

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

Language Day '95

The 54th year of foreign language training

Photo by Jim Jilek



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Commandant*

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



REPLY TO
ATTENTION OF:

28 April 1995

Office of the Commandant

Dear Guests:

Welcome to Language Day, the Defense Language Institute Foreign Language Center's (DLIFLC's) annual open house. I am pleased you have taken time to visit us here at DLIFLC, a national resource and the largest foreign language institute in the world.

Our faculty and staff make up an international family. We teach more than 24 languages and dialects, and the majority of our instructors are native speakers of the languages they teach. Our faculty has a tremendous number of years of language instruction experience representing a multitude of cultures. On any given day we have approximately 2,200 students in class on the Presidio of Monterey. In terms of instructional hours, we teach 10 percent of all post-secondary school classroom hours in foreign language instruction in the United States. Eighty-five percent of all foreign language training for the U.S. government happens here.

The Institute is accredited by the Western Association of Schools and Colleges. Through successful completion of initial language studies, our students may earn up to 45 semester hours of college credit.

Today we have a full program of entertainment, cultural displays, participatory foreign language classes and classroom demonstrations for your enlightenment and enjoyment. We also have high technology demonstrations in foreign language learning for the educators. So have fun and enjoy your visit with our family. If anything prompts a question, be sure to ask.

Sincerely,

Vladimir Sobichevsky
Colonel, United States Army
Commandant

Schedule of Language Day '95 Events

Classroom Demonstration

Bldg 610, Munakata Hall. Obtain tickets in front of the building 30 minutes before each demonstration.

FIRST SESSION 9-9:30 a.m.

LANGUAGE	ROOM
FRENCH	152
SPANISH	349
ITALIAN	154
PORTUGUESE	153
GERMAN	149
JAPANESE	251
FILIPINO	250
THAI	249
VIETNAMESE	248
CHINESE	247
KOREAN	246
ARABIC/PERSIAN	346-348
RUSSIAN 1	344
RUSSIAN	353
SERBIAN/CROATIAN	350
CZECH/SLOVAK	354

SECOND SESSION 9:50-10:20 a.m.

FRENCH	152
SPANISH	349
ITALIAN	154
PORTUGUESE	153
GERMAN	149
JAPANESE	251
FILIPINO	250
THAI	249
VIETNAMESE	248
CHINESE	247
KOREAN	246
ARABIC/PERSIAN	346-348
RUSSIAN 1	344
RUSSIAN	353
SERBIAN/CROATIAN	350
CZECH/SLOVAK	354

THIRD SESSION 10:40-11:10 a.m.

FRENCH	152
SPANISH	349
ITALIAN	154
PORTUGUESE	153
GERMAN	149
JAPANESE	251
FILIPINO	250
THAI	249
VIETNAMESE	248
CHINESE	247
KOREAN	246
ARABIC/PERSIAN	346-348
RUSSIAN 1	344
RUSSIAN	353
SERBIAN/CROATIAN	350
CZECH/SLOVAK	354

FOURTH SESSION 11:30 a.m. - noon

FRENCH	152
SPANISH	349
ITALIAN	154
PORTUGUESE	153
GERMAN	149
JAPANESE	251
FILIPINO	250
THAI	249
VIETNAMESE	248
CHINESE	247
KOREAN	246
ARABIC/PERSIAN	346-348
RUSSIAN 1	344
RUSSIAN	353
SERBIAN/CROATIAN	350
CZECH/SLOVAK	354

FIFTH SESSION 12:20-12:50 p.m.

FRENCH	152
SPANISH	349
ITALIAN	154
PORTUGUESE	153
GERMAN	149
JAPANESE	251
FILIPINO	250
THAI	249
VIETNAMESE	248
CHINESE	247
KOREAN	246
ARABIC/PERSIAN	346-348
RUSSIAN 1	344
RUSSIAN	353
SERBIAN/CROATIAN	350
CZECH/SLOVAK	354

SIXTH SESSION 1:10-1:40 P.M.

FRENCH	152
SPANISH	349
ITALIAN	154
PORTUGUESE	153
GERMAN	149
JAPANESE	251
FILIPINO	250
THAI	249
VIETNAMESE	248
CHINESE	247
KOREAN	246
ARABIC/PERSIAN	346-348
RUSSIAN 1	344
RUSSIAN	353
SERBIAN/CROATIAN	350
CZECH/SLOVAK	354

SEVENTH SESSION 2:00-2:30 p.m.

FRENCH	152
SPANISH	349
ITALIAN	154
GERMAN	149
JAPANESE	251
FILIPINO	250
THAI	249
VIETNAMESE	248
CHINESE	247
KOREAN	246
SERBIAN/CROATIAN	350
RUSSIAN 1	344
RUSSIAN	353
CZECH/SLOVAK	354

Barracks Display

The Naval Security Group Detachment invites you to see a typical barracks room, 9 a.m.-noon, 1-3 p.m. Bldg 629A, RM 102 (use the entrance between buildings 629A and 629B).

Learning Resource Center

The Marine Corps Detachment welcomes you to the MCD Learning Resource Center, 9 a.m.-noon, 1-3 p.m.; go to the porch between Bldgs 629A and 629B.

FOOD VENDORS

International foods will be on sale at various locations.

Language Day '95 Program for Educators

Briefings

Munakata Hall Auditorium, Bldg 610
9:15-9:30 a.m. Col. Robert Busch II, Assistant Commandant: *DLIFLC as a Military Institution*
9:30-9:45 a.m. Dr. Martha Herzog, Associate Provost: *DLIFLC as a Language Institution*

Computer Demonstration

Munakata Hall Auditorium, Bldg 610
10-10:10 a.m. Deniz Bilgin CAS at DLI:
Introduction
10:10-11:30 a.m. Renee de Barros: *CAS Spanish*

11:40 a.m.-noon Anna Bielecki CAS: *Slavic Languages (Czech, Polish, Serbian-Croatian)*
12:10-12:20 p.m. Renee de Barros CAS: *Spanish*
12:30-1 p.m. Anna Bielecki CAS: *Slavic Languages (Czech, Polish, Serbian-Croatian)*

Language Resource Display

Munzer Hall, Conference Room, Bldg 618;
9 a.m.-3 p.m. Dr. Gordon Jackson (International Language and Culture Foundation - ES); Display of latest language texts and related publications

Video Tele-Training Workshop

Bldg 637 B, Studios 1-2, Mr. Rich Sarko.
10-10:45 a.m.; 11-11:45 a.m.;
noon-12:45 p.m.; 1-1:45 p.m.

Lecture

Munakata Hall, Bldg 610, Room 228;
9:45-10:45 a.m.; 11 a.m.-noon. Faculty and Staff Trainers; Determining learning styles from classroom behavior

Entertainment

(on the Outdoor Stage)
10:30 a.m.-2:30 p.m.

Air Force Choir
 Lebanese Dance
 Japanese Dance
 Chinese Song
 Navy Drill Team
 Polish Choir
 Egyptian Dance
 Thai Drummers
 Persian Dance
 Carmel Youth Choir
 Nobian Dance
 Chinese *Tai-Chi* Demo
 Spanish Song
 Vietnamese Song
 Ethnic Instrumentals
 Korean Dance
Estampa de Las Americas Dancing
 Russian Choir

Mary Jane Stephens will entertain between acts.

Cultural Displays

Hachiya Hall (Bldg 621)

Department	Room
Spanish	242, 243
Vietnamese	239, 241
Turkish	233
Greek	231
Hebrew	229
German	336
Filipino	339, 341
Russian	331, 333
Polish	329
Persian	322
Arabic	321, 323

Mizutari Hall (Bldg 623)

Department	Room
Thai	265
Chinese	257, 259
Japanese	252, 254
Czech/Slovak	362
Serbian/Croatian	360
French	353, 355
Korean	262, 260

A never-ending day in the life

By Master Sgt. Roger Swift, USAF

It's 5:30 a.m. on any weekday, and the Defense Language Institute Foreign Language Center is springing to life. Army, Navy, Air Force and Marine students are getting ready for yet another day in paradise — or so it would seem. To the outsider, DLIFLC may look like any civilian institution of higher learning. Many know that it specializes in foreign language instruction and that its students are predominately military, but few realize the demands placed on the students here at DLIFLC.



A DLI student living in the dormitory prepares for linen exchange day before class. (Photo by Tech. Sgt. Ron Hyink)

It's true that the Institute is a highly respected, world-renowned foreign language institute and offers some of the most intense and compact courses to the best and brightest aspiring linguists. But it would be a mistake to liken it to any other university or institute because academics are only a part of what DLIFLC's demanding and sometimes overwhelming schedule entails.

Reveille sounds at 6 a.m. to signal the beginning of the official duty day. But most students are up well before then.

Those with families are hurrying about getting the family breakfast and making lunches before whisking the kids out the door to school or the baby-sitter. Meanwhile, the single students in the barracks are scrambling for hot showers (first come, first served) and then off for breakfast to the dining facility (affectionately known as the chow hall). At 7 a.m. all students meet at their respective units for morning formation. Here, the service units pass on pertinent information, convene award ceremonies and discuss any special events or schedule changes for the day. Then it's time for school.

The first period of the academic day begins at 7:55. Since students are in the same classroom six hours a day, they are permitted a class coffee pot. After a long night of burning the midnight oil,

morning coffee is an essential. Generally, the first hour is devoted to reviewing homework and summarizing the main points of the previous day's lesson; then it's on to new business. Students spend the remainder of the morning getting acquainted with vocabulary — somewhere in the area of 30 to 50 words per day — and grammatical features of the new lesson. Though this seems like a lot, the courses are structured to make the learning process as natural and painless as possible.

Rote vocabulary memorization and pattern drills are things of the past. Today's foreign language courses are far more communicative, allowing the student to "acquire" the language, rather than memorize it.

The courses are laid out in blocks of instruction, each with a central theme. For example, in a unit covering travel and tourism, the students master vocabulary through scenarios dealing with various aspects of travel, such as lost luggage, customs, hotel and travel arrangements, dining out and entertainment. Other units might deal with medical issues, sports and hobbies, politics, economics or military-specific items. This allows students to use new vocabulary in role-playing, which makes the learning process natural, contextual and progressive, rather than abstract and disjointed. Regardless of the sound methodology, it's a lot of work. By lunch time the students are ready for a break.

Before heading to lunch, all students must report to their units to read the action notices to see if the units have plans for them other than lunch. Those actually getting a bite to eat must be quick, whether at the chow hall, the snack bar, the "gut truck" or into a brown bag, because the lunch period is only an hour; then it's back to the grind for three or four



DLI students take part in military training in addition to their language training. Here, a class of Russian and Czech students participate in a Field Training Exercise in which they must utilize their target language. (Photo by Tech. Sgt. Ron Hyink)

“fun runs,” community service, Common Skills Training (marksmanship, first aid, land navigation, survival skills) barracks security and so on.

Is it worth it? Oh sure, there’s the college credit, the modest salary, the world tours, but the payoff goes beyond the tangibles. Many students come here straight out of high school, on their own and away from mom and dad for the first time ever. DLIFLC provides the structure and the training to help them become independent and self-reliant. Graduates leave DLIFLC with much more than just another language. They leave here having learned a few of life’s lessons, and they’re better prepared to cope with whatever happens down the road.

So is it really worth it? To quote one DLIFLC graduate, “I can honestly say that it was tough, there were times I wanted to quit — but I’m glad I didn’t.”

hours of language “enlightenment.”

The afternoons are as stress-filled as the mornings. Speaking, listening, reading and writing in another language; more grammar, more verb conjugation, suffixes, prefixes, rules and exceptions to rules. Will the day never end? Eventually the torture stops and students get a reprieve, if only for a short while. Time for a nap or quiet time with a favorite book or TV program...NOT!

Following the seven-hour academic day, the soldiers, sailors, airmen and marines are released from their academic taskmasters and handed over to the military side of the house again. As service members, the students have obligations to their respective service units. Unlike their civilian counterparts in the university, the service members’ time after class is not their own. They have formations to attend, sit-ups to do, miles to run, latrines to scour, kids to pick up, spouses to see, and dinner. Then it’s time for homework, which on the average takes two hours — and even more on nights when cramming for tests.

For those students here with their families, the rigors of DLIFLC make

family time all the more precious. With homework every night, weekends are about the only time students can enjoy quality time with their families.

Married or single, everyone needs a break. Though the military occasionally has weekend plans for students, usually it’s time for them to temporarily forget their language studies and just have fun. However, weekends aren’t guaranteed to be free. Students are soldiers, and occasionally have additional duties that infringe on weekend time. These can include weekend inspections,



After a long day in class, it’s time to relax — but not for long. DLI students, on the average, spend about two hours a night on homework. (Photo by Tech. Sgt. Ron Hyink)

THE STUDENTS

Imagine studying a single subject for ten hours a day, in class and at home, every day — for about a year. Throughout the year, you spend most of your waking hours listening, reading, speaking and repeating the words and sentences of a strange tongue. You learn dozens of new words every day, then review the words you learned the day, the week, the month before. Over and over and over again, day after day. Such is the life of a typical student at DLIFLC.

Some don't make it; others breeze right through. But for most DLI students, with all the stress and sacrifice and endurance, it's like several miles of rough road.

For those who make it, the pain of endurance eventually gives way to the gain of graduating. Graduates attain a level of language proficiency in about a year that would have taken them as much as six to nine years to learn in college.

DLIFLC students get a double or even triple benefit over college language students because they're absorbed by a single "subject" seven hours a day plus three hours at night, and they're around peers that are doing the same. Often the students become even more articulate in the foreign language than in English.

Most students come to DLIFLC brimming with enthusiasm and anticipation — and perhaps with an adventurous spirit — about starting life out on their own, forging a career for themselves and learning a new language.

Despite the long, arduous trek to graduation, many students retain that enthusiasm — especially near the end of the course, when they discover where their next duty assignment will lead them.

Years after graduation, many DLIFLC alumni return to Monterey for the intermediate or advanced classes to further develop their language skills. Others return to cross-train into other languages, depending on the needs of the Department of Defense. For example, the demand for Russian linguists has dropped off, while the need for Serbian/Croatian linguists has increased. Since the two languages are similar, cross-training from Russian to Serbian/Croatian can be accomplished in 12 weeks rather than undergoing the full course.

Photo by Jim Jilek



THE INSTRUCTORS

DLI is home to more than 750 instructors who teach more than 24 languages. Most of the instructors are well educated professionals who immigrated to the United States. Approximately seventy-five percent of the faculty are native speakers of the language they teach. More than 60 percent have a master's degree or PhD.

There are also more than 80 military instructors, called Military Language Instructors, at the Institute. MLIs are usually prior DLIFLC students from all branches of service who volunteer to teach classes at DLIFLC, working alternately with the regular faculty.

MLIs benefit the faculty by easing the workload, and benefit themselves in that it presents the perfect opportunity to develop their language skills, or even become fully professionalized linguists.

Photo by Jim Jilek



The students benefit from the concept as well. Students can relate to the MLIs because the MLIs have been through the same courses as the students

DLIFLC instructors are employing their teaching talents beyond the realm of the classroom as well. When it's impractical or impossible for a unit to send a linguist to Monterey for refresher training or cross-training, the Institute provides other options.

Alternatives to resident training at the Institute include video tele-training and mobile training teams, so the linguists don't have to make a permanent change of station to DLIFLC from their assigned units.

Video tele-training uses real-time video and audio communications via satellite. Students and instructors log onto the system at prearranged times to conduct their training.

Several linguists at a given unit can be trained simultaneously, and more than one unit can be on-line at the same time with the instructor.

The alternative is to send DLIFLC instructors as "mobile training teams" out into the field to spend several weeks at a given unit with the students.



Photo by Petty Officer 2nd Class Cindy Harris

THE INSTITUTE TODAY

The Institute started out as a Japanese language school in 1941 inside an old abandoned hangar at Crissey Field, Presidio of San Francisco, Calif. It has grown and prospered over the years, moved to various locations, changed names, and at one point offered more than 30 languages.

Different methods of teaching language have been tried along the way, but one of the more interesting methods utilizes modern laser disk technology. This "interactive video" system was first used in DLIFLC's Korean School, but quickly spread to other schools as well.

The laser disks, which resemble compact disks except for their larger size, contain audio and full-color video of more than a hundred different scenarios at several different learning levels. The scenarios are played out via a computer terminal operated by the student. Scenarios may include anything from checking into a hotel to actual military readiness training, all in the language the student is learning, or target language.

The students see the scene and the target language text on screen. They can highlight words or phrases of the text they don't understand and have them translated into English. Students can also practice their pronunciation skills with the system by speak-

ing the phrases into a microphone and playing them back digitally in order to compare their own pronunciation with the actual voice in the lesson.

The scenarios impart to the student the same word usage that the native speaker ordinarily uses, rather than a restrictive language used for teaching. This method keeps the students interested, so they want to learn more.

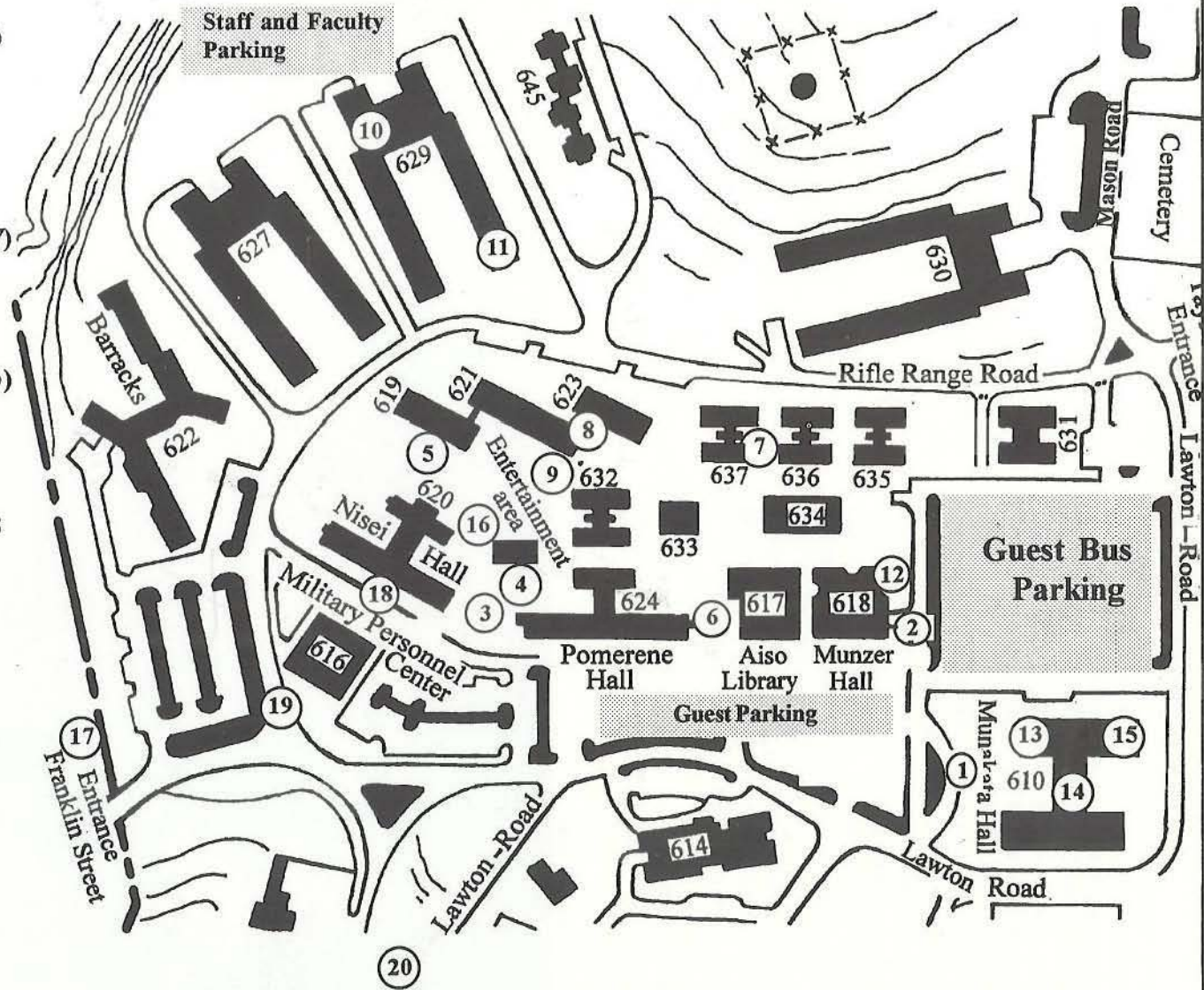
Other outstanding accomplishments by DLIFLC include phrase books for deployed U.S. troops. Whenever U.S. troops are deployed to another country, there is invariably a language barrier due to the lack of experienced linguists for the indigenous language. For example, during the situations we experience in Somalia, Bosnia-Herzegovina and Haiti, DLIFLC had no formal training for these countries' languages. It took only a few weeks, however, for DLIFLC to write, print and ship out thousands of phrase booklets and audio tapes for the troops so they could communicate with the people of the country they were sent to assist.

The Defense Language Institute is a special school, and the Presidio of Monterey is a special place. Learning a language to the required proficiency level in the time allotted is demanding, but the rewards can last a lifetime.

Welcome to the Defense Language Institute Foreign Language Center Language Day '95

Legend:

1. Bus dropoff
2. Information booth/CPO
3. Information booth
4. Outdoor stage
5. Vendor booths and eating area
6. Vendor booths and eating area
7. Video Teletraining (637)
8. Cultural Displays (621 and 623)
9. Military Displays
10. Marine Learning Resource Center (629b)
11. Navy Barracks Room Display (629a)
12. Language Resource Display (618)
13. Program for Educators; Briefings, Demos, Lectures (610 auditorium)
14. Classrooms demonstrations (610)
15. Aid Station (610)
16. Aid Station
17. Bus Stop for the Monterey-Salinas bus (7 a.m. to 4:30 p.m.)
18. Toilets
19. Rifle Range Road (one-way traffic 7 a.m. to 4:30 p.m.)
20. Vendors' Parking (Permit Required)



Presidio of Monterey, California

Special Note: DLI Faculty and Staff overflow parking lot located behind the Price Fitness Center, Bldg 842 on Manson Rd. Shuttle service to and from will be provided.