



DLNSEO DISPATCH

INSIDE THIS ISSUE:

2

[FLAGSHIP STUDENT PUTS SKILLS INTO PRACTICE](#)

2

[ARE CHILDREN BETTER AT FOREIGN LANGUAGE?](#)

3

[LEARNING A LANGUAGE IN FOUR MONTHS](#)

3

[NEGOTIATION COURSE NOW ON JKO](#)

4

[CADETS BUILD RELATIONSHIPS WITH ROMANIAN MILITARY](#)

THROUGH OVERSEAS INTERNSHIPS: DEVELOPING SKILLS FOR GLOBAL CAREERS

(DLNSEO)...Allison Trepid Solit

Years of on-campus preparation in a domestic Flagship program prepare students for the Flagship Overseas Capstone program, an opportunity to learn about a language and culture from the inside, studying and working with native speakers to gain an understanding of their language, culture, and perspectives. The capstone internship is an integral program component that allows each student to develop professional language proficiency and skills in a position that reflects his or her unique course of study and career interests. Whether a student interns with a multinational corporation, an academic laboratory, a small local business, a local nongovernmental organization, or elsewhere, the value of learning field- or region-specific language by working directly with native speakers is immeasurable.

Most students state that study at domestic Flagship Centers prepared them well for immersion experiences at foreign universities and overseas internships. For example, Sarah Schrader, a recent graduate of Western Kentucky University with dual majors in biology and chemistry, marvels at her language development with The Language Flagship program. “I have gone from zero knowledge of Chinese to superior-level proficiency in under 4 years of study,” says Schrader. “Flagship is unique in that it goes beyond simple technicalities and grammatical structures, helping students root their language skills in a thorough understanding of the culture behind the language.” As a science major, Schrader worried that she would not be well prepared to tackle her microbiology and molecular biology classes at Nanjing University. However, she was pleasantly surprised to find that despite some challenges,



Sarah Schrader interned at the Shanghai Institutes for Biological Sciences of the Chinese Academy of Sciences during her Flagship Overseas Capstone year

the strong linguistic foundation built through The Language Flagship allowed her to pick up new science vocabulary quickly and communicate easily with teachers and classmates.

In spring 2013, Schrader completed her Flagship Overseas Capstone internship in a laboratory researching virus- and drug-based cancer treatments at the Shanghai Institutes for Biological Sciences of the Chinese Academy of Sciences. “My internship experience enhanced my professional Chinese skills in practical ways through discussing experimental procedures, analyzing results, and planning future experiments. It required me to quickly master a wide range of scientific vocabulary to be able to communicate effectively,” she says.

Flagship students return from their capstone year with a level of in-country experience that goes beyond what is taught in the classroom. This opportunity to gain the know-how and confidence required to thrive in an international work environment after graduation is a defining feature of the Flagship program. (Full story here: http://www.thelanguageflagship.org/images/documents/fall_2013.pdf).

FLAGSHIP STUDENT PUTS SKILLS INTO PRACTICE IN RUSSIA

(DLNSEO)...*Allison Trepod Solit*

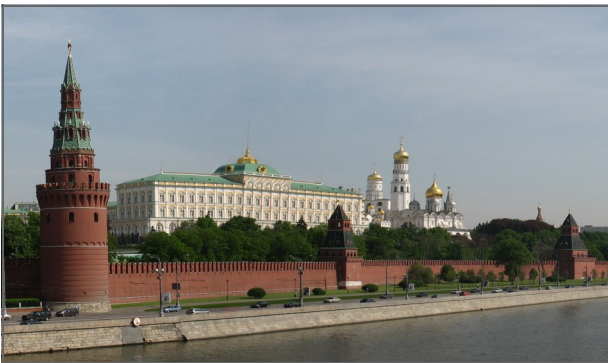
As Inna Makheddinova learned during her Flagship Overseas Capstone year, gauging public opinion is important to both business and local government in modern Russia. She completed an internship at IzoStudio (now Exact Poll), a public opinion research center in Saint Petersburg, where she reviewed weekly public opinion polls, analyzed data, and researched social issues—including issues related to a project commissioned by the local government to create language programs for the integration of migrant workers. “My capstone year in Russia allowed me to apply classroom knowledge to the real world. It taught me to listen, observe, analyze, and understand people from different backgrounds and to communicate with others. Those transferable skills are invaluable no matter where you work,” she says.

A recent graduate of Portland State University (PSU) with degrees in international studies and



Inna Makheddinova visited the 11th-century Cathedral of Saint Sophia on the grounds of the Kremlin in Veliky Novgorod, Russia

Russian, Makheddinova received a Boren Scholarship to support her capstone year in Russia. She says that in the Russian Flagship Program at PSU, her language skills improved “significantly through intensive course work and weekly meetings with a tutor or conversation partner as well as extracurricular activities. ... By the time the capstone year rolled around, I knew what to expect as I had participated in many, many hours of language training and practice in preparation.” Makheddinova is pursuing jobs in international business or international development related to Russia or Russian-speaking communities. Her long-term career goal is to work for the U.S. Department of State in the Office of Russian Affairs.



ARE CHILDREN REALLY BETTER AT FOREIGN LANGUAGE LEARNING?

(*The Telegraph*)...*Anne Merritt*

Many adult learners, in fits of frustration, will claim that adults are simply poor at languages. They say children have more porous minds, better memories, and more adaptability. I'm sorry to report, it's a myth. Linguistic researchers have found that, under controlled conditions, adults can be better at language learning. So why does it seem that children have an easier time with picking up foreign tongues? Below are four ways that adults are as strong (or stronger) than children at foreign language learning:

Adults have pre-existing language knowledge

While children are still learning the mechanics of their own first language, adults have a more developed understanding of how language works. Moreover, adults have a greater conceptual understanding of language. They are more adept at finding patterns, which means

they're more skilled at deducing and applying language rules.

Pronunciation is stronger in children (but it doesn't matter!)

Adults and children are measured differently

Because children use smaller vocabularies and simpler syntax than adults, the standard of fluency for children is lower.

Adults and children both succeed with the same resources

This is a case of opportunity, not ability. Children who learn languages in school have the benefit of an organized curriculum, a trained and experienced teacher, and access to educational materials.



LEARNING A LANGUAGE IN FOUR MONTHS

(Daily News)...Lauren Sage Reinlie

In a tiny classroom, five students were running their own quiz show entirely in Indonesian.

The men only had been in the language course for three weeks, but in turn they shot their hands in the air to answer their fellow students' questions.

Air Force Maj. Steve Newstead was quick on the draw.

"I didn't know a word of Indonesian before this class," he admitted. "I think I'm doing pretty well." Newstead is a short way along in a four-month course designed to prepare him to deploy to Indonesia, but he said he already is able to have a 15-minute conversation.

"They start talking really quickly," said Grisel Mundo-Love, director of the language center at the Air Force Special Operations School at Hurlburt Field. "As soon as they learn a few vocab words, they start speaking."

About 400 special operations students from across the country come through the center each year. The courses are intense — students spend eight hours a day in the classroom for four to almost eight months, depending on the difficulty of the language.

Between nine and 13 languages are taught at the school at a time, determined by the Air Force's needs.

This fall students are studying Arabic, French, Brazilian-Portuguese, Spanish and Polish, in addition

to



Staff Sgt. Don Brost, right, reads questions in Indonesian while conducting a "game show" style quiz contest for fellow language students (left to right) Tech. Sgt. William Baumgardner, Staff. Sgt. Patrick Anderson, Staff Sgt. Justin Holloway and John Wood

Indonesian. When walking the halls of the language center it is not unusual to hear people speaking in a dozen languages while practicing their new skills.

Lt. Col. Trevor Benitone, commandant of the Special Operations School, said that in the field there often is no time to call in an interpreter, and language skills become invaluable. An understanding of the language and culture can be the difference between a successful mission and an international gaffe. More than 30 languages are spoken or taught among the 80 personnel at the elite school, he said.

NEGOTIATION COURSE NOW AVAILABLE ON JKO

(Af.mil)...Jodi L. Jordan

A new course is now available on Joint Knowledge Online to support the continuing need for Department of Defense members to effectively engage with partners in culturally-diverse environments.

The Defense Language and National Security Education Office, JKO program office and Air University's Negotiation Center of Excellence developed the Cross-Cultural Negotiations course to improve DoD members' key leadership skills.

The CCN course is an interactive learning experience that gives users a framework to determine and employ essential negotiation strategies.

Key objectives covered in the course include the language of negotiations, cultural cues affecting

negotiations and engaging skills lab exercises where students can apply knowledge from the course. This knowledge is critical not just for military engagements, but in everyday life, according to Dr. Stefan Eisen, the director of the center and one of the course developers.

"Virtually every problem-solving process contains some type of negotiation," Eisen said. Regardless of the situation, negotiation skills are imperative for today's DoD force, he added.

To access JKO and take the CCN course, see their website at <http://jko.jfcom.mil> and search for "negotiations." There are three separate mission-specific courses available. For more information on the NCE, see their website at <http://culture.af.mil/nce>.

CADETS BUILD RELATIONSHIPS WITH ROMANIAN COUNTERPARTS

(U.S. Air Force)...Master Sgt. Petrie

Earlier this year I was asked to lead nine Army Cadets on a month long Cultural Understanding & Language Proficiency (CULP) mission to Romania (by way of Fort Knox, KY) liaising with the 95th Romanian Air Flotilla at a small Air Base in Bacau. My multi-cultural background, combined with the leadership training the Air Force has provided, was integral to a successful CULP mission.

On my team was a broad array of young soldiers, to include an 18 year old from small town Oklahoma, a 32-year old Mom with a tour in Iraq, and a young man who grew up in Singapore. All of the team members represented the best cadets the Army has to offer from civilian universities all over the nation.

Building relationships with our Romanian counterparts was integral to the success of our mission. Prior to the mission, each cadet researched a specific area of Romanian culture and national infrastructure with an eye on comparison to the US. They then briefed the team on what they learned. This facilitated the process of understanding not only Romania, but also to begin to see the US in a different light. The reason the cadets went through this process was to show them how an understanding of their culture is key to appreciating and integrating with those of other nations.

Two of the primary CULP goals stuck out to me; 1- ensuring tomorrow's soldiers (read Airmen) are able to better function in foreign theaters with knowledge and respect for the culture and people, and 2 - developing relationships. As we move further into



CULP participants in Romania

the 21st century our operations are becoming more and more interdependent on both joint and coalition partners. In the CULP mission to Romania, this was exemplified with an Air Force SNCO leading nine Army Cadets to teach and learn from the Romanian Air Force. We immersed ourselves with approximately 15 Romanian Air Force personnel (officers, warrant officers and one enlisted member). Our days began with time in the classroom, lunch, followed by activities in the afternoon, often breaking out into small groups to better immerse into the culture. The cadets helped the Romanians to refine their English and understanding of America, and the Romanian soldiers opened the eyes of our future leaders to another culture and military. One of the Romanian Warrant Officers told us before we came "I hated Americans"... fast forward one month, and we built relationships that may last a lifetime and overcame cultural prejudice from both sides.



CALENDAR

Defense Language Action Panel	Oct 8
-------------------------------	-------

DLNSEO ON THE WEB: <http://prhome.defense.gov/RFM/READINESS/DLNSEO/>

To subscribe or unsubscribe, contact david.l.edwards225.civ@mail.mil