Defense Language Institute Foreign Language Center

UNICODE Conference

March 2006
President’s National Security Language Initiative
(5 Jan 2006)

• Three Goals:
  – Expand the number of Americans mastering critical need languages and start at a younger age
  – Increase the number of advanced-level speakers of foreign languages
  – Increase the number of foreign language teachers and the resources for them

• $114M in FY07
Defense Language Transformation Roadmap

• Create foundational language and Regional Area Expertise
• Create the capacity to surge
• Establish a cadre of language specialists possessing a level 3/3/3 ability (reading/listening/speaking).
• Establish a process to track the accession, separation and promotion rates of language professionals and Foreign Area Officers (FAOs).
DLIFLC Mission

DLIFLC educates, trains, evaluates, sustains and supports military linguists worldwide in order to support the Defense Foreign Language Program and warfighters deployed and at home station.
DLI Mission Essential Tasks

• Foreign Language Education and Training
  – Average of 23 Basic, Advanced, and Specialized languages at the POM (@ 3800 Students)
  – Average of 55 contracted languages through DLI office in Washington, D.C. (@ 250 Students)

• Foreign Language Sustainment and Support
  – Refresher/Enhancement training via Distance Education, Video Teletraining
  – Assistance to Command Language Programs for units with linguists
  – Mobile Training Teams, VTC links, electronic and written materials
  – Language Teaching Detachments (currently 10 locations)
  – Support to warfighters through survival language training, language survival kits and familiarization CDs

• Foreign Language Assessment and Testing
  – Develop and control Defense Language Proficiency Tests for DoD
  – Defense Language Aptitude Battery for prospective language students
  – DoD’s advisor on foreign language programs
DLI Mission Essential Tasks

- Foreign Language Research and Evaluation, Curriculum Development, Language Technology
  - Improve teaching techniques for resident courses and distance education
  - Keep training materials current with constantly changing languages (avg college text contains 90 hrs. of material – cat IV languages have 2240 hrs. instruction)
  - Oversee standardization, testing, research and development, and evaluation of all foreign language training, education and related services within DoD (excluding specialized language training program of Defense Agencies designed for internal use or special missions for which the Agency maintain operational responsibility – including Service Academies) (DoDD 5160.41E)
  - Cooperation with DARPA—Sequoia project for machine-aided translation
## Student Load by Difficulty

### Resident Courses at Presidio of Monterey

<table>
<thead>
<tr>
<th>Language</th>
<th>FY06 Student Load</th>
<th>Class Days</th>
<th>Program Duration***</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Course</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presidio*</td>
<td>Faculty**</td>
<td>In Course</td>
<td></td>
</tr>
<tr>
<td><strong>Category IV Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>1165</td>
<td>315 (63 weeks)</td>
<td>18 months</td>
</tr>
<tr>
<td>Korean</td>
<td>833</td>
<td>315 (63 weeks)</td>
<td>18 months</td>
</tr>
<tr>
<td>Chinese</td>
<td>558</td>
<td>315 (63 weeks)</td>
<td>18 months</td>
</tr>
<tr>
<td>Japanese*</td>
<td>35</td>
<td>315 (63 weeks)</td>
<td>18 months</td>
</tr>
<tr>
<td></td>
<td><strong>2591 (71%)</strong></td>
<td><strong>315 (63 weeks)</strong></td>
<td><strong>18 months</strong></td>
</tr>
<tr>
<td><strong>Category III Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dari</td>
<td>87</td>
<td>235 (47 weeks)</td>
<td>13 months</td>
</tr>
<tr>
<td>Pashto</td>
<td>134</td>
<td>235 (47 weeks)</td>
<td>13 months</td>
</tr>
<tr>
<td>Persian Farsi</td>
<td>248</td>
<td>235 (47 weeks)</td>
<td>13 months</td>
</tr>
<tr>
<td>Russian</td>
<td>144</td>
<td>235 (47 weeks)</td>
<td>13 months</td>
</tr>
<tr>
<td>Uzbek, Hindi, Urdu, etc.</td>
<td>211</td>
<td>235 (47 weeks)</td>
<td>13 months</td>
</tr>
<tr>
<td></td>
<td><strong>824 (23%)</strong></td>
<td><strong>235 (47 weeks)</strong></td>
<td><strong>13 months</strong></td>
</tr>
<tr>
<td><strong>Category II Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>27</td>
<td>170 (34 weeks)</td>
<td>10 months</td>
</tr>
<tr>
<td></td>
<td><strong>27 (1%)</strong></td>
<td><strong>170 (34 weeks)</strong></td>
<td><strong>10 months</strong></td>
</tr>
<tr>
<td><strong>Category I Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish, French, Italian, Portuguese</td>
<td>196</td>
<td>130 (26 weeks)</td>
<td>7 months</td>
</tr>
<tr>
<td></td>
<td><strong>196 (5%)</strong></td>
<td><strong>130 (26 weeks)</strong></td>
<td><strong>7 months</strong></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>3638</strong></td>
<td><strong>966</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Student Load Programmed for FY06 -- Basic Courses only
** Faculty at Presidio of Monterey teaching Basic Courses
*** Average time at Presidio, including in/out processing and non-language training
DLIFLC Responds to Operational Requirements
FY85-FY10

Language Shifts in a Changing World

Russian
1261 in FY89 to 153 in FY06

Arabic
290 in FY88 to 1093 in FY06

Cat IV
Arabic, Chinese, Korean

Cat III
Russian, Farsi, Serb-Cro

Cat I & II
German, Spanish, French

Failed Soviet Coup Aug 91
9/11
Future DLIFLC Resourcing
FY06 and Beyond
($'s in Millions)

Expected from HR 2863: FY06 DoD Appropriations
(Congressional Adjustments)
+ GLOSS $1.68M
+ Online Diagnostic Assessment $1.0M
+ DLI-Lang Lab Acquisition $2.125M
+ SCOLA $2.1M
+ Automated DLAB & Research $1.0M
- 1% Cut across all O&M programs TBD

Congressional Adds
- PBD 753 w/o MCA (PB0607)
- PBD 701 (PB0607)
- PBD 738 (PB05)
- PBD 707 (PB05)
- DUSD (P&R)
- GWOT
- OMA & RDTE
Proficiency Enhancement Program (PEP)

- Goal to enhance DLIFLC to achieve higher language proficiency to include reducing student to instructor ratio, increasing the number of classrooms, creating improved expanded curricula, and expanding overseas immersion training
  - Reduce student class size from ten to six per section
  - Increase DLAB score entry requirements by ten points
  - Enhance curricula
  - Retool faculty through intense training development program
  - Graduate students at L2+/R2+/S2 level
  - Provide follow-on training to achieve L3/R3

- JROC reviewed program to increase language proficiency by leveraging native and training initiatives to include sending people abroad

- DepSecDef approved JROC’s proposal and released $362M (includes $80M for new classroom buildings)
PEP Graduation Goal is L2+ / R2+ / S2

1989: GOSC – Increased admission standards
1992: Team Teaching FOC
1994: Longer Courses FOC
1997: Faculty Pay System

AVERAGE STUDENT ATTENDANCE BASIC COURSES

GRADS
85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 00 01 02 03 04 05 06
2371 3210 2446 2545 2928 2692 2546 2464 2111 1900 1623 1625 1744 2076 1911 1947 1900 1671 1822 2055 1874 642

L2/R2/S1+ L2+/R2+/S2 L3/R3/S3
The Way Ahead for DLIFLC

- **Smaller class sizes**
  - Teacher to Student ratio: 2:6
  - No place to hide
- **Intensive faculty development**
- **100% reading, listening, speaking assessment**
- **Technology Enhanced**
  - SmartBoards in every classroom
  - Laptops, moving to Tablet PCs
  - iPods
  - Podcasting, webcasting, web-served enhancement and update materials
- **Six to Seven hours days, study halls, homework**
- **Goal:** Now L2/R2/S1+; Coming L2+/R2+/S2
Keys to Language Learning

- Curiosity, ability to mimic, enthusiasm
- Good texts, audio and video, good software
- A tutor, mentor or plain persistence
- Willingness to work-around
- Learn key phrases
- Kids books, comics, movies, TV, newspapers, Internet radio, shortwave
- Foreign restaurants, talk with foreigners
The New “Textbook”

PODCASTING
**Immersions**

- **Basic Course – Iso-immersion**
  - Short-term domestic training events imbedded in curriculum
  - Semester I – 1 day
  - Semester II – 3 days
  - Semester III – 5 days

- **In-country Immersion**
  - Pilot concept in FY06
  - Russia, China, S. Korea, Egypt, France, Panama
  - Limited number of students
  - Evaluate feasibility of incorporating into the program of instruction
Support to the Linguist

- **$45.9 Million for Post Basic Course Initiatives**
  - $13.4M for weekly training events
  - $5.8M for Curriculum Development for intermediate/advanced courses – **courses moved to linguists in field**
  - $3.0M for intermediate/advanced diagnostic assessment to help linguists and command language program managers structure training for individual
  - $23.7M for Language Training Detachments (Lackland AFB, Ft Gordon, Kunia, Ft Meade, Offutt AFB)
Modular Intermediate & Advanced Courses (6-8 weeks)

• Divide current Intermediate & Advanced Courses into short modules that are thematic and of various levels of difficulty for linguist enhancement (diagnostic assessment determines the module for the linguist to take)
  – 8 modules per language
  – 2 modules at ILR 2, 3 modules at ILR 2+, 3 modules at ILR 3

• FY06
  – Continue Korean Int/Adv
  – Begin Arabic, Mandarin, Russian Int/Adv

• FY07
  – Complete Korean, Arabic, Mandarin, Russian (Int/Adv)
  – Begin Dari, Hebrew, Persian Int/Adv

Modular Courses will build linguist proficiency in a more adaptive and flexible manner
Weekly Training Events

• Developed to provide linguist sustainment between opportunities to take Intermediate and Advanced Course Modules
  – Goal is for each linguist to spend 4-hours a week working on their target language
  – 2-3 learning objects completed in the four hour period
  – Goal is 50 learning objects per language

• FY06
  – Finish objects: Russian and Korean
  – Begin development: Arabic and Chinese

• FY07
  – Finish objects: Arabic and Chinese
  – Begin development: Hindi and Sorani
One stop shop for DLIFLC language sustainment, enhancement and cultural awareness training: www.lingnet.org
SCOLA – for sustainment and enhancement language training:
www.scola.org
Support to the non-Linguist

• **In-person Familiarization Language Training**
  – 12 full-time instructors
  – 7200 hrs of instruction in FY05 for 6k service members

• **Dispatched 200k Language Survival Kits & 10k language familiarization CDs**

• **Distance Learning in Basic Iraqi Arabic dialect and Country Familiarization training via Lingnet.org**
## Language Kit Production

<table>
<thead>
<tr>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iraq (Arabic)</td>
<td>Egypt</td>
<td>Francophone Africa</td>
<td>Serbia</td>
<td>Malaysia (Malay)</td>
</tr>
<tr>
<td>Iraq (Sorani)</td>
<td>Syria</td>
<td>Sudan (Arabic)</td>
<td>Croatia</td>
<td>Philippines (Tagalog)</td>
</tr>
<tr>
<td>Iraq (Kurmanji)</td>
<td>Morocco</td>
<td>Eritrea (Tigrinya)</td>
<td>Bosnia</td>
<td>Philippines (Tausug)</td>
</tr>
<tr>
<td>Ethiopia (Amharic)</td>
<td>Saudi Arabia</td>
<td>Somalia (Arabic)</td>
<td>Russia</td>
<td>Philippines (Yakan)</td>
</tr>
<tr>
<td>Azerbaijan</td>
<td>Tunisia</td>
<td>Kenya (Swahili)</td>
<td>Turkmenistan</td>
<td>Cambodia (Khmer)</td>
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<tr>
<td>Philippines (Cebuano)</td>
<td>Libya</td>
<td>Pakistan (Sindhi)</td>
<td>Uzbekistan</td>
<td>Vietnam (Hanoi)</td>
</tr>
<tr>
<td>Philippines (Ilocano)</td>
<td>Persian Gulf States</td>
<td>Pakistan (Kashmiri)</td>
<td>China (Uighur)</td>
<td>Nepal</td>
</tr>
<tr>
<td>China (Cantonese)</td>
<td>Iran</td>
<td>Pakistan (Pashto)</td>
<td>Kazakhstan</td>
<td>Japan</td>
</tr>
<tr>
<td>Afghanistan (Dari)</td>
<td>Korea</td>
<td>Thailand</td>
<td>India (Kashmiri)</td>
<td>Columbia (Spanish)</td>
</tr>
<tr>
<td>Afghanistan (Pashto)</td>
<td>China (Mandarin)</td>
<td>Myanmar (Burmese)</td>
<td>India (Gujarati)</td>
<td>Venezuela (Spanish)</td>
</tr>
<tr>
<td>Israel (Hebrew)</td>
<td>China (Wu)</td>
<td>Indonesia (Javanese)</td>
<td>India (Bengali)</td>
<td>Ecuador (Spanish)</td>
</tr>
<tr>
<td>India (Hindi)</td>
<td>China (Gan)</td>
<td>Turkey</td>
<td>Nigeria (Hausa)</td>
<td>Brazil (Portuguese)</td>
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<tr>
<td>Indonesian (Bahasa)</td>
<td></td>
<td></td>
<td>Nigeria (Yoruba)</td>
<td></td>
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<tr>
<td>India (Punjabi)</td>
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<tr>
<td>Somalia (Somali)</td>
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<tr>
<td>Sudan (Sudanese)</td>
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<tr>
<td>Pakistan (Urdu)</td>
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</tbody>
</table>
Other Languages of Interest

- Hindi
- Indonesian
- Pushtu
- Urdu
- Wu
- Gan
- Punjabi
- Cebuano
- Tausug
- Azeri
- Gujarati
- Javanese
- Kashmiri
- Sumatra
- Benghali
- Uighar
- Yoruba
- Chavacano
- Hausa
- Kindyarwanda
Key DLIFLC Challenges

- **Hiring of Qualified Faculty & Technologists**
- **Web-based Test Production & Implementation**
  - Vastly different client environments
- **Developing New Language Course Materials**
  - Virtual collaboration for developers
  - Access to authentic, original materials
  - Need to increase productivity
- **Reducing Attrition through Higher Motivation**
  - Web-based learning
  - Life-long learning
- **Need Standardized Audio Format**
Language Transformation Roadmap

DLIFLC alone spending $1.027B over the next 5 years for approx. 35k linguists

- Pimsleur, Rosetta Stone, Transparent Lang, etc.
- MTTs/Contract Language Instruction
- Basic Courses
- In-Country Immersions
- Weekly Training Events
- DLI Detachments
- LSKs/Fam CDs

Capability Gap

# of Linguists

ILR Scale
Challenges for UNICODE

• **Lead the way to open languages for use**
  – Web-based training
  – All proficiency skill levels

• **Faster, better, and cheaper**
  – People are surfing, not conquering
  – Language for everyone, not just the few

• **Be a “Unifying Force” for language education**
  – Conflict not inevitable, but good communication is key to its prevention
DLIFLC Web Support

- LINGNET  www.lingnet.org
- Global Language Online Support System (GLOSS)  gloss.lingnet.org
- Countries in Perspective  www.lingnet.org/areaStudies/perspectives/
- Field Support  fieldsupport.lingnet.org
  - Familiarization
  - Language Survival Kits
- Colonel Dan Scott, Assistant Commandant
  - 831-242-5312
  - Daniel.Scott@monterey.army.mil
Defense Language Institute
Foreign Language Center
Back-Up Slides
DLIFLC IT Strategic Plan

• Enabling Objectives through increased funding
  – IT Transformation
    • Tablet PCs and Portable Language Devices (iPods)
    • IT Support Dept
    • Digital Publishing Team
    • Storage Area Network and Network Infrastructure Overhaul
  – Language Labs as Interim Solutions
    • Multi-Media Labs
    • Language Resource Centers
  – Technology Sustainment & New Technologies R&D
    • Configuration Management and Life Cycle Replacement
    • H/W & S/W Labs, pilot programs and centers of excellence
Typical Student Day

- **0515**: Physical Training
- **0630**: Breakfast
- **0730**: Formation with Service Unit
- **0755**: Class start
- **1530**: Class end
- **1600**: Military Training

**Cumulative:**
- 6 hours of class instruction
- 45 minute special assistance or enhancement training
- 3 hours of homework plus weekend assignments
- 2-3 hours of study hall (M-Th)
- Developing & sustaining basic warrior-linguist skills, common task training, and physical readiness
# DLIFLC vs. US Universities

A comparison of DLI graduates vs. BA degrees awarded by US Colleges and Universities in 2004

<table>
<thead>
<tr>
<th>Language</th>
<th>BA Degrees:</th>
<th>DLIFLC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>26</td>
<td>521</td>
</tr>
<tr>
<td>Farsi</td>
<td>0</td>
<td>157</td>
</tr>
<tr>
<td>Korean</td>
<td>0</td>
<td>369</td>
</tr>
<tr>
<td>Chinese</td>
<td>243</td>
<td>169</td>
</tr>
<tr>
<td>Russian</td>
<td>396</td>
<td>274</td>
</tr>
</tbody>
</table>

DLI graduates complete studies in 12-18 months vice four years.
DLI graduates regularly achieve higher proficiency than university grads
DLI prepares linguists in practical language skills demanded in strategic and tactical environments
Challenges for DLIFLC:

• *Recruit, train, and retain world-class faculty to meet DoD’s evolving language training requirements*

• *Build sufficient faculty base to develop and update curriculum, DLPTs and other assessment instruments*

1250 faculty – 98% native speakers, 30% w/ Ph.D.
## PEP Resource Plan

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Total Requirement</th>
<th>FY06 Total Estimate</th>
<th>FY07 Total Estimate</th>
<th>FY08 Total Estimate</th>
<th>FY09 Total Estimate</th>
<th>FY10 Total Estimate</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Course Initiatives</td>
<td>$160,751,755</td>
<td>$13,749,011</td>
<td>$22,330,460</td>
<td>$35,010,551</td>
<td>$41,385,041</td>
<td>$48,276,694</td>
<td>44%</td>
</tr>
<tr>
<td>BC-PEP Teaching</td>
<td>$145,584,233</td>
<td>$11,256,994</td>
<td>$19,220,755</td>
<td>$31,770,832</td>
<td>$38,414,751</td>
<td>$44,920,901</td>
<td>40%</td>
</tr>
<tr>
<td>BC-PEP Curriculum Development</td>
<td>$3,796,705</td>
<td>$621,711</td>
<td>$849,363</td>
<td>$785,788</td>
<td>$720,692</td>
<td>$819,151</td>
<td>1%</td>
</tr>
<tr>
<td>Basic Course Immersion</td>
<td>$8,271,677</td>
<td>$1,319,571</td>
<td>$1,483,416</td>
<td>$1,818,051</td>
<td>$1,688,239</td>
<td>$1,962,400</td>
<td>2%</td>
</tr>
<tr>
<td>Basic Course Diagnostic Assessment</td>
<td>$3,099,140</td>
<td>$550,735</td>
<td>$776,926</td>
<td>$635,880</td>
<td>$561,358</td>
<td>$574,241</td>
<td>1%</td>
</tr>
<tr>
<td>Total Facilities</td>
<td>$134,410,940</td>
<td>$9,256,478</td>
<td>$16,370,806</td>
<td>$36,449,292</td>
<td>$26,343,410</td>
<td>$45,990,955</td>
<td>37%</td>
</tr>
<tr>
<td>POM Facilities</td>
<td>$18,088,792</td>
<td>$1,586,158</td>
<td>$3,488,326</td>
<td>$3,109,183</td>
<td>$4,788,831</td>
<td>$5,116,294</td>
<td>5%</td>
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<tr>
<td>MilCon</td>
<td>$80,700,000</td>
<td>$7,670,320</td>
<td>$12,882,480</td>
<td>$2,940,109</td>
<td>$5,154,579</td>
<td>$6,974,661</td>
<td>22%</td>
</tr>
<tr>
<td>Technology</td>
<td>$35,622,149</td>
<td>$6,647,508</td>
<td>$10,297,585</td>
<td>$12,935,737</td>
<td>$10,958,568</td>
<td>$13,843,883</td>
<td>15%</td>
</tr>
<tr>
<td>Post Basic Initiatives</td>
<td>$54,683,281</td>
<td>$6,474,520</td>
<td>$10,297,585</td>
<td>$12,935,737</td>
<td>$10,958,568</td>
<td>$13,843,883</td>
<td>15%</td>
</tr>
<tr>
<td>CD Weekly Training Events</td>
<td>$13,436,849</td>
<td>$3,027,805</td>
<td>$3,038,163</td>
<td>$3,052,301</td>
<td>$2,154,830</td>
<td>$2,163,750</td>
<td>4%</td>
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<tr>
<td>CD Int/ADV</td>
<td>$5,769,479</td>
<td>$1,086,177</td>
<td>$1,305,675</td>
<td>$1,096,397</td>
<td>$1,131,409</td>
<td>$1,149,821</td>
<td>2%</td>
</tr>
<tr>
<td>Int/Adv Diagnostic Assessment</td>
<td>$2,960,401</td>
<td>$476,983</td>
<td>$674,751</td>
<td>$687,192</td>
<td>$404,484</td>
<td>$716,991</td>
<td>1%</td>
</tr>
<tr>
<td>LTDS</td>
<td>$32,516,553</td>
<td>$2,056,544</td>
<td>$5,278,997</td>
<td>$8,099,847</td>
<td>$7,267,845</td>
<td>$9,813,320</td>
<td>9%</td>
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<tr>
<td>Faculty Development</td>
<td>$4,052,519</td>
<td>$806,678</td>
<td>$785,483</td>
<td>$742,161</td>
<td>$885,769</td>
<td>$832,427</td>
<td>1%</td>
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<tr>
<td>Research and Evaluation</td>
<td>$7,901,504</td>
<td>$1,340,325</td>
<td>$1,615,666</td>
<td>$1,662,260</td>
<td>$1,627,212</td>
<td>$1,656,042</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$361,800,000</td>
<td>$31,800,000</td>
<td>$51,400,000</td>
<td>$86,800,000</td>
<td>$81,200,000</td>
<td>$110,600,000</td>
<td></td>
</tr>
<tr>
<td><strong>PBD 753</strong></td>
<td>$361,800,000</td>
<td>$31,800,000</td>
<td>$51,400,000</td>
<td>$86,800,000</td>
<td>$81,200,000</td>
<td>$110,600,000</td>
<td></td>
</tr>
</tbody>
</table>

✓ PEP Resource Plan = PBD 753 Resources