

Serving the military and civilian community of the Defense Language Institute Foreign Language Center

From out of the past: Black History Month



See Page 3

DLI members on 'Heroes of Reinvention' team

Serenaded by the song "We Are the Champions," Vice President Al Gore presented the 100th "Hammer" Award to the Director of Central Intelligence Foreign Language Committee Reinvention Labs Team at the Washington, D.C., Local Heroes of Reinvention awards ceremony Dec. 7.

The 48-member team is led by the Foreign Language Committee Chairman, Susan N. Rudy, and includes representatives of the Defense Language Institute and other intelligence community organizations.

Sponsored by the National Performance Review, the ceremony honored Washington-area teams from 22 federal departments and agencies for their success at breaking down unnecessary bureaucracy and putting customers first. The ceremony was hosted by Cokie Roberts of National Public Radio and ABC News.

The DCI's Foreign Language Committee (FLC) was cited for reinventing the way it serves its customers in the Intelligence Community. The FLC is breaking down parochialism and fostering Intelligence Community-level analysis and response to foreign language problems. It has been responsible for strengthened lines of communication, sharing of resources, avoidance of unnecessary or duplicative expenditures, and a renewed sense of creativity.

DLI Provost Dr. Ray Clifford and Dean of Evaluation and Standardization Dr. John Clark were recognized for their work with the Center for the Advancement of Language Learning (CALL), the action arm of the FLC. Among its many activities, the CALL fosters the sharing of language training resources across agencies. For example, it is sponsoring the development of course materials in the less commonly taught languages, including Persian, Ukrainian, and Georgian, which will be made

available to all four federal language schools.

Stephen Soudakoff, with DLI Washington, was also recognized. He is working with the Federal Language Testing Board to standardized language testing throughout the Community.

The Hammer Award

The National Performance Review "Hammer Award" is a special award given by the Vice President to people — usually but not always federal employees — who have participated in a team effort that has contributed dramatically to improving the way government works. It recognizes special achievements in at least one of the four main themes of reinventing government: improving customer service, cutting red tape, empowering employees, or getting back to basics.



Dr. Ray Clifford



Dr. John Clark



Presidio of Monterey, California

GLOBE

The Defense Language Institute Foreign Language Center
Command Publication



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In memory of

William F. Sammis

William F. Sammis, 50, of Castroville, died Jan. 19 at Salinas Valley Memorial Hospital.

Born Oct. 30, 1944, in Los Angeles, he was a 1962 graduate of Pacific Grove High School and lived in Monterey County for 48 years.

Sammis was employed by the Defense Language Institute for 28 years as a printer. He was a Vietnam War veteran and a life member of the American Legion Post 591.

He is survived by his wife, Linda; two daughters, Julie and Stacie, both of Castroville; his mother, Betty, of Pacific Grove; a brother, John, of Monterey; a sister, Joan Hurd, of Pacific Grove; and one granddaughter.

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ABOUT THE FRONT AND BACK COVERS:

FRONT COVER: Army CPT Charles Young served as a Buffalo Soldier with the 9th Cavalry Regiment. Young, the third African-American to graduate from West Point, was the highest-ranking black in World War I. He is buried in Arlington National Cemetery. (Photo courtesy U.S. Army Military History Institute)

BACK COVER: General of the Army Douglas MacArthur awards the Distinguished Service Cross to Army Master Sgt. Curtis Pugh. Pugh received the medal in February 1951 for service with the segregated 24th Infantry Regiment during the Korean War. (Photo courtesy PFC Carles Fabiszak, USA)

For additional coverage of Black History Month, see page 22.

Our customers have spoken

DLI to 'go with the flo' (tests, that is!)

Compiled by TSgt. Ron Hyink
for Program Evaluation,
Research and Testing

Following a development period of more than a year, DLIFLC implemented a comprehensive testing system for the Final Learning Objectives, or FLOs.

FLOs have been established for our programs, faculty and students by two of our major "customers" — the Services and DoD — and have been endorsed by virtually all of the agencies that send students to DLIFLC.

As emphasized by Lt. Col. Roderic Gale, associate provost, "DLIFLC has for many years focused on teaching the global FLO skills of listening comprehension, reading and speaking that our user agencies consider fundamental requirements for successful performance of linguists in their operational assignments.

"These global skills are very well measured by the Defense Language Proficiency Test batteries developed and administered by DLIFLC's Evaluation and Standardization (ES) directorate," he added. "However, until just recently, the Institute as a whole has not had an effective and standardized way to determine how well students are learning the additional FLO 'sub-skill' tasks mandated by our users, including such activities as transcribing spoken numbers, gisting, reading handwritten texts, and interpreting from and into the foreign language.

"The proper testing of these sub-skills," Lt. Col. Gale stated, "has been the focus of an intensive and unparalleled cooperative effort between the individual DLIFLC Schools and ES."

This effort resulted in the develop-

ment and validation of computer-administered FLO sub-skill tests in five critical DLIFLC languages — Korean, Polish, Russian, Spanish, and Vietnamese.

Similar tests in Arabic, Chinese, Filipino and Persian are scheduled for completion early in 1995. Language programs for which ES-developed FLO tests are unavailable have developed paper-and-pencil tests with formats generally similar to the computer versions.

"The newly-developed performance tests are intended to match as closely as possible the operational tasks typical of a wide range of jobs performed by DoD linguists," said Dr. John Clark, dean of Program Evaluation, Research and Testing. "As such, they supplement the more general proficiency information provided by the DLPT. These combined testing data sources give a broader and more rounded picture of the student's language capabilities than is possible with either type of test administered singly.

"In addition to being a 'first' for DLI, the sub-skill tests are breaking new ground in the language testing field generally, as a result of the high level of computer technology used in all phases of test development, administration, and score reporting," he said.

The computerized FLO sub-skill tests, Clark explained, will be taken officially by all Korean, Polish, Russian, Spanish and Vietnamese basic course students graduating in February 1995 and beyond, with other languages to be added as soon as their tests are completed. (Several schools have been administering their paper-and-pencil versions of these tests since October 1994.)

Thus, in addition to the DLPT listening comprehension and reading tests and the oral proficiency interview, stu-

dents will also take a battery of 10 sub-skill tests, consisting of the following elements:

- transcribing spoken number groups;
- transcribing spoken texts;
- summarizing conversations and news broadcasts;
- answering content questions on conversations and broadcasts;
- answering content questions on printed texts;
- answering content questions on handwritten texts;
- translating foreign language (FL) texts into English;
- translating English texts into FL;
- eliciting biographical and other information from an FL speaker; and
- carrying out two-way interpretation between FL and English speakers.

The last two elements are tested "live," on a face-to-face basis with English or FL speakers. The automated tests covering the other eight elements are administered via multimedia computers in the Test Management labs in building 631.

For these tests, the instructions are presented on-screen and/or through the students' headsets. All test passages and questions are also seen on screen or heard on the headsets. Although the total testing time is automatically controlled by the computer, in several sections the student can decide how much time to spend on particular individual questions.

Because the specifications for the FLO sub-skill tests require the student to actually produce a written-out answer (rather than selecting multiple-choice options), the students' responses cannot be scored automatically. Instead, trained cadres of DLIFLC instructors (for the FL re-

sponses) and ES-assembled English raters (for the written English responses) are required to evaluate the students' answers and to feed these results into the score-reporting system.

Students receive a total of 13 separate test scores — one each for the general proficiency FLOs of listening, reading and speaking as tested by the DLPT and the oral interview — plus 10 additional scores representing their performance on each of the FLO sub-skills.

DLPT results continue to be reported on the Interagency Language Roundtable scale (1+, 2, 2+, etc.). Sub-skill test results are shown on a percentage basis (76%, 82%, 94%, etc.). The goal for each student is at least 80 percent on eight or more of the 10 sub-skill tests.

Needless to say, substantial individual and collective efforts by both the "schoolhouse" and ES were needed to bring this major undertaking to a successful conclusion.

"The Schools willingly provided top-notch subject-matter experts in each of the test languages to help develop the FLO test passages and other test materials, as well as to voice the audio portions of the test. Military Language Instructors from each school also helped review the tests for authenticity and operational realism prior to final test production," said Dr. Clark.

"On the ES side," he continued, "a number of Testing Division staff exerted above-and-beyond efforts to bring the program on-line, including division director Dr. Dariush Hooshmand and his FLO test development team, led by Mr. Le Ba-Nhon. Mr. Jon Varosh was the primary developer of the computerized test delivery system. Also, (Navy) LT Penny White and her Test Management staff had to substantially modify our traditional test scheduling and scoring/score reporting procedures in order to accommodate the new test administration requirements.

"Most important, however," Dr. Clark concluded, "was the detailed, intensive,

and mutually supportive collaboration between ES and the schools on a project of major significance to the entire Institute. A similar level of involvement was also demonstrated by the Cryptologic Training System representative to DLIFLC, Mr. Hugh McFarlane, who worked closely with us and the schools to help interpret and clarify the FLO sub-skill descriptions and associated training standards as related to the overall test design."

As a result of this three-way collaboration, the newly-developed capacity to objectively measure each school's progress in teaching the sub-skill FLOs, together with the general proficiency data already provided by the DLPTs, make it possible to determine in greater detail how well DLI is progressing as an Institute in meeting its customers' requirements for efficient, effective training in both general and more specific foreign-language skills.

FINAL LEARNING OBJECTIVES FOR DLI BASIC PROGRAMS

PROFICIENCY OBJECTIVES	
Listening	ILR Level 2 (facts from routine conversations on familiar topics)
Reading	ILR Level 2 (simple, authentic material on familiar topics)
Speaking	ILR Level 2 (routine, limited conversations on common topics) *
Writing	ILR Level 1+ (simple, short notes on routine topics)

SUB-SKILLS OBJECTIVES	
Speaking	Bio data interviews Problem solving (negotiate, determine, explain, resolve)
Interpreting	Translate, at least in summary, English and level 2 interchanges
Listening	Produce an English summary of a conversation Produce an English summary of a news broadcast Answer content questions about a conversation Answer content questions about a news broadcast
Transcribing	Transcribe text in native script (for transliteration, see below) Transcribe (single pass) decontextualized numbers Transcribe (single pass) numbers in context
Reading	Summarize a written level 2 text into clear, idiomatic English Answer content questions about a written level 2
Translating	Read reasonably legible native handwriting Translate an level 2 text into idiomatic English Translate transcripts Translate an English text into level 2

CONTENT OBJECTIVES	
(Area Studies)	Military and Security Economic and Political Scientific and Technological Cultural and Social Geography (Physical, Political, Economic)

ANCILLARY OBJECTIVES	
Manner or tenor	Level of style, cultural connotations, politeness forms
Colloquial Usage	Exposed to greatest extent possible
Accuracy	Understand language structure
Text Processing	Know techniques
Lexical Aids	Explicit introduction and practice required
Transliteration	Practice transcription in transliteration
Phonetics	Know commonly used military and civil systems
Future Growth	Know how to become more proficient after graduation

* The speaking proficiency requirement is, technically, level 1, but NSACSS has agreed to level 2 as a desirable goal, but unsatisfactory progress toward meeting it will not be grounds for dropping, recycling or seriously disciplining an otherwise acceptable cryptologic student. S2 is the desired minimum level for all students.



DEPARTMENT OF THE ARMY
DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER
AND PRESIDIO OF MONTEREY
PRESIDIO OF MONTEREY, CA 93944 5006



REPLY TO
ATTENTION OF:
ATZP-CDR (600-37)

MEMORANDUM FOR (**DO NOT LET YOUR NAME APPEAR HERE**), HHC, Defense Language
Institute Foreign Language Center and Presidio of Monterey, Presidio of
Monterey, California 93944

SUBJECT: Letter of Reprimand

1. On 1 January 1995, the Monterey Police Department cited you for operating a motor vehicle when your blood alcohol content was .08/.10 percent. Anyone who drives or is in physical control of a motor vehicle and has a blood alcohol content of .08 percent or more violates California state law, and .10 percent or more violates Department of the Army policy.
2. I hereby reprimand you. The Army and this command have repeatedly emphasized that drunk drivers are a threat to the safety of themselves and others. You ignored these warnings and drove while physically and mentally impaired. Your irresponsible conduct brought discredit upon you and raised doubts about your fitness for future service.
3. As Commander of a TRADOC installation where no general officer is assigned permanent duty, I have been authorized by the Assistant Secretary of the Army to issue letters of reprimand IAW AR 190-5. I impose this letter of reprimand as an administrative measure and not as punishment under Article 15, Uniform Code of Military Justice. I am considering filing this letter in your Official Military Personnel File; however, I will consider any written response from you or any recommendations for filing from your chain of command before making a final filing determination.
4. Reply by endorsement through your chain of command not later than ten days from receipt of this letter. Your reply will include one of the statements contained in paragraph 3-6, Army Regulation 600-37, and may contain any written information you want your chain of command to consider.

VLADIMIR SOBICHEVSKY
Colonel, SF
Commanding

DRUNK DRIVING CAN END YOUR MILITARY CAREER!

To avoid being served with a mandatory Letter of Reprimand:

- **DON'T** drive anywhere, on or off the installation, after consuming alcohol.
- **DON'T** refuse to submit to a blood, breath or urine test to determine your blood alcohol content.

To learn more, ask your company commander or first sergeant for a copy of COL Sobichevsky's policy on Driving While Under the Influence of Alcohol or Drugs, Dec. 12, 1994.

DON'T LET THIS HAPPEN TO YOU!

.08 Blood Alcohol Concentration (BAC)

Prevention *WORKS!*

What is .08 BAC?

A California statute makes it illegal to drive or be in control of a motor vehicle with a Blood Alcohol Concentration of .08 or above.

The act of driving at or above .08 BAC constitutes a violation of the law in and of itself, regardless of whether the person exhibits signs of intoxication (such as slurred speech, unsteady gait, irregular driving, etc.).

Most industrialized nations (Canada, Great Britain, Australia, New Zealand, and the Scandinavian countries) have set BACs of .08 or lower.

As of 1993, only nine states have a legal limit of .08 BAC. Thirty-seven states and the District of Columbia have laws set at .10 BAC; four states and the Commonwealth of Puerto Rico have no legal limit law.

Usually, a law enforcement officer observes a driving violation and has an "articulable suspicion" that the driver is impaired.

The officer then stops the vehicle and follows procedures to determine if there is "probable cause" that an offense has been committed. This may include use of a passive breath sensor and other sobriety tests.

If the officer determines that there is probable cause, the driver may then be asked to submit to chemical tests to determine BAC.

If the tests show a BAC of .08 or more, or if the person refuses to take the tests, then he or she is arrested for DUI/DWI and convicted by a court of law if found guilty.

A slightly different procedure applies in states with administrative license revocation laws. Such laws also define



what administrative, rather than judicial, penalty will be imposed.

Why is .08 BAC Needed?

Several recent studies conclude that all drinkers have some impairment at .08 BAC.

Other research shows that the higher the BAC, the greater the risk of involvement in a motor vehicle crash. These studies provide a clear prevention based argument for lower BAC standards.

By lowering the limit to .08 BAC, states expand the universe of "arrestable" drivers and create a stronger deterrence for impaired driving by setting tougher standards.

The .08 BAC laws also increase the probability of conviction because the definition of "drunk" is much more specific and easier to prove than for other DUI/DWI laws.

What Can I Do?

Find out what the law is in your state. Is it a defined limit law, or does it simply set a standard under which a driver is presumed to be intoxicated or impaired? What are the DUI/DWI penalties under the law?

Voluntary efforts by individual concerned citizens in support of .08 BAC laws are contributing to safer highways and demonstrating that prevention works. To be part of this movement, you can:

- Work with existing grassroots, gov-

ernmental, civic, or business organizations (such as MADD, RID (Remove Intoxicated Drivers), SADD, state associations of emergency room physicians, etc.) involved in highway safety, public health and safety, and prevention efforts.

- Form a coalition with state and local governments and other organizations to support state legislation to lower the BAC standard. State law enforcement and public health agency officials know how to draft legislation or may already be working on appropriate legislation.
- Help inform the public and decision makers about the benefits of .08 BAC laws. Cooperate with state highway safety and public health agencies and other interested groups. Public service announcements, editorial board meetings, press releases, conferences, and rallies attract media attention. Newsletter articles and literature distributed through coalition member organizations also spread the word.
- Let your Governor and your state legislature know that you favor .08 BAC laws, and that these laws save both lives and taxpayer dollars. Find a legislator willing to support .08 BAC laws who can be the channel for clear, concise, and non-technical arguments. Be sure you are both aware of arguments against lower BACs and have materials rebutting such arguments.
- Help state and local law enforcement agencies organize and promote impaired driving enforcement activities (such as sobriety checkpoints, a good place to distribute BAC-law information).
- Encourage judges and prosecutors to convict drivers who exceed the .08 BAC standard. Help organize workshops and seminars to provide them with the latest ideas and solutions regarding impaired driving. Remind them that prevention works!

Parallel worlds

By TSgt. Ron Hyink

We are not alone.

The debate of parallel worlds in the universe may continue for generations. But parallels to the Defense Language Institute in other countries is fact. Our closest allied neighbor, Canada, has a military language school of its own and maintains close contact with DLI.

Lt. Col. Andre Michaud, commandant of the Canadian Forces Language School, and five of his staff members visited DLI Dec. 5 and 6 for an orientation to learn more about DLI's testing development and procedures.

The CFLS is located in Ottawa, Canada's capital in southeast Ontario. Their mission is threefold: to provide foreign language training to Canadian military service members; to teach French as a second language, which is a national requirement; and to test all military service members in foreign languages.

Except for its size, the CFLS has a lot in common with DLI. Although they graduate only about 70 students each year compared to DLI's 2,500, they offer very much the same languages at about the same intensity levels.

While DLI courses last anywhere from 26 to 63 weeks, depending on difficulty, the average course at the Canadian school lasts about 10 months.

"Most of our courses are designed to start in the summer time and be over by June of the following year," said Lt. Col. Michaud. "So a student will get language training from August to June, and then



Lt. Col. Andre Michaud (Photo by TSgt. Ron Hyink)

be assigned to a job to fill that requirement."

The CFLS, like DLI, sprang from the need for qualified linguists during the early stages of World War II. "Our school first started when the Korean forces needed (Japanese) linguists for the war in the Pacific," explained Lt. Col. Michaud. And from there it evolved. "In the 60s and 70s, we were heavy into eastern European foreign languages, and since the late 80s we've been diversifying because our national needs are more into other languages again," he said.

Once Canadian language students graduate, they will be assigned into one of two areas. They may work in the communication command, in which they would be assigned primarily in the Ottawa area. The other students will be military attaches stationed in the country for which they learned a language.

"Our missions (DLI's and CFLS') are

quite the same — we both cater to military clients with specific needs," said Lt. Col. Michaud. "The difference is the scale itself — about 20 to 30 times the number of students and faculty and the resources involved."

As members of the NATO Bureau of International Language Cooperation, CFLS and DLI play a major role in standardization of foreign language training within NATO. "A memorandum of agreement signed between these two schools has made it possible for them to continue their collaboration on a more formal basis in the areas of foreign language testing and curriculum development," said Dr. Dariush Hooshmand, director of DLI's Testing Division.

One of the benefits of the exchange program for the CFLS is our own DLPTs. "We use your tests to evaluate our students at the end of the course," said Lt. Col. Michaud. He explained that they do build some of their own tests, such as intermittent testing that allows students to progress from one level of their course to another.

The program also benefits DLI. "They help us, for instance, field test DLPT batteries in languages for which they have a concentration of linguists at certain locations in Canada," said Dr. Hooshmand. A couple of years ago, they helped us in validation of the French DLPT IV, and at present they are making the necessary arrangements for us to pilot our recently-developed Ukrainian DLPT IV at one of the universities in Western Canada, he said.

Canada's parallel to DLI helps to maintain world peace by providing quality linguists. It's comforting to know that we are not alone.

LCDR Blow turns over NSGD command in Change of Charge ceremony

By JO2 Douglas H. Stutz

The brief afternoon rain cleared the air, allowing an unobstructed view across Monterey Bay. The sun shined down on the brisk fall day, glinting — for the last time — off the epaulets of LCDR James W. Blow, commanding officer of DLI's Naval Security Group Detachment.

There were those who were surprised by the decision, but after 22 stellar years of climbing through the enlisted ranks and officer echelons, he retired Nov. 2. LCDR Blow turned over NSGD's command responsibilities to CDR Gus K. Lott. CDR Lott came to DLI after serving as chief engineer for the Naval Information Warfare Activity in Washington, D.C., and on the staff of the commander of the Naval Security Group Command.

"LCDR Blow's tour at NSGD Monterey has been nothing short of visionary," said guest speaker CAPT John P. O'Neill, director of Navy Security Group Pacific. His proactive nature and keen operational insight have lead the Navy to successfully address the Navy's and Department of Defense's language-related issues. He's met the challenge of increasing proficiency standards in established languages. He's been a vocal advocate in realigning resources to tackle the steady increase of Middle East and Asian language needs, as well as the emergency requirements for low-density language demands. Across the board at DLI, he has ensured that Navy and military language instructors are well qualified, and that Navy students have the best opportunity to succeed in language learning. Beyond the traditional mission of language learning, he's also fostered

the motivation within the crew for leadership excellence."

"I awoke this morning as excited as I always am to be skipper of NSGD Monterey," said LCDR Blow. Today is the last day to be so privileged to be skipper of NSGD Monterey. I have endeavored each and every day to be worthy of such an outstanding crew, truly the best I've ever known. Although I'm excited about retirement, it remains very difficult to sever the bond that I have with this command. The awards are a direct result of the accomplishments of the crew rather than any individual achievement on my part. So I congratulate the crew on their outstanding performance. I will share the awards I received for what they truly represent: a reflection of your teamwork, your commitment to excellence, and never ending-spirit. It has been truly my privilege to serve with you and I shall not soon forget you and my proud association with you."

LCDR Blow's career began in 1972, straight out of high school. During his enlisted stint, he attended electronic and cryptographic maintenance schools, served as a cryptologic technician at NSGD, Keflavik, Iceland, from 1973 to 1975, and was an integral part of the initial OUTBOARD/OUTRIGGER project from 1975 to 1977. On sea duty, he became an instructor and course designer for the first OUTBOARD maintenance course from 1977 to 1980. In 1980 he was assigned as the staff force cryptologic maintenance chief for the commander of Naval Surface Forces Pacific. During his tour there, he advanced to chief petty officer and was later selected for a commission as a Limited Duty Officer (Cryptology). Upon receiving his commission in 1982, he served in



LCDR James W. Blow (U.S. Navy photo)

Misawa, Japan, until 1984 as a Cryptologic Direct Support (surface) division officer and Operations Watch Officer. From 1984 to 1988, he was assigned to the headquarters staff of the commander of NSGD, Washington, D.C., after which he spent a year in Diego Garcia as NSGD department head. From the middle of the Indian Ocean, he went to Hawaii to serve on the staff of the Commander in Chief, Pacific Fleet, from 1989 to 1992 as the Surface Cryptologic Direct Support operations officer.

LCDR Blow, his wife, Denise, and son, Eric, headed from the deep blue of Monterey Bay to the Big Sky Country of Montana. "Fair winds and following seas" is the usual sentimental sendoff for a retiring shipmate. Perhaps something should be added regarding minimal blizzard conditions and limited arctic snow fronts.

Haitian Creole project: a real team effort

By Ben De La Selva
Dean, East European School II

The warning came in October. The Department of the Army sent a message to DLI indicating that Haitian Creole linguists may be needed as early as the first week of December.

The exact number of linguists required was unknown at the time — it could be 120 students in one clump, or 600 in staggered groups. French linguists would have to cross train into Haitian Creole in a course lasting 10 to 12 weeks. The entrance requirement for the cross training would be a current 2-2-2 in French.

Despite the uncertainty, DLI had to plan for the training. Dr. Ray Clifford, DLI Provost, determined that the training would take place in East European School II (EE2) and consequently summoned EE2's dean. The school had space for classrooms and offices, and across the street, Foxtrot Company would house the students.

Clifford and De La Selva agreed to reassign Ani Frazier from Information Management to EE2 as project officer for the effort. At the same time, word came that a current Thai student, SSG Cassandra Woel, reared and educated in Haiti, claimed native proficiency in Creole as well as professional proficiency in French. Woel was also familiar with DLI curricula, as she had attended the DLI Russian Basic course in the 1980s. MAJ David Tatman, associate dean of Asian School I, instructed Woel to report to EE2 after 3 p.m. every day to support the Haitian Creole effort.

Frazier and Woel immediately inventoried DLI's holdings and examined the few existing texts, including a 1975 DLI course developed by Mrs. Rolande Tournier in consultation with Dr. Albert Valdman of Indiana University. In coordination with Christa Rutsche of the Curriculum Division and Les Turpin of Production Coordination, several adjunct texts and dictionaries were ordered.



Tournier's Haitian Creole project, an entirely audio-lingual effort, was apparently terminated in the mid-70s during the validation stage. Consequently, the camera-ready copy contained numerous blue-pencil corrections on the margins. Also it was entirely typewritten using a now-obsolete orthographic system. Frazier and Woel's challenge was to convert this old course into a modern edition by making all the corrections, including the newest Creole transcription system.

At this point, Pavel Bielecki, a Czech instructor with computer expertise, and Peter Schultz, EE2's Information Management officer, started scanning the Tournier materials and converting them into computer files. Frazier then compared the old and new texts, fine tuned the format and passed the materials to Woel, who reviewed and corrected the Creole and modernized the orthography.

The Christmas break in some ways separated the team members and threatened to slow down the gathered momentum. Frazier and Schultz continued to work, but Woel and Bielecki were obligated to take leave. Through the efforts of MAJ Kirt Quist, EE2's associate dean, the Canada-bound Woel was able to communicate with the team via Lingnet, a DLI electronic bulletin board. Frazier and Schultz sent Creole lessons to Woel in Canada, and Woel reviewed, revised and corrected them, then sent them back to DLI, all via Lingnet.

While the development efforts were going on, a team of two faculty trainers,

Solfrid Johansen and SSG Donny Weber, went to Washington, D.C., to offer the ICC course to seven Haitian teachers who had been hired through contract by the DLI Washington office. Johansen and Weber carried with them the first five lessons of the revised Tournier course.

In the meantime, Quist took advantage of the holiday break to coordinate numbers, faces and spaces. The students — now numbering 26 and all from the Army — would be housed in E and F Companies. The teachers, now numbering seven, would be billeted in Sun Bay apartments at the Presidio of Monterey Annex. Quist identified ten rooms for classrooms and offices in building 848, home of EE2.

According to authorities, French Creole is best viewed as a language derived from two basically Romance types of speech — French and Afro-Portuguese Pidgin, which developed along the coast of Africa during the slavery trade.

During the first week of January, the final word from the Department of the Army confirmed the need for the linguists — final plans for the course could go forward, and the course could begin.

Seven teachers arrived on Monday, Jan 16. However, by the end of that week, only 18 of the students had arrived. While the teachers continued their faculty training, Renee de Barros from Technology Integration gave the students refresher training in French. Plans were finalized for the program to officially begin on Thursday, Jan. 26, after all the students had arrived.

Thus, three months of timely coordination by a host of DLI faculty and staff members ensured that an old, typed, audio-lingual course, modernized and revised using state of the art electronic technology, was delivered by contract instructors to service members ready to deploy to Haiti.

As was the case with other hot spots in the world such as Granada, Saudi Arabia and Somalia, this team effort once again illustrates that DLI can act quickly and effectively in producing materials or linguists on short notice. Indeed a real team effort.

Sherif Ahmed Wasfy, DLI Arabic instructor, discusses a news item in an Arabic newspaper with SPC Mike Van Geertruy and SGT Dan Kelly, 741st Military Intelligence Battalion, Fort George Meade, Md., at Fort Meade's Joint Services Language Center Dec. 9. In the background, DLI instructor Samuel Khacho speaks to another group of Arabic students. (Photo by Joe Burlas)



Fort Meade linguists learn Arabic via VTT

By Joe Burlas
Soundoff newspaper, Fort Meade, Md.

A class of Army linguists at Fort George G. Meade, Md., marked the completion of an innovative foreign language course Dec. 15 with a ceremony that awarded them diplomas and an additional foreign language skill identifier to their military occupational specialty job title.

Eighteen soldiers from the 741st Military Intelligence Battalion used the video teleconferencing training (VTT) systems at Fort Meade's Joint Services Language Center, run by the 704th Military Intelligence Brigade, to learn Arabic from instructors based here at DLIFLC.

"This training has proven the long-distance language-training effectiveness of VTT through significant cost avoidance," said Peter Lалlos, DLI's distance education coordinator. "By using this system, the Army has trained 18 outstanding linguists without the cost of directly sending them to DLI as resident students for a new foreign language."

A VTT classroom is built around two large screen televisions, a computer and a video camera. One television shows the instructor and the other may display training aids or a feedback picture of what the instructor is seeing of the classroom. The classroom is linked with the DLI instructor via satellite.

DLI has seven VTT classrooms and plans to add another within the next year. The language center at Fort Meade has four. Fort Huachuca, Ariz., Goodfellow Air Force Base, Texas, Fort Carson, Colo., Fort Riley, Kan., and Kelly Air Force Base, Texas, also have VTT classrooms that link with DLI for remedial and refresher language training, said Lалlos.

"Because of the three-hour time difference between DLI and Fort Meade, the DLI instructors started their work day early — 5 a.m., Monterey time," said Lалlos. "That way, VTT class started 8 a.m. at Fort Meade."

According to Chief Warrant Officer Margaret Haacke, officer in charge of the Joint Services Language Center, the Arabic VTT course was designed to allow linguists here with languages in low demand by current Army needs — like Czech, German and Polish — to cross train to another language in higher demand.

For some, Arabic will be a second or third foreign language. For SPC Luis

Rodriguez, an Arabic student with the 741st MI Battalion, it is a fourth. Rodriguez also speaks Spanish, Italian and Russian.

"Arabic, by far, is the hardest language I had to learn," said Rodriguez. "Still, I'm enjoying it because it's so challenging. It's interesting to see technology in use for such things as distance education."

The 704th students started the course in June with on-site contract instructors who taught a two-week class on the basic sounds and written script of the Arabic language, said Haacke. The following 24 weeks, students received language instruction from DLI teachers using VTT.

"What they've received through VTT is basically the Modern Standard Arabic course, minus specific region dialect training, taught at DLI in 63 weeks," said Haacke. "To supplement VTT, the students have access after normal classroom hours to Arabic vocabulary lists and tapes, Arabic language computer programs, and up-to-date Arabic television news report videos."

For SGT Bridget Rodriguez, another 741st Arabic student, VTT had an advantage she didn't realize until she went home on emergency leave. "I thought I would fall way behind on the instruction, but I didn't," said Rodriguez. "The language center operators made videotapes of the VTT instruction and mailed them overnight express so I could watch them at home. I spent some extra time in the evenings at the center to get back on track, but on the next test I did better than the class average."

To round out the language training, DLI teachers traveled to Fort Meade to meet students and take a field trip the week prior to graduation.

The DLI Arabic VTT course instructors were Sherif A. Wasfy, Peter Ignatius, Sami Khacho, Mohsen Fahmy, Hermin Ajamian, and Mamdouh El Nady.

LTC Lewis H. Thompson, commander of the 741st MI Battalion, attributed the success of the VTT course to a collective effort.

"This VTT Arabic course was a success for everyone involved because of three reasons," said LTC Thompson. "First, we had the right group of students — linguists who had proven they have the right aptitude and the right study habits to learn a foreign language. Second, we developed, with DLI, the right program using the available technology. Third, we had the right group of instructors at DLI who weren't afraid to use that technology to work closely with the students here."

DLI Template Library — marrying technology with methodology

By Steve Koppany
Faculty Trainer, DCI-IT

Computer-based course material development already boasts quite a history at the DLI, much of it owing to the programming skills of a handful of able specialists. The goal of taming the technology to the point where the faculty at large can look upon it as a usable and creative teaching tool in the foreign language classroom, however, has remained largely elusive.

Now, the Instructional Technology (IT) Branch of the Directorate of Curriculum Instructions has come up with a solution that holds great promise for those who have been wanting to tap the interactive potential of computers, but have lacked the time and/or skills to do so. Titled "The DLI Template Library," this innovative program has managed to harness the vast potential of the widely praised but still enormously complex "Multimedia Toolbook" authoring ware, and to organize them into foreign-language, teacher-friendly building blocks.

Specifically, the library contains more than 50 ready-made activities, organized in accordance with Harmer's

teaching model (i.e., Lead-in, Tasks, Follow-up). They range from the more traditional Multiple Choice and True/False variety to such product- and performance-oriented tasks as report writing, extracting essential elements of information, gisting, summarizing and many others. Collected over time from many different sources, each activity has been standardized and templated for easy adaptation to any foreign language for which a functional font set is available in the Microsoft Windows 3.1 environment. Easy-to-follow, on-screen instructions lead the developer through the once-agonizing process of lesson creation in just a fraction of the time it used to take in the past to generate anything that the students could actually use. The menial and often frustrating chore of writing scripts (i.e., instructions to the computer) to make things happen on the screen have been virtually eliminated, shifting the focus to where it belongs: to the development of a sound and creative foreign language lesson.

It is this shift of focus which teachers will appreciate the most about IT's new offering. Just as the artist should not have to worry about the chemical compound of the paints on his/her palette, the foreign language teacher should also

not be stifled by irrelevant technical details. But the Template Library also offers additional conveniences that will make authoring not only efficient but also enjoyable, including the flexibility to move and rearrange text, pictures and other objects on the screen; the availability of an extensive picture/clip art library, a sound recording studio and clip maker; as well as a nifty little template-within-a-template called the "Lesson Maker."

Possible areas where the Template Library can be put to immediate use include daily lesson preparation; the development of FLO-oriented "Bridges" and activity sequences; and the design of enhancement and remedial materials for independent study. As any depository of resources, the Template Library is also expected to grow and expand as new acquisitions are added to its current stock. As that happens, the library can easily become the basis of more complex curriculum development projects as well.

For more information pertaining to the DLI Template Library (e.g., content, availability, system requirements, training, installation, etc.), please call the Instructional Technology Branch at (408) 647-5533/5380. Workshops are offered monthly and are filled on a first-call/first-serve basis.

Command Language Program Managers course offered

The Defense Language Institute Foreign Language Center will offer a Command Language Program Managers course March 13-17.

This new course will provide new Command Language Program Managers with an overview of the skills and techniques necessary to administer their programs more effectively.

Topic areas that will be covered in the course include Regulatory Guid-

ance, establishing and maintaining a linguist data base, marketing the program, budgeting, and conducting a unit needs assessment.

Academic areas to be discussed will include the ILR Skills Descriptions, proficiency-oriented instruction, evaluating instruction, and planning the training program. The planning segment will cover how to establish training goals, identify the available resources, and de-

veloping a training plan/program of instruction.

The goals of the course is to provide the Command Language Program Managers with an overview of the topic areas, so that they can become better administrators.

For more information or to enroll in the course, contact Ron Nelson at DSN 878-5319. The commercial number is (408) 242-5319.

Linguists cross language barrier

By SPC Bryan Driver
Ironsides editor, 1st Armored Division, Germany

Soldiers from the 3rd Battalion, 5th Cavalry Regiment went to Poland in September to take part in the first-ever Partnership for Peace exercise, Operation Cooperative Bridge '94.

But they were not the only division soldiers taking part. Sixty-five soldiers from the 1st Armored Division staff, 501st Military Intelligence Battalion and 205th Military Intelligence Battalion also traveled to Poland.

For the seven linguists from the 501st MI Bn., located in Dexheim, the exercise was a chance to test their mettle. "We are here to provide linguistic support for the exercise directors and the division staff," said SGT Brent Beckwith, 501st MI Bn. team noncommissioned officer in charge.

The linguists from the 501st MI Bn. and the 205th MI Bn. spent their time in the training areas. Some worked with the Polish Infantry company that was role-playing the OPFOR and the dislocated civilians in the peacekeeping training missions. They relayed command and control information from the ground sites to the observer controllers who were running the scenarios.

Speaking with the Polish soldiers is a professional development dream-come-true for a linguist. "This is the best training a linguist can get," Beckwith said. "We don't speak Polish enough to have the same command we do of English. After being here for two weeks, I'm starting to think in Polish," he said.

"It's very hard to stay current with a foreign language unless you use it all the time," Beckwith added.

One translator said she had a good experience while she was in Poland. "I enjoyed Poland very much. The people were very nice. They went out of their way to help us get the mission done," said SPC Diana Clyker, 501st MI Bn.

Because she is a female, Clyker said she received a lot of attention from the Polish soldiers, who don't have females in their units. "Whenever I met someone new, the main topic of discussion was what I did in the Army," she said. "When they (the Polish) found out I was a Polish translator, they would take me under their wings and show me around."

Beckwith said Cooperative Bridge '94 was the second time he had been able to use translating skills during his 10 years in the Army. "Every day we have been here, someone has needed us for our skills. It makes me feel good knowing that I helped accomplish the mission during such a historic event," he said.

College Briefs

Is Your Job Training Worth College Credit?

The College Level Examination program (CLEP) enables students to earn college credit by examination.

All active duty military personnel are eligible to take CLEP tests to demonstrate college level competency, no matter where or how this knowledge was acquired: through formal study, private reading, employment experience, non-credit courses, adult classes, TV/radio/cassette courses, military/industry training, or advanced work in regular high school courses.

Many military personnel have reduced the cost in time and money of their college education by successfully completing CLEP tests for credit.

Five general CLEP examinations are available: English Composition, Social Sciences and History, Natural Sciences, Humanities, and Mathematics. Up to 30 semester hours of college credit can be earned by successfully completing these five examinations.

Further information and assistance can be obtained by your Base Education Office.

Air Force: CCAF expands use of language credits

Applications for credit from the Defense Language Proficiency Test are no longer restricted to linguists in the intelligence and communications applications degree plan.

Effective immediately, credit earned may be applied in the program elective area for all current Community College of the Air Force programs with the stipulation that credit must not duplicate any other course work the student may have already applied to a degree plan. This also applies to credit earned in residence at DLI.

DLI issues official test scores reports free of charge and keeps DLPT test scores permanently dating from October 1990. To order tests scores, include the student's name and signature, SSAN, language tested, version of DLPT, date of test, where tested and ESO mailing address.

For more information on DLPT scores, write to the Commandant, Defense Language Institute, Attn: ATZP-ESE-TM, Presidio of Monterey CA 93944-5066.

For DLI official transcripts, write to the Commandant, Defense Language Institute, Attn: ATZP-TDR-A, Presidio of Monterey CA 93944-5066.

FOREIGN LANGUAGE PROFICIENCY PAY

By SFC Edwin Pizarro
DLI Operations, Plans and Programs

- SPECIAL PAY -
FOREIGN LANGUAGE PROFICIENCY

WHAT IS FLPP?

The Foreign Language Proficiency Pay (FLPP, more commonly referred to as "FLIP") is a monthly monetary incentive paid to eligible and qualified personnel possessing foreign language proficiency. The objective of FLPP is to encourage the acquisition, maintenance, and enhancement of foreign language skills vital to national defense. The ability of the Armed Forces to interact in the international arena and respond effectively to any global contingency mandates the need for qualified personnel to communicate with our allies and the local populations as well as with our adversaries. The following paragraphs outline the rules defining FLPP and highlight each service's program.

ENTITLEMENT

Any officer or enlisted member of the armed forces, who is entitled to basic pay, has been certified by their service regulations to be proficient in a foreign language identified by the Secretary of Defense for pay, and meets one of the following conditions may be paid FLPP:

- Is qualified in a military specialty requiring a foreign language.
- Has received training under regulations prescribed by the Service Secretary to develop proficiency.
- Is assigned to military duties requiring such proficiency.
- Is proficient in a foreign language for which the Department of Defense may have a critical need.

DEFINITIONS

Critical Language. Any foreign language identified by the Secretary of Defense in which it is necessary to have proficient personnel because of national defense considerations.

Language Proficiency. Level of proficiency a member possesses in a foreign language skill (listening, reading and speaking).

Proficiency Level. Qualitative statement of degree of skill in using a language. Foreign language proficiency levels range from 0 through 5 as prescribed by the Interagency Language Roundtable (ILR) Skill Level Descriptions. Proficiency levels for linguistic skills (reading, listening and speaking) are awarded to military

linguists through testing based on ILR skill level descriptions. Foreign language proficiency levels have (+) increments between levels (1+, 2+, etc.). Military linguists are not currently tested on writing skills.

Language Difficulty Category (LDC). Level of relative difficulty a native speaker of American English would experience in learning a language. Categories I through IV were established by the ILR based upon decades of experience in language teaching.

FLPP Level. Monthly pay rate paid to a linguist for attaining, maintaining and/or increasing the level of proficiency in a language. Service Secretaries may raise or lower the FLPP level based on the specific service language needs.

AMOUNT OF PAYMENT

The monthly rate of FLPP shall be determined by the Service Secretary, as follows:

<i>FLPP Level</i>	<i>Monthly Rate</i>
FLPP-1	\$ 25
FLPP-2	\$ 50
FLPP-3	\$ 75
FLPP-4	\$100

FLPP may be awarded for proficiency in multiple foreign languages, however, the monthly rate may not exceed \$100 payable to a member. FLPP may be paid in addition to other pay and allowances and is subject to federal withholding tax. It is not subject to FICA tax.

FLPP DETERMINATION

The lowest of the proficiency ratings in reading and/or listening will be used to determine the FLPP level. The speaking portion of the DLPT, if taken, is not used for FLPP determination.

ARMY FLPP PROGRAM

- RESTRUCTURE OF THE USA FLPP -

The U.S. Army recently revised its critical languages list and FLPP levels. The changes on the Army's language list and FLPP matrix table took effect on Nov. 28, 1994. The tables that follow illustrate the old and new pay matrix tables.

ELIGIBILITY CRITERIA

All soldiers in the active Army, Army National Guard, and the U.S. Army Reserve who qualify for and maintain the required proficiency in a designated foreign language are eligible for FLPP. A soldier must have certified proficiency within 12 months and be assigned to military duties requiring proficiency in the requisite language. Exception to duty position requirements are soldiers with Primary Military Occupational Skill 96F, 97B, 97E, 98C, 98G or 98Z, all Career Management Field 18

linguists, warrant officer MOS: 180A, 350A, 351A, 351C, 351E, 352C, and 352G, and commissioned officers with a branch code of 18 or a functional area 48, and assigned to duties in an authorized 18 or 48 position.

GRANDFATHER CLAUSE

Soldiers continue to receive their FLPP entitlement at the current rate until they recertify their proficiency on or before their anniversary date. At that time, the revised matrix table of payments takes effect. Soldiers in LDC I need to retest to be paid at the 2/2 proficiency level.

CERTIFYING PROFICIENCY

Soldiers cannot recertify their proficiency prior to 6 months without approval through CDR, PERSCOM (exception to policy). Request for exception will be considered only for individuals who have successfully completed significant training (i.e. a minimum of six weeks immersion training or six weeks of five hours a day classroom training). An Oral Proficiency Interview will be conducted with a DLIFLC approved tester for those claiming proficiency in a language for which no DLPT is available. Arrangements can be made only by your Test Control Officer. Soldiers who are attending formal language training are exempt from annual reevaluation in the language in which they are being trained for the duration of training.

ARMY FLPP LANGUAGES

Category I: Afrikaans, Danish, Dutch, French, Haitian-Creole, Italian (also Sardinian, Neapolitan, Sicilian), Norwegian, Portuguese (also Brazilian, European), Spanish (Spanish-American, Caribbean, Castilian, Creole), Swedish, Taki-Taki.

Category II: German, Indonesian, Malay/Malayan, Romanian/Rumanian.

Category III: Albanian, Amharic, Armenian, Azerbaijani/Azeri, Bashkir, Basque, Belorussian/ Byelorussian, Bemba, Bengali/Bangla, Bikol/Bicol/Vicol, Bulgarian, Burmese, Cambodian/Khmer, Czech, Divehi/Maldivian, Estonian, Finnish, Georgian, Greek, Hausa, Hebrew, Hindi, Hungarian, Ilocano, Kachin, Karen, Kazakh, Kinyarwanda, Kirghiz/Kirgiz, Kurdish, Lahu, Laotian/Lao, Latvian, Lingala/Ngala, Lithuanian, Macedonian, Malagasy, Maranao, Miskito, Mongolian, Nepalese/Nepali, Nyanja/Chinyanja, Ossetic, Pampangan, Persian-Afghan/Dari, Persian Farsi, Polish, Punjabi, Pushto/Pashto, Rade/Rhade, Russian, Serbo-croatian, Shan, Shona, Singhalese/Sinhalese, Slovak, Slovenian, Somali, Swahili, Tajik/Tadjik/Tadzhik, Tagalog/Filipino, Tamil, Tatar, Telege/Telugu, Thai, Tibetan, Tigrinya, Turkish, Turkmen/Turkoman, Uighur, Ukrainian, Urdu, Uzbek, Vietnamese (Central, Hanoi, Saigon), Visayan (also Cebuano, Hiligaynon), Wa, Xhosa, Yoruba, Zulu.

Category IV: Arabic (also Algerian/Maghreb, Egyptian, Gulf (Includes Iraqi), Libyan, Modern Standard, Moroccan, Saudi, Sudanese, Syrian, Tunisian, Yemeni/Adeni), Chinese (also Amoy, Cantonese, Fuchow, Fukienese/Min, Hakka, Mandarin, Swatow/Cha'oChou, Wu), Japanese, Korean.

Army FLPP Matrix (Old)

DLPT	LDCI	LDCII	LDCIII	LDCIV
1+/1+	N/A	N/A	FLPP-1	FLPP-2
2/2	N/A	FLPP-2	FLPP-2	FLPP-3
2+/2+	FLPP-2	FLPP-3	FLPP-3	FLPP-4
3/3	FLPP-3	FLPP-4	FLPP-4	FLPP-4

Army FLPP Matrix (New)

DLPT	LDCI	LDCII	LDCIII	LDCIV
1+/1+	N/A	N/A	N/A	N/A
2/2	FLPP-1	FLPP-2	FLPP-2	FLPP-3
2+/2+	FLPP-2	FLPP-3	FLPP-3	FLPP-4
3/3	FLPP-3	FLPP-4	FLPP-4	FLPP-4

AIR FORCE FLPP PROGRAM

The United States Air Force FLPP program has, as all the services do, some peculiarities. Each Service Secretary is responsible for periodically reviewing and updating their language program. The Secretary of the Air Force has designated the Air Force Assistant Chief of Staff for Intelligence as the Service Program Manager for both the Air Force Foreign Language Program and the FLPP programs. The following is an overview of the Air Force FLPP program.

ELIGIBILITY CRITERIA

All airmen in the active Air Force or the Air Force Reserve, who qualify for and maintain required proficiency in a designated foreign language are eligible for FLPP. They must be career airmen, (second term or above; however, personnel proficient in critical languages or assigned to a Language Designated Position are not required to be career airmen), be recommended to receive FLPP by their commander and possess a minimum SECRET security clearance. Pipeline students undergoing basic language training are not eligible for FLPP until successful completion of 3-skill level training. Individual participation for other than LDP personnel is voluntary, however, receipt of FLPP constitutes availability for global contingency requirements. Spanish and Tagalog speakers must be serving in an LDP or language-inherent career field to qualify for pay. Members on Temporary Duty for at least 30 consecutive days in a LDP are eligible for FLPP.

CERTIFYING PROFICIENCY

Air Force personnel qualify annually for FLPP by taking the DLPT in the language to which they are assigned and qualified. The TCO conducts annual testing between the months of July

and December. Out-of-cycle testing may be authorized by the Military Personnel Flight chief only in unique circumstances. The individual must arrange testing; failure to test as scheduled may result in loss of FLPP until following year. Failure to retest annually will result in loss of FLPP until following year. DLPT will be administered out-of-cycle if the individual is reassigned to another LDP that requires a different language. FLPP is retroactive to the certification date (date the commander endorses the individual's request), regardless of the date testing is scheduled and conducted. Members qualified in more than one dialect will only receive pay for one. Members assigned to LDPs and Cryptolinguist personnel must attempt to qualify in the assigned language first. Failure to qualify does not preclude the member from attempting to qualify in another language. Spanish and Tagalog are excluded from second language qualification.

AIR FORCE FLPP LANGUAGES

Category I: Afrikaans, Basque, Danish, Dutch, French, Haitian-Creole, Hausa, Icelandic, Italian, Italian (Sardinian, Neapolitan, Sicilian), Norwegian, Portuguese, Portuguese-Brazilian, Spanish, Somali, Swahili, Swedish.

Category II: German (also Swiss, Bavarian), Hindi, Indonesian, Kashmiri, Malay/Malayan, Romanian/Rumanian, Urdu.

Category III: Albanian, Amharic, Armenian, Azerbaijani/Azeri, Baluchi, Bengali/Bangla, Bulgarian, Burmese, Cambodian/Khmer, Czech, Estonian, Finnish, Greek, Georgian, Hebrew, Hungarian, Kurdish, Laotian/Lao, Latvian, Lithuanian, Mongolian, Nepalese/Nepali, Persian-Afghan/Dari, Persian Farsi, Polish, Pushto (Afghan, Peshawari), Russian, Serbo-croatian, Slovenian, Tagalog/Filipino, Thai, Turkish, Ukrainian, Vietnamese (Central, Hanoi, Saigon).

Category IV: Arabic (Algerian/Maghreb, Classical, Egyptian, Jordanian, Lebanese, Libyan, Modern Standard, Moroccan, Saudi, Sudanese, Syrian, Tunisian, Yemeni/Adeni), Chinese (Amoy, Anhwei, Cantonese, Fuchow, Fukienese/Min, Hakka, Mandarin, Swatow/Cha'ochou, Toishan, T'ung, Wu, Yao), Japanese, Korean.

Air Force FLPP Matrix

DLPT	LDCI	LDCII	LDCIII	LDCIV
1+/1+	N/A	N/A	N/A	N/A
2/2	N/A	N/A	FLPP-2	FLPP-2
2+/2+	FLPP-3	FLPP-3	FLPP-3	FLPP-3
3/3	FLPP-4	FLPP-4	FLPP-4	FLPP-4

NAVY FLPP PROGRAM

On Jan. 24, 1994, the U.S. Navy issued a new "Instruction" (order/regulation) with reference to the Navy FLPP program.

ELIGIBILITY CRITERIA

All naval personnel designated as Cryptologic Technician with Interpretive (CTI) rating, possessing a foreign language Navy Enlisted Classification code, or personnel other than those in the CTI rating serving in billets identified as having foreign language requirements i.e. Cryptologic officer, (designator 161X and 744X); seamen possessing NEC 9520 (Consecutive Foreign Language Translator) On Site Inspection Agency Personnel; Special Duty Intelligence Officer (163X designator) with Area Intelligence Subspecialty (XX18); Special Warfare and Exchange program personnel, or any service member who is assigned to a Temporary Assignment Duty in an operational linguistic role for over 30 consecutive days. Each must be recommended by their commanding officer.

SPECIAL REQUIREMENTS

CTI Eligibility Requirements: CTI rated personnel with a qualifying foreign language NEC are eligible for FLPP while serving in other than CTI billets if they maintain the required language proficiency. CTI personnel must qualify for FLPP in the language in which they are serving, or if in a non-language coded billet, any cryptologic language which has an NEC code assigned. CTI's must hold the NEC of the language in which they are testing for payment of FLPP. Students assigned to a foreign language course are excluded from mandatory testing in that language while attending. Students may use the previous year's exam results or end of course DLPT for qualification for FLPP. Eligibility for initial FLPP will be based on the DLPT administered upon completion of language training for new accessions to the CTI rating. Members assigned to the Cryptolinguist Training and Evaluation Program are eligible for maximum, single language, FLPP benefits without testing, if recommended by the commander (this provision is canceled effective Oct. 1, 1995).

NEC 9520 Eligibility Requirements: Non-CTI enlisted personnel possessing NEC 9520 are eligible for FLPP regardless of duty assignment if they maintain a Level 3 language proficiency as measured by the DLPT. DLPT Level 3 proficiency in requisite skills must be achieved annually to retain NEC 9520.

SDIO Eligibility Requirements: SDIOs (163X0 with an AIS (XX18) are eligible for FLPP regardless of duty assignment if they maintain a Level 2 language proficiency in listening and reading or speaking as measured by the DLPT.

Multiple Language Pay: FLPP may be awarded for proficiency in multiple foreign languages. To qualify, languages must be required by the billet to which they are currently assigned.

CERTIFYING PROFICIENCY

Testing is required annually for all personnel, except those assigned temporary duty or temporary additional duty requiring use of the foreign language skill or duty under instruction, temporary duty under instruction, or temporary additional duty under instruction to any course of instruction for 90 days or less, or to a course of instruction directly related to the foreign language duty assignment for any period of time.

CTI's must hold the NEC of the language they are testing for payment of FLPP. Personnel with multiple foreign language NEC's must test in each language, regardless of whether they are working in that language. CTI's and cryptologic officers, designators 161X and 744X, may qualify for FLPP using either the CTEP Diagnostic Examination (CDE) or the DLPT. Effective Oct. 1, 1995, the DLPT will be the only examination used to determine FLPP eligibility. FLPP starts on the date the commanding officer certifies and recommends an individual as meeting all eligibility requirements.

Navy FLPP Matrix (DLPT Based)

DLPT	LDCI	LDCII	LDCIII	LDCIV
1+/1+	N/A	N/A	N/A	N/A
2/2	FLPP-2	FLPP-2	FLPP-2	FLPP-2
2+/2+	FLPP-3	FLPP-3	FLPP-3	FLPP-3
3/3	FLPP-4	FLPP-4	FLPP-4	FLPP-4

- NEC 9520 personnel will receive pay at the 3/3 proficiency level only. Listening and reading results will be used.
- The DLPT may be administered in three functional areas: listening, reading and speaking. Speaking is not required for cryptologic personnel.
- To qualify, personnel must demonstrate proficiency in listening and reading. The FLPP award level is determined by the lower of the two proficiency levels.

Navy FLPP Matrix (CDE Based)

DLPT	LDCI	LDCII	LDCIII	LDCIV
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	FLPP-3	FLPP-3	FLPP-3	FLPP-3
4	FLPP-4	FLPP-4	FLPP-4	FLPP-4

- CDE test results are provided in four functional areas: basic and intermediate written and listening. An overall CDE level (1-4) is derived from the scores.
- Effective 1 October 1995, the CDE will no longer be used to determine FLPP eligibility.

USMC FLPP PROGRAM

NAVY FLPP LANGUAGES

Category I: Afrikaans, Danish, Dutch, French, Haitian-Creole, Italian, Norwegian, Portuguese (also Brazilian, European), Spanish (also American, Castilian), Swahili, Swedish.

Category II: Burmese, German, Hindi, Indonesian, Malay/Malayan, Romanian/Rumanian, Urdu.

Category III: Albanian, Amharic, Armenian, Bengali/Bangla, Botswana, Bulgarian, Cambodian/Khmer, Czech, Finnish, Georgian, Greek, Hebrew, Hungarian, Laotian/Lao, Persian-Afghan/Dari, Persian-Farsi, Polish, Pushtu-Afghan, Pushtu-Peshawari, Russian, Serbo-croatian, Somali, Tagalog/Filipino, Thai, Turkish, Ukrainian, Vietnamese (Central, Hanoi, Saigon).

Category IV: Arabic (also Algerian/Maghreb, Egyptian, Gulf (Includes Iraqi), Modern Standard, Saudi, Sudanese, Syrian, Yemeni/Adeni), Chinese-Mandarin, Japanese, Korean.

Marine Corps FLPP Matrix

DLPT	LDCI	LDCII	LDCIII	LDCIV
1+/1+	N/A	N/A	FLPP-1	FLPP-2
2/2	FLPP-1	FLPP-2	FLPP-2	FLPP-3
2+/2+	FLPP-2	FLPP-3	FLPP-3	FLPP-3
3/3	FLPP-3	FLPP-4	FLPP-4	FLPP-4

ELIGIBILITY CRITERIA

All Marines in active or reserve duty. Officer and enlisted personnel who require a validated foreign language ability are eligible for FLPP if they meet one of the following requirements. Personnel in possession of primary MOS in Occupational Fields 26 less 2600 or 02 less 0200 or maintain an additional MOS of 2643, 0250, 9940-9949 (Foreign Area Officer) can receive FLPP even when assigned to billets outside the MOS. Marines assigned duties as interpreter/translators are also eligible for FLPP; however, they will be paid for the duration of the assignment only. Marines designated by the Commandant of the Marine Corps as requiring a foreign language proficiency also qualify.

CERTIFYING PROFICIENCY

As of Oct. 1, 1991, the DLPT is the only approved test on which to base receipt of FLPP. Marines will be administered the reading and listening portions of the DLPT during in-service retest. The speaking portion of the test will only be given upon request from CMC. For those languages for which a DLPT is not available, certification and qualification level will be obtained from CMC. CMC will arrange any necessary Oral Proficiency Interview testing through DLIFLC.

USMC FLPP LANGUAGES

Category I: Afrikaans, Danish, Dutch, French, Haitian-Creole, Italian, Norwegian, Portuguese, Spanish, Swahili.

Category II: German, Indonesian, Malay/Malayan, Romanian/Rumanian, Urdu.

Category III: Albanian, Amharic, Bikol, Bulgarian, Burmese, Cambodian/Khmer, Cebuano, Czech, Finnish, Greek, Hebrew, Hungarian, Ilocano, Kurdish, Laotian/Lao, Persian-Afghan/Dari, Persian-Farsi, Polish, Pushtu-Afghan, Russian, Serbo-croatian, Somali, Swedish, Tagalog/Filipino, Thai, Turkish, Vietnamese.

Category IV: Arabic, Chinese, Japanese, Korean.

TRENDS

Since the late 1980s, the language proponents at the DoD level have been trying to arrange increases to language pay. A \$450 cap has been proposed. This proposed payment cap is directed at a linguist with a 3/3 proficiency in the primary (assigned language), and a 3/3 in a second language. The proposal also addresses using two different pay matrixes for the primary and secondary languages; pay for the primary language will be higher than for a secondary at the same proficiency level regardless of the Language Difficulty Category.

Special pay is issued to DoD personnel for a wide variety of reasons. The purpose of special pay varies, but the majority is issued to personnel with skills and/or professions which are costly and time consuming to attain, or special skills only a few are willing and able to perform. The special pay incentive is used to either entice members to serve and stay (reenlist) in certain fields such as medicine, law, aviation, etc., and/or to maintain desired levels of proficiency such as that required by a linguist.

Foreign language training is expensive and time consuming, both to attain and maintain, and one of the most perishable skills a professional can have. For all these reasons, FLPP, though one of the most recent additions (1984) to the DoD Special Pay program, perfectly symbolizes the intent of the program. A yearly increase of ten percent expenditure on the FLPP program indicates it is working.

This increase is directly related to the proficiency levels paid. The program has indeed proven itself cost effective. An increase in pay amounts will address one of the most difficult variables in language training: personal motivation.

Two major road blocks are in the way of FLPP program amount increases. One logical reason is the issue of funds; the other is a surprising one — the inconsistencies in language pay between the services. The FLPP is a DoD pay issue executed with guidance given by the DoD Pay Manual. Differences as to whom, through what testing vehicle, what FLPP level, and under what circumstances FLPP is paid have to be resolved in order for the services to be able to obtain a FLPP amount increase.

DoD is planning to reorganize the Defense Foreign Language Program (DFLP). The Assistant Secretary of Defense is leading the restructure with a newly formed panel which met for the first time on Nov. 4, 1994, in the Pentagon. The stakes on linguist issues have been raised and the level of command emphasis has taken a step upward. The inclusion of a Joint Staff Representative in the committee is a sign of unity and the realization of the indivisible "Purple" (joint-service) nature of the DFLP.

One can look at new reports, official messages, and new regulations and realize where the program is going. The services have begun to converge toward a focal point. The Army's recent change in its pay matrix identifies only linguists with a 2/2 DLPT qualification or higher for pay. The new Army Regulation 611-6, to be officially published later this fiscal year, will deny

reclassification and/or reenlistment to first term soldiers with an MOS requiring a language proficiency who do not meet the 2/2 minimum standard. Furthermore, the Army has implemented the 2/2 minimum proficiency standard as a measure of readiness in its Unit Status Reporting. The USR is the unit commanders' assessment tool to determine employability or deployability of his/her unit.

These reports are not only part of the commanders' briefings to their chains of command, but also are consolidated at Headquarters, Department of the Army, for a total Army assessment. To put this into perspective: a Battalion Commander with 450 linguists used to report 100 percent linguist capability when he had 75 percent linguists at the 1/1 to 1+/1+ level, 20 percent at the 2/2 to 2+/2+ level, and five percent at the 3/3 level. Under the new measure, the same commander will have to report a 25 percent linguist deployability (which will be considered highly unsatisfactory). This new procedure emphasizes language proficiency, pressuring commanders to have effective Command Language Programs.

The Navy will no longer utilize the CTEP CDE as a measure of proficiency. Effective October 1995, the DLPT will be the only means by which sailors will be able to qualify for FLPP. This also will create some pressure on their linguists since the CDE is more cryptolinguist (job specific) related. The change will necessitate CTIs to maintain their global language skills in order to score well on the DLPT. DLPT and CDE scores will affect advancement, assignment and retention in the U.S. Navy. Seamen must maintain at least a level 3 on the CDE and a 2/2 in the DLPT. These are minimum standards for pay grades E1 - E8. Additional pay grade specific standards are forthcoming in a new Naval Instruction.

The importance of well-trained, highly proficient linguists has been realized by the DoD through a process that started years ago. During World War I and World War II, we rallied to find linguists, not only German and Japanese, but for those languages used by our allies. Since then, world contingencies have clearly indicated the new and very important role of linguists in modern warfare and Operations Other Than War.

The new direction of emphasis on linguist issues is both refreshing and encouraging. But it is also challenging. The price we must pay as leaders is to be able to accomplish the same missions with fewer resources, and at the same time to afford our linguists the time and assets necessary to maintain and increase language proficiency.

At the same time individual responsibility for language proficiency will become unavoidable. Soon our DLPT results will be directly related to promotions and assignments as well as retainability. Scores will be reflected on our efficiency reports. For those of us in an LDC III or IV languages skill maintenance will require great effort.

As a community of professionals we have to accept that a "2" in any of the linguistic skill areas is the minimum standard for effective linguist utilization. The FLPP program attempts to provide additional incentive.

REFERENCES

- Public Law 99-661, 14 Nov 86, Sec 634; Title 37 USC, 316.
- Department of Defense Instruction 7280.3, 15 Apr 87.
- DODPM, Part 1, Chapter 19.
- AR 611-6 (Army Linguist Program).
- MILPER MSG Number 88-183
- MILPER MSG Number 88-332
- MILPER MSG Number 91-225
- MILPER MSG Number 92-46
- MILPER MSG Number 94-36
- MILPER MSG Number 95-26
- MILPER MSG Number 95-42
- AFI (Air Force Instruction) 36-2605, Attachments 11 and 12, 17 Jun 94.
- OPNAVINST (Operational Naval Instruction) 7220.7C, 24 Jan 94.
- MCO (Marine Corps Order) 7220.52A, 11 Dec 92.
- Army Language Committee Meeting notes, 26 Oct 94.
- Air Force TCO Letter 95-1, 1 Oct 94.

POINTS OF CONTACT

1. Personnel assigned to DLIFLC with a FLPP claim and a valid DA Form 330 (Language Proficiency Questionnaire) less than 12 months old should contact the following service representatives:

- ARMY - SPC Williams, MILPO, Bldg 614, (408) 242-5209 (commercial) or 878-5209 (DSN)
- USAF - TSgt Torres, AF Personnel Office, Rm 228A, Second Floor, Bldg 616, (408) 242-5209 (commercial) or 878-5303/5580 (DSN)
- NAVY - CT11 Thompson, FLPP Action Officer, Rm 356, Bldg 610, (408) 242-5209 (commercial) or 878-5459 (DSN)
- USMC - GySgt Digges, Marine Administrative Detachment, Bldg 629B, (408) 242-5209 (commercial) or 878-5328 (DSN)

2. Individuals with questions, comments or suggestions concerning the DFLP should contact:

- CW3 Runo, DLIFLC Proponency Chief, Rm 18, Bldg 636, (408) 242-5209 (commercial) or 878-5047 (DSN)
- SFC Pizarro, DLIFLC Proponency NCO, Rm 18, Bldg 636, (408) 242-5209 (commercial) or 878-5130 (DSN)

State income tax help is just a phone call away

Information provided by
California Franchise Tax Board

Good news this year for state income tax filers is that assistance is just a phone call away.

Answers to the most commonly asked state tax questions are available 24 hours a day through the Fast Answers about State Taxes (F.A.S.T.) telephone service. The F.A.S.T. telephone service can also be used for ordering tax forms and to find out the status of your state tax refund during the hours of 6 a.m. to 10 p.m., Monday through Saturday. Taxpayers can refer to the back of their tax booklet for instructions on using the telephone service. Last year more than 2.2 million taxpayers used the toll-free service.

For the first time, Californians can choose to have their returns filed electronically by a qualified tax preparer. Electronically-filed returns significantly reduce errors, and the Franchise Tax Board guarantees that refunds from returns filed electronically will be issued within two weeks.

Some 540A forms have an error. The error affects only those taxpayers who reported unemployment insurance on their federal form 1040 and also file a 540A form. On Side Two, Part One, the form erroneously refers to line 20 of their federal form 1040 for the amount of unemployment insurance. They should refer to line 19 of their federal form instead. For state purposes, unemployment compensation is not taxable. For more information, taxpayers can call the F.A.S.T. telephone service and enter code 618.

The Franchise Tax Board reminds taxpayers that the earlier they file the quicker they will receive a refund. Those taxpayers filing in January or February will generally receive their refund within two to four weeks. Those filing in March or April could have a wait of six to eight weeks. Last year nearly nine million taxpayers had an overpayment or refund. The average overpayment was \$421, up \$24 from the previous year.

Help shape your future

You have power to change quality of life issues

By TSgt. Ron Hyink

Most everyone knows that life in the military is not a democratic process — majority rules went right out the window when you signed on the dotted line. But that doesn't mean you don't have a voice on key military issues affecting you and your family.

The fact is, several quality-of-life issues have undergone changes benefiting the military family, and many more are under consideration — and it all started with Army families coming together to nurture a partnership with the Army through the Army Family Action Plan. The Army's leadership recognizes that in order to have a quality Army, there must be a quality Army way of life.

AFAP is instrumental in identifying important issues facing the Army family and taking them to the appropriate level for action, whether at the installation commander's level or the highest levels of government. AFAP has such a powerful following that it was behind changes to federal legislation on a number of significant issues. Here are just a few examples:

- Increased Servicemen's Group Life Insurance
- Expanded dental benefits for dependents
- Established standards for child care
- Established family support groups
- Increased Transient Lodging Expense from four days to 10 days
- Established unlimited use of post exchanges for Reserve components
- Shortened tours to Alaska and Hawaii
- Established second move for widowed spouses outside CONUS

These changes began with families — at installations such as ours — working together with their local AFAP coordinators to identify, develop and prioritize the most important issues that detract from Army quality of life.

“The AFAP recognizes the strong commitment of the Army to take care of its own.”

CSM Thomas J. Bugary

All segments of the Army are represented: single soldiers, married soldiers, single-parent soldiers, retirees, family members, dependent youth, Reservists, the National Guard and Department of the Army civilians. And it's not just Army families that reap the benefits of AFAP — in a joint-service environment such as the Presidio of Monterey, all military families have the opportunity voice concerns on local issues and military-wide issues.

“The AFAP recognizes the strong commitment of the Army to take care of its own,” said CSM Thomas J. Bugary, DLI and POM command sergeant major. “And like the Better Opportunities for Single Soldiers program which is represented by the single soldier, the AFAP seeks its input from the Army family. It's very important to the soldier, whether he's in school at DLI or on a short tour, that his family is taken care of — and through AFAP, we can achieve that goal.”

The process begins with representatives from the Army community defining and clarifying issues and measur-

able objectives. The representatives discuss and prioritize the issues and brief them to the installation's command group. Issues that cannot be resolved at the local level — those requiring a higher level of authority — go forward to the major Army command (TRADOC, for example). The MACOM, with representation from the installations, develops action plans for the issues that can be resolved at that level. Those issues that require an even higher level of authority are forwarded to Headquarters, Department of the Army. Finally, if the issues require action at the Army, Secretary of Defense or congressional levels, they are presented at the annual AFAP Planning Conference. From there, the issues go to the Army Chief of Staff for approval, then to an appropriate agency to resolve the issue through a General Officer Steering Committee.

The annual AFAP Planning Conference consists of AFAP representatives from Army installations throughout the world. “All active duty, Reservists, National Guard, retirees — everyone is well represented in each work group,” said Mary Kay Gilchrist, who served as the local delegate at last year's conference, held Oct. 24-28 in McLean, Va. “We had from about eight to 10 issues to work on — we had to pick one to three of those issues that we felt were important enough to send forward to the General Officer Steering Committee. And then we also voted on the five most valuable services the Army provides.”

The top issues discussed during the October conference, and AFAP's recommendations, follow:

1. Military pay diminished by inflation

Recommendation: Establish military pay as the highest priority with budget

submissions; propose legislation which ensures raises are in line with the Employment Compensation Index.

2. Survivor benefits for service-connected deaths

Recommendation: Propose legislation which credits death on active duty as 100 percent disability retirement and provides Survivor Benefit Program compensation for eligible survivors of active-duty soldiers; propose legislation which extends death and disability benefits to Reservists while traveling to and from and during Reserve training.

3. Child care costs

Recommendation: Do not include basic allowances for subsistence and quarters in total family income when determining fees; require all installations to provide a 20 percent discount for families with more than one child.

4. Erosion of retiree/survivor health benefits

Recommendation: Reduce medical costs to retirees if studies show cost of care is higher for retirees/survivors than for active duty.

5. Access to military and civilian health services

Recommendation: Implement the access standard for emergency, primary and specialty care as outlined in Medical Command guidelines; ensure installation commanders distribute information about health care programs.

The conference delegates also prioritized the following as the five most valuable services provided for the military:

1. medical;
2. commissary;
3. dental;
4. child care; and
5. retirement benefits.

At the conference, Gilchrist had her moment in voicing some of the concerns

of local military families. "We talked about TRICARE being one of the important issues," she said, explaining that TRICARE has replaced CHAMPUS only in California and Hawaii so far.

"Most of the delegates and the commanders at the conference felt that TRICARE was going to be the fix-all to CHAMPUS and the problems (associated) with CHAMPUS. And I let them know that's not the case — things still need to be evaluated. I think that's one of the issues we should bring up at the local symposium this April," said Gilchrist.

Over the past 11 years, AFAP has recommended 236 changes at the annual conferences. Of those 236 issues, 38 resulted in new legislation, 95 resulted in new or revised Army policy, and 98 resulted in new or improved programs.

"AFAP is exciting to me because we actually have a say, and we actually get to change things from within for the better."

Mary Kay Gilchrist

During October's conference, 137 delegates worked on 98 issues, and 25 issues were briefed to GEN John H. Tilelli Jr., the Army's Vice Chief of Staff.

The people that have been involved with AFAP have nothing but praise for it. "AFAP is exciting to me because we actually have a say, and we actually get to change things from within for the better," added Gilchrist. "It really does help people, and it really could help if we all got behind it and gave our input. It's people like you and me that are trying to make things better — and they're listening."

So you do have a voice as to how you live your life in the military. If you'd like to become involved with AFAP, see the sidebar at right, "Volunteers needed."



Volunteers needed for Army Family Action Plan symposium

Chart the course of America's Army by volunteering for the 1995 Army Family Action Plan symposium April 11 and 12.

Local and national AFAP symposiums assist Army leadership by identifying issues important to all members of America's Army. As an AFAP volunteer, you will assist in the process of identifying and prioritizing issues important to all military members.

This is a golden opportunity for every member of the Presidio of Monterey and Annex communities — regardless of branch of service — to contribute to improving the quality of life.

You may also pick up a forms from Army Community Service, building 4260 (Community Club Building) at the intersection of North-South and Gigling roads on the Presidio of Monterey Annex, to list your concerns. Drop boxes will be located at the commissary and the two exchanges for added convenience.

Get involved in your future! If you are interested in volunteering or need additional information, call Kevin Moore at the ACS office at 242-4611.

Leading the next generation

*Not just being responsible,
but teaching others responsibility*

By SPC George A. Chidi Jr.

These are confused times for young Black men and women who are looking to the future with hope. Seeking the path to fortune, success is obscured by a kaleidoscopic array of negative images. This montage of violence, despair and mediocrity seduces those with low self esteem. It persuades the younger generation that education, discipline and wisdom are unfashionable and unnecessary.

As a people, we have a responsibility to the next generation to provide role models more motivating to young people than just the NBA star, or just the 'gangsta,' just the television personality. We must be the scholar, the scientist, the statesman, and more. Improving the lives of our children must begin with understanding what is it in ourselves that must be improved.

Self esteem is the primary ingredient to future greatness. We must believe all people are capable of achieving greatness through their own efforts. We must instill this belief in our children. We must never lose hope. This belief is the building material for a strong personality and inspires us to rise above the average and to exceed the standard.

Self reliance is another powerful device for improving our community and our world. It goes hand-in-hand with self esteem and is a requirement for achieving greatness. When all is said and done, great accomplishments are the result of individual initiative, focus and drive. Self reliance is the hallmark of a strong will.

Self sacrifice gives the generation of tomorrow the freedom to pursue excellence in ways we cannot. Today I am a soldier, so that someday my children might be philosophers and poets. Sacrifice is vigilance against mediocrity, a rejection of the lot we are handed and constantly reaching out for something more.

As important as it is to be a role model for the young, the goal is more than being a leader. It is more important to teach the next generation how to be leaders in their own right. It is necessary to teach how to take responsibility for successes and failures in life. It is essential to show that everyone makes an impact on the world and that we all can and must contribute to improve the future.

(Editor's Note: This story, written by a DLIFLC student, won first place in DLI's "The Passing of the Torch" essay contest last year.)

Fifth Annual "Run With The Dream" slated

The 5th Annual "Run With The Dream" 10K/5K Run/Walk starts at 9 a.m., Feb. 25, on the Presidio of Monterey Soldier Field. This event is open to everyone. Participants will receive commemorative, long-sleeved T-shirts for the entry fee. The first male and female runners and top three finishers in each age division will receive special awards. Entry forms are available at Price Fitness Center. For more information, call CPT Price or SFC Garcia at 242-5573/5399.



Olivia Hooker, front, and Aileen A. Cooke-Moore pose in their Coast Guard uniforms during World War II. With most skills closed to them, the two women went to clerks school before being assigned to the Boston area. (Photo by Rudi Williams)

A costly problem with a cheap solution

By Michel Nicola
Middle East I

Why do DLPT listening results often lag behind reading results? There is no shortage of explanations:

- In the listening exams the tapes are timed and students have less time to answer the questions than in the reading exams. This reflects real-life situations — in listening it is necessary to comprehend immediately, while in reading there is often plenty of time to read and re-read.

- Listening is more important than reading for most of the jobs that our graduates will be doing, and consequently a higher listening proficiency is expected.

- The pedagogical explanation is that we live in a “seeing” rather than a “hearing” culture. The majority of learners must see what they are learning and do not feel comfortable if they only hear it.

All these explanations are no doubt valid. Yet we are here in the position of someone puzzling over why the TV set is not working and trying all sorts of sophisticated devices to fix it, but has not noticed that it is not plugged in!

What we have not noticed is simply that listening materials are not as readily available to students as reading materials. While it is possible to copy material for class use nearly on the spot, copying a tape is still a relatively lengthy and sometimes arduous procedure. Consequently, what we see in the hands of the students most of the time is printed material. Tapes and tape players, being a recent phenomenon, are simply not considered as essential for classroom learning as books and pencils.

This mindset is changing, but not fast enough, especially considering the facts that (a) language pedagogues admit the primacy of listening over reading, and (b) listening is considered more important than reading in our own particular situation.

Lower proficiency in listening comprehension ultimately translates into higher cost. A few less costly steps may go a long way toward a remedy:

- (1) Make tape duplicators readily available — one for each team instead of one for each school, as is the case now.

- (2) Provide students with the technical means to copy with their portable recorders from an outside source electronically, not only through a microphone as is now the case. Each will then be able to quickly copy from different sources: teachers’ tapes and voices, SCOLA, radio broadcasts and other sources.

- (4) Provide each teacher with a microphone for recording, along with the tape recorder.

These “low tech” measures are more cost effective than computers, for in addition to their higher purchase costs, computers require trained personnel to use them, adding more to the cost.

Let us make better use of the cheap technology we have!

BRIDGES OF FRIENDSHIP

ISLAMIC NATIONS AGREE TO FIGHT EXTREMISTS

By Chap. (MAJ) Gene E. Ahlstrom
DLI Area Studies World Religion

Last month I made reference to a couple of bombing incidents in Israel. In December there was another terrorist attack where 12 people were wounded; fortunately the suicide bomber was not allowed to board a bus carrying soldiers.

The 52-member Organization of the Islamic Conference recently adopted a “code of conduct” that urges member states “not to host, train, arm, finance, or provide facilities” to violent groups. The clear message sent was, “Terrorism and extremism are un-Islamic.”

King Hassan II of Morocco denounced the practice by some militant sheiks of declaring *jihad* against Muslim governments they don't like. He went so far as to propose the establishment of a supreme body to give definitive interpretations of Islamic law. While this isn't likely to happen, the unanimity expressed at this conference on this issue goes a long way to deal with religiously-motivated violence. It demonstrates the point I made previously about being careful not to make generalized conclusions based on the actions of a few.

As a Christian, I applaud those who are willing to take a clear, moral stand against terrorism. Within various religious traditions, you get individuals or groups who do not represent the mainstream. David Koresh, Paul Hill and others guilty of murder — even though there may have been some Christian association — do not represent Christianity.

The same is true in an Islamic context. While the major world religions cannot control the actions of individuals and small offshoot groups, a lot can be done to expose them for what they are. As Jews, Christians, Muslims, Buddhists, Hindus and others take clear stands against terrorism and violence, the world just may be a better place.



BOOK REVIEW

Julia Herschensohn. *Toward a Theoretical Basis of Current Language Pedagogy. Grammar vs. Communication.* *The Modern Language Journal*, Volume 74, Number 4, Winter 1990 published by University of Wisconsin Press, 114 North Murray Street, Madison, WI 53715

Current methodologies are suggesting maximizing communicative activities while restricting formal grammar presentations. These communicative techniques can be characterized as "experiential," since the student is encouraged to experience the language in order to acquire it.

According to the author, Julia Herschensohn, the pedagogical advances of the experiential classroom do not offset the lack of a theoretical foundation of these communicative methodologies, because their curriculum is weakened by a misunderstanding of the goals for communicative competence. The major shortcomings are 1) a misconception of the classroom vs. real life and 2) an anti-grammar bias due to perceived incompatibility of grammar and communication.

Advocating communicative emphasis in language teaching is not equivalent to believing that the classroom furnishes a context which is in itself the natural environment for communicating in the target language. The classroom environment provides a context in its own right and a simulation of non classroom discourse is imperfect, incomplete and artificial.

The second weakness is the result of the misconception of the role of grammar in language teaching. It should be pointed out that in functional/communicative or task driven curriculum the grammatical disorganization may have negative consequences for early stages of second language learning.

The reaction of current communicative approaches to grammar has not been rationally articulated. The language classroom should avoid not grammar, but lengthy, exception-ridden, and inadequate explanations of prescriptive surface rules and endings.

However, if the generative notion of grammar is to be taken seriously, as the speaker's knowledge of language, then gram-

mar should not be a hindrance to language learning, but rather exactly what the student needs to master. Julia Herschensohn claims that the need for the explicit study of grammar is borne out by empirical research and there is evidence that implicit grammar teaching (as advocated by Asher, Krashen and Terrell) does not promote learning of target language structures. Explicit teaching, however, does result in improved recall and production of those structures.

She further claims that teacher focus on grammatical structure does not require a return to grammar-translation or audio-lingual methodology and that grammar presentation and practice can be adapted to current methodologies. Accordingly an alternative both to traditional approaches that neglect meaningful communication and to natural approaches that avoid conscious study of grammar, would be an inductive approach.

Learners would perceive the grammatical point on the basis of given language samples so that they can consciously perceive the underlying grammatical pattern, and explanations would be used only in "emergency" situations.

The role of grammar in experiential language teaching need not be marginal and certainly is not detrimental to the language classroom when such presentation is accomplished in a participatory mode. The student can thus master basic grammatical structures as the framework for more complex language functions such as arguing or stating opinions.

Grammar should play a critical role in the classroom without at all detracting from a focus on communicative competence. A view of grammar as a knowledge of language gives the teacher an understanding of both what a language is and what one can do when one knows the language. Therefore, teachers should not avoid grammar, but rather try to impart knowledge of grammar in the most direct and interactive way possible.

CONCLUSION

The theoretical foundation of the learner-centered methodology which focuses on experiential instruction has probably not been sufficiently explored. As Canale and Wain pointed out a decade ago, communicative competence consists of grammatical, sociolinguistic and strategic competence.

The language curriculum, then, must incorporate grammar as well as culture and communication to achieve the goal of communicative competence.

Article reviewed by:

K.J. Gonet

DCI-Instructional Technology

SCOLA schedule, effective Feb. 1, 1995

A new SCOLA schedule is available at the beginning of each month and is also available through the Internet (see below).

(Editor's note: SCOLA, or Satellite Communications for Learning, provides actual news and documentary programs, and is intended to improve foreign language listening comprehension and general language proficiency. It is available via the cable network on the Presidio of Monterey and Presidio of Monterey Annex).

Regularly updated, Channel 7
Weststar Cable Pacific Daylight Time
Key: TW = This Week

WEEKDAYS

- 0000 RUSSIA TV (News 1): (Repeat)
- 0035 TAIWAN (CHINA) (CTS, TTV, CTV): (Satellite)
- 0100 UKRAINE (YT-Q): (Tape)
- 1330 BULGARIA (B-1): (Tape)
- 0200 MYANMAR: (Tape)
- 0230 KOREA (The Asian Network): (Repeat)
- 0300 CZECH REPUBLIC (Udalosti, F1): (Tape)
- 0330 SLOVAKIA (Bratislava Aktuality): (Tape)
- 0400 ROMANIA (TVR - Actualitati): (Tape)
- 0445 CHILE (24 HORAS): (Tape)
- 0530 ESTONIA (ETV): (Tape)
- 0600 PORTUGAL (RTP): (Satellite)
- 0630 LITHUANIA (Panorama): (Tape)
- 0700 MEXICO (ECO): (Satellite)
- 0730 BRAZIL (TV Bandeirantes): (Tape)
- 0830 FRANCE (France 2): (Repeat)
- 0900 ISRAEL (Channel 1): (Tape)
- 1000 GERMANY: (Deutsche Welle): (Satellite)
- 1100 JAPAN (FujiSankei): (Satellite)
- 1145 SCOLA SCHEDULE
- 1200 RUSSIA (News 1): (Satellite)
- 1300 SWEDEN (Channel 2): (Tape)
- 1315 UNITED ARAB EMIRATES (French): (Tape)
- 1330 IRAN (IRIB): (Tape)
- 1400 CHINA (Beijing) (CCTV): (Satellite)
- 1510 JORDAN (J-TV): (Tape)
- 1530 LATVIA (Panorama): (Tape)
- 1600 CHINA (Tai Yuan, China Yellow River TV): (Satellite)
- 1700 POLAND (Panorama): (Tape)
- 1730 ITALY (RAI 1,2): (Satellite)
- 1800 FRANCE (France 2): (Satellite)
- 1830 HUNGARY: (Tape)
- 1900 CROATIA: (Dnevnik Hrvajska Televizija): (Satellite)
- 2000 SLOVENIA TV: (Tape)
- 2030 RAMADAN SPECIAL PROGRAMS (VOAW): (Tape)
- 2200 CANADA (CFTM): (Satellite)
- 2230 KOREA (The Asian Network): (Satellite)
- 2300 GREECE (Antenna TV S.A.): (Satellite)
- 2330 PHILIPPINES (ABC-Channel 5): (Tape)

SATURDAYS

- 0000 JAPAN TW (FujiSankei): (Tape)
- 0100 BULGARIA (B-1): (Tape)
- 0130 LATVIA: TW (Tape)
- 0230 SLOVENIA: (Tape)
- 0300 LITHUANIA (Panorama): (Tape)
- 0330 SLOVAKIA TW (Bratislava Aktuality): (Tape)
- 0430 CHILE (24 HORAS): (Tape)
- 0600 SPAIN (RTVE): (Satellite)
- 0700 BLYD DEUTSCHLAND (Deutsche Welle): (Satellite)
- 0800 SCOLA SHOWCASE (Special Programs): (Tape)
- 0900 TAIWAN (CHINA): (Satellite)
- 0925 SCOLA SCHEDULE
- 0730 SWITZERLAND (SBC): TW (Tape)
- 0930 GERMANY (Deutsche Welle): (Satellite/TW)
- 1200 SPAIN (RTVE): Variety Programs (Satellite)
- 1300 RAMADAN SPECIAL PROGRAMS (VOAW): (Tape)
- 1400 CHINA (Beijing): (Satellite)
- 1510 SWEDEN TW (Channel 2): (Tape)
- 1530 CHINA TW (Tai Yuan): (Tape)
- 1630 HUNGARY: (Tape)
- 1700 POLAND (POLSATV-DBS) Variety Programs: (Tape)
- 1800 CHINA (Shenzhen): (Tape)
- 1900 CROATIA: (Dnevnik) (Hrvajska Televizija): (Satellite)
- 2000 RAMADAN SPECIAL PROGRAMS (VOAW): (Tape)
- 2230 KOREA: (Satellite)
- 2300 GREECE (Antenna TV S.A.): (Satellite)
- 2330 FRANCE (France 2): (Satellite)

SUNDAY

- 0000 CHINA TW (Tai Yuan): (Tape)
- 0100 BULGARIA (B-1): (Tape)
- 0130 ESTONIA TW: (Tape)
- 0300 LITHUANIA TW (Panorama): (Tape)
- 0400 UKRAINE TW: (Tape)
- 0430 ISRAEL TW: (Tape)
- 0530 CHILE (24 HORAS): (Tape)
- 0600 SPAIN (RTVE): (Satellite)
- 0700 MEXICO (ECO): (Satellite)
- 0800 FRANCE (FRANCE 2): TW (Tape)
- 0900 TAIWAN (CHINA): (Satellite)
- 0925 SCOLA SCHEDULE
- 0930 POLAND (POLSATV-DBS) Variety Programs: (Tape)
- 1030 RAMADAN SPECIAL PROGRAMS (VOAW): (Tape)
- 1200 GERMANY (Deutsche Welle): Presseclub (Satellite)
- 1300 SCOLA SHOWCASE: (Special Programs): (Tape)
- 1400 CHINA (Beijing) (CCTV): (Satellite)
- 1600 GERMANY (Deutsche Welle): (Satellite)
- 1630 HUNGARY (NBN)
- 1730 ITALY (RAI): (Satellite)
- 1830 SLOVENIA TV: (Tape)
- 1900 CROATIA: (Dnevnik Hrvajska Televizija): (Satellite)
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Instructors of the Year selected by schools

By JO2 Douglas H. Stutz

Instructors from each of the Defense Language Institute's seven schools were presented with awards as 1994 Instructor of the Year Nov. 7. They were:

- Fakhreddin Moussavi, Arabic Academic Specialist, Middle East II
- Sang Il Lee, Korean Training Instructor, Asian II
- Valentina Katsepova, Russian Training Instructor, East European I
- Gherman Azbel, Russian Training Instructor, East European II
- Michel H. Nasr, Persian Academic Specialist, Middle East I
- Michael T. Chang, Chinese Training Instructor, Asian I
- Maria P. Aparicio, Spanish Training Instructor, West European and Latin American

Fakhreddin Moussavi was nominated for his commitment to excellence as an academic specialist in the Persian Department from September 1993 through August 1994. During that period, he developed a large body of outstanding supplementary teaching materials, encouraged his fellow instructors to work together efficiently and empowered students to the achievement of their highest proficiency levels.

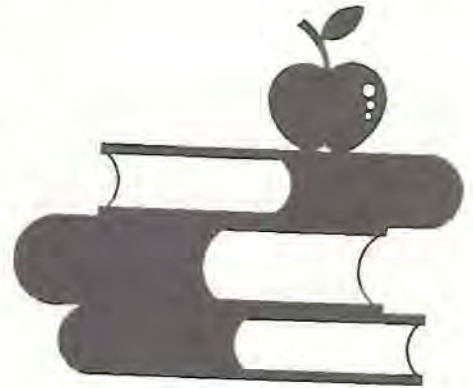
Sang Il Lee was nominated for his commitment to excellence as a training instructor in Korean Department B from August 1993 through August 1994. During that period, he led his colleagues in adopting new methods for curriculum development and classroom presentations. This widely-acclaimed, fresh and energetic approach to teaching, as well as his rapport with co-workers, created a unique learning environment.

Valentina Katsepova was recognized for her superior accomplishments as a training instructor in Russian Department B from October 1993 through September 1994. She made significant contributions during that period in the attainment of all Final Learning Objectives of her assigned students. She rose to the Institute's challenge of higher expectations and greatly enhanced the overall effectiveness and efficiency of the teaching team.

Gherman Azbel was commended for his exemplary achievement as training instructor in Russian Department C from August 1993 through August 1994. During that time, he carried out his duties as team coordinator and teacher in a superior manner. He developed training materials and introduced a series of highly effective and innovative ideas in the classroom. He directed a student television project that incorporated research on Russian news, written scripts and videotaped presentations.

Michel H. Nasr was awarded for his outstanding effort as an academic specialist in Arabic Department A from May 1993 through August 1994 when he continually demonstrated his creativity, innovation and excellence in instruction. He developed high-quality, proficiency-oriented training materials which he shared with his colleagues, thus ensuring the overall success of the teaching team. This effort resulted in 70 percent of his graduates obtaining proficiency levels of 2/2/2 or higher.

Michael T. Chang was officially commended for his outstanding achievement as a training instructor in Chinese Department B from October 1993 through September 1994. During that



period, he provided exemplary instruction and leadership to his teaching team. He developed hundreds of pages of supplemental training materials, voiced new audio tapes, recorded and catalogued a variety of video tapes, and assisted in establishing departmental archives for use by students and faculty.

Maria P. Aparicio was officially commended for superior achievement as a Team Coordinator in Spanish Department C from August 1993 through August 1994. During this period, she filled the void in the existing curriculum to ensure that students met the Institute's proficiency goals. Through her leadership, the teaching team melded together into a cohesive and mutually supportive entity. This effort contributed to the achievement of the highest proficiency results ever attained by a Spanish graduating class.

These seven award winners are but a few of DLI's approximately 750 faculty teachers, instructors and educators. That they have been selected demonstrates their acknowledgment and acceptance not only by peers, but by their students as well.

Deans' List

The following individuals have qualified for the Deans' Honor Roll:

MODERN STANDARD ARABIC

1st Semester

BROWING, Danny A., SGT, USA
CARR, Scott A., CPT., USA
MAXWELL, Philip N., CPT, USA
MEKHAIL, Tarek A., CPT, USA
MOONEY, William K. Jr, CPT,
USA
RICKS, Thomas W. Sr., SPC, USA

MODERN STANDARD ARABIC

3rd Semester

BRAILER, Christopher, SSgt.,
USAF
FERRIS, Ronald J. Jr., A1C,
USAF

FRENCH

2nd Semester

BOOTH, John R. Jr., SSgt., USAF
COPELAND, David R. III, PV2,
USA
ICKES, James P., SSgt., USAF

GERMAN

3rd Semester

SISSON, Robert A., Capt., USAF
STORKEY, Stuart W., Capt.,
USAF

PERSIAN-FARSI

3rd Semester

BARBERA, Lisa C., SN, USN
DOWDY, Jeffrey W., Civ., FBI
GEILKEN, Aaron L., A1C.,
USAF
STEGMAIER, Christopher J.,
PFC, USA
TAYLOR, Shane M., A1C, USAF
WEBSTER, Karen L., SA, USN
WHITNEY, Richard J., EM3, USN

POLISH

2nd Semester

GRIFFEY, Lynn H., SPC, USA

RUSSIAN

1st Semester

BARBER, Brace E., CPT, USA
CONNOLLY, Robert E., CPT,
USA
FIELD, Kimberly, CPT, USA
FONTES, Robin, CPT, USA
KAEMPFER, Eric, CPT, USA
LINDSAY, James M., SPC, USA

SPANISH

2nd Semester

BRISENO, Aaron P., SPC, USA
SIMMONS, Kimberly L., PFC,
USA

3rd Semester

BURCH, Rodney J., SGT, USA
CLARK, Jack M., SN, USN
MAULE, Jason C., SPC, USA
SCHELL, Walter J., Lt. Col.,
USAF
STONE, Eve G., Civ.
STONE, Howard L., CDR, USN
SULLIVAN, Martin O., CW2,
USA
WALKER, Edith M., MSgt.,
USAF

TAHI

2nd Semester

WEBER, Kurtis V., SFC, USA
WEGNER, Randy R., CT11, USN
WHITE, David G., SGT, USA

3rd Semester

WEBER, Kurtis V., SFC, USA

VIETNAMESE

1st Semester

GILCHRIST, Jeffery C., SSG, USA
WALKER, Glenn R., CPT, USA
WOLFANGER, John W., SSG, USA

Joint Service Quarterly Award winners

Rank: Sgt.

Name:

Michael J.
Taylor

Award: Joint
Service NCO
of the Quarter

Home town:
Minot, N.D.

Years in ser-
vice: 8

Job Title:
Turkish stu-
dent

Unit: Marine
Corps Det.

Thoughts on winning: "It's always good to
win, especially after you've put in a lot of
work."

Winning strategy: "Staying focused and
keeping goals within sight."



Rank: SPC

Name: Mat-
thew A.
Holskey

Award: Joint
Service Junior
Enlisted of
the Quarter

Home town:
Lexington,
Ky.

Years in ser-
vice: 4 1/2

Job Title:
Arabic stu-
dent

Unit: Co. D, Troop Command

Thoughts on winning: "Although personal
satisfaction is involved, this is ultimately a win
for my peers, leaders and Delta Company."

Winning strategy: "Thorough preparation
and attention to detail."



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