtual classroom method of teaching is currently being used by faculty, but not all customers have the same technology to make this method of cyber teaching the norm.

As a result of the War on Terrorism, new programs have emerged to support the needs of deploying military forces. Under the Training and Field Support Division, two new programs were established called the 09L Interpreter/Translator Training Program and the Iraqi Familiarization Program.

“Once the Department of Defense realized that there was a severe lack of interpreters of Arabic in the field, they began thinking of solutions, and together with Paul Wolfowitz, (former Deputy Defense Secretary), and Dr. David S. Chu, (Undersecretary of Defense, Personnel and Readiness) decided that the best course of action would be to train native Arabic speakers to become translators according to DoD regulations,” said Terry Sharp, former Associate Vice Chancellor of Continuing Education.

The goal of the program is to provide interpretation and translation training to native and heritage speakers of Arabic, Dari, Farsi and Pashto who enlisted in the U.S. Army to serve as interpreters and translators in Iraq and Afghanistan.

“The training we provide on interpretation techniques and proper protocol is necessary because just speaking a language does not mean that one knows how to properly interpret, especially in a military setting or war zone,” said May, explaining why it would be necessary to put native speakers through an Advanced Individual Training program focusing on interpretation and translation as well as warrior skills and battle drills.

This unique training combines military topics and tasks in a foreign language setting. Although not a core DLIFLC competency, the training is conducted by DLIFLC teachers as well as Military Language Instructors who have woven together a curriculum with skills that are taught to all DLIFLC students. In 2005 over 150 students graduated from the 09L program in Arabic, Turkish, Persian-Farsi, Dari, and Pashto.

The Iraqi Familiarization Program provides Iraqi Dialect training primarily to U.S. military who are non-



09L trainees are being debriefed during the Field Training Exercise phase of their Advanced Individual Training at Fort Jackson, S.C. Photo/courtesy of CE Directorate.

linguists and deploying to Iraq. The program trains forces in survival level language training along with cultural awareness training needed for military duty in Iraq.

“This program has been a vital step in bridging cross-cultural communications between soldiers, sailors, airmen and marines and the Iraqi people,” said Christina Manuel, Iraqi Familiarization Project Manager. Manuel said that her team taught 5,694 soldiers and conducted over 7,000 hours of teaching in 2005.

The training enables the student to read simple signs, ask and respond to questions, and issue commands as well as understand the do’s and don’ts in predominantly Islamic countries.

“The course is offered in one through four week blocks of instruction, based on the needs of the unit,” said Manuel, adding that some of the materials containing valuable linguist information and tips can be found at www.LingNet.org.

Language Survival Kits, which are introductory language manuals for deploying troops, can be ordered by calling Field Support personnel at (831) 242-7175, (DSN) 768.

DLIFLC launches overseas immersion program

By Natela A. Cutter
Presidio of Monterey Public Affairs

The Defense Language Institute Foreign Language Center has launched a new overseas immersion program that is expected to contribute to the Department of Defense's push for higher proficiency levels of the Institute's graduates.

Pilot immersion programs have so far taken place in Russia, China, and France, with others scheduled this year in various locations in Europe, Asia and the Middle East. The Institute is tentatively planning to make the outside continental U.S. immersion program an integral part of the Basic, Intermediate, and Advanced Program curriculums.

"In the spring of 2005, in connection with a Department of Defense directive, we decided to look at both domestic isolation and OCONUS isolation immersion programs," said Andrei Pashin, Dean of the DLIFLC Immersion Language Office, speaking about DLIFLC-based and outside the continental U.S. immersion programs. Pashin explained that the DoD directive called for increased language proficiency levels of DLIFLC graduating students in the wake of 9/11, and the subsequent Global War on Terrorism.

This spring students will travel to Korea for a four-week immersion program, to Sogang University, as

part of DLIFLC's three university piloting programs in Korea. DLIFLC students will be studying at two other Korean educational institutions, at Korea and Hannam Universities.

An exciting new program for Arabic Basic Program students will take students to Egypt for the first immersion in an Arabic speaking country this spring. These students will spend four weeks studying at the International Language Institute in the Egyptian capital city of Cairo.

Pilot immersion programs have so far taken place in Russia, China, and France, with others scheduled this year in various locations in Europe, Asia and the Middle East.

One of the first trips taken by immersion organizers with a group of Intermediate and Advanced students was to Russia in the summer of 2005. "At the time we knew little of how the trip would turn out. One of the first things that happened was missing our connecting flight, and then we lost the majority of our



Students in the town of Kizhi in front of a Russian Orthodox Church at Lake Onega, (from left to right) Senior Airman Courtney Black (USAF), Staff Sgt. Donald Bellisario (USAF), Sgt. Andres Martinez-Alegria (USA), Maj. Matt Smith (USA), Senior Airman Scott Robins (USAF), Lt. Col. Wayne Morris (USA), Chief Warrant Officer Michael Biley (USA). Photo/ courtesy of immersion department.

suitcases,” said Pashin with a laugh, chalking the experience up to “real-life” traveling mishaps.

The six students and two organizers traveled to the city of Petrozavodsk, some 160 miles north of Saint Petersburg. Accommodations were arranged with Russian families while the students attended classes at the local state university.

“Just living with Russians made me appreciate the culture and language a lot more. It helped me to see why I am learning the language,” said Senior Airman Scott Robins, who said that the most valuable aspect of his trip was his ability to communicate, meet and interact with local people.

“Following the evaluation of the trip to Russia, we found that the immersion was successful and that living with Russian families for four weeks, totally immersed in the culture, was worthwhile,” said Lt. Col. Wayne Morris, associate dean of the Immersion Language Office.

Isolation immersion programs for Basic Course students, (i.e., those students who have just begun their linguist careers), have already been taking place within DLIFLC facilities since March of 2003.

These on-campus immersion programs are conducted by DLIFLC language instructors during daytime and evening hours, and include a well organized series of real-life situations where the students are forced to speak the target language through deliberate and purposeful activities. Military Language Instructors, who are former DLIFLC students themselves and have returned to teach at DLIFLC, work with the students in the target language throughout the isolation immersion program of one to three days. Exercises include processing visas, going through passport control, reporting a traffic accident, going shopping, etc.

An isolation immersion facility is currently under construction at the nearby Ord Military Community, where at full implementation, each Basic Course program in the seven largest language programs (Arabic, Korean, Persian-Farsi, Chinese, Russian, Serbian-Croatian, and Spanish), will conduct immersion events of incrementally increasing duration, from one day in Semester I, to three days in Semester II, to five days in Semester III. Smaller language depart-



Immersion students standing on the Great Wall of China, from left to right – Capt. Steven Smith (USAF), Staff Sgt. Andrew C. Bagby (USAF), Sgt. Lorie D. Matheson (USA), CT11 Brandace Suzanne Martin (Navy), CT11 Amanda S. Todd (Navy), and Staff Sgt. Geoffrey C. Lewis (USAF). Photo/courtesy of immersion department.

ments are also encouraged to conduct modified immersion training. The isolation immersion facility will have a capacity of housing two simultaneous immersions at any given time with a maximum of 30-35 students per immersion. Three prefabricated buildings will be raised adjacent to the isolation immersion facility, two as sleeping quarters for the students, and one as a shower facility. The buildings will sleep up to 80 students at a time.

“It is truly exciting to be conducting immersion programs and see the students experience real life situations and actually gain the confidence they need to use the language effectively,” said Pashin.



311th Training Squadron - year in review

By Lt. Col. Marilyn Rogers

Airmen of the 311th Training Squadron are preparing today to be key players tomorrow in the Global War on Terrorism. Taking the overarching view of defending our nation against violent extremism in an ever-changing world where the enemy is not readily identifiable, Airmen at the Defense Language Institute Foreign Language Center study critical languages such as Arabic, Korean, Chinese and more obscure languages, such as Pashto and Dari, dialects spoken in Afghanistan, and Persian-Farsi spoken in Iran.

The need in the field for military linguists has never been greater and the Air Force has stepped up to the challenge by increasing the Airmen student population by 20 percent over the last year up to an average of 1,200 Air Force language students. This growth is expected to continue over the next couple of years. Despite the larger numbers, these students enjoyed a remarkable 93 percent pass rate on the Defense Language Proficiency Test in 2004/5—translating into more, better-qualified linguists in the field. Adding to this formula, the dedication of the talented teaching teams who provide extra training for the students who do not pass the DLPT after the initial instruction period, the success rate skyrockets to almost 97 percent.

Over the past year, Airmen implemented two key initiatives that have increased academic performance and even saved lives. One program begun by the students is a “jumpstart” language program for newly arrived Airmen. Students already immersed in language training take the time to mentor and tutor newly arrived students prior to their class start date. This head-start program allows current students to polish their skills through teach-

ing while simultaneously aiding new students, giving them the extra confidence they need to be active learners when classes officially start. The 311th Training Squadron students lead the way.

Another Airman-initiative is the 311th Training Squadron’s Designated Driver Program. Airmen volunteer their time and their own vehicles to prevent their Wingmen from driving under the influence of alcohol. Since the program’s inception in April 2005, the DD Program has provided rides to over 250 Airmen and other service members. Airmen ensure that all volunteers are trained to recognize the dangers of alcohol poisoning and know the proper procedures for dealing with emergencies. Volunteer hours for this program totaled in excess of 2,000—and consequently contributed to a significant drop in Driving Under the Influence accidents.



An Airman 1st class and an Airman rock out at the 2005 AF Ball. The band went on to perform at the Naval Postgraduate School Navy Ball. Photo/courtesy of 311th Training Squadron.

But the Airmen of the 311th Training Squadron do not just help each other—they provide volunteer support to the Monterey Bay Community. In the

last year, Airmen logged more than 40,000 hours of community service in addition to donations in excess of \$53,000 for the DLIFLC Combined Federal Campaign. Our honor guard and choir are visible from Los Angeles to San Francisco, performing at such events as professional sports activities and air shows. Additionally, the multi-talented Airmen in the 311th Training Squadron band have earned an outstanding reputation and are sought for social events and service balls throughout DLIFLC and beyond.

Airmanship, academics and attitude are the goals of the 311th Training Squadron. Our mission, "Providing the World's Finest Linguist Warfighters," blends military training and discipline with the high educational goals of DLIFLC and the core values of the Air Force—integrity, service and excellence. Airmen of the 311th Training Squadron will make a difference in the security of our nation—and we look forward to the challenges and rewards awaiting us in 2006!



The 311 TRS Honor Guard presents colors at a 49ers game earlier this season. Photo/SMSGt Jeff Stark.



311th Training Squadron at morning formation. Photo/TSgt Keith Tiffany.

The history of team teaching at DLIFLC

By Ben De La Selva and Col. Monte Bullard, USA (Ret.)

Two of the fundamental changes that resulted in the transformation of the Defense Language Institute Foreign Language Center from a great to an excellent organization were the introduction of Team Teaching and the change from the Civil Service General Schedule system to the Faculty Personnel System. This article will address both, but mainly the former.

The early beginnings of Team Teaching at DLIFLC could be first gleaned in early 1985 from correspondence between Col. Monte Bullard, then the U.S. Army Attaché in Hong Kong, and Major Robert Hunt, Asian School Training Officer (now called Associate Dean).

Before becoming DLIFLC Commandant in 1985, Bullard had been a Chinese student at the Defense Language Institute in 1959 and had spent much of his Army career as a Chinese Foreign Area Officer. At the time, Hunt maintained that the idea of a six-instructor teaching team came to Bullard when the latter first observed that while western students in Beijing were housed two to a room, six Chinese students occupied the same size room and got along fairly well. While Hunt's version of this "AHA!" experience could be contested, the truth is that Bullard thought a six-instructor team was ideal to work harmoniously and independently with three sections of students (at the same level), taking care of absences without borrowing teachers from other groups. Bullard's idea of Team Teaching was driven by two of his real intended purposes, to flatten the supervisory chain and to inject responsibility and accountability into the system. He thought one of the big problems at DLIFLC were the excessive layers of civilian supervision, four to be exact: Provost (GS15), deans (GS13), chairs (GS12) and supervisors (GS11). At the end, he decided to convert the GS11 permanent "supervisors" into GS11 "team mentors." He also created temporary GS11 team mentor positions as career ladders for other faculty aspiring to advance. The length of the temporary appointment was linked to the duration of the class the team was assigned to teach. These new leaders would lack supervisory authority, but could take care of business by persuading and convincing rather than by using precious time to enforce minor rules and barking orders. With a mentor in every team, Bullard in effect was pushing accountability and decision-making to the level of the teachers, one of his principal ideas.

Bullard recalls that although he got some good ideas from Hunt before arriving at DLIFLC, his real "AHA" experience was realized when he visited a certain language department on input day. He found that not only did the teachers not know which class they would teach that day; they had done no preparation and had no real idea of who their students would be. That surprise, combined with Bullard's reading of the management book "In Search of Excellence" by Tom Peters, gave him some ideas on what to do during his DLIFLC watch. He also noted that teachers were not

being treated very well, in that the maximum pay they could receive and remain in the classroom was that of a GS09, at the time only around \$23,000 a year. Promotions, he thought, had to be allowed for quality teaching, not for longevity, as in



French students perform on Language Day circa 1980's.

the Civil Service system. He knew that after reaching the grade of GS 09, teachers could not get promoted (and stay in the classroom), and couldn't be fired either.

Bullard's radical plan stood the Institute on its head.

To be promoted, teachers had to leave the classroom and be supervisors. He also found that many of the instructors had never had any significant training in language teaching. Teachers knew their language well, but had no idea about testing theory, etc. In Bullard's words, "we had to find a way to allow and support teachers to get advanced language teaching degrees and participate in professional language teaching organizations and activities. They were the best, but they didn't write much in the professional journals."

The key idea about Team Teaching though was to improve the teachers' incentive and to increase their accountability for the student's learning. It was important that the same teachers follow the same students throughout the course and that the teachers be judged on the outcomes reached by the students, and not just by the number of students who graduated.

When asked how the idea of six teachers per team came about, Bullard said that the actual numbers came when he was driving across Texas with Dr. Ray Clifford (then DLIFLC Academic Dean). He drove and Clifford took notes. On the road they designed the six-person two-teacher-per-section team, that later had to be revised a bit to accommo-

date teams of four sections. However, in his resolve to have three-section teams, Bullard directed the scheduling division to arrange for three-section inputs. Thus, with the exception of small language programs, inputs arrived in multiples of three sections for many years.

Before Bullard's arrival in August 1985, instructors were generally assigned to supervisors, who took care of one, two, three and sometimes four classes (each composed of several sections), and supervised 10, 20, or 30 teachers. The supervisor was in charge of teachers who taught classes at different levels and although most instructors stayed with the same group of students throughout the course, it was not uncommon for an instructor to be pulled out of one group to cover absences in another group, and then end up teaching students who might be in the beginning, in the middle or at the end of a course. Furthermore, the supervisor's classes could be scattered in different areas on the same floor, or on different floors or even in different buildings. Many times instructors teaching the same students were located far from each other, making coordination of instruction very difficult. Until 1993, for example, all Arabic teachers were located on the second floor of Pomerene Hall, while students had classes on the first and third floors.

No other changes, either before or after, have made such a great impact in DLIFLC's academic and personnel development areas.

Having been a Chinese student, Bullard was familiar with the Chinese program and knew several of the instructors. Therefore, he was interested in organizing the first teams in the Asian School. One day he called the Asian School Dean (me) into his office, and bypassing the Provost, directed the former to start a team in the Chinese department. Bullard's ideas of Team Teaching included complete team independence from most established DLI practices. The team would plan its own curriculum, write its own class and teachers' schedules, and decide whether or not to use the formally-learned and traditional audio-lingual materials available to everyone. Although still legally under a supervisor, the team was loosely managed by someone appointed as team leader, or mentor. In retrospect, Team Teaching "a la Bullard" was flexible enough to coexist with any and all language teaching approaches used at DLI since the mid 1980s. Bullard's radical plan stood the Institute on its head. The first casualty was lock step instruction; another sacred cow was the faculty-to-section ratio that eventually changed from 1.33 to two instructors per a 10-student section. Then, one by one, the permanent supervisors were replaced by temporary GS11 non-supervisory mentors, and eventually by team leaders. Furthermore, Bullard was in effect the supervisor of the first teams, in that he would tell the team

members directly what to do, to the dismay of the chairs and supervisors. When Bullard left DLIFLC in October 1987 there were well functioning teams springing up in every school, the most successful being in the East European School (Czech department), under the leadership of Jawdat Yonan.

Another notion in Bullard's scheme included the use of computers. According to Bullard, it was time to move into the computer world for publishing. Many teachers and students complained about the cookie cutter textbooks. His thought was to produce a textbook on a computer that could easily be revised by the teaching team. The teachers would have complete authority to change the book in any way they liked, but they would be judged at the end on how well their students did on the Defense Language Proficiency Test. In theory each team could teach from different teaching materials. Another related idea was for the teaching teams to think about and prepare computer-assisted exercises and support programs. Some Czech department teachers led the way at the time and provided excellent examples of what was possible in tech learning. Bullard used some of these Czech teachers to brief the Pentagon brass and their enthusiasm was key to selling the Team Teaching program.

However, before implementing any drastic changes, Bullard knew he had to deal with the local union. Accordingly, in early 1986 he organized a deans' (then called directors) off-site and invited union president Natalie Fryberger to hear the innovative ideas for the first time. In the fall of 1986 Bullard involved Fryberger and the union board in negotiating a Team Teaching policy, a document that was signed by Dr. Clifford (then Provost) in January 1987. With the signing of this official document other actions were initiated, the most important one being formal Team Building training, which required every newly formed team to go through a week's workshop organized by the Faculty and Staff Development Division. The document was further revised in March 2003.

Bullard also began what was then called the "New Personnel System," or NPS, that would organize the Institute like a civilian university, with professional ranks and titles and away from constraining civil service regulations. The NPS idea was forcefully pushed forward from year to year by Dr. Ray Clifford, in (initial) opposition of several commandants. The initiative finally became a reality in 1997/1998 and was called the "Faculty Personnel System" or FPS. In retrospect, Team Teaching and the FPS began radical changes that in their maturity transformed DLIFLC from a great institution into an excellent institution. No other changes, either before or after, have made such a great impact in DLIFLC's academic and personnel development areas.

For more information about the DLI Alumni Association, go to their website at www.dli-alumni.org and sign up, free of cost, for their bimonthly informative newsletter.

Around the Installation



Col. Tucker B. Mansager views troops during change of command



DLIFLC Color Guard marches on Soldier's Field



Students in immersion training



Soldier participates in field training exercises at Ord Military Community



Students work in multimedia lab, Classroom XXI



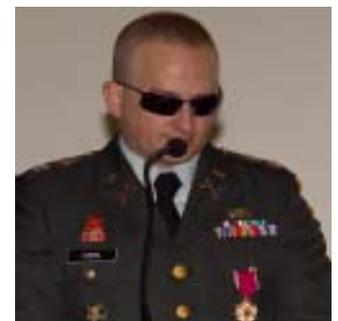
Exercising on Soldier's Field



Grand opening of the Java Cafe, POM



Korean language students participate in annual Language Day



Lt. Col. Richard Coon speaks at his retirement ceremony

Commonly asked linguist questions

- Q:** Whom can I contact to find out the results of my DLPT test?
- A:** Call the registrar's office at (831) 242-6459, (DSN: 768). You can access the website and request your scores at <http://www.dliflc.edu> by clicking on the link below the main menu, called DLPT Score Reports.
- Q:** How do I obtain a copy of my DLAB test score?
- A:** Please contact the Testing and Evaluation Division at (831) 242-7977 or 5106, (DSN: 768). If the DLAB was taken prior to 1993, contact the Registrar's Office at (831) 242-6459.
- Q:** Where can I find a list of languages taught at DLIFLC?
- A:** A list of languages taught may be found on the <http://www.dliflc.edu> website, by clicking on the DLIFLC Course Catalog. (click logo on the left hand side of the home page) To find out more about newcomers go to <http://www.monterey.army.mil> which describes in detail how to in-process, where to find lodging, get ID cards, find local housing, and family support organizations, etc.
- Q:** I need a copy of my transcripts and DLIFLC diploma, whom do I call?
- A:** You can access a transfer request form by going the website: <http://www.dliflc.edu> link below the main menu. You may also call the registrar's office at (831) 242-5825, (DSN: 768).
- Q:** Can DLIFLC provide pre-deployment materials to my unit in order for soldiers to learn the basics in a given language?
- A:** Yes, the Institute provides Language Survival Kits in a variety of languages and sends them to deploying troops, or troops already located in country. Call (831) 242-5112, 242-7175, (DSN: 768), or e-mail: famdistribution@LingNet.org
- Q:** Where can I find on-line linguist support? I need to refresh my knowledge of Arabic, and would also like to read about the country's history, geography, and religion.
- A:** You may access <http://www.LingNet.org> where there are a variety of language exercises available to practice, reading, writing, and listening skills. Most of the programs are interactive and learner-centered.
- Q:** How can I find out more about the structure of the new DLPT5 test and roll-out dates?
- A:** Go to our website, <http://www.dliflc.edu>, click on the left hand side under Linguist Support Links. Click on the drop down menu and select DLPT5 where you will see samples and guides about the test.
- Q:** How can I find out about start dates of classes in a given language at DLIFLC?
- A:** You may go to a secure site: <https://www.ATTRS.army.mil>, look for Course Catalog, then identify your language. DLIFLC's identifying number is 215. By clicking on a course you will find out the class start and end dates. Classes are conducted all year around at DLIFLC.

FAMILIARIZATION

The **Familiarization CDs** contain tutorials on the traditions and way of life of a specific culture. The content of each CD includes modules addressing specific missions. To order any of these materials contact:

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Familiarization CDs are currently available in **Iraqi, Pashto, Dari, Urdu and Bahasa Indonesian.**



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Global Language Online Support System

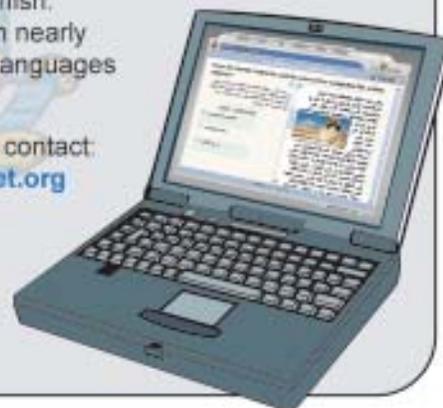
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Field Support Modules

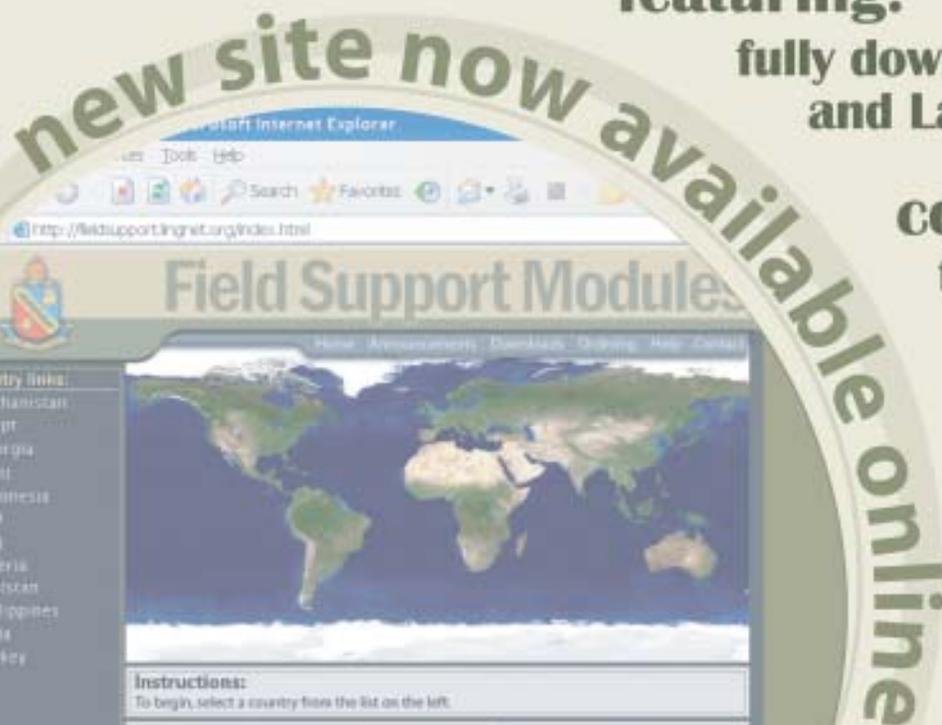
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