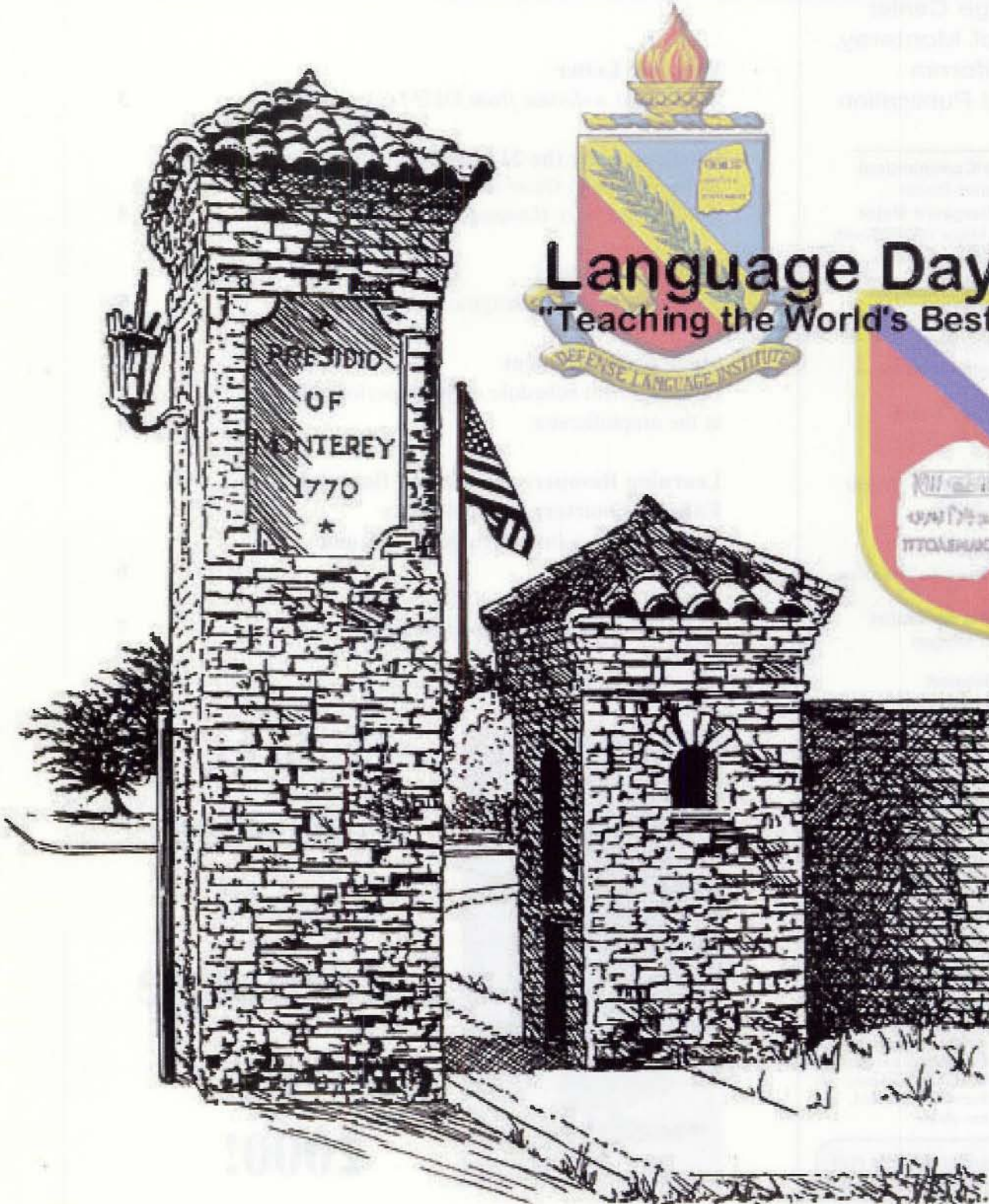


SPECIAL EDITION

# GLOBE

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



## Language Day 2000

"Teaching the World's Best Linguists"





Defense Language  
Institute Foreign  
Language Center  
Presidio of Monterey,  
California  
Command Publication

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# GLOBE

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*DLIFLC  
Welcomes  
you to  
Language  
Day  
2000!*



DEPARTMENT OF THE ARMY  
DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER  
AND PRESIDIO OF MONTEREY

PRESIDIO OF MONTEREY, CA 93944-5006

REPLY TO  
ATTENTION OF:

May 12, 2000

Office of the Commandant

Dear Guest:

Welcome to Language Day 2000, the Defense Language Institute Foreign Language Center's annual open house. I am extremely pleased that you have taken the time to visit the Institute, a national resource without parallel.

Our faculty and staff make up an international family. We teach more than 20 languages and most of our teachers are native speakers of the languages they teach. On any given day, we present more than 2,500 hours of classroom language instruction to more than 2,700 students from all four Services.

In terms of instructional hours, we teach approximately 13 percent of all post-secondary school classroom hours in foreign language instruction in the United States above the high school level. No other educational institution teaches more than one percent. Eighty-five percent of all foreign language training for the U.S. government takes place at DLIFLC.

The Institute is accredited by the Western Association of Schools and Colleges. Upon successful completion of initial language studies, our students earn up to 45 semester hours of college credit and have the ability to earn an Associate Degree while here.

Today, we have a full program of entertainment, cultural displays and foreign language classroom demonstrations for your information and enjoyment. So have fun and enjoy your visit to our Institute!

Sincerely,

A handwritten signature in black ink, appearing to read "D. Devlin", is written over the typed name.

Daniel D. Devlin  
Colonel, U.S. Army  
Commandant



# Language and the Department of Defense: Challenges for the 21<sup>st</sup> Century

**(Editor's Note: The following is an interview with Glenn H. Nordin, assistant director, Intelligence Policy (Language and Training), Office of the Assistant Secretary of Defense, C3I.)**

*Q: Given the changes of the past decade – the end of the Cold War superpower rivalry with the USSR and its client states, and the proliferation of ethnic violence and small-scale conflicts, have the language requirements of the DoD changed? I wouldn't say they have changed. I would say the true requirements are now gaining recognition. From 1945 to 1990 we knew the major threats to our national security and the languages those threats entailed. The needs for many other languages were simply ignored or given low priority. With missions including peacekeeping, humanitarian aid, nation-building and training of foreign military personnel, more than 40,000 U.S. troops are or have been stationed in more than 110 nations (excluding NATO countries and Japan) since 1991, including every nation in Latin America, all but two of the fifteen successor states to the USSR, some forty nations in Africa, and throughout South and Southeast Asia. More than 140 languages are spoken in these nations. The ability to communicate with military forces of other nations in a coalition, the ability to communicate with the people in a disaster stricken country, the ability to act as peace-keeper in situations such as Bosnia and Kosovo, demand higher skills in listening, understanding, and speaking. Cultural awareness is essential in such operations. That awareness and understanding is facilitated by sound knowledge of the language.*

*Q: Since the language requirements are essentially global, which languages at the moment are in greatest demand?*

Our greatest needs are in harder to learn and less-commonly-taught languages. Russian, Arabic, Chinese, Korean, and Persian demand our attention because of our international involvement in the regions where those languages dominate. In the recent past, we have had to scramble for Somali, Haitian French Creole, Albanian, Serbian/Croatian, Slovenian, Slovak, and other languages. The emergence of India and Pakistan as nuclear powers demands that we study the most common languages of those countries - Hindi, Urdu, Gujarati. The languages of West- and East- Africa are languages that we need.

*Q: What skill levels are required for these languages? The*

needs of the Department of Defense (DoD) range from "survival language" to polished, near-native ability. In terms of the language skills required, DoD needs include speaking, listening, and reading; some positions may require equal proficiency in all three, where other positions require higher listening or speaking proficiency.

*Q: Given these broad range of languages and skills, how does the DOD meet its language requirements? We provide basic language education for our military linguists through the Defense Language Institute Foreign Language Center (DLIFLC) at the Presidio of Monterey in California. The school provides resident language education in about 20 languages and assists some 250 command language programs of the military services. (For languages not taught at DLIFLC, we turn to the School of Language Studies at the Foreign Service Institute and to commercial language training companies.) The school does a good job of producing language specialists with proficiency at ILR level 2. We have language specialists in active and reserve forces and civilian agencies whom we deploy to meet specific needs. Contract support by independent free-lance linguists and language service companies is becoming an attractive alternative to maintaining a large active force of language specialists. Some 500 contract linguists support our peacekeeping force in the Balkans.*

*Q: Could you describe some of the challenges DoD faces in meeting its language requirements? We face a number of challenges in meeting the immediate and long-range language needs in the Defense Department - and these are mirrored in every federal and state government, in the courts, in NGOs, and in corporations doing business overseas. Perhaps the greatest challenge we face is the general apathy toward learning foreign languages. Another challenge we all face is predicting our needs for specific languages and the types of operations or relationships that will require those languages. In an operational sense, we face constraints in the resources available to meet language requirements. Simply put, language is expensive. It takes 47 weeks to train a military linguist to minimal professional proficiency in a language such as Russian, and up to 63 weeks in languages such as Korean and Arabic. In general, four years of college with emphasis on language and a year abroad are required in the Academic sector to achieve the same result. Keeping the cost of language under control by constraining the number*

of languages taught entails accepting risks - such as the closing of DLI's Serbian/Croatian programs in 1993, a year before we began our involvement in the Balkans. Finally, we have permitted a philosophy of the "disposable linguist" to prevail - train and let them go, even encourage them to leave the services with tuition benefits. In the long run, this pattern of "educate and release to other pursuits" may have favorable impact: although I have no studies to prove this, personal observation tells me that many leaders in international affairs and business gained their first instruction in language at the DLIFLC.

*Q: Is the belief that the academic sector can supply language to the DoD incorrect?* It is, given that the number of students pursuing language studies in K-12 is not high enough to yield a reasonably adequate supply, even in the more commonly taught languages. Our education systems do not ensure quality and motivation in early language teaching and learning. Innovative programs started by dedicated and capable language teachers frequently fall out of favor with school administrators because of low enrollments. In the colleges and universities, the number of graduates with language degrees has steadily declined - and many of those are oriented toward literature rather than communicative or business language. A recent study by Dr. Ray Clifford, Provost, DLIFLC, found that the DLIFLC teaches 13% of all college-level classroom language instruction in the U.S., (by hours of instruction) while the School of Language Studies of the Foreign Service Institute teaches 2%. Those numbers indicate that the 2800 to 3000 language students that we educate annually in the US Government represent a significant portion of the national supply in those languages.

*Q: Why not simply privatize language services to the DoD?* Two factors make this difficult: First, the economic needs for language in the US are different than national security needs - the private sector doesn't have large Farsi requirements, for example. This means that the private sector hasn't developed all of the kinds of language services DoD needs. Second, American businesses and contract language services often use foreign nationals, something we can't do across the board where national security is involved. Third, there are no national standards for quality assurance in translation and interpretation. (The Defense and State Departments and the FBI have in-house standards.) Quality control is an important aspect of contracted language services, and is just now receiving the attention needed. I know that you at the NFLC together with the ASTM and language service users and providers are working to develop voluntary standards.

*Q: We've all seen advertisements for translation software. Can technology help to meet DoD language requirements?* Machine translation (MT) has made great strides, but it remains a language tool, requiring human linguists to build the dictionaries and edit the resultant translations. MT can provide a filtering mechanism when employed as a part of

total retrieval system that includes human language expertise. At present, we simply do not know what the cost/benefits of MT are, when compared to the employment of human translators. And MT works just for written texts. Speech recognition and production technology lag behind MT, in the volumes of information that can be processed and quality of performance. Moreover, no computer program can bring the cultural knowledge and skills required of tasks such as interpreting at negotiations, in-depth intelligence analysis, and daily in-country interactions.

*Q: How are you addressing these challenges? For example, what strategic planning has DoD undertaken to meet its language requirements?* We are developing the first strategic plan for the Defense Foreign Language Program. First we must articulate our needs and the resources required; then we must prioritize allocation of resources by mission and language. Our own needs and requirements assessments indicate that we have large and heretofore undocumented needs in language. That is, when military units are deployed, commanders realize that they have a language problem, one that is frequently overlooked in deployment preparations. However, the translation of planning into billets for language training requires specific policy directives to pay attention to a given part of the world. The commanders and planners have no authority to devote resources to areas not included in current national policy. We are thus somewhat limited in the contingency planning we can do for language support services. What would be extremely helpful is to begin to integrate DoD strategic planning efforts in language with other sectors - private and public sector needs analysis and strategic planning, and integration with the language supply and capacity sectors.

*Q: What do you see as the first step towards coordination of national strategic planning in language?* What would be extremely helpful is to begin to integrate DoD strategic planning in language with consumers and providers in the other sectors, public and private. We must form active partnerships with the language services industry (whose yearly volume is estimated at some \$20 billion), with the education systems that sponsor language learning, with the non-government language organizations and foundations and finally with the corporations doing business abroad. In my opinion, this "outreach" is best done through an institutionalized national entity, one that brings partners together from all sectors. We had a glimpse of the possibilities when the government funded the Center for the Advancement of Language Learning. I also believe that the federal and state governments bear an inherent responsibility for the investment in language related research (how we learn and use languages, technology for learning), education in the less-commonly-taught languages, and development of standards for quality controlled language services. We need to draw the language learning community and the language users together to champion and focus our energies.

# Cultural Displays

Take a look into a foreign country as volunteers display creative native arts, crafts and other items unique to their language culture.

## Building 619

Language	Room #
Spanish	111 & 112
Vietnamese	205 & 207
Korean	206 & 208
Greek	303
Hebrew	305 & 307
Turkish	312 - 313

## Building 621

French	105 & 107
Serbian/Croatian	135
Persian Farsi	142 - 143
Russian	228
Chinese-Mandarin	242-243 display & 241 for signing
Pacific Islanders	321 & 323
Arabic - Mid-East	325 & 327
Japanese	342 -343 display & 336 for signing

## *Program for Educators*

**(Building 618) 10 a.m. until Noon**

- Introduction and overview – comparison of the Interagency Language Roundtable Descriptions and the ACTFL standards.
- Video demonstration and discussion – interviews in English with samples of levels 1-5 performance.
- Live interviews in the following languages: Spanish, German, and French.

# Stage Entertainment

Entertainment throughout the day will consist of a variety of stage performances at the amphitheater. Teachers and students will perform songs and dances native to various representative of the languages taught at the Defense Language Institute Foreign Language Center.

## Event

## Time

Color Guard	10 – 10:05 a.m.
National Anthem	10:05 – 10:10 a.m.
Navy Choir	10:10 – 10:30 a.m.
Russian Choir (SEA)	10:30 – 11 a.m.
USMC Drill Team	11 – 11:15 a.m.
Korean Program	11:15 – 11:35 a.m.
Middle East Program	11:35 – Noon
Japanese Martial Arts Demonstration	Noon – 12:20p.m.
Thai Boxing	12:20 – 12:40 p.m.
Chinese Dance Performance from San Francisco	12:40 – 1 p.m.
Spanish Choir	1 – 1:30 p.m.
French Choir	1:30 – 1:55 p.m.
Color Guard	1:55 – 2 p.m.
Closing Ceremonies	2 – 2:10 p.m.

## APAA Committee

The Asian American/Pacific Islander/American Indian/Alaskan Native Employment Program Committee will offer two documentaries in Building 619, Room 312 and 313. The Spirit of The Dance, is schedule to begin at 11 a.m. and The Way Finder, at 1 p.m. (See Map #22)

## Learning Resource Center and Bachelor Enlisted Quarters Static Display

### Building 627A & 629A

The 311th Training Squadron, U.S. Air Force, welcomes you to the 311th Computer Language Programs, and dormitory rooms in Building 627A.

Entrance is located on the east side of the building. You'll find greeters outside the entrance, ready to answer your questions and direct you to the computer area and displays. Try out the computer foreign language learning programs. Then, ask a greeter to point you toward the dormitory room display.

The Naval Technical Training Center Detachment invites you to visit their Learning Resource Center and Bachelor Enlisted Quarters Static Display from 10 a.m. to 2 p.m.

At our Learning Resource Center, our Language Resources Manager will brief you on the center's resources, answer your questions, and give you the opportunity to try out our interactive language learning programs. To tour the Learning Resource Center, come to Bldg. 629A. It is the building with the large white anchors in front. A sailor will be standing by at the anchors to direct you to the center.

At our Bachelor Enlisted Quarters, you will tour sailors' living quarters, and the sailors will be standing by to answer questions. To tour the Bachelor Enlisted Quarters Static Display, come to the main entrance of Bldg. 629A. Sailors will be standing by to direct you.

# Classroom Demonstration

## Building 610

### 1st Session, 10 – 10:30 a.m.

Language	Room #
Russian	271
Russian (Singing)	230
Russian (Computer Demo)	128
Serbian/Croatian	206
Persian-Farsi	216
Spanish	268
Spanish	269
Spanish	270
French	208
Portuguese	215

### 3rd Session, 11:30 a.m. - Noon

Language	Room #
Russian	271
Russian	230
Russian (Computer Demo)	128
Serbian/Croatian	206
Persian-Farsi	216
Spanish	268
Spanish	269
Spanish	270
German	208
German	215

### 5th Session, 1 - 13:30 p.m.

Language	Room #
Russian	271
Serbian/Croatian	206
Persian-Farsi	216
Russian	230
Spanish	268
Spanish	269
Spanish	270
French	208
German	215
Italian	214

### 2nd Session, 10:45 - 11:15 a.m.

Language	Room #
Russian	271
Russian (Singing)	230
Russian (Computer Demo)	128
Serbian/Croatian	206
Persian-Farsi	216
Spanish	268
Spanish	269
Spanish	270
French	208
German	215
Czech	214
Polish	209

### 4th Session, 12:15 - 12:45 p.m.

Language	Room #
Russian	271
Russian (Computer Demo)	128
Serbian/Croatian	206
Persian Farsi	216
Russian	230
Spanish	268
Spanish	269
Spanish	270
French	208
Polish	215
Italian	214

### 6th Session, 1:45 - 2:15 p.m.

Language	Room #
Serbian/Croatian	271
Serbian/Croatian	206
Persian-Farsi	216
Russian	230
Spanish	268
Spanish	269
Spanish	270
German	208
Italian	215

# Classroom Demonstration

## Building 620

### 1st Session, 10 – 10:30 a.m.

Language	Room
Arabic-I	104
Arabic-II	105
Korean I	106
Korean II	107
Vietnamese	132
Thai	133
Chinese	142
Japanese	143

### 3rd Session, 11:30 a.m. – Noon

Language	Room #
Arabic-I	104
Arabic-II	105
Korean I	106
Korean II	107
Vietnamese	132
Thai	133
Chinese	142
Japanese	143

### 5th Session, 1:30 – 2 p.m.

Language	Room #
Arabic-I	104
Arabic-II	105
Korean I	106
Korean II	107
Vietnamese	132
Thai	133
Chinese	142
Japanese	143

### 2nd Session, 10:45 – 11:15 a.m.

Language	Room #
Arabic-I	104
Arabic-II	105
Korean I	106
Korean II	107
Vietnamese	132
Thai	133
Chinese	142
Japanese	143

### 4th Session, 12:45 – 1:15 p.m.

Language	Room #
Arabic-I	104
Arabic-II	105
Korean I	106
Korean II	107
Vietnamese	132
Thai	133
Chinese	142
Japanese	143

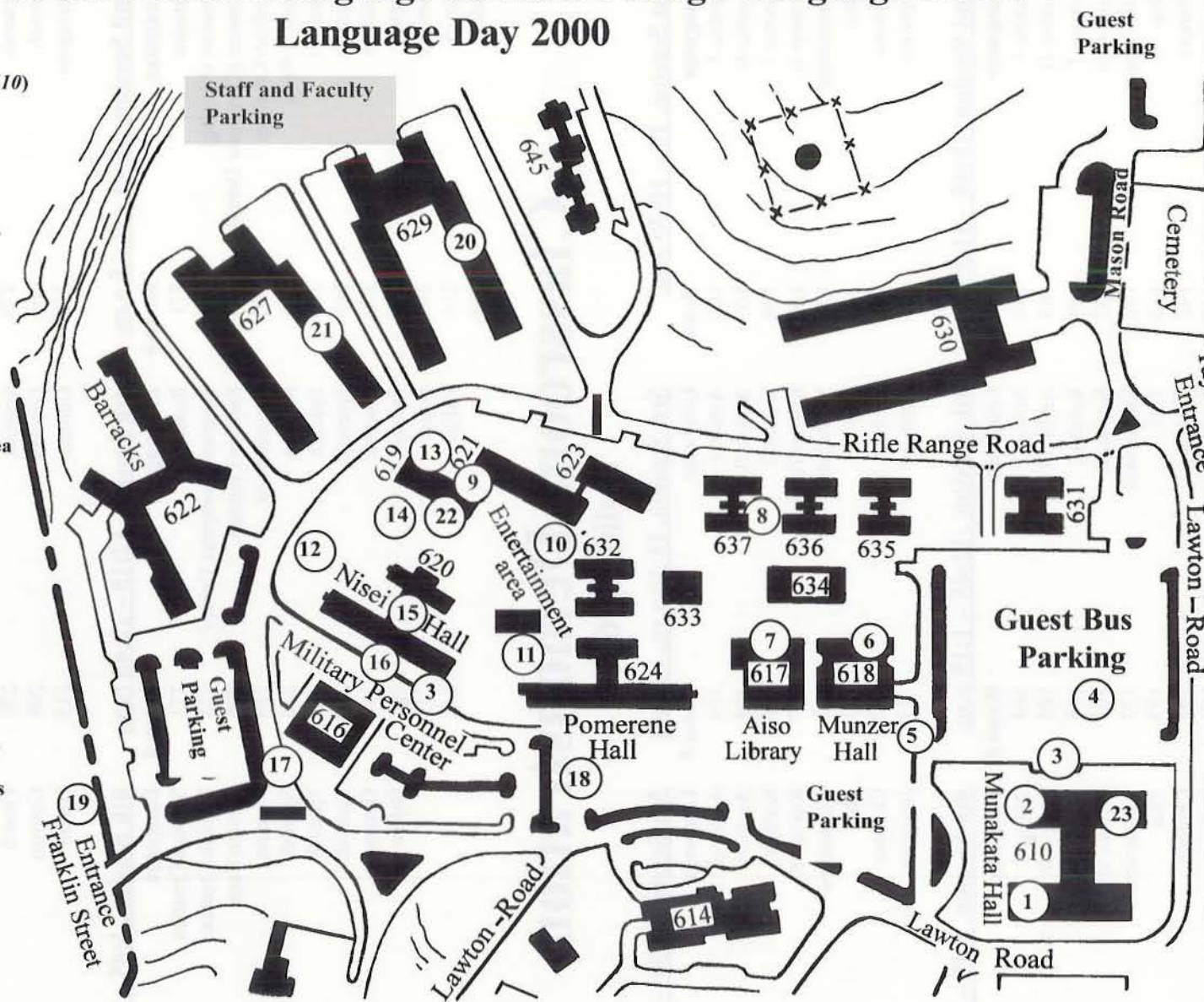
### 6th Session, 2:15 – 2:45 p.m.

Language	Room #
Arabic-I	104
Arabic-II	105
Korean I	106
Korean II	107
Vietnamese	132
Thai	133
Chinese	142
Japanese	143

# Welcome to the Defense Language Institute Foreign Language Center Language Day 2000

## Legend:

1. Classroom demonstrations (610)
2. Presentation: (610)
3. Toilets
4. Bus dropoff
5. Information booth
6. Program for Educators (Non-Tech)
7. Program for Educators Computer Demo
8. Video Teletraining (637)
9. Cultural Displays (619, 621)
10. Military Displays
11. Outdoor stage
12. First Aid Station
13. Language Resource Display (619 Auditorium)
14. Vendor booths and eating area
15. Classroom demonstrations (620)
16. Toilets
17. Rifle Range Road (Franklin Street to Bldg. 645 Entrance: Closed 7 a.m. to 4:00 p.m.)
18. Vendors' Parking-VIPs (Permit Required)
19. Bus Stop for the Monterey-Salinas bus (7 a.m. to 4:30 p.m.)
20. Learning Resource Center Displays and barracks (629a)
21. 311TRS Learning Resource Center Displays and barracks room (627b)
22. APAA Display (619)
23. Hispanic Display (610)



Presidio of Monterey, California