



DLNSEO DISPATCH... THIS MONTH IN LANGUAGE & CULTURE

JANUARY 2013

THE LANGUAGE FLAGSHIP SHARES RESULTS AND BEST PRACTICES WITH THE FIELD

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The Language Flagship, a program administered by the Defense Language and National Security Education Office, Results 2012, hosted by the Hunter College Chinese Flagship Program in New York City, on October 26, 2012, brought together nearly 200 people from public and private sectors in academia, business, and government. Language educators, language administrators, foreign exchange specialists, and other language stakeholders came together to discuss innovations in language teaching and learning. Representatives from The Language Flagship disseminated results of the Flagship program, including documentation of high-level language proficiency attained by undergraduate and graduate students across 10 critical languages as measured by government and academic testing. Participants included leaders from Higher Education, Associations, and Business. Dr. Ian Bremmer, President of the Eurasia Group, Dr. Allan Goodman, President and CEO of the Institute of International Education (IIE), Dr. Vita Rabinowitz, Hunter College Provost and Vice President for Academic Affairs, Marty Abbott, Executive Director of the American Council on the Teaching of Foreign Languages (ACTFL), David Goldberg, Associate Director, Association of Departments of Foreign Languages (ADFL) of the



Dr. Vita Rabinowitz, Hunter College Provost and Vice President for Academic Affairs addresses the audience at Results 2012.

Modern Languages Association (MLA), and Dr. Michael Nugent, Director of the Defense Language and National Security Education Office, participated in the results discussion. Proceedings from Results 2012 have been posted [here](#). Based on the results gathered over the past ten years, The Language Flagship model has proven to be effective in helping American students achieve ACTFL Superior proficiency in the ten critical languages offered by Flagship. The Language Flagship programs have also committed to spreading the Flagship principles to other campuses and language programs across the country. On November 15, 2012, in

partnership with American Council on the Teaching of Foreign Languages (ACTFL), six Flagship program directors conducted a workshop entitled "Increasing Language Proficiency at the Postsecondary Level Using Flagship Principles." The workshop highlighted practices that can be used on any campus to create Flagship-style language learning relevant to all disciplines and content areas, including integrated proficiency assessments, content-based instruction, effective elements of intensive summer programs, and high-level overseas immersion programs.

BREAKING DOWN LANGUAGE BARRIERS

*(Military Advanced Education)...*Kelly Fodel

By the very nature of their jobs as servicemember, veterans have a unique worldview that allows them to consider the demands and intricacies of the global marketplace. Serving around the world, completing tours of duty, and thinking about the impact of the American military on world affairs often leads servicemembers to careers that emphasize on the world as a whole, and the ways in which countries interact and impact each other. In the 21st-century workplace, relevant foreign language skills have become increasingly critical, as U.S. businesses, hospitals and government agencies realize that to succeed in day-to-day business, having a workforce skilled in multiple language is a necessity.

Recognizing this, in 2000, the DoD's National Security Education Program (NSEP) launched the Language Flagship Program, which encourages higher education institutions to create advanced language programs. The Language Flagship is a partnership between the federal government and the education community, with the goal of building language programs that produce professionally proficient language speakers in Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian,

Swahili, and Turkish. To date, the highest enrollments tend to be in Chinese and Arabic.

The Flagship Program is comprised of undergraduate students currently enrolled at 26 programs at 22 universities. The goal of The Language Flagship is to graduate students from a variety of majors with an Interagency Language Roundtable (ILR) Level 3 proficiency in one of The Language Flagship's target languages. As a result, The Language Flagship creates a pool of qualified individuals in a variety of professions who are linguistically and culturally competent in a language and area of the world critical to U.S. global competitiveness and national security. Flagship students are recruited from a wide variety of fields, from international studies to mathematics to biology. Thus, the Flagship Program provides opportunities for students from a variety of disciplines to become professionally proficient in one of Flagship's target languages. "The Flagship Program is demonstrating that U.S. students can reach professional-level language proficiency through a systematic approach that combines intensive domestic foreign language study with an overseas study abroad experience

that integrates language training with content learning and professional experience," said Samuel Eisen, Ph.D., director of The Language Flagship and director of programs at the NSEP. "Flagship programs' curricula, both domestically and overseas, focus on proficiency-based advancement in all four modalities of language learning: reading, writing, listening, and speaking." Flagship programs build on what the students have learned in the classroom, set goals for their individual progress, and provide ongoing assessments to ensure that students are developing their linguistic skills and meeting the standards of the Flagship program. In addition, all Language Flagship students are required to complete an academic year overseas at an overseas Flagship Center program. Students must qualify for the overseas study program with advanced (ILR Level 2) language proficiency by the end of the overseas program. While overseas, Flagship students engage in intensive language study, direct enrollment in courses in their area of interest at a local partner university, and an internship that utilizes their language and culture expertise.

DLIFLC PROVOST RETIRES FOR A SECOND TIME FROM INSTITUTE

*(DLIFLC)...*Natela Cutter

The provost of the Defense Language Institute Foreign Language Center, Dr. Donald Fischer, literally rocked his way through his second retirement Dec. 20, playing his electric guitar in a band following the official ceremony attended by more than 250 faculty, staff, and distinguished guests.

"He was the right man for the right time and he is leaving with every student having a MacPro (notebook) and iPad," said Dr. Richard Brecht,

Executive Director of the Center for Advanced Study of Language at the University of Maryland, who has worked with Fischer since he became provost in 2005.

Fischer is credited for placing a heavy emphasis on technology in the classrooms and in the hands of students and faculty. More than 700 interactive whiteboards are installed in classrooms, while students are currently exchanging



Dr. Fischer receives certificate from DLI Commandant, COL Pick.

their tablet PCs and iPods for MacPro notebooks and iPads.

LEARN A FOREIGN LANGUAGE...AND HELP THE DEPARTMENT OF DEFENSE

(New Jersey Newsroom)

Legislation passed on December 20 by the U.S. House of Representatives would permanently establish a National Language Service Corps (NLSC) within the Department of Defense to help meet critical defense-related foreign language needs.

The NLSC provision was written by U.S. Rep. Rush Holt (NJ-12) and Sen. Daniel Akaka (D-HI). It is part of the National Defense Authorization Act, which is expected to pass the Senate and be signed into law in the days ahead.

"America is linguistically malnourished," Holt said. "Far too few Americans can speak or understand foreign languages, and as a result, we are hampered in participating in global commerce and in defending our national security. The permanent establishment of the National Language Service Corps is a meaningful step toward helping our government address its shortfall of skilled foreign language speakers."

"The National Language Service Corps is a unique effort to take advantage of the Americans who learned a language at home or in school and are eager to put that ability to work for their country in times of need," said Richard B.

Brecht, Executive Director of the Center for Advanced Study of Language.

The bill provides that the NLSC will "provide a pool of nongovernmental personnel with foreign language skills who... agree to provide foreign language services to the Department of Defense." The Secretary of Defense will then be able to "call upon members of the Corps to provide foreign language services to the Department of Defense or another department or agency of the United States."

The NLSC currently exists as a pilot program that has recruited more than 1,800 members. To date, NLSC members have worked with the Department of the Navy, the National Security Agency, the Centers for Disease Control and Prevention, and other federal agencies. For instance, the NLSC provided translation and interpretation support services to the U.S. Army Pacific for counterinsurgency training in Thailand.

Holt originally introduced the language authorizing the NLSC as an amendment during House consideration of the National Defense Authorization Act in May. The final provision was included in the conference version of the bill

negotiated by a House-Senate committee earlier this month.

The permanent establishment of the NLSC is the latest of several steps that Holt has taken in to strengthen Americans' foreign language skills. In the early 2000s, he secured funding to expand the Language Flagship program of the National Security Education Program at the Defense Department, which develops strategic partnerships between the national security community and higher education.

In 2007, Holt wrote legislation that established the TEACH Grant program, which provides up to \$16,000 in upfront tuition assistance to students who commit to become foreign language teachers.

Together with Sen. Frank Lautenberg (D-NJ), Holt has introduced the Foreign Language Education Partnership Program Act, which would provide up to \$50 million for model programs of sequenced foreign language instruction that begin in kindergarten and continue through high school.

AIR FORCE PILOT IMMERSSES IN DUTCH LIFE

(Military.com)...Stacie N. Shafran

For the past two years, Maj. Dan McGuire, an F-16 pilot, and his wife, Jen, called the Netherlands home. McGuire participated in the Air Force Personnel Exchange Program and served as an exchange pilot with the Royal Netherlands air force. He was assigned to the 312th Tactical Fighter Squadron at Volkel Air Base. Prior to moving overseas, the couple attended an intense, six-month Dutch language course offered by the Defense Language Institute in

Alexandria, Va.

"The course was fantastic and really prepared us for our assignment," McGuire said. "When we arrived in the Netherlands, we were fluent enough to negotiate our housing lease, set up our utilities, and blend into our new community."

Professionally, the language training enabled McGuire to perform day-to-day squadron operations entirely in Dutch. McGuire preferred to engage with them in



Maj Dan McGuire in the Netherlands.

Dutch to practice his language skills. As a result, he was sufficiently proficient enough to receive mission and flight briefings in Dutch, as well as manage squadron operations.

INTEL OFFICIAL CALLS LANGUAGE 'CENTRAL' TO NEW STRATEGY

(American Forces Press Service)...Natela Cutter
 Undersecretary of Defense for Intelligence Michael G. Vickers was pleasantly surprised when he encountered his former Spanish instructor at the Defense Language Institute Foreign Language Center here while observing a Spanish language class. "Although I was able to understand what was being discussed during the class, I was also a little bit worried, because I thought I was going to be re-tested in Spanish, which has atrophied somewhat," Vickers said with a chuckle. "It was wonderful to see my old student. When I saw his face, it all came back to me," said Deanna Tovar, who had just begun her career as a Spanish instructor in the late 1970s when Vickers was her student and today is dean of the European and Latin American school. "She was a great instructor, and I am not surprised to see her as the dean of the school and that she has done so well," Vickers said. As a young Special Forces soldier and then as an officer, Vickers graduated from the DLIFLC Czech course in 1977 and from the Spanish course in 1979 with top scores. His unique experience at the Institute has influenced him throughout his

career. Vickers has been credited for contributing to the withdrawal of Russian troops from Afghanistan in the 1980s. More recently, he was recognized as a key leader in the process that led to planning, locating, and killing the world's most wanted terrorist, Osama bin Laden. As a two-time DLIFLC graduate, Vickers was the featured speaker at the center's 71st anniversary ball, attended by Defense Language Institute faculty, staff and leadership. "When I was here for Czech, my professor told us that language is the most intimate expression of a nation's culture," he said. "I know DLI really teaches culturally based language instruction, and I have certainly found that true when I have used languages operationally as a Special Forces officer and as a CIA officer." As the Defense Department's principal staff member and advisor regarding intelligence, counterintelligence, security and other intelligence-related matters, Vickers has a far-reaching view of how important foreign language and culture are to the future of national



Michael G. Vickers, Under Secretary of Defense for Intelligence, speaks with Deanna Tovar, his former Spanish language instructor, whom he had not seen in decades.

security. "As we come out of a decade of wars, the world is getting more complicated, and there is more volatility, for example, across the Middle East," he explained. "Having people with these [language] skills is tremendously valuable. If you are not going to have a lot there, you ought to have your best there. "I think [language] is really central," he continued. "Our new defense strategy focuses on Asia, North Africa and the Middle East region, and these skills will be paramount to that strategy."

WE ARE ON THE WEB!

http://prhome.defense.gov/RFM/READINESS/DLNSEO/media_updates.aspx

CALENDAR

Federal Holiday	Jan 21
Defense Language Action Panel	Feb 12
Defense Language Steering Committee	Mar 28



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