

# LANGUAGE & CULTURE WEEKLY

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## ARMY AIMS TO USE WORDS, NOT WEAPONS, WITH AFGHANS

(NPR)...Blake Farmer

The U.S. Army has been ramping up instruction in the languages of Afghanistan, even as troop levels in the country decrease in preparation for the U.S. troop withdrawal in 2014.

But it's not just the country's languages that are foreign to U.S. soldiers — it's the culture, as well.

Daoudzai and dozens of other Afghan natives have been hired as trainers for this immersion program, also being offered at Fort Carson in Colorado and at New York's Fort Drum.

The first few weeks of the

course are spent learning the more than 40 letters in Pashto, one of Afghanistan's two official languages.

Last month, 12 U.S. Army soldiers learn to play *khosai*,



U.S. Army soldiers learn to play *khosai*, Afghanistan's full-contact national pastime, at Fort Campbell.

Afghanistan's full-contact national pastime, at Fort Campbell.S.

troops were killed by forces dressed in Afghan uniform.

The Pentagon believes the bloodshed is often a result of personal grievances and what

it calls "social difficulties."

Language training is hardly a direct response to the killings, but McConville acknowledges that it may help.

Whether potential threats are coming from inside or outside a unit, military commanders are hoping soldiers like Murphy find a way to occasionally use their words instead of their weapons.

## US, DJIBOUTIAN ARMIES PARTNER TO TEACH ENGLISH

(dvids)...Staff Sgt. R.J. Biermann

"My [American] friends have come here to help us teach English to these students," said Djibouti army Staff Sgt. Saad Moussa Bouraleh, a school instructor since 2007.

"[The students] experience the real pronunciation of the English Language because they have native speakers in their classes. They make conversation with them ... so [the students] can understand each other's cultures too. This helps [strengthen] our relationship.

We can be friends forever." "This is the only formal English course for Djiboutian military personnel," said Clyde. "The school is affiliated with [Defense Language Institute, English Language Center] in San Antonio and gets its material from [them]."



**ELEVATING THE CONVERSATION: DUAL-IMMERSION STUDENTS, CLASSES GROW UP**

*(Deseret News)*...Benjamin Wood

"As long as you talk in Spanish, you can talk all you want," said seventh-grade student Cassidy Bauco.

Bauco, like the rest of her classmates, has been using a second language since she was in the first grade to learn subjects like math, history and now junior high social studies. With Spanish

-, French- and Chinese-speaking elementary students getting older each year, Davis School District is venturing into uncharted territory for Utah and the next inevitable step in language education this fall: junior high immersion programs.

"We're sort of blazing the trail," said the district's secondary world languages supervisor, Bonnie Flint.

"We had to think, 'What are we going to do for these kids?' We couldn't just drop them."

In eighth grade, students will be taught health and humanities in their second language, Flint said. In ninth grade, they'll take geography and AP language courses.



**MUSIC UNDERLIES LANGUAGE ACQUISITION, THEORISTS PROPOSE**

*(Science Daily)*

Contrary to the prevailing theories that music and language are cognitively separate or that music is a byproduct of language, theorists at Rice University's Shepherd School of Music and the University of Maryland, College Park

(UMCP) advocate that music underlies the ability to acquire language.

"Spoken language is a special type of music," said Anthony Brandt, co-author of a theory paper published online this month in the journal *Frontiers in Cognitive Auditory Neuroscience*.

"Language is typically viewed as fundamental to human intelligence, and music is often treated as being dependent on or derived from language. But from a developmental perspective, we argue that music comes first and language arises from music."

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**WAVE OF U.S. STUDENTS STUDYING IN CHINA**

*(Inside Bay Area)*...Jason Sweeney

The number of Americans going to foreign colleges tripled in the past two decades, according to a 2011 report by the Institute of International Education. In 2009-10, there were 270,604 Americans in for-

foreign colleges. China was the fifth-most-popular destination, with 5.1 percent of the Americans choosing schools there.

"U.S. students are increasingly aware of the need to obtain more practical skills, foreign language skills and cultural experiences

that...help them be more competitive for their careers. China provides the perfect opportunity for that," said Rajika Bhandari, the Institute of International Education's deputy vice president for research and evaluation.

## BANNERS CELEBRATE NORTH GEORGIA'S INTERNATIONAL PARTNERSHIPS

*(North Georgia)*

The banners celebrate the university's growing international partnerships and North Georgia's mission to develop globally prepared leaders.

The university's internationalization plan, which is tied to the institution's strategic plan, is focused on helping students develop an

awareness of other regions of the world and their relationship with the United States and its interests. Study abroad experiences, faculty exchange programs and foreign language courses are critical elements of this effort.

There also are several programs specific to the university's Corps of Cadets,

such as the U.S. Army Cadet Command's Cultural Understanding and Language Program (CULP) and Cadet English Language Training Team (CELTT). Each year, some 1,000 cadets from across the country acquire culture and language skills through CULP programs including CELTT. DLNSEO partners with North Georgia.



## DLIFLC STUDENTS PARTICIPATE IN NEW MOROCCAN IMMERSION

*(DLIFLC)...Jeffrey Leader*

Beginning in March of this year, students studying Modern Standard Arabic at DLIFLC were given the opportunity to spend four weeks in Morocco, DLIFLC's newest immersion destination.

"It was immensely beneficial, because it was kind of a gut check...Even if you

went home there really wasn't any escape from using the language," recalled Spc. John Dixon, one of the students who participated in the immersion, when asked about living with a host family.

The students received four to five hours of language instruction at the institute five days a week and would

often have some type of activity later in the afternoon such as a lecture, debate, or a cultural activity.

"The biggest thing that I saw in the students was their willingness just to speak in Arabic and to speak about anything, said their Military Language Instructor, Staff Sgt. Jennifer Tweedy.

"[The immersion experience was] immensely beneficial, because it was kind of a gut check...Even if you went home there really wasn't any escape from using the language," recalled Spc. John Dixon

## NEW COURSE OFFERS EXPERIENCE IN COMMUNICATION IN CHINESE BUSINESS

*(The Oklahoma Daily)...Nadia Enchassi*

A non-credit language course geared toward acclimating students to Chinese business conversation made its debut at OU this month.

The weekly course, entitled Intro to Business with Chinese, meets on weekends and focuses on the basic

skills needed to conduct business specifically in the Mandarin Chinese language, said Sharon Gou, director of OU's Confucius Institute. Topics covered in the course include formal introductions, dining and lodging, money matters, asking for directions, marketing and business negotiations.

"The class is, basically, a conversational class designed for people who are interested in doing business, particularly with China, by learning some of the commonly used terms in most Chinese business conversations," Gou said.

