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Shigeya Kihara (1914-2005),

A Legend Of Army Language Training

By Dr. Harold E. Raugh Jr.,

DLIFLC and POM Command Historian

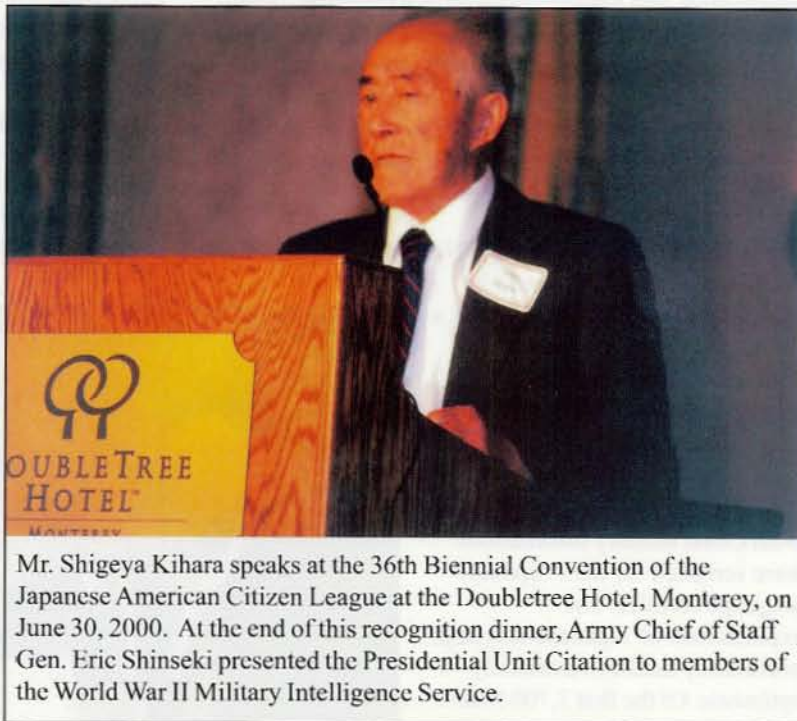
Shigeya Kihara, the last of the original four Japanese language instructors of the Fourth Army Intelligence School, the precursor of the Defense Language Institute Foreign Language Center, passed away on Jan. 16, 2005. Kihara served admirably as an Army language instructor and administrator from 1941 to 1974. He leaves behind an unparalleled reputation as a loyal servant of the United States, champion of its ideals, and master of Army language training.

Shigeya Kihara was born in Suisun-Fairfield, Calif., on Sept. 27, 1914. He was a Nisei, meaning "second generation," a child born and educated in the United States of Japanese immigrant parents. His family moved to Oakland when he was very young, and Kihara first went to school at Lincoln Elementary School in Oakland. He later recalled that there was a strong undercurrent of prejudice and discrimination against Asians at the time. School classes were segregated, with Japanese and Chinese students in one class and Caucasian children in a separate class. Kihara did not have a Caucasian classmate until he was in the seventh grade.

Kihara began college during the height of the Great Depression. After his father became ill, Kihara had to drop out of college and supported his family for three years. When his father regained his health, Kihara went to the University of California at Berkeley and received a bachelor's degree in political science in 1938. With unemployment rampant, Kihara was unable to get a job, so he returned to Berkeley and earned a master's degree in international relations the following year.

The lack of economic opportunities during the Great Depression hurt many people, especially minorities. After receiving his master's degree in 1939, Kihara worked in the family grocery store for a few months, but he was frustrated by his inability to get a decent job. Kihara's father recommended he go to Japan and use his English language skills with a Japanese newspaper or a similar organization. After promising his father that he would stay in Japan for two years, Kihara departed for the land of his ancestors in October 1940.

After having been subject to discrimination in the United States, Kihara was appalled when he arrived in



Mr. Shigeya Kihara speaks at the 36th Biennial Convention of the Japanese American Citizen League at the Doubletree Hotel, Monterey, on June 30, 2000. At the end of this recognition dinner, Army Chief of Staff Gen. Eric Shinseki presented the Presidential Unit Citation to members of the World War II Military Intelligence Service.

Yokohama and was condescendingly asked if he was the "son of an emigrant." This situation, combined with eroding freedoms and increasing militarism in Japan, caused Kihara to realize that, "I better get out of here [Japan] before war breaks out and I get conscripted into the Japanese army and spend a lifetime marching all over China."

Kihara wrote to his mother and informed her of the growing bellicosity and escalating rearmament in Japan. Discerning her son's desire to return home, she responded by writing, "Papa says that if you come back to the United States before you stay two years as you promised, you will have no home in the United States." Undeterred, Kihara sold his few possessions, including his typewriter, shoes, and overcoats, and bought a return ticket to the United States on board a Japanese vessel. When the ship docked in San Francisco harbor, around the end of July 1941, Kihara was met by his brother, who declared, "Papa wants you to come home. You're not kicked out of the family."

Even though he was reconciled with his father, Kihara still faced employment difficulties. In September 1941, he received a phone call from one of his former university instructors, professor Florence Walne, chairman of the Oriental Department at the UC-Berkeley. Walne informed Kihara that the United States Army was looking for Japanese language instructors at a new language school it was establishing, and that he should arrange an interview

with Lt. Col. John Weckerling, assistant chief of staff, Intelligence (G-2), Fourth Army, at the Presidio of San Francisco.

By this time, war with Japan was looming on the horizon. It had become obvious that Japanese linguists would be needed to serve in intelligence, interpreter, interrogator, and related positions in a potential Pacific Theater of Operations. There was a marked shortage of Caucasian Japanese linguists, and it was decided to make up the shortage by using Nisei. This was considered a gamble at the time, as it was not known if the Nisei would be loyal to the United States on the battlefield fighting against soldiers of their own race and blood.

It was thought that enough Nisei who were proficient in the Japanese language could be identified and would require only a few weeks of refresher training in Japanese military terminology and combat intelligence before being sent to operational units. Nisei soldiers conscripted through Selective Service and stationed on West Coast military installations were screened for their Japanese language abilities. The expectations of Japanese language proficiency had been extremely optimistic. Of the first 3,700 Nisei soldiers screened for their Japanese language ability, "only 3 percent were accomplished linguists, only about another 4 percent were proficient and a further 3 percent could be useful only after a prolonged period of training." When this information became known, the War Department directed the Fourth Army to establish a Japanese language school.

Kihara received a letter from Weckerling on Oct. 1, 1941, offering him a position as a Japanese language instructor with a salary of \$175 a month. Kihara knew that there were many Kibei (children born in the United States of Japanese immigrant parents but educated largely in Japan) better qualified for the position, but many of them believed the rumors "going around in the Japanese communities, . . . that the army was looking for Japanese language instructors in order to serve as spies for the United States Army against individuals in the Japanese communities" and were very reluctant to apply for the jobs.

On about Oct. 15, 1941, Kihara reported to Weckerling to begin his new assignment. Weckerling took him to a room in the basement of the Fourth Army Headquarters that contained "no chairs, no tables – nothing except a wooden orange crate with a set of Japanese books and dictionaries that Capt. Kai Rasmussen had brought home after four years
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of Japanese language study as assistant military attache at the American Embassy in Tokyo."

Kihara also met his fellow Japanese language instructors. They were Pfc. John Aiso, a successful Harvard Law School graduate who had been drafted in April 1941, and was designated chief instructor, Akira Oshida, and Pfc. Arthur Kaneko. Kaneko reportedly declined the Japanese language teaching position a few days later, and was replaced by Tetsuo Imagawa.

Weckerling took his new Japanese language instructors across old railroad tracks to another part of the Presidio of San Francisco, and "the group ended up at an abandoned, corrugated-tin airplane hangar at Crissy Field on the Presidio along the shores of San Francisco Bay." The decrepit

hangar, which was to be the classroom for the new Fourth Army Intelligence School, was almost as barren as the basement room they had met in earlier.

Weckerling told Aiso that, "Sixty students will be reporting to the school in two weeks. Be ready to start training." He then departed the hangar.

The following two weeks were filled with frantic activity and long days. Aiso demonstrated his fine leadership abilities during this period. He sent his three instructors on various preparatory tasks,

including finding office supplies and a printer to reproduce some of Rasmussen's Japanese books and dictionaries. Kihara was sent to local university bookstores in search of additional textbooks and to a Japanese bookseller in San Francisco to buy all of the Japanese dictionaries available. The three instructors translated U.S. Army Technical Manual (TM) 30-480, *Handbook on Japanese Military Forces*, to use as a textbook.

Aiso developed an hour-by-hour program of instruction and scheduling system for the new Japanese language course as the carpenters hammered away, creating three classrooms and administrative offices in the former hanger-turned-schoolhouse. Kihara later recalled Aiso's guidance and training concept at the time:

"Instruction will start at 0800 hours with the readers. Reading and translation until 1000 hours with a ten minute break at 0850. How about Kanji (Chinese characters) at 1100.



Col. Kevin M. Rice, former Commandant, DLIFLC (left), presents an Associate of Arts in Foreign Languages degree to Kihara (right) in 2001 in conjunction with the the 60th anniversary celebrations of Army language training. Retired Col. Harry Fukuhara, U.S. Army, looks on



Fourth Army Intelligence School Japanese language instructors, including John Aiso (left), Kihara (center), and Tetsuo Imagawa (right), eat a hurried lunch outside the Crissy Field classroom at the Presidio of San Francisco in late 1941/early 1942.

Tests every day. English to Japanese translation will be at 1300. Each instructor will prepare materials for his class based on the reader lesson each day. Heigo (Military Terminology) will be at 1400. We'll have faculty workshops for the next two weeks to translate the U.S. Army Training Manual into Japanese and keep it up during lunch and after classes; after that we'll do the Japanese Army, Navy and Air Force. Aki[Akira Oshida], you have the best Japanese writing, so you'll cut the stencils for the text. Readers will be at 1500 hours again. Instructors will carefully introduce the next day's lesson, the reading, the meaning, the translation, the Kanji and the grammar. Sound OK? Any comments, suggestions?" Intensive language training began with the very first course.

On Nov. 1, 1941, 60 students (58 Nisei and two Caucasians) reported to the new Fourth Army Intelligence School to begin their Japanese language training. Aiso divided the class into three sections, A, B, and C. Kihara was designated the instructor for Section C. With a sense of irony, humor, and pride, they called themselves, "Yankee Samurai."

The Japanese attack on Pearl Harbor, Dec. 7, 1941, sparked an even greater sense of urgency in the Japanese language training. It did, however, have considerable negative repercussions, causing confusion, paranoia,

widespread hysteria, and sensational accusations. Japanese Americans were frequently considered potential spies or saboteurs.

In this charged atmosphere, President Franklin D. Roosevelt signed Executive Order 9066 on Feb. 19, 1942. This ultimately resulted in the forced relocation of about 112,000 Japanese Americans from California, western Oregon and Washington, and southern Arizona to 10 "relocation centers" in the western and midwestern United States. Kihara and his fellow Nisei instructors at the Fourth Army Intelligence School were exempted from this relocation, but his family and his wife's family were ordered to the Tanforan Assembly Center at the Tanforan Racetrack in San Bruno, about 12 miles south of San Francisco. They were later sent to the Topaz Relocation Center in Utah, where they spent the duration of the war.

After the first Japanese language class graduated in May 1942 and its 45 graduates were retained as instructors or sent to operational units in the Guadalcanal and Alaskan areas, the Fourth Army Intelligence School was inactivated. This was due to Executive Order 9066, anti-Japanese sentiment on the West Coast, and a need for larger facilities. Kihara and Aiso and their wives, along with Capt. Eugene Wright and his family, drove from San Francisco to



Fourth Army Intelligence School Japanese language instructors, including Kihara (seated at center), discuss the preparation of textbooks and instructional materials at the Presidio of San Francisco in 1941.

the new Japanese language school site, Camp Savage, Minn.

On June 1, 1942, the successor school, named the Military Intelligence Service Language School, was opened at Camp Savage, under the direct control of the War Department. Camp Savage had earlier served as a home for homeless men, and had been abandoned for some time. Kihara later recalled that "one of the operations at Camp Savage was [as a] manufacturer of mattresses, something productive to do for the homeless men. And in this big warehouse there were hoboes living there and there were cockroaches and fleas and lice, filthy. So our 10 best enlisted men were ordered to clean out the place, drag all the mattresses out, put them in a big pile, pour kerosene on them and burn them. And then fumigate the mattress factory, which later became the faculty office at Camp Savage."

About 200 students were in the first Camp Savage Japanese language course. The program of instruction was changed only slightly, to emphasize Japanese military terminology. Kihara continued to serve as a Japanese language instructor in Section C, although only half-time, and due to the increased number of instructors and students, he also served as an administrator half-time.

As the pace of operations in the Pacific Theater of Operations increased, and intelligence and translating staff sections became busier, more Japanese linguists were needed. A special three-month class was held for linguists who would be assigned to the newly formed Allied Translator and Interpreter Section, and prisoner-of-war interrogation techniques training was added to the courses. The Pentagon sent screening and recruiting teams to the 10 Japanese American relocation centers to recruit more Nisei instructors and soldiers for the Military Intelligence Service. In the summer of 1943, Kihara and Imagawa were sent to Camp Shelby, Miss., where the Nisei 442nd Regimental Combat team was training. They returned to Camp Savage with 250 high-quality volunteer students for the MISLS.

In the summer of 1943, the school system was reorganized into three divisions, upper, middle, and lower, according to the language student's individual abilities. Kihara became a division director, and was also responsible for officer candidate training. The fourth and last Japanese language class at Camp Savage began in January 1944, and strained the installation infrastructure. As of July 1944, there were 27 civilian and 65 enlisted instructors and about 1,100 students (including 107 officer candidates) in 52 academic sections at the MISLS.

The MISLS outgrew its facilities again, and was moved on Aug. 15, 1944, to nearby Fort Snelling, Minn., on the outskirts of Minneapolis overlooking the Mississippi River. Fort Snelling had earlier provided logistical support to the MISLS when it was located at Camp Savage, and according to Kihara, it was "a fine installation with good offices, classrooms, a hospital and a PX."

The MISLS continued teaching Japanese at Fort Snelling, and added a Chinese Division in February 1945 and one Women's Army Corps (WAC) Japanese language training section in June 1945. After the Japanese surrendered on Sept. 2, 1945, the language training emphasis shifted "from Military Japanese to general Japanese, and in particular, to Civil Affairs Japanese," to use during the occupation of Japan. A Korean language class was begun in October 1945, and during the same month, the MISLS reached its peak enrollment of 1,836 students in 103 sections. The final and 21st graduation of the school was held on June 8, 1946, and a total of about 6,000 soldiers had graduated from the MISLS during its existence.

With the war over, many of the instructors were eager to return home to California, which also provided ports for the embarkation of linguists and soldiers bound for the occupation of Japan. Fort Snelling became a veteran's hospital, and the Presidio of Monterey was chosen for the new home of the Japanese language school. Kihara later

recalled that his reaction upon hearing the news was, "Oh boy! Minnesota had many nice things but California was our home."

The MISLS officially closed at Fort Snelling at "2400, CST, 10 June 1946," and opened at the Presidio of Monterey "at 0001, PST, 11 June 1946." Kihara, his wife, their 2-year-old son Ronald, and Kihara's parents (who had earlier joined their son from the Topaz Relocation Center), traveled by car from Minnesota to the Monterey Peninsula and arrived at the Presidio of Monterey in late May 1946. As had been the case at Camp Savage, Kihara later reflected that, "we were again welcomed by a sea of waving summer grass. A few horses looked at us curiously, remnants of the 11th Cavalry which had been stationed there since after World War I. Sickly green paint peeled from the warping buildings and barracks, built a half century before at the time of the Philippine Insurrection. Their emptiness fostered feelings of sadness and desolation, heightened by the mournful wails of the Point Pinos fog horn."

Kihara received government quarters at nearby Fort Ord.

The main body of troops from Fort Snelling, consisting of 15 officers and 925 enlisted men, arrived in Monterey on three special trains on June 25, 1946. Textbooks and classroom equipment alone filled nine boxcars. After a number of the old buildings were renovated, language training again began on July 15, 1946. The end of World War II and the advent of the Cold War gave the MISLS a new mission and new languages to teach. Russian began to be taught in late 1946, followed by Spanish in January 1947. Eight more departments were established later in 1947: Arabic, French, Greek, Chinese, Korean, Persian, Portuguese, and Turkish.

On June 23, 1947, Kihara was appointed associate professor of Japanese. A few months later, recognizing its increased postwar role in teaching multiple languages, the MISLS was redesignated the Army Language School on Sept. 1, 1947. Kihara remained Language Division Director (Chairman) in charge of instruction until 1960. He was chosen in 1960 to head the first Research and Development activity at the Presidio of Monterey, and he was jokingly told, "If you do not prove useful, back you go to the Japanese department." Kihara was, as one would expect, extremely useful, supervising the language training programs of 30 foreign language departments, revamping much of the instructional material and instituting the first organized faculty-training program.

In 1971, by which time the Army Language School had been renamed the Defense Language Institute-West Coast Branch, Kihara's outstanding performance was again recognized with another promotion and increased responsibilities. He became chief of the Support Division of the Systems Development Agency. He was then responsible for the printing plant; the media branch, which included the artists who prepared instructional material illustrations; the sound recording specialists, who made instructional

materials, and the supply personnel who distributed all course materials.

In 1974, after 33 years of outstanding and devoted service to the Army, Kihara retired. In retirement, Kihara was very active in the Military Intelligence Service Association of Northern California. In 1977, he was asked to assist Joseph D. Harrington to research and write "Yankee Samurai: The Secret Role of Nisei in America's Pacific Victory" which began a new avocation of recording and publicizing the MIS story through books, television documentaries, building memorials, and museum exhibits in the United States and Japan. (See below for a listing of Kihara's DLIFLC *Globe* and related articles.) For the National Japanese American Historical Society of San Francisco, Kihara coordinated the "Yankee Samurai" exhibits at Nakamura Hall, DLIFLC; the County Museum, Los Angeles; USS Arizona Memorial, Pearl Harbor, Hawaii; Adm. Nimitz Museum, Fredricksburg, Texas; and the MacArthur Memorial, Norfolk, Va., from 1980 to 1987. Kihara chaired a Defense Language Institute Foreign Language Center (DLIFLC) committee that dedicated the Hachiya, the Mizutari, and the Nakamura halls at the Presidio of Monterey in 1980. In 1988, he was instrumental in dedicating the Aiso Library at the DLIFLC, and worked indefatigably to support the award of the Presidential Unit Citation to the Military Intelligence Service for its World War II service.

Kihara's long and distinguished career spanned the days before World War II to the end of the Vietnam War; he served under 11 commandants; and he was responsible for training and supporting thousands of military linguists. Kihara, the last of the original four language instructors at the Fourth Army Intelligence School, was a true patriot and the model of the military language instructor and administrator. He was especially proud of his role as a "founding father" of the Fourth Army Intelligence School, and of the 6,000 MIS Japanese language course graduates during the World War II era. Maj. Gen. Charles Willoughby, General of the Army Douglas MacArthur's wartime G-2, declared, "The Nisei saved a million lives and shortened the war by two years."

On Feb. 28, 2005, a memorial service was held in Oakland, Calif., to recognize and remember Kihara's unsurpassed contributions to and outstanding accomplishments in Army language training. Col. Daniel Scott, assistant commandant, and Dr. Stephen Payne, senior vice chancellor, officially represented the DLIFLC at this memorial service. After delivering a moving tribute to Kihara, Col. Scott presented a United States flag, which had been flown over the Defense Language Institute and Presidio of Monterey especially to honor Kihara, to Kihara's widow, Aya, with these words:

"This flag is presented on behalf of a grateful nation as a token of appreciation for the honorable and faithful service rendered by your loved one."

For more publications Kihara appeared in see page 17.

Gunnery Sergeant relates his Iraqi experience

By Natela Cutter

Coordinator, DLI Alumni Association

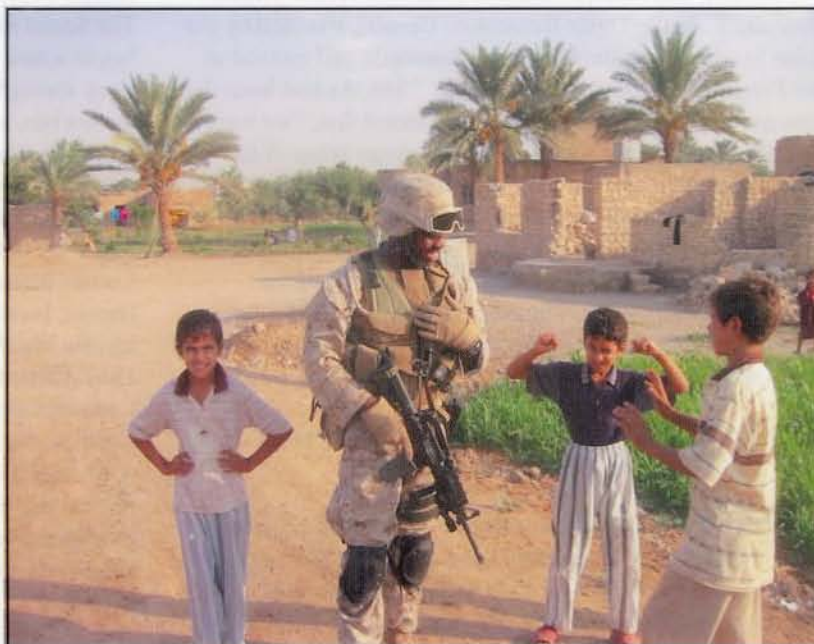
Gregory's life in Southern California was typical, consisting of surfing, skating, mountain climbing, biking, and of course that dreaded must: school. The latter was understandably not much on his mind. With a constant 80 degrees year-around, Long Beach was a place where people thought about . . . other things.

What would become of this 17 year-old typical Southern California outdoorsy kid could have been anyone's guess, but no one would have thought he would end up trailing behind President Bill Clinton, assigned to the Presidential Security Detail on overseas trips.

When Gunnery Sgt. Gregory "Stitch" Jones joined the United States Marine Corps, right after high school in 1990 following diligently in his big brother's footsteps, he didn't know that even his *wildest* dreams would come true.

From starting out as a supply clerk, he was soon selected for the Marine Security Guard Program, which subsequently led him to U.S. embassies around the globe for six years, to Switzerland, Austria, Bosnia-Herzegovina, Nicaragua, Honduras and many other countries. After a year of an exciting life traveling around the world with the President, "Stitch" decided that he wanted to go into a field that would better suit his capabilities and interests. He chose to move into the intelligence field in 1996 and became an interrogator-translator.

This choice led him to the Defense Language Institute Foreign Language Center (DLIFLC) where he studied Arabic for 18 months, five days a week,



Gunnery Sergeant Gregory "Stitch" Jones takes a moment to talk to the local kids in Iraq. courtesy photo.

six hours per day, and three hours of homework. After graduation in 1997, he was deployed to countries where he could practice his newly acquired language abilities such as Jordan, Bahrain and Afghanistan. He also spent time in Bosnia-Herzegovina and aided in the implementation of the U.S.-brokered Dayton Peace Accord which calls for the political, financial and social reintegration of the ethnically diverse peoples of Bosnia. It was there that he acquired his nickname "Stitch," after a character playing the role of a Marine corporal in a famous old-fashioned Marine war movie. "It was a cold day in Bosnia, when someone said that we needed call-names for the radio . . . so that is how it (Stitch) stuck," he said.

Thanks to his language abilities, when "Stitch" deployed to Iraq last year, he soon found himself in a situation where his skills were more than necessary to complete his tasking. A large part of Stitch's job became working with the public on a daily basis and collecting intelligence through locals. He was also involved in training Iraqi policemen at the police

academy in Anbar, a province where Fallujah and Ramadi are located.

"I was able to go out with them on patrol and got a better feel for what was going on in the streets," said "Stitch," adding that a lot of his job entailed "language heavy duties," making threat assessments on the basis of information collected, identifying threats before events took place, interrogation of those detained, etc.

When asked what he gained on a personal level from being stationed in Iraq for over a year, "Stitch" said that he was happy to learn that most Iraqis really appreciate U.S. military presence in Iraq, in contrast to what domestic mainstream media reports say. "I gained a thorough understanding of why we are there... A lot of people do not understand the level of appreciation of the Iraqis (toward us). I have seen it all – from a little girl riding a bicycle freely for the first time – smiling and going around and around – to the perspective of Iraqis having opportunities they wouldn't have had because of the (Saddam Hussein's) Baath party.

Much of "Stitch's" assessment about the Iraqi people was that they were eager to embrace freedom, have jobs, go to school and continue living their lives normally, but he said that there was still an inexplicable fear of former President Saddam Hussein's Baath Party. "Some of them are convinced that his sons are not dead, but that they are still out there... one interpreter would never use Saddam's name - never. She would always say the 'ex president' because you were not allowed to mention his name, at least according to her," said "Stitch."

The DLI grad explained that real chaos and disorder in the country mainly stemmed from the nearly two-year period of lawlessness and Hussein's release of a large number of convicted prisoners just before the war started.

"It is basically a mafioso-type of environment over there. Some things we are trying to implement are very

hard for the Iraqis to understand. For example, I had a situation where I talked to a lieutenant about the problems I was having with a major. When he came back he said 'don't worry about it, it's not a problem, I fired him.' Stitch said he was in shock, because the lieutenant explained that although the major was higher ranking, he came from a more powerful tribe, therefore, he simply got rid of him.

"It was a wake-up call for me because ... it is hard for them to get past the family structure, tribal structure, the sheiks, the heads of the tribes, etc.," he said, explaining that a good portion of his tasks were making sure that corruption did not take place within the working place at the Iraqi police department. "I had to make sure that Iraqis paid other Iraqis their salaries."

"Stitch" said that one of the biggest problems encountered in Iraq, vis-a-vis working on the ground on a daily basis, was the rapid production of anti-Coalition local propaganda which struck at the hearts of the population by altering images and misrepresenting the truth to the Iraqi people.

"They produce a new CD almost every week," said Stitch, explaining that it was cheap to produce, splice and edit in order to misrepresent events and evoke the emotions of the largely uneducated population. He said that he witnessed people literally sobbing while watching the videos, accompanied by powerful music and full of images of misery and suffering. "The insurgents exploit these emotions. The average Iraqi really believes this. It obviously upset people and pitted them against us." he said.

But despite these difficulties, Stitch says that he believes the Iraqi people are ready to change their lives, to embrace democracy and let the past slip into distant memory in order to have a better future for themselves and their children.

DLI Launches new DLPT Generation, DLPT 5 – Measuring Language Capabilities in the 21st Century

By Natela Cutter

Coordinator, DLI Alumni Association

The Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, California, in partnership with the Department of Defense (DoD), is about to launch the newest generation of the Defense Language Proficiency Test: DLPT 5. This system of tests, administered via computer, will be gradually implemented in as many as 31 languages over the next several years, say DLI and DoD testing experts.

The new DLPT 5 tests consist of computer delivered exams, designed to assess the general language proficiency in reading and listening of native English speakers who have learned a foreign language. The tests are meant to measure how well a person can function in real-life situations in a foreign language according to well-defined linguistic tasks and assessment criteria.

“This method of assessing our foreign language capability is much more comprehensive, effective and reliable than our previous foreign language testing efforts...” said Under Secretary of Defense for Personnel and Readiness, Dr. David S. Chu, in a DoD memorandum, issued January 31st.

The main difference that examinees will notice between the DLPT IV and DLPT 5 is that the new tests have longer passages and may have more than one question per passage, in both listening and reading comprehension. When a reading passage is particularly long, one has to scroll downward to view all the text and questions. Just like the DLPT IV, the DLPT 5 scores are based on the Interagency

Language Roundtable (ILR) guidelines, (<http://www.govtilr.org>) and test levels 0+ through 3.

For many languages the new DLPT 5 tests will also offer exams constructed to test proficiency levels from ILR level 2 through level 4, which will be used by select DoD agencies needing to assess language specialists at higher levels of proficiency.

Depending on the language, the DLPT 5 will have two different testing formats: Multiple Choice (MC) and the Constructed Response Test (CRT), in which examinees will type in short answers to the questions. The CRTs will be given in the less commonly taught languages, such as Hindi Dari, Pashto, and Albanian. Languages such as Russian, Arabic, Korean, Chinese, etc., will be given in the MC test format.

The listening portion of both the MC and CRT tests will be composed of more authentic materials than in the past. Test developers have incorporated live radio and television broadcasts, telephone conversations, and voice mail as listening materials. In MC tests, examinees will listen to the passage only once for lower level questions, while questions at level 2 and above will be played twice. In CRT tests, all passages are played twice.

The listening tests are expected to last approximately two hours.

“People in the field are not going to slow down for your benefit,” said Dr. Mika Hoffman, the Dean of Test Development at DLIFLC, in reference to the change in the quality of the listening materials used on the test. Dr. Hoffman said that there may be static and background noise in some audio passages, just as in any outdoor public place.

The text types used are authentic sources: announcements and advertisements, phone calls, voicemail messages, news (print, TV and radio), editorials, commentary, speeches, interviews, talk shows, debates, lectures, plays, TV series and the like.

Content areas on the test are the same as previously used in the old paper-and-pencil DLPTs: military-security, science-technology, economic-political, cultural-social, and geography.

To prepare for the new exam, DLI test developers suggest that future examinees need to be exposed to authentic materials found on TV, radio, in newspapers and magazines, all of which can be accessed through the Internet. DLI has also developed an Internet site called <http://www.LingNet.org> and Global Language Online Support System (GLOSS), where materials and exercises in various languages are available, as well as texts in English on the geography and politics of the given nations.

Experts recommend that examinees need to “Go beyond translation and think about what the writer/speaker really means,” a notion which is continuously stressed by DLI instructors and Military Language Instructors (MLI) in the classrooms.

“They (students) need to develop a cultural literacy which will enable them to not only read “between the lines,” but also to anticipate what lies ahead because they will understand how people “tick” in a particular country,” said DLI Assistant Commandant Colonel Daniel Scott.

Some of the technical aspects of delivering the test via computer will actually enhance the examinees’ ability to keep track of their responses and time left until the end of the test, and provide the examinees

with the ability to return to questions left blank due to uncertainty.

Further down the road DLI test and software developers are working toward a computer adaptive design for future DLPTs with the ability to scramble questions or even change any given text. Test developers say that there will no longer be a need for an A and B version of the exam, as they will be able to generate forms randomly. Consequently, the linguists will not be familiar with the test items from year-to-year.

Once the new DLPT 5 tests are implemented in the field, DLI will convert the remaining older proficiency tests to the new computer format. Likewise, the Office of the Secretary of Defense is pushing to have all testing administered via computer in order to move away from the paper and pencil standard, according to Col. Scott.

Tentative rollout dates for the DLPT 5 are the following:

Available in October 2005: Albanian, Persian-Dari, Hindi, Pashto, Norwegian, and Urdu. Available in December 2005: Iraqi and Russian. Available in the first half of 2006: Chinese and Spanish.

Other languages soon to be available: Egyptian, Levantine, Modern Standard Arabic, Persian-Farsi, Greek, Kurdish-Sorani, Turkish, Serbian-Croatian, and Japanese.

Guidance and more information about the upcoming DLPT tests will be available on the DLIFLC websites at: <http://www.monterey.army.mil> and <http://www.dliflc.edu>.

229th MI Battalion soldiers

learn languages, military training

By Lt. Col. Michael Chinn, Commander 229th MI Bn.

and Maj. Kent Webber, Battalion Executive Officer

America remains a nation at war. We are engaged in a Global War on Terror. This war is unlike any in our history; it is protracted and has created a training urgency throughout the Army. As a result of the increased urgency, the Army has changed its training to reflect new realities. As our adversaries adapt their tactics and techniques, the Army's training effort has adapted to remain relevant. The centerpiece of this effort is the Soldier. As technology advances occur, there is one constant: the Soldier. In the case of the 229th Military Intelligence Battalion, this means developing a foreign language capability in each and every Soldier, while maintaining his warfighting and survival skills. The battalion is preparing Soldiers to meet the challenges of an unpredictable, non-linear battlefield.

Operation Enduring Freedom (OEF) and Operation Iraqi Freedom (OIF) have reaffirmed the importance of foreign language and military training. After graduating from Defense Language Institute (DLI) and completing Advanced Individual Training, the average Soldier will deploy to support OEF or OIF within 28 days of arriving at their units. Foreign language capabilities are recognized as a combat multiplier. The Army also recognizes that we do not simply require linguists; we require warriors with a language capability. On today's asymmetric battlefield, danger can come from any direction at any time. The battlefield is an uncertain, unpredictable environment; there is no rear echelon. Soldiers regardless of military occupational specialty must be properly trained with warfighting skills to fight, win, and survive on the battlefield. A Soldier must also be proficient in his technical skills, such as foreign language. These technical skills are enablers for the military commander. For example, foreign language capabilities partnered with interrogation skills provide information that informs decision-making and supports

mission accomplishment. Accomplishing both of these training objectives is essential to developing warrior-linguists.

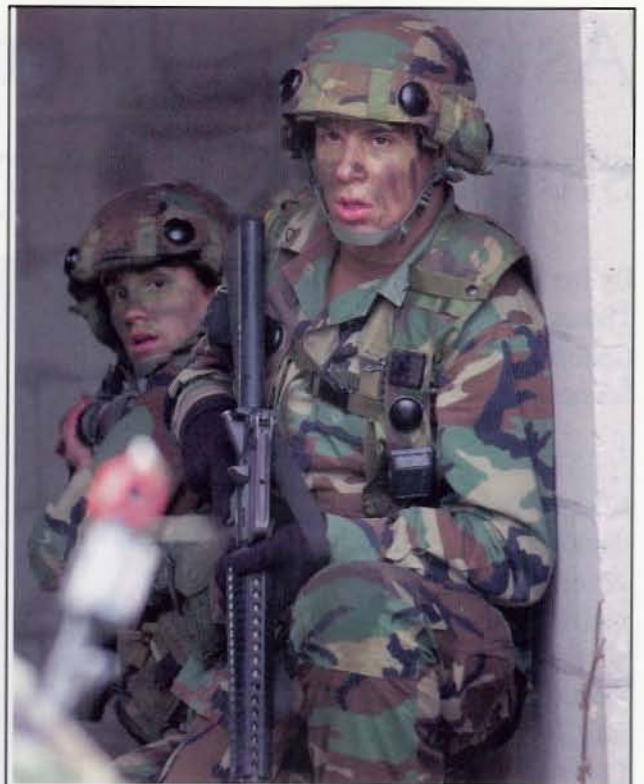
The 229th Military Intelligence Battalion's mission is to train, develop, and provide administrative and logistical support to Soldiers in support of the Defense Language Institute's (DLI) foreign language training and Army Warfighting requirements. Our training strategy focuses on allocating training time and effort to meet both foreign language and military training requirements. We devote the preponderance of available training time to supporting DLI's foreign language training. However, the overarching goal is to produce a Warrior Linguist. A Soldier leaving DLI must be trained and ready to contribute immediately to the gaining unit's mission upon arrival. This Soldier must be prepared to operate, contribute, and survive in austere environments, under difficult conditions.

Lessons learned from OEF and OIF provide the basis for prioritizing military training. Department of the Army and Training and Doctrine Command's (TRADOC) training guidance is to conduct relevant training with increased rigor. The biggest challenges are protecting training time and providing relevant training for Initial Entry Training (IET) Soldiers. IET Soldiers are those that have either just graduated from Basic Combat Training or have arrived from Fort Huachuca, where they completed Advanced Individual Training as Human Intelligence (HUMINT) Collectors. Because 75 percent of the battalion's population consists of Initial Entry Training Soldiers, our military training focus is on sustaining basic military skills and tasks. Because of our population and the requirement to increase training relevance, the battalion is substantially increasing the amount of marksmanship training, sustaining hand-to-hand combat instruction, increasing scenario-driven training in urban environments, and training reaction drills for enemy contact during convoy operations.

The battalion consists of 1,550 Soldiers assigned to six companies. Five of the companies are Initial Entry Training companies and one company is a careerist Soldier company. During the battalion's latest major training event, Alpha Company conducted scenario-driven situational training, a reaction drill to hostile fire conducted at the Presidio of Monterey; Bravo Company trained soldiers to react to adversary rifle fire and improvised explosive devices in urban terrain, a major area of training emphasis, conducted at the former Fort Ord Military Community; Charlie Company concentrated its training effort on the Arabic language training mission at the Presidio of Monterey; Delta Company conducted rifle marksmanship, a military training priority, at Camp Parks in Dublin, Calif. (near Oakland); Echo Company trained orienteering skills, a careerist military training event; and, Foxtrot Company conducted land navigation, a common military skill, at Fort Hunter Liggett (vicinity King City, Calif.).

The battalion's training effort, per the DLI's guidance, is to incorporate foreign language training opportunities into scenario-driven training exercises. This guidance encourages the battalion to incorporate members of our sister services into our training events, when feasible. As a result, we have established a training relationship with the United States Marine Corps to reinforce our mutual training requirements, as well as augmenting the United States Navy and United States Air Force training efforts. Just as the battalion relies on the Defense Language Institute to provide realism in training by providing native speakers for training scenarios, the battalion in kind, reinforces the Defense Language Institute's training effort by actively coordinating and synchronizing to gain synergies between foreign language and military training requirements. This includes participating and assisting in the development of classroom scenario-driven practical exercises, role-playing and foreign language immersions.

Our objective is to train a Soldier, who is ready to contribute to the gaining unit's mission. The battalion realizes that it takes an entire installation to properly train Soldiers. Fortunately for us, the Presidio of Monterey and the Defense Language Institute recognize the criticality of our training mission. The battalion's main effort and the preponderance of training time are dedicated to supporting DLI's foreign



Pfc. Zachary Vogelwede Pfc. Wendy Petit, B Company Soldiers conduct Military Operations in Urban Terrain (MOUT) training.

language training. However, the Defense Language Institute recognizes the importance of developing a warrior-linguist and it provides the necessary guidance to strike the balance between our main effort, language training, and supporting military training efforts. This is a necessary and important balance. This balance is further realized by the efforts of DLI and Presidio of Monterey to protect the finite amount of training time by assisting us each and every day to ease the administrative burden, and readily provide support that enables the battalion to train Soldiers.

The battalion's training priority is clear. Adversaries threaten our civilization and our way of life. Our duty is to prepare Soldiers to fight to win our nation's wars. The Defense Language Institute and the 229th Military Intelligence Battalion continue to plan and execute training that will prepare Soldiers to meet this obligation. In the spirit of absolute cooperation, selfless sacrifice, and concern for our Soldiers, the entire Defense Language Institute and the Presidio of Monterey have come together as a seamless team, oriented toward producing trained warrior linguists, who are proficient in their languages and ready for combat.

Asian School II innovates, improves student proficiency levels

By Retired Sgt. 1st Class Thomas Dave Clanton, Contract MLI for Asian School II

The entire Korean Basic Course Program demonstrated superb efforts developing creative initiatives to improve success rates in response to the statistically more difficult new form of the Defense Language Proficiency Test, or DLPT, but as a member of Asian School II, I will focus on our school.

Asian School II reinvigorated immersion activities, developed new Korean 240 cultural studies curriculum, created a vast supplemental material digital archive, individualized homework assignments, added guided instruction to evening study hall, added peer and self observations of faculty, and implemented quarterly performance review of faculty. These initiatives greatly enhance the efficacy of language learning for our 350 students.

Asian School II emphasizes immersion with an array of initiatives including Immersion From Day One program in the classroom and also events out of the classroom such as Immersion Day in the second semester, a Joint Language Training Exercise (JLTX) in the third semester, and for all students we have our annual Essay Contest, Speech Contest and cultural day coinciding with Korean Independence Day. Such immersion improves students' proficiency, enhances their confidence and motivates them to want to learn the language and culture.

Immersion From Day One initially began as a pilot program with two Department B teaching teams (60



Air Force Staff Sgt. Jermaine Speed, Korean Military Language Instructor, reviews some of the basics of Korean grammar with first-semester DLI students

students of class 0404 who graduate in June) and has since expanded to include all of Department D (classes 0305 and 50105) and eventually the entire school. The program requires a student to observe a set of rules to establish a target language speaking environment in classrooms and hallways. Students must clip a Time Out badge on their uniform to explicitly ask for permission to speak English. The instructors also must display the badge to speak English, thus discouraging all use of English. The result is a professional environment and a class that maximizes the learning opportunities for students (eliminating small talk from typical English conversation). Speaking skills develop from necessity much earlier than non-immersion instruction.

The rules even apply during break-time and exceptions are permitted only when absolutely necessary such as during counseling or disciplining, and official announcements. Repeat offenders who violate these rules are counseled. This initiative is

proving to be so effective that the dean's goal this year is to establish Korean-speaking immersion in every team so Korean School II provided implementation workshops to all chairpersons, teaching team leaders and faculty.

With Immersion Day late in the second semester, students anxiously use all skills acquired thus far. Immersion Day includes two distinct elements of a scenario challenging their global and military terminology skills. In the morning, as new arrivals to Korea, they find themselves stranded at the international airport because a sudden natural disaster paralyzed the transportation network. They must perform realistic tasks such as passing through customs, transactions at a bank, schedule tours, car rental, telephonic hotel reservations and then eat at the airport restaurant with the instructors playing all roles as customs agents, bank employees, store clerks and waiters/waitresses. Realism is enhanced with authentic decorations, government forms, receipts, and currency. The afternoon requires them to translate for and debrief several North Korean defectors who are also delayed at the airport awaiting transportation with their escorts.

During JLTX, students nearing graduation accomplish performance-oriented tasks related to their future military job skills. These intelligence and security-related missions challenge their knowledge of Korean terms related with prisoner-of-war/refugee screening operations; maritime interdiction operations; survive, evade, resist, and escape; VIP brief; military skills/common tasks; hostage negotiation operations; and accident-crime scene. Students must extract essential elements of information from audio cuts, conduct document exploitation, fuse the information they gleaned separately and then brief summaries in Korean.

During the annual Essay Contest and Speech contest, Asian School II students demonstrate remarkable creativity and intellect excelling in these separate events. These competitive events build unity with each class pitted against another to demonstrate the skills they've honed. The Faculty Advisory Committee (FAC) provides distinct recognition to the award winners from first, second and third semesters.

Both schools of the Korean Program, Asian Schools II and III, jointly hold an annual cultural day coinciding on Korean Independence Day that serves as a highly entertaining, cultural learning event the 700 students will always remember. The day commences with a truly amazing target-language talent contest of skits and songs with separate recognition for first, second and third semester students followed by a traditional Korean lunch provided by the dining facility. The afternoon includes traditional Korean sports such as Jokku (no-hands volleyball played on a tennis court), Ssirum (Korean style wrestling) and more well known sports of soccer and volleyball. The day concludes with a Fear-Factor style eating contest of samples of Korean delicacies such as bundaeggi (silk worm larva) and kimchi (spicy pickled cabbage) and an awards ceremony.

Additionally, Asian School II takes great pride in providing other cultural education support such as the traditional Korean fan dancers (10 students and an instructor) at DLI's Language Day and other major events.

Reorganizing the evening study hall was considered one of the dean's highest priorities and he entrusted the experienced and distinguished chairpersons and academic specialists to oversee the monitoring and management of the revamped program. The new method has proven to better address the needs of the weak students and of the center-mass of the class because it is essentially an extension of the day's instruction.

Unlike the previous study hall in which all students on academic jeopardy (special assistance or probation) did their homework assignments individually in a large auditorium or labs of sometimes up to 90 students with one instructor to answer questions from students of all classes, the new study hall entails having one instructor for each class so the instructor actually knows the strengths and weaknesses of each student and provides guided instruction accordingly. The chairpersons and academic specialists provided study hall workshop training with a focus on lesson plans and they conducted planned observations and unannounced observations to ensure effectiveness.

Asian School II previously required students to turn-in an essay for the cultural topics course of Korean 240. However, through interface with user agency representatives and Goodfellow Air Force Base in Texas, (the follow-on school for most students), the need for students to have a more substantial knowledge base of culture became apparent. So, the dean had the academic specialists spearhead a project to develop challenging target-language handouts relevant to North and South Korea addressing each topic including humanities (literature and arts), religion, politics, geography, science and technology, economics, military and security to complement the Korean Basic Course curriculum. Asian School II is now revising the level of difficulty to suit students' level.

Another initiative that may prove to be the most significant in terms of increasing listening comprehension (LC) proficiency, the area most challenging for students on the new form DLPT, was the creation of a digital archive. "Thinking out of the box" for a method of rapidly developing a vast archive of difficult, authentic listening passages for students on the home-stretch toward graduation, the dean tasked every instructor to create two suitable listening comprehension activities per month for at least eight months. The academic specialists first trained the faculty on the skills and theories of material development and the dean further assigned a breakdown of topic areas for the faculty to use as a guide. Then he along with the chairpersons screened all of the materials for quality control. With nearly 100 faculty producing two per month for eight months, Asian School II quickly developed the vast archive that all teaching teams now use to further enhance their students LC proficiency.

The dean's guidance individualizing the homework system entailed all students being assigned to a primary instructor with a ratio of 5 to 1. Each primary instructor assigns tailored homework with emphasis on reviewing that day's instruction and previewing the next day's, in addition to the class-wide homework. That instructor also provides academic feedback and

other helpful diagnostic counseling to those five students. Students assigned to the evening tailored study hall are exempt from other homework assignments. The goal is to make homework more effective instead of simply busy work.

Asian School II now requires all raters to provide quarterly performance reviews for all faculty members they rate. This periodic assessment throughout the rating period ensures all faculty clearly understand the standards, and the timely feedback they receive helps them understand their strengths and weaknesses so as to better focus on specific goals to achieve by the end of the rating period.

The school expanded the practice of classroom instruction observations. In addition to the typical chairperson observations of the instructors they rate, the school also started academic specialist observations, peer observations and self observations (using video recording). This measure mainly provides an opportunity for the faculty to share information and exchange teaching techniques. In addition, the faculty has the feeling of no longer just getting observed, they may also observe others as well. This enhances the faculty's effectiveness with student-centered activities, the focus on immersion, and the integration of technology (i.e. interactive lab activities and captivating PowerPoint presentations with video).

In summary, using creativity, ingenuity and traditional effort, the school carried out a multi-pronged approach to respond to the statistically more difficult DLPT. These initiatives are paying dividends for the many hard hours invested by the faculty and students, evident by our DLPT success rates. With the introduction of the new form in FY03 the initial classes in the Korean Program were below 20 percent. By the end of FY03, Korean School II achieved 38 percent as a school average and then our average for FY04 was 47 percent. We continued to see a dramatic increase in FY05 thus far with five classes graduating with a success rate average in the mid 50 percent range, the best team of which achieved a remarkable 81 percent on the new form. We are all working hard to continue this upward trend.



DLI Public Affairs Specialist Bob Britton stands by as Pentagon Channel reporter SGT Lee McMahon and photographer Lance Cpl Brian Buckwalter, interview Irene Krastner, academic specialist for the Russian and Latin American Language School. Ms. Krastner coordinated an immersion exercise for Russian language students the Weckerling Center and Soldier Field. The stories aired on the Pentagon Channel in May; you can watch them on the DLI Command Channel now.

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Former DLI commandant earns doctorate, discusses DLI

By Bob Britton

Retired Col. Donald Fischer, the former Defense Language Institute Foreign Language Center commandant from 1989-1993, talked about his doctoral degree dissertation on language proficiency testing and his experience in Monterey on March 14.

During his leadership, the Institute created Language Survival Kits for soldiers deploying to Panama for Operation Just Cause in 1989, Operations Desert Shield/Storm in the Gulf War 1990-1991, and the operations in Haiti and Somalia. The Institute also started computer language training and changed the major language emphasis from Russian and German to Arabic.

After his retirement, he started working for the University of New Mexico in different media capacities.

"I did work running the educational access TV channel in Albuquerque," said Fischer. "Then I went over to distance learning, and for the past six years, I have been working on a multi-million dollar grant with the Navajos teaching teachers at schools on the Navajo Reservation how to use multi-media on how to do standard space learning activities."

Doctoral degree and thesis:

Col. Fischer started his doctoral degree dissertation on language proficiency testing in 1994 and finished it last December. At the time, he was working full time, took 78 hours of credit, and with this Navajo grant, he did a lot of traveling.

"The people at DLI were tremendously supportive during that time," said Fischer. "About 1997, we did a test based on the first

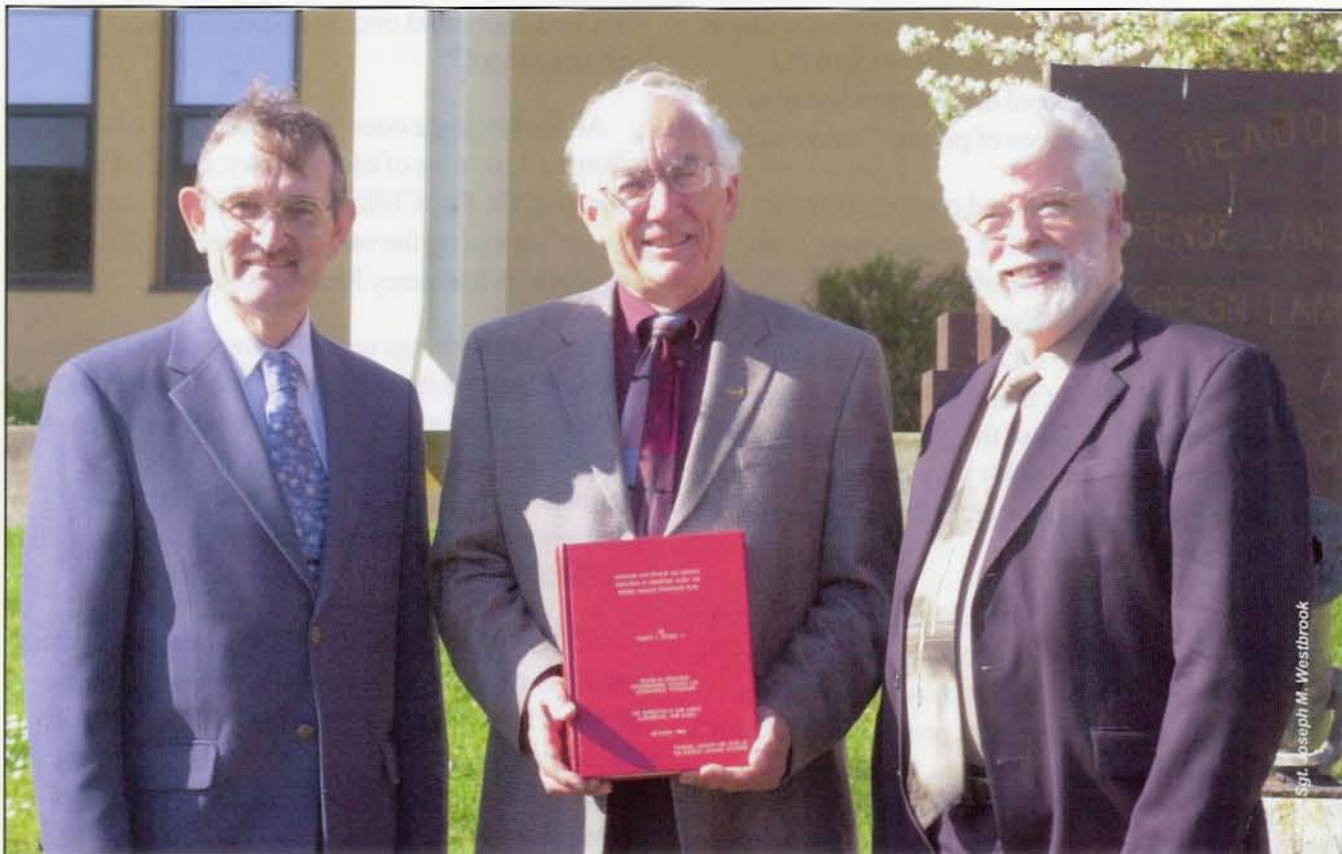
Haitian situation where people had to do a lot of interviews to test language proficiency. The question came up about whether the telephone was a valid way to give speaking proficiency tests. We compared face-to-face interviews with telephonic and used desktop video teleconferencing PC based, and we did the tape-mediated evaluation and looked to see which were more reliable.

"Telephone and face-to-face came out very close," he said. "The desktop computer was kind of a new thing, it was a very slow thing, and there were a lot of artifacts that made it difficult for teachers and students to deal with. The tape-mediated evaluation for most of the students who participated in it was basic students. That's a little tough for a basic student to talk into a microphone and use their language that way. In the end, the recommendation was go ahead and use the telephone, but the other ones give students some practice with it, if you are going to test them using those devices."

Dr. John Lett, the dean of the Research and Evaluation Division of the Evaluation and Standardization Directorate, and others at DLI helped Fischer collect data for his dissertation. Lett enjoyed helping Fischer pursue his graduate studies.

"I would really like to thank the staff, faculty and students at DLI for their input that made for this dissertation," said Fischer. "I'm going to make a hard copy available in the library and a soft copy in each of the schools that participated. I hope that the faculty that participated in this project will take a look at it. I hope the faculty will take an outside look at this speaking proficiency testing process."

"Dr. Lett and Dr. Jackson were on my advisory committee," said Fischer. "Dr. William Bramble, who used to be a consultant on distance learning



Dr. Gordon Jackson, a Senior Researcher in the Research and Analysis Division (left) and Dr. John Lett, the dean of the Research and Evaluation Division of the Evaluation and Standardization Directorate (right) pose with Col. Fischer (center) with a copy of his dissertation.

activities during the 1989-1993 timeframe, was my faculty advisor for a number of years. It really was a chance to keep in contact with DLI, which I, must say that once it grabs a hold of you, it just doesn't let go. Also, when I started my dissertation on my doctorate, I found opportunities to at least once a year to visit the school during the last eight years."

German language proficiency:

Col. Fischer is proficient in German, having spent several years in Germany during his active duty assignments. His son is also proficient in German and Arabic after he graduated from the DLI Arabic Basic Course several years ago. His father was the primary graduation speaker for that occasion.

"My son became an Arabic interrogator with the 5th Special Forces Group," said Fischer. "He made a parachute jump with the current king of Jordan; he did about six to eight weeks study at a university in Jordan; and he gave instructions to Egyptian soldiers about 300 miles south of Cairo during his tour. He moved all over and had a tremendously valuable

assignment and was extremely proud of his experiences. He left the Army, and at that time, there were difficulties getting promotions for Arabic linguists.

"So he left the Army and pursued a master's degree in German studies and became a certified teacher," said Fischer. "Now he is teaching language arts and social studies in a tough area of Albuquerque, N.M."

Cold War Commandant and changes at DLI:

Col. Fischer was DLI commandant when Fort Ord came down on the 1991 Base Realignment and Closure list, although the post didn't close until September 1994. Other changes included discussion of a new civilian personnel system for faculty members, new Defense Language Proficiency Tests or DLPTs from III to IV, more computers were installed in classrooms, and the Institute programmed more Language Survival Kits.

"We got more computers for DLI classes and offices, where we went from about 100 to more than

3,000 in about three years; we saw the introduction of a voice chip with Mac and PCs; and we had the learner focused instructional day where we wanted to do more supervised practice of people,” said Fischer.

“We had computer labs and computers in the classrooms,” he said. “That’s really where it all began. Computers became ubiquitous and available and relatively cheap, although we were paying about \$3,000 to \$4,000 per computer at the time in 1990 dollars. At that time the computers were very expensive. Now the prices on computers and their reliability and what they can do is infinitely greater. Great progress has been made in their use today.”

“We had the Special Forces language program, which is still being used by Special Forces today,” he said. “We also had a major draw down of the Russian and German language programs. We also started the 63-week long courses for the Category IV languages of Arabic, Chinese-Mandarin, Japanese and Korean. We also had Operation Just Cause in Panama; we had operations Desert Shield and Desert Storm; and we had Somalia and Bosnia-Herzegovina we had to deal with.”

Those overseas operations kept the DLI staff and faculty busy creating and sending out Language Survival Kits to non-linguist deploying units.

“We developed them for Desert Shield/Storm, Somalia, Serbo-Croatian, and Haiti after I left,” he said. “We were busy putting out these kits within a relatively short period of time. Haiti was in 1994, and that was the basis for my dissertation.”

Students, staff and faculty:

When Fischer commanded the Institute and Presidio of Monterey, there were about 1,500 staff and faculty teaching about 3,000 students. About 75 percent of the students were males. DLI taught 21 different languages, including three dialects of Arabic. DLI –Washington had 54 smaller languages and worked with the State Department.

“When I was here, they had faculty development over in Larkin Elementary School, and we had some curriculum and test development going on in Monte Vista Elementary School,” said Fischer. “Then Monte

Vista was converted over to a Special Forces language school.”

All the language courses emphasized the language, culture and customs of each country. During Fischer’s command, Dr. Ray Clifford, the Institute’s former provost, started up the two-year associate degree program with Monterey Peninsula College.

“One of the things we did there was we had six hours of classes followed by physical fitness,” said Fischer. “I added an extra hour to classroom time for supervised homework studies before they had PT. Each school and service had different ideas for homework at night. We provided for it and it was a good idea.

“DLI staff and faculty also used the team teaching concept, and I remember toward the end that the German Department even had a team condominium concept where students, teachers and teams were kind of physically co-located,” he said. “They had tremendous results when the last class had 100 percent graduation with no attrition.”

Military Language Instructors:

“Certainly Military Language Instructors brought in a knowledge of what the students would have to do when they reached the field,” he said. “If we had an MLI who was really proficient in the language, and also knew what the people would encounter when they went to the field, that person was an invaluable asset. I used the MLIs rigorously. (MLIs have been linguists for several years, they knew what to expect in the field and they gave their new students an insight into language proficiency)

Officer, noncommissioned officer students:

“Studies show that there is not much limitation on older people learning a language compared with younger people,” said Fischer. “They seem to learn it very quickly. The younger 18-24-year-old students might have to develop new work and study habits to get down to business of the proficiency of a language. I would say that both of those groups are pretty good at learning languages. People need to be optimistic about learning a foreign language at a later stage in life. Broad backgrounds help you learn a language pretty quickly. Sometimes, a person between 25 and

35 years old might pick up a language quicker than a younger person because of their extensive and broader background. It might be difficult for officers to take directions from instructors, but they adjust and prepare themselves for higher education such as the Command and General Staff College or the National War College. They ought to be grateful for the opportunity to do that.”

Curriculum Development:

For most commandants, the staff and faculty of Curriculum Development play an important role in DLI's ever changing world of linguistics. Curriculum

Development people constantly work to improve the language requirements and modernization of the languages taught at DLI, especially some course materials which are 20 years old.

“There was always a need for that and resources were not always available to do that,” said Fischer. “The Special Forces language program gave us an opportunity to integrate technology into a curriculum, and to develop some basic materials over 13 separate languages. I was always looking for an opportunity to upgrade what we had.”

Foreign Language Proficiency Pay

By Dan O'Shea

III Corps, Fort Hood, Texas

National Defense Authorization Act of 2005

“Section 620. Revision of authority to provide foreign language proficiency pay: Authorizes the service secretaries to pay up to \$1,000 per month to Active component service members, or an annual bonus of up to \$6,000 (payable in a lump sum or installments) to members of the Reserve component, who maintain proficiency in a foreign language.”

Exciting, isn't it? That you could get paid up to \$1,000 per month for knowing a foreign language? Yes, indeed. While the authority may have been provided, no appropriation for this section was included in the budget for Fiscal Year 2005. There are many other steps that must be taken for this authority to become an appropriation.

First, some implied facts. Not all Soldiers will receive \$1,000 per month. That is a cap on the total amount. The maximum amount that a Soldier receives could be well below that top figure. And the most money will be paid to those Soldiers in language dependent

MOSC such as 97E and 98G. It can be inferred that there will continue to be two categories of FLPP as currently exists. With those facts, the services must design an equitable system of pay that recognizes top performers in their Control Languages and seeks to have Soldiers self-identify through the DLPT or other test instruments in the critical languages identified on the FLPP II list. That is a long process involving many separate departments and agencies to arrive at a consensus.

Second is the budget process itself. The FY06 budget has already been submitted to the Congress by the President. Since there was not a final breakdown of how the pay would be made by the services, a request for funding increased FLPP should not have been a part of his Defense budget submission for FY06. The earliest you could expect to see an increase in FLPP would be FY07.

Foreign language is a key and extremely critical skill in the Current Operational Environment and for Future Operational Environments. Recognition that the skill is critical has come and the authority to pay a higher special pay has been granted. It will take very little to get the appropriation accomplished once the services have a consolidated method of payment that is equitable. FY07 is the earliest you can expect this to occur.

Launching PEP With Some Real Pep

Capt Yoo Yom,

Air Force Element

The Global War on Terrorism, including the continued American presence in Iraq and Afghanistan, underscores the importance of the role which our military linguists play both abroad and here at home. The complexities involved in providing language-related support to our armed forces is an amazing juggling act of constant adjustment to ever-changing multiple priorities.

The overriding mission of the Defense Language Institute (DLI) since its establishment in 1941 is to provide education, evaluation, language maintenance and support for the Department of Defense's highly diverse foreign language requirements worldwide. This mission is now augmented with the implementation of the Proficiency Enhancement Program (PEP), the \$350 million mandate from the Office of the Deputy Secretary of Defense, designed to significantly raise the current language proficiency levels of the nation's military and defense linguists.

Dr. Susan Steele, the Institute's provost, expresses the need: "There is a desire by our customers that students reach a higher level of proficiency at graduation. There are all kinds of people involved who have a stake in this."

These key customers include the members of the nation's intelligence community, including the National Security Agency and the Defense Intelligence Agency. The DLI also sponsors foreign delegations from numerous allies including Egypt, the Republic of Korea, and Great Britain with the

valuable resources that are researched and developed at the DLI in language immersion, linguistics, proficiency testing, and course development.

Dr. Steele sees the implementation of PEP as a process. "This is something that takes time. There are lots of people working very hard to make it happen." The Russian program and the Multilanguage School began implementing the first component of PEP in 2004, and the Korean and Arabic programs will follow suit this year. The leadership of the Institute has been actively facilitating this transformation by assessing the requirements, matching them with resources, and planning the best course of action in areas ranging from space management to test development.

The goal of the PEP initiative is to take the current levels of language proficiency, which have been consistently achieved at Listening 2, Reading 2, and Speaking 1+, and raise them to the new levels of Listening 2+, Reading 2+, and Speaking 2* over the next four years.

Three key components are required to meet this goal:

- 1) Decrease section sizes from 10 students to six in Category III and IV languages
- 2) Examine, enhance and rewrite the curricula and support materials as needed
- 3) Require higher aptitude scores for entry as measured by the Defense Language Aptitude Battery (DLAB).

Thus far, the initial implementation of PEP has resulted in some notable successes, primarily at DLI's Russian School. Ms. Deanna Tovar, its current dean, commented on the reduced student-instructor ratio. "We used the same curriculum, the same text, and essentially the same instructional approach. We were aware of the fact that because we had a smaller group, the bonding between teachers and students... (had) a powerful impact," she said.

Air Force Master Sgt. Kenn Garner, the DLI Russian School's chief military language instructor, overwhelmingly agrees. "The consolidated team configuration is all based on 30 students, who would traditionally have six instructors assigned to them. With the PEP initiative those same students will require 10, so there is a significant increase in the number of instructors." He is convinced that this arrangement can ultimately benefit the students and better equip the instructors in identifying academic deficiencies. "Weak students are identified earlier, and therefore we can start giving help earlier. There's more of a focus on every student," he said.

If diversification is the word that describes DoD's strategic mission, then DLI is the organization that can deliver it. The Institute offers a unique setting where students "live and breathe" the languages of the world, studying daily with native instructors who pass on to them an awareness and appreciation of their languages, cultures, regions, and people.

Steve Koppany, dean of the Curriculum Development Division (CD), confirms that accomplishing the PEP objectives will require everyone's cooperation and collaboration. "Teachers

are not the only ones who should be feeling the pressures of the new requirements," said Koppany. "They need the proper tools to get the job done. The DLI leadership has recognized the importance of regularly updating and keeping current its inventory of course materials, particularly those used in its basic programs. With the support of the command, curriculum development specialists and educational technology experts have been working around the clock to provide our linguists with materials that will help them attain the required proficiency levels."

The DLI's linguistic arsenal includes not only the Basic Language Courses, but also the Curriculum Development Division's *Lingnet* Website with the *Global Language Online Support System* (GLOSS), the *Countries in Perspective* project, which provides cultural material for important world regions, and the *Language Survival Kits* (LSKs) which consist of audio and visual language support materials for active duty and Reserve component non-linguists serving in the field over 130,000 copies have been produced and supplied to our troops in CY 2004 alone. Military and academic linguists from around the world reference DLI's academic journals.

"That's why we're doing it, to get increased results," said Dr. Steele. "Hopes for PEP's progressive success are high. Now that we have the opportunity to do it, I don't have any doubt that we will reach our goal."

The numerical levels of language proficiency are: 1 – elementary, 2 limited working, 3 general professional, 4 advanced professional.

