
DLO DAILY MEDIA UPDATE

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New ASTM Committee to Develop Standards for Language Services

Newly formed ASTM International [Committee F43 on Foreign Language Services and Products](#) will develop standards that promote best practices for users and providers of language services and products. The new standards development group will also serve as a resource on language translation and proficiency for law enforcement, intelligence and other federal agencies.

MLA Announces two searchable tools

The Modern Language Association (MLA) announces two searchable tools presenting enrollments in languages other than English taught in institutions of higher education in the United States. The first is the user-friendly [Language Enrollment Database, 1958–2009](#), which makes available language enrollment data over time. This data is a compilation of enrollment numbers from all the MLA language enrollment surveys, starting with the first one in 1958. None of this data was previously available in electronic format. The second is an enhanced [MLA Language Map](#) that shows where languages are taught in the context of where they are spoken. Enrollment figures are available for each language mapped, as are the locations and size of language programs.

4 Tips to Learn a Foreign Language in College

American businesses are now focused on tapping massive emerging markets in China and India, and leaders in those markets have their eyes peeled for young talent who can immediately flourish in a foreign setting. Given the increasingly international nature of the business world, the need for college students to learn a foreign language—particularly in-demand languages like Chinese, Spanish, or Arabic—is greater than ever, education experts say. "Fluency in a foreign language involves a skill set that is now very important to many employers, especially those who require their employees to travel overseas," says Kathy Mahnke, director of the Center for World Languages and Cultures at the [University of Denver](#). "Being able to communicate in a colleague's native tongue helps business negotiations as well as social interactions with that colleague go much more smoothly than does working through a translator. There are just some cultural aspects of communication that do not translate well." "Americans no longer have the luxury of staying mono-lingual," said Michelle Randall.

Multilingualism promotes cultural understanding

In most foreign countries, chances are that we Americans will find English speakers to understand us. English has become the language of business and diplomacy. Why bother to learn a foreign language, many of us ask, when everywhere we go, someone speaks English? The sad, and unintended, consequences of our reluctance to learn foreign languages will become clearer in the coming decades. There is much more involved in speaking another language than appears on the surface, and it's critically important that we Americans realize this, especially if we are to compete on an international basis. Research shows that speaking a foreign language isn't only a way to communicate what we want, or to increase enjoyment of a travel experience. Speaking a foreign language allows us to understand people on a deeper level than the mere words can denote. The thought processes hard-wired into our brains by the way our languages are constructed are subtle and far-reaching.

Sumac to start dual language classes

A new L-STEM Program (Language, Science, Technology, Engineering and Math) will debut at Sumac Elementary School in the 2011-2012 school year.

Foreign language deficit 'damaging'

In a new position paper, the academy calls on universities to encourage youngsters both at school and in higher education to study languages. Failure to act will have a "detrimental impact" on the UK's social, cultural and economic wellbeing, it says. Under the last Labour Government, in 2004, a requirement for all pupils in England to study a language to GCSE level was scrapped, and since then the proportions of students taking such subjects has dropped dramatically. According to the latest Language Trends survey from CILT, the National Centre for Languages, the proportion of state schools where more than half of Year 11 pupils are studying a language dropped to 38% in 2010.

PREVIOUS NEWS

Civilian Program Mentors Afghan Defense Counterparts

"Training the Afghan army and police is part of the equation, but so is the encouragement and development of competent ministerial institutions to oversee the transition and sustain the force over time," Schear said in an interview. Civilians bring expertise across a wide range of skill sets ranging from financial management to personnel policy to acquisition and logistics. These are skills that DOD civilians can best teach to their Afghan counterparts, he said. The program is part of the Civilian Expeditionary Workforce initiative and is aimed at civilians in grades GS-13 and above.

316th Training Squadron wins award two years in a row

Officials recently announced the 316th Training Squadron at Goodfellow Air Force Base, Texas, earned the Command Language Program of the Year award for the second consecutive year. The squadron will go on to represent the Air Force at the Department of Defense level. The 316th TS is responsible for monitoring and training more than 2,000 cryptologic language analysts annually in a joint service environment, officials said. With approximately 140 on-site instructors, an abundance of training and deployment resources, language opportunities and incentives, the squadron has established a well-managed institution with the capability to produce language-proficient Airmen ready to achieve mission success, said Lt. Col. Erick Lawson, the 316th TS commander. In 2010, the 316th Training Squadron received approval for a language training detachment, staffed by instructors from the Defense Language Institute Foreign Language Center. The LTD allows language professionals the opportunity to undergo language training in Korean, Chinese, Arabic and the Iraqi dialect.

2010 MARINE CORPS LANGUAGE PROFESSIONAL OF THE YEAR AWARD

I AM PLEASED TO ANNOUNCE CORPORAL JAMES D. MORIN (PMOS 2673) FROM 3D RADIO BATTALION, MARINE CORPS BASE, HAWAII AS THE 2010 MARINE CORPS LANGUAGE PROFESSIONAL OF THE YEAR. A PANEL OF SENIOR LANGUAGE PROFESSIONALS SELECTED CPL MORIN FROM A LIST OF HIGHLY COMPETITIVE NOMINATIONS SUBMITTED FROM UNITS THROUGHOUT THE MARINE CORPS. NOMINATIONS WERE OPEN TO ACTIVE DUTY AND RESERVE MARINES WITH AN MOS OF 02XX, 26XX, OR 2799. CORPORAL MORIN IS A VERY DEDICATED TAGALOG LINGUIST WHO MAINTAINED A LANGAUGE TRAINING PROGRAM THROUGH WHICH HE ACHIEVED A 3/3 ON THE DEFENSE LANGUAGE PROFICIENCY TEST. LARGELY THROUGH SELF-STUDY, CORPORAL MORIN ALSO DEVELOPED LANGUAGE CAPABILITIES IN THE TAUSUG, YAKAN, AND MAGUIDANAO DIALECTS. CONGRATULATIONS TO CORPORAL MORIN FOR HIS DISTINGUISHED SERVICE, DEDICATION TO MISSION, AND SUPERIOR LINGUISTIC SKILLS. HIS COMMITMENT TO IMPROVING HIS LANGUAGE SKILLS SIGNIFICANTLY CONTRIBUTED TO SUCCESSFUL MARINE CORPS COMBAT OPERATIONS.

CST: Afghanistan

Two years ago, a small **team** of female Marines -- drivers, engineers, cooks and other specialists -- began conducting "female engagement" initiatives with women in southern Afghanistan. If winning the hearts and minds of the local population was the goal, they thought it behooved them to amicably engage 50 percent of the population, women to whom American soldiers had virtually no access because of cultural and religious boundaries in the Islamic Republic of Afghanistan. Since then, the Marines expanded the program and formalized their training linguistic, cultural, and tactical training in advance so they weren't left learning on the job ad hoc, sometimes painfully and with the begrudging support of a

commander. Their rapport-building efforts, which included medical outreach and the establishment of micro-finance projects to help women generate income, were soon recognized by Gens. Stanley McChrystal and David Petraeus, both of whom pushed for the Army to officially adopt the Female Engagement Team (FET) program over the past year.

Vallejo's Cave Language Academy students will use Spanish in all classes

Students won't just learn Spanish at the future Cave Language Academy. "They're learning *in* Spanish," said Lorena Hernandez, slated to become principal of the Vallejo Unified School District's first dual-immersion program, opening in August. The whole program will be structured to not only encourage bilingualism and biliteracy, but also biculturalism, Hernandez said. "It's the same curriculum (as other schools), but in Spanish," Hernandez said. The academy, approved January 2010 by the Vallejo school board as part of a sweeping restructuring of the city's schools, will garner a student body that's half native Spanish speakers and half English speakers. In this way, both groups will develop a fluency in both languages. There are about 200 such dual-immersion programs in the state, said Hernandez, who was a Patterson Elementary School teacher before being tapped for the top job at the language academy.

Chinese immersion charter school rolling out in Cayce

Melissa Rowell is a committee member helping to plan the curriculum for the academy, which will open in August. Located at 1340 Knox Abbott Drive, it will be South Carolina's first Chinese immersion school, meaning that all classes except English will be taught in Chinese by teams of Chinese and American teachers. "It's important for China and America to understand each other," said Xian Wu, an academy board member and mathematics professor at USC. "But if you don't know the language, you can't have the exchange." Although USC is reaching out to China through the Confucius Institute — a partnership with the Beijing Language and Cultural Institute — and the Chinese language programs at the Moore School of Business, East Point will be the state's first elementary school or secondary school to focus on Chinese culture and language.

Bridging the Language Gap

Video: To better connect the American and Latino communities, one mountain school is publishing a Spanish newspaper. It is a student-run newspaper, but it is the Latino parents who are learning the most. La Connexion Latina's first issue came out last November. The paper connects the Spanish speaking community with McDowell High School.

Texas Schools Instituting Mandatory Arabic Language and Culture Classes

It seems that it was a well-kept secret. Residents in the Mansfield Independent School District in Texas found out just this Monday evening that the district had decided to force some of their children to take Arabic language and culture classes. As for the impetus behind the move, as they say, just follow the money: The program is a condition for receipt of a federal grant. The Foreign Language Assistance Program (FLAP) grant was awarded to Mansfield ISD last summer by the U.S. Department of Education. As part of the five-year \$1.3 million grant, Arabic classes would be mandatory at Cross Timbers Intermediate School and Kenneth Davis Elementary School. The program would also be optional for students at T. A. Howard Middle School and Summit High School.

Face of Defense: Uganda-born Army Officer Pursues Dreams

The 13th of 14 children raised by an Indian father and an African mother, D'costa was exiled to Austria at age 7 following Idi Amin's 1971 rise to power in Uganda. Two years later, he came to the United States and ultimately got into West Point on a third and final attempt, earning his commission in 1989. Now a lieutenant colonel in the Army Reserve, D'costa just completed a 10-month mobilization here as commander of 1st Battalion, 378th Infantry Regiment, a Lafayette, La.-based unit activated to augment basic combat training for the 192nd Infantry Brigade on Sand Hill.

Language Education: Preparing Chicago Public School Students for a Global Community

Chicago Public Schools convened a commission to better understand bilingual education and world language programs and to formulate strategies for closing the achievement gap between English language learners and other students. This is a link to the findings of this commission and its recommendations for the implementation of the Bilingual Education and World Language Initiative.

