



DLIFLC
DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

EXCELLENCE IN
FOREIGN LANGUAGE
TEACHING SINCE
1941



2018

Advanced Command Language Program Manager Workshop

Theme: DLIFLC-The Future Is Now



Weckerling Center
28–30 August 2018
Presidio of Monterey, California

Commandant's Welcome



Dear Advanced CLPM Workshop Attendee:

Welcome to the Defense Language Institute Foreign Language Center's Advanced Command Language Program Manager Workshop. Our theme this year is, "DLIFLC -The Future is Now." We have invited a number of speakers from the Intelligence Community and have also assembled a panel of experts in order to keep you abreast of the very latest trends across the language community. The success of this year's event will rely on your valuable and candid interaction as you participate in the workshop over the next three days.

This workshop is designed to provide insight to the field regarding the very latest trends in second language acquisition and will serve to further assist Command Language Program

Managers to relate those tendencies to their Commanders. We hope that you will take the time to meet as many new colleagues as possible, garner best practices, and share your own ideas. We also look forward to recognizing the Military Language Community's best and will present awards to our DOD Command Language Programs of the Year and DOD Language Professionals of the Year.

Command Sergeant Major Donehue and I hope to meet as many of you as possible and look forward to participating in the discussions.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary M. Hausman".

Gary M. Hausman
Colonel, U.S. Army
Commandant

Schedule of Events

AGENDA

TUESDAY, 28 AUGUST 2018

LOCATION: WECKERLING CENTER – BLDG 326

0730 – 0830	Course Registration	
0830 – 0845	Opening & Administrative Announcements	
0845 – 0850	Commandant - Welcome and Remarks	COL Gary M. Hausman
0850 – 0915	Provost Update	Dr. Robert Savukinas
0915 – 0945	DLI-Washington	MAJ Joy C. Lehnert
0945 – 1030	DCSIT	Ms. Terri Brutzman
1030 – 1045	Break	
1045 – 1130	DLNSEO Update	CDR Jed R. Espiritu
1130 – 1300	Lunch	
1300 – 1350	CYBER Update	Mr. Brad Dietz
1350 – 1430	ODNI Update	Ms. Amy Kowalcyk/Ms. Jill Sandler/Ms. Nazaret Berhane
1430 – 1445	Break	
1445 – 1530	National Cryptologic School	Beth Mackey/Linda Davies
1530 – 1545	Break	
1545 – 1630	USD(I)	Mr. Robert (BJ) Sanchez
1630 – UTC	Administrative Announcements	

Schedule of Events

AGENDA

Wednesday, 29 AUGUST 2018

LOCATION: WECKERLING CENTER – BLDG 326

0745 – 0800	Administrative Announcements	
0800 – 0850	Provost Sergeant Major	SGM James V. Southern
0850 – 0900	BREAK	
0900 – 0945	DLIFLC DCSOPS Update	Dr. Clare Bugary
0945 – 1020	Language Proficiency Assessment Directorate	Mr. Kalman Weinfeld
1020 – 1030	BREAK	
	CLP Best Practices	
1030 – 1040	Army Nominee	
1040 – 1050	Marine Corps Nominee	
1050 – 1100	Air Force Nominee	
1100 – 1110	Navy Nominee	
1110 – 1130	DoD CLPoY & LPoY Presentations	COL Hausman/CSM Donehue
1130 – 1300	Lunch	
1300 – 1315	Administrative Announcements	
1315 – 1630	Service Breakout Sessions	Service Program Managers

Schedule of Events

AGENDA

Thursday, 30 AUGUST 2018

LOCATION: WECKERLING CENTER – BLDG 326

0745 – 0800	Administrative Announcements	
0800 – 1000	Continuing Education	Dr. Branka V. Sarac//Dr. Tamas Marius
1000 – 1020	Operational Skills Test	Ms. Tara Schendel
1020 – 1100	TRAP/SMDR	Mr. Terry W. Thornton
1100 – 1115	Break	
1115 – 1200	DLIFLC Accreditation	Dr. Erin O'Reilly
1200 – 1330	Lunch	
1330 – 1400	Closing Remarks	COL Gary M. Hausman
1400 – 1630	Service Breakout Sessions	Service Program Managers



Biographies

Colonel Gary M. Hausman

Commandant

Defense Language Institute Foreign Language Center

Colonel Gary Hausman was commissioned in the U.S. Army in 1994 as a Military Intelligence Officer from the University of California at Irvine. He was initially assigned to the 4th Infantry Division at Fort Carson, Colorado and served as a MI Platoon Leader, Assistant Battalion Intelligence Officer, Headquarters Company Executive Officer, Battalion Intelligence Officer, and Company Commander.

He was later assigned to the National Security Agency at Fort Meade, Maryland. During the next three years, he participated in the NSA's Junior Officer Cryptologic Career Program as an intern learning the inner-workings of NSA and becoming a professional Signals Intelligence Officer.

His next assignment was as the Cryptologic Services Group Officer in Charge at the Joint Special Operations Command at Fort Bragg, North Carolina. During this assignment, he deployed multiple times to Operation Iraqi Freedom and Operation Enduring Freedom.

Following graduation from Command and General Staff, he returned to Fort Bragg and served as a Battalion Operations Officer and Executive Officer as part of the 525th Battlefield Surveillance Brigade's deployment to OIF 2007-2009. Upon redeployment, he was competitively selected to return to the Joint Special Operations Command as their Liaison Officer at NSA, Fort Meade, Maryland. In 2012, Col. Hausman assumed command of the 743rd Military Intelligence Battalion, Buckley Air Force Base, Denver, Colorado, and in 2014 deployed to Afghanistan as a Liaison Officer in support of the Special Operations Joint Task Force-Afghanistan.

Upon return to the U.S. and completion of the Army War College Interagency/Cyber Fellowship Program at NSA, Col. Hausman served as the Executive Officer to the Commanding General of Army Cyber Command and then the Deputy Chief of Staff, U.S. Cyber Command.

His awards and decorations include the Legion of Merit, Bronze Star Medal (1 OLC), Defense Meritorious Service Medal (2 OLC), Meritorious Service Medal (1 OLC), Army Commendation Medal (2 OLC), Army Achievement Medal (1 OLC), Armed Forces Expedition Medal, Iraq Campaign Medal, Afghanistan Campaign Medal, Global War on Terrorism Service and Expeditionary Medals, Joint Meritorious Unit Commendation, the Army Parachutist Badge and foreign jump wings from Poland.

COL Hausman is married and has two sons.



CSM Thomas B. Donehue

Command Sergeant Major
Defense Language Institute Foreign Language Center

Command Sgt. Major Donehue is a native of Varnville, South Carolina; he enlisted in the Army in May 1992 as a cryptologic linguist. He attended basic training at Fort Dix, NJ, the Arabic Basic Course at the Defense Language Institute Foreign Language Center, Presidio of Monterey, CA with follow on training at Goodfellow Air Force Base, San Angelo, TX.

Command Sgt. Major Donehue has served in every leadership position from Team Leader to Battalion Command Sergeant Major. His stateside assignments include Fort Bragg, North Carolina; Fort Carson, CO; Fort Gordon, GA; Fort Huachuca, AZ; and DLIFLC, Presidio of Monterey, CA. His overseas assignments include ARCENT support Saudi Arabia and Camp Hovey, Republic of Korea. He has deployed to Saudi Arabia, Kosovo, the Republic of Georgia, and Iraq in support of both combat and peacekeeping operations.

Command Sgt. Major Donehue's military education includes the Primary Leadership Development Course, Basic Noncommissioned Officers Course, Advanced Noncommissioned Officers Course, Company Commander / First Sergeant Course, Intermediate Arabic Course, the Basic Persian-Farsi Course, Airborne School, Jumpmaster Course, the Master Resiliency Course, and the United States Army Sergeants Major Academy. He earned a Bachelor's of Science degree from Excelsior College.

Command Sgt. Major Donehue's awards include the Bronze Star (2nd award), Meritorious Service Medal (3rd award), Army Commendation Medal (5th award), Joint Service Achievement Medal, Army Achievement Medal (third award), Army Good Conduct Medal (8th award), Armed Forces Expeditionary Medal, Kosovo Campaign Medal, Iraqi Campaign Medal (2nd award) with Arrowhead Device, Global War on Terrorism Expeditionary Medal, Global War on Terrorism Service Medal, Korean Defense Service Medal, NCO Professional Development Ribbon (4th award), Humanitarian Service Medal, Military Outstanding Volunteer Service Medal, Army Service Ribbon, Overseas Service Ribbon, NATO Service Medal, and the Airborne badge.

Command Sgt. Major Donehue is married and has four children.



Dr. Robert Savukinas

Provost

Defense Language Institute Foreign Language Center

Dr. Savukinas was born in Washington DC and grew up in a bilingual household speaking Italian and English. He attended Duquesne University, Pittsburgh, Pennsylvania on an Army ROTC Scholarship and graduated with honors in Spanish and Political Science. His undergraduate immersion experience was in Alicante, Spain, and subsequently attended graduate school to earn a Master's Degree in Spanish from The Catholic University of America, Washington, DC. During this time, Dr. Savukinas began his teaching career instructing Spanish. His graduate immersion experience was in Valladolid, Spain. Dr. Savukinas attended The George Washington University as a Graduate Fellow, earning his Doctor of Education in Higher Education Administration.



As a Graduate Fellow, Dr. Savukinas is credited for revising the graduate student admissions process which enabled the institution to make admissions decisions more efficiently. Dr. Savukinas has published in the area of Spanish literature, community colleges and students with disabilities, open universities, and facility-improving community college partnerships. His dissertation was nominated for a national award.

Dr. Savukinas has held positions in government, education and the military sector. Early in his career, Dr. Savukinas served as a Congressional Staffer for the 7th Congressional District, North Carolina. In this capacity, he focused on military/veteran and immigration issues. Dr. Savukinas also instructed foreign language at several institutions. He has over 13 years of combined teaching experience at the secondary and post-secondary levels. Dr. Savukinas likewise has military experience. He was commissioned as a 2nd Lieutenant in the U.S. Army and served 12 years in the Reserve where his assignments included working as the S-1 in a Military Police Training Brigade, Executive Officer, Company Commander, and Headquarters and Headquarters Detachment Commander. DLIFLC hired Dr. Savukinas in 2005 as Assistant Registrar. In this capacity, he led the DLIFLC Associate of Arts Degree program and he volunteered to be a lead author for the 2006 Accreditation Self Study.

Since then, Dr. Savukinas was promoted to Registrar, Associate Dean, Accreditation Liaison Officer, and Director of the Office of Standardization and Academic Excellence. He earned several military distinctions to include Army

Commendation Medals and Army Achievement Medals. Some of his most notable accomplishments include establishing and managing the DLIFLC Board of Visitors, maintaining and reaffirming DLIFLC's regional (WASC/ACCJC) and TRADOC accreditations, and the continuous success of the DLIFLC Associate of Arts Degree program.

Dr. Savukinas is married and has three daughters.

SGM James V. Southern, U.S. Army

Provost Sergeant Major, DLIFLC

Defense Language Institute Foreign Language Center

A native of Atlanta Georgia, Sergeant Major James V. Southern enlisted in the Army in 1987 as a Cryptologic Linguist. He attended basic training at Fort Dix New Jersey, the Modern Standard Arabic Basic Course at the Defense Language Institute Foreign Language Center in Monterey California, and Advanced Individual Training at Goodfellow Air Force Base in San Angelo, Texas.

SGM Southern has served in every traditional leadership position from team leader to First Sergeant. He has served in strategic leadership positions as regional senior mission manager, senior collection manager, and theater Intelligence, Surveillance & Reconnaissance (ISR) synchronization manager. In the joint community, he served as the senior enlisted adviser to the North Atlantic Treaty Organization's (NATO) Land Forces commander.

His stateside assignments include: Fort Campbell, Kentucky; Savannah, Georgia; Fort Gordon, Georgia; Fort Stewart, Georgia; Goodfellow Air Force Base, Texas; Fort Huachuca, Arizona; DLIFLC, Presidio of Monterey, California; Fort Belvoir, Virginia; and Fort Bliss, Texas. His overseas assignments include the United Kingdom and Spain. He has deployed to Iraq, Afghanistan, Saudi Arabia, Israel, Egypt, Italy, and Macedonia for combat and peacekeeping operations.

SGM Southern's military education includes the Basic, Intermediate, and Advanced Arabic Course, Air Assault Course, Warrior Leader course, Advanced Cryptology Course, Basic Instructor Course, Senior Leader Course, First Sergeant Course, Sergeants Major Course, and Master Resilience Trainer Course. His civilian education includes an Associate of Middle Eastern Culture and Linguistics, Associate of Intelligence Studies, Bachelors of Liberal Arts, Masters of Intelligence Management, and Masters of Education and Curriculum Development.

His awards and decorations include the Bronze Star Medal, the Defense Meritorious Service Medal, the Meritorious Service Medal (2nd award), the Joint Service Commendation Medal, the Army Commendation Medal, the Joint Service Achievement Medal, the Army Achievement Medal (2nd award), the National Defense Service Medal (2nd award), the Southwest Asia Service Medal, the Iraqi Campaign Medal (3rd award), the Joint Meritorious Unit Award, the Meritorious Unit Citation, the Master Instructor Badge, the Air Assault Badge, the Combat Action Badge, the Saudi-Kuwait Liberation Medal, and the Kuwait Liberation Medal.

SGM Southern is a life-long learner with a passion for leadership, teaching, and community service. His 30 years of service to the nation has provided invaluable opportunities to see and understand the world from unique perspectives and has instilled a sense of personal responsibility to make a positive difference in the lives of others.

James currently resides at the Presidio of Monterey with his wife and three sons.



Dr. Clare Bugary

Deputy Chief of Staff for Operations (DCSOPS)
Defense Language Institute Foreign Language Center

Dr. Clare Bugary is the Deputy Chief of Staff for Operations for the Defense Language Institute Foreign Language Center. (DLIFLC) In that capacity, she is responsible for managing student training requirements for more than 10,000 language professionals at the institute and at training locations around the world.

She oversees the drafting and implementation of the Institute's strategic plans, sets resource priorities for the school, manages operational security and the day-to-day operations of the Institute. She has been an employee of DLIFLC for more than 24 years. Prior to her civilian appointment, she was an Army Cryptologic Language Analyst who worked intelligence missions in Korean and taught at the Army's Intelligence School in Ft. Devens, Massachusetts. She is a two time graduate of DLI; completing the Korean basic course in 1983 and the Korean Intermediate course in 1987.

She holds a Doctorate in Organizational Leadership from Northcentral University, a master's degree in Educational Leadership from Troy University, and an undergraduate degree from Western New England College. Dr. Bugary is married to Command Sergeant Major (R) Tom Bugary and they have four children.



Mr. Terry Thornton

Chief, Scheduling Division, DCSOPS
Defense Language Institute Foreign Language Center

Terry Thornton earned a BA in History with a concentration in Eastern European and Soviet studies from the University of Tampa in 1981. He graduated from the Defense Intelligence College in 1985 after completing the MS program for Strategic Intelligence. In 1986, he graduated from the DLIFLC Spanish Basic course prior to assignment on the USSOUTHCOM staff in Panama. He served both tactical and strategic assignments as an Army Military Intelligence Officer between 1981-2003.

In 2003, Mr. Thornton joined the DLIFLC team as Scheduling Management Specialist (Data).

In 2007, he was promoted to his current position of Chief, Scheduling Division, DCSOPS.

From this position, Mr. Thornton manages the scheduling of DLIFLC resident and nonresident foreign language training requirements approved by the DA resourcing processes.



Dr. Branka Sarac

Director of Technology Integration
Defense Language Institute Foreign Language Center

Dr. Sarac has worked in language education for over 20 years. In addition to managing several language programs, Dr. Sarac is responsible for overseeing the design, development, and production of several interactive, online, self-paced, web-based, pedagogically sound, language and cultural instructional materials that promote and ensure learner autonomy and support the learner community in pursuit of higher second language proficiency.

Dr. Sarac leads and motivates a division of more than 50 employees, to include subject matter experts (content writers, assessment developers, editors, copyright specialists), multimedia specialists (graphic designers, illustrators, web developers), and programmers. Her research interests are second language acquisition, online learning, virtual reality (VR), and games.



Dr. Tamas Marius

Director of Language Technology Evaluation and Application Division
Defense Language Institute Foreign Language Center

Dr. Tamas Marius, Director of Language Technology Evaluation and Application Division at the Defense Language Institute Foreign Language Center, works at Continuing Education under the Distance Learning Directorate. His Doctorate in Education from the University of Central Florida in Orlando, FL, together with his Recording Engineering Degree from Berkley College of Music, Boston, MA, and his over 20 years of teaching experience have helped him create innovative ways to bring technology into the classroom. Dr. Marius is a COR and manages several high level language technology contracts that include three contracts with MIT Lincoln Lab to further improve and support the Automatic Speech Recognition (ASR) based Networked Pronunciation Feedback (NetProF), and Auto-ILR, the Automatic ILR leveling system. Both these products have users in the thousands every year. Dr. Marius is working closely with the CTO and DCSIT to port these services to the DLI-owned EDU server system. He is the COR for the re-established SCOLA contract as well.

Under the direction of Dr. Marius, LTEA has over 20 people on its team, who provide ongoing language technology presentations to faculty personnel and students at UGE, CE, and LTDs and MTTs.

Ms. Terri Brutzman

Chief Information Officer, Deputy Chief of Staff Information
Technology
Defense Language Institute Foreign Language Center

Terri Brutzman is the Chief Information Officer for the Defense Language Institute Foreign Language Center (DLIFLC). She is responsible for providing IT support for the Education network (.edu) for 4,000+ students as well as 2000 staff and faculty posted at the DLIFLC. This includes network infrastructure, networking (wireless), server management, datacenter management, application development and support, web development and support, technology distribution (equipment), logistics, imaging of equipment, helpdesk support, education technology support, and cybersecurity.



Ms. Brutzman is a retired Naval Officer and previously, served as a civilian faculty member, as the Deputy CIO for the Naval Postgraduate School before moving to the CIO position for DLIFLC in December 2014.

Ms. Brutzman has over 30 years of experience in Information Technology Management, with a focus on both cybersecurity and project management. She has successfully implemented and managed programs ranging from software development, information assurance (cybersecurity), network administration, email administration, configuration management to general administrative processes and procedures. Ms. Brutzman is well versed in policies and procedures governing the Department of Defense and Department of Navy Information Technology Management and Cybersecurity.

Ms. Brutzman is a graduate of St. Mary's College of Maryland with a Bachelor of Science degree in Biology. She has a Masters Degree in Management from the Naval Postgraduate School. She is a Certified Information System Security Professional (CISSP).

Major Joy C. Lehnert

Director, DLI-Washington
Defense Language Institute Foreign Language Center

MAJ Joy C. Lehnert earned her commission through the Reserve Officer Training Corps at the University of Memphis in 2002. In 2003, she completed the Signal Officer Basic Course and was assigned to the 3rd Signal Brigade at Fort Hood, Texas. Later that year, she was deployed to Honduras as a Support Platoon Leader in support of Joint Task Force –Bravo.

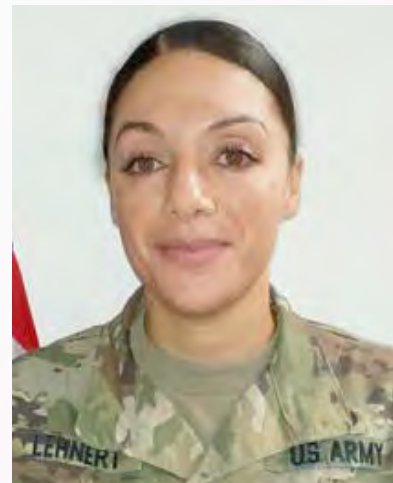
In 2004, she deployed as a Platoon Leader with Bravo Company, 57th Signal Battalion to Baghdad, Iraq in support of Operation Iraqi Freedom II. Upon her return to Fort Hood, she became the Battalion Signal Officer for the 49th Transportation Battalion (Movement Control) and in 2005 she deployed with the 49th to Louisiana in support of Joint Task Force –Katrina.

In the 2006, she deployed again with the 49th to Balad, Iraq in support of Operation Iraqi Freedom 06-08.

After completing the Signal Officer Captain’s Course in 2008, she was assigned to the 35th Signal Brigade Plans Section at Fort Gordon, Georgia. That same year MAJ Lehnert was selected for Company Command of HHC, 63rd Signal Battalion.

In 2011, she was selected to become a Eurasian Foreign Area Officer (FAO) and attended training at the Defense Language Institute (DLI) in Monterey, California, Intermediate Level Education (ILE) at Fort Belvoir, Virginia and the George C. Marshall Center in Garmisch, Germany. From 2015 until 2018, MAJ Lehnert was assigned to the Defense Threat Reduction Agency –Europe where she initially served as a Deputy Team Chief and subsequently served as the Chief of Current Operations.

In June 2018, MAJ Lehnert assumed duties as the Director of the Defense Language Institute –Washington DC. MAJ Lehnert holds an Associate’s Degree in Russian Studies from DLI, a Bachelor of Arts in Foreign Languages (Spanish) from the University of Memphis and a Master of Public Administration from the University of Missouri –Kansas City.



Dr. Erin O’Reilly

Accreditation Liaison Officer
Defense Language Institute Foreign Language Center

Dr. Erin O’Reilly serves as the Accreditation Liaison Officer for the Defense Language Institute Foreign Language Center where her work focuses on regulatory compliance for TRADOC and regional accreditation. O’Reilly began her professional career in the foreign language field as a DLI graduate of Modern Standard Arabic. She holds a PhD in Education, English as Second Language from Northcentral University, an MA in Teaching English as a Second Language from Arizona State University, a BA in Global Studies from Armstrong Atlantic State University, and an AA in Arabic from the Defense Language Institute.



Mr. Kalman Weinfeld

Director of Language Proficiency Assessment
Defense Language Institute Foreign Language Center

Mr. Kalman Weinfeld has been DLIFLC's Director of Language Proficiency Assessment since Feb 2014. LPAD is responsible for developing and sustaining foreign language assessments for the DOD at large, and managing the graduation testing process at DLIFLC. The test instruments developed and managed by LPAD are to establish task readiness and to qualify military and civilian personnel for Foreign Language Bonus Pay. Mr. Weinfeld reports to the Assistant Commandant in order to maintain separation from the schoolhouse.

Mr. Weinfeld started working at DLIFLC in Mar 2003 as a Hebrew teacher and joined the Continuing Education Directorate in Jan 2004. At CE Mr. Weinfeld held several academic and operational leadership positions.

Before joining DLIFLC, Mr. Weinfeld worked in "High Tech" for several large and small companies. Mr. Weinfeld started out as a Test Engineer and progressed through Engineering Management to Director and Vice President of Operations. Mr. Weinfeld worked for large and well known corporations (Fairchild Semiconductor, Intel Semiconductor, and Silicon Graphics), and several start-up companies (Identronix, Wavespan, Raycer Graphics, and Brightlink Networks). Mr. Weinfeld specialized in managing new product validation and release.

Mr. Weinfeld obtained an M.S. in Computer Engineering from the University of Massachusetts at Amherst, and a B.S. in Electrical Engineering from the Polytechnic Institute of New York.

Tara L. Schendel

Curriculum Specialist
Defense Language Institute Foreign Language Center

Tara L. Schendel joined the DLI's Evaluation and Standards Division in 2003. Her previous work in the standardized testing and research industries made her particularly suited to serve as an Assistant Project Manager for the Arabic DLPT5 team. In 2005 she took over as the Project Manager for the Turkish DLPT5 team and worked with several other language teams to validate DLPT tests. In 2007 she moved to the Curriculum Development Division where she served as the Director of Curriculum Testing. There she was charged with designing and professionalizing tests for a variety of languages including the first Iraqi and Levantine Dialect Courses. In 2014 she was assigned to the newly formed Curriculum Support Division where she currently serves as the Program Coordinator for the Operational Skills Tests, the Design Coordinator for the Assessment Application of DLIFLC's Universal Curriculum and Assessment Tool (UCAT), the Curriculum Support Specialist assigned to the French Basic Course, and as a Contract Officer Representative.

Tara holds a M.A. in International Policy Studies from the Middlebury Institute of International Studies, Monterey and a B.A. in French Language and Literature from California State University Stanislaus. She spent one year of post graduate study at The American University's School for International Service in Washington, DC and she has completed several courses at the Naval Post Graduate's Defense Resources Management Institute. She is an alumna of Rotary International's Ambassadorial Program where she served as ambassador in Toulouse, France and studied at the Institute de Sciences Politiques.



Guest Speaker Biographies

Mrs. Beth A. Mackey

CURRENT POSITION: Ms. Mackey is the Dean, College of Language and Area Studies at the National Security Agency/Central Security Service (NSA/CSS) National Cryptologic School (NCS). The College is responsible for the design, development and delivery of an array of classified and unclassified language and area studies learning options that build and improve the language proficiency of a global workforce. The College also functions as the Responsible Training Authority for intermediate and advanced cryptologic language training for the Department of Defense through the Cryptologic Training System. A recognized expert in applied linguistics, Ms. Mackey represents the NCS and NSA/CSS on a variety of Intelligence Community and Department of Defense training and testing committees.

EDUCATION: Ms. Mackey graduated from Dartmouth College in 1983 with a Bachelor of Arts degree in Russian. She earned a Master's Degree in Russian and East European Studies from George Washington University in 1991 and a second Master's in Instructional Systems Design, with a concentration in Teaching English to Speakers of Other Languages, from University of Maryland Baltimore County in 2004. She has completed all required coursework as a candidate for a PhD in Second Language Acquisition at the University of Maryland College Park.

PRIOR POSITIONS: Ms. Mackey joined NSA/CSS in 1983 as a Russian Voice Language Analyst. For the next decade, she served in a variety of positions with increasing levels of responsibility at Fort Meade and overseas. In 1994, Ms. Mackey served in Europe as the Education and Training Officer with a focus on cryptologic language training issues across the European theater. Upon her return to Maryland in 1997, she joined the NCS to work on assessment and program evaluation. Since then, her focus has been on language instruction and testing, and she has served in key leadership positions, both technical and managerial. In 2012, Ms. Mackey served as Senior Language Testing Lead until December 2015 when she was selected as Dean, College of Language and Area Studies.

PROFESSIONAL BACKGROUND: Ms. Mackey is a graduate of the Agency's mid-level leader program and the Senior Technical Development Program. She regularly attends and presents at professional conferences and has published in peer-reviewed journals. As a member of several language-related professional associations, Ms. Mackey keeps abreast of current research, publications and areas of interest to the language community and is constantly networking to increase the flow of ideas and experience.

PERSONAL: Ms. Mackey's husband Ben is a government employee. Their son James is an architect working in Denver, and their daughter Kat is in sales/marketing for an IT company in Austin. Beth is an active member in the lay leadership of St. John's Episcopal Church



Mr. Bradley Dietz

CURRENT POSITION: Mr. Dietz is the Senior Language Authority for the United States Cyber Command. He is the point of contact for all language issues concerning Cyber Command. He advises Command Leadership on matters related to language, language testing, and language policy. Additionally, he represents Cyber Command on "language working groups at the Department of Defense and Intelligence Community level.

EDUCATION: Mr. Dietz holds B.S. and M. A. Degrees from Liberty University. Additionally, he has completed numerous leadership courses through the Air Force and the National Security Agency.

PROFESSIONAL BACKGROUND: Mr. Dietz began his career in intelligence in 1980 as a Cryptologic Language Analyst in the United States Air Force. His assignments were both tactical and strategic, serving two tours at Ft. Meade MD and one tour each in Augsburg Germany, Oahu Hawaii, and Goodfellow AFB TX. He retired from the Air Force in 2004, worked as a contractor for three years developing language training material at Goodfellow AFB, and joined the federal workforce as a Department of the Air Force civilian in 2007. While at Goodfellow, he stood up the first Defense Language Institute Language Training Detachment (LTD) at the base. Mr. Dietz was hired by NSA in 2011 as a Deputy Division Chief at the National Cryptologic School (NCS). He later became the Division Chief before accepting the position of Chief of the Responsible Training Authority division. In this position he was responsible for all Intermediate and Advanced Cryptologic Language Training for the Department of the Defense and the Intelligence Community. He was selected to serve as the third Cyber Command Senior Language Authority in May 2017.

PERSONAL: Mr. Dietz' fiancé, Michelle, is an NSA employee. They have four adult children, and two grandchildren.

Roberto J. Sanchez

Deputy Director for Foreign Language, and Regional and Culture Office of the Under Secretary of Defense for Intelligence

Mr. Roberto J. Sanchez serves as the Senior Subject Matter Expert on human capital policy and programs directed to building, maintaining, and employing foreign language and foreign area expertise within the Defense Intelligence Enterprise. He provides expertise and leadership in the development, coordination, and promulgation of policies and initiatives for development, maintenance, and utilization of military and civilian human capital employed in collection, processing, analysis, and reporting of foreign language material within the enterprise.

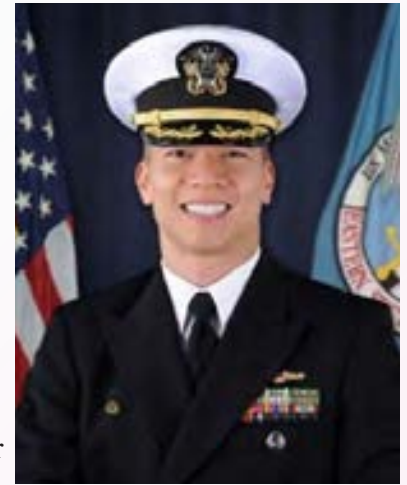
Before serving in his present position, Mr. Sanchez was the Associate Director for Operations and Capability, Defense Language Office, Office of the Under Secretary of Defense for Personnel and Readiness. In this position, he served as the lead for strategy, direction and oversight of Department of Defense language and regional expertise programs. He built policy on the development, management and utilization of DoD civilians and members of the Armed Forces with language and regional expertise skills. Prior to assuming his Defense Language Office position, he served as a key member of the Under Secretary of Defense for Personnel and Readiness language transformation team. He wrote the Defense Language Transformation Roadmap that was approved by the Deputy Secretary of Defense providing the template for the Department of Defense to increase the number of military and civilian personnel who are fluent in needed languages and regional expertise skills. He also published Language and Foreign Area Officer Directives and Instructions to provide guidance and procedures for planners to identify and integrate foreign language and regional expertise capability requirements into security cooperation and joint adaptive planning.

Mr. Sanchez is a retired U.S. Air Force Intelligence Officer with numerous assignments in Human Resource Intelligence, Signals Intelligence, Collections, and as an all source analyst. He has been certified by the Air Force as a Latin America Foreign Area Officer. He holds multiple military awards and campaign medals. Mr. Sanchez was born and raised in Lima, Peru. He has a bachelor's degree in Aerospace Engineering from the University of Missouri-Rolla, and a master of science in Public Administration from Troy State University. He speaks Spanish, French, Portuguese and Italian.



CDR Jed R. Espiritu, USN, SPHR

Director, National Language Service Corps
Associate Director, DLNSEO Plans and Policy



A native of California and the son of a retired Senior Chief in the U.S. Navy, Commander Jed Espiritu graduated from the U.S. Naval Academy in 1998 with a Bachelor of Science degree in Systems Engineering.

Upon graduation, he reported to Naval Diving and Salvage Training Center, Panama City, Florida where he qualified Submarine Scuba Diver. He then completed his initial Navy nuclear power training at Charleston, South Carolina and at the Ballston Spa, New York Prototype and attended the Submarine Officer Basic Course in Groton, Connecticut. He reported on board USS ALABAMA (SSBN-731) (GOLD) in December 1999 and served as Reactor Controls Officer, Communications Officer, and Assistant Engineer while earning his Submarine Warfare Officer and Prospective Nuclear Engineer qualifications.

Commander Espiritu then reported to the Naval Postgraduate School in Monterey, California in 2003, graduating in June 2004 with a Master of Business Administration. He was selected as a Conrad Scholar for Distinguished Academic Achievement in Financial Management and earned a letter of appreciation from the Commander, U.S. Fleet Forces Command Director of Fleet Maintenance for his thesis on change management in the Navy's shipyards. During this time he also completed Phase I Joint Professional Military Education (JPME) and was accepted for lateral transfer into the Human Resources community. He reported next to the Military Compensation Branch (N130) of the Chief of Naval Personnel in Washington, DC in 2005, developing policy for, managing, and advancing legislative initiatives for the Assignment Incentive Pay, Sea Duty Incentive Pay, Enlistment Bonus, and Career Status Bonus/REDUX Retired Pay programs, resourced at \$460M annually.

Commander Espiritu then reported to the Denver Military Entrance Processing Station in 2007 as the Operations Officer, engaging in organizational strategic planning and developing unit reward, incentive, training, and volunteer programs while earning his Senior Professional Human Resource certification and commencing a Doctoral program in Organizational Leadership. Reporting next to Personnel Support Detachment Yokosuka, Japan in 2010 as Officer in Charge, Commander Espiritu earned the Navy's "Human Resources Community Junior Officer of the Year Award" for his leadership in executing the voluntary departure of over 3,600 family members following the March 2011 earthquake/tsunami/nuclear crisis in Japan while also serving "dual-hatted" as Commander Navy Region Japan Military Personnel Services (N14). During this tour he also served as an individual augmentee to Ulchi-Freedom Guardian in Korea. He reported to Headquarters U.S. Africa Command (USAFRICOM) in June 2013, completed Phase II JPME, served as Executive Officer to the USAFRICOM Chief of Staff and as Operations Officer for the Human Resources Division, and became a Level-III Joint Qualified Officer. He then reported in September 2016 as Commander, U.S. Military Entrance Processing Battalion – New York, earned a Doctor of Business Administration in Organizational Leadership in April 2017 after defending his dissertation on commanding officer misconduct in the Navy, and completed his command tour in May 2018.

Commander Espiritu's personal awards include the Defense Meritorious Service Medal, the Navy and Marine Corps Commendation Medal, the Navy Achievement Medal, the Army Achievement Medal, and various service and unit awards. He is married to Ms. Elizabeth Espiritu of California; they have three daughters and one son.

Language Professionals of the Year



2017 US Army Language Professional of the Year

SSG Gretchen Y. Rice

513th Military Intelligence Brigade; Fort Gordon, GA

Commander: COL Deborah M. Ellis

CLPM: Mr. Chris Kowal

Staff Sergeant Rice's accomplishments as a Non-Commissioned Officer and linguist are exemplary. Her command of Modern Standard Arabic at the 3/3 level combined with advanced proficiencies in Arabic-Egyptian, Arabic-Yemeni, Arabic-Sudanese, Arabic-Iraqi, and Arabic-Levantine speak volumes and truly set her apart from her peers. Her accomplishments as an Arabic mentor and instructor for her Battalion are especially noteworthy. SSG Rice's many accomplishments as a Soldier and cryptologic linguist make a worthy representative for the Army in the 2017 Department of Defense Language Professional of the Year competition.

Terry L. Mitchell
Director, Plans and Integration
US Army



2017 US Marine Corps Language Professional of the Year

Cpl Christopher F. Levine

Company H, Marine Cryptologic Support Battalion; JBSA, TX

Commander: Maj Robert D. Reagles

CLPM: LCpl Peter Eck

Corporal Levine has proven to be a highly motivated, knowledgeable, and enthusiastic Marine. He has taken initiative and learned an additional language that enabled him to support a major international event. Furthermore, Corporal Levine was hand selected to participate in an upcoming Defense Language Institute Foreign Language Center Emissary Program, which shows his superb performance and should be recognized.

Steven J. Siclari
LtCol, USMC
Marine Cryptologic Support Battalion

Language Professionals of the Year



2017 US Navy Language Professional of the Year

CTI1 Jamie L. Biro

Navy Information Operations Command Georgia; Fort Gordon, GA

Commander: CAPT Patrick A. Count

CLPM: CTIC Alicia L. Stafford

TLA: CTIC Pedro A. Aviles

Petty Officer First Class Biro is an exemplary linguist and a sought after asset, recognized as such both in her work center and across the Enterprise. Her linguistic prowess sets her apart from her peers and has led to incredible mission success. Additionally, her dedication to Sailors and enhancing their linguistic proficiency is clearly demonstrated through the astounding success of her Language Tutoring Program that has seen eight sub-proficient linguists return to standards and has increased her department's proficiency by 21%. Her boundless enthusiasm for mentoring fellow linguists shows an unparalleled dedication to the professional development of the linguist community.

Patrick A. Count

CAPT, USN

Navy Information Operations Command Georgia



2017 US Air Force Language Professional of the Year

TSgt Robert C. Boyce

316th Training Squadron; Goodfellow AFB, TX

Commander: Lt Col Robert J. Kammerer

CLPM: Mr. William C. Walsh

Technical Sergeant Boyce's accomplishments have distinguished him as the best of the best in the Air Force. His outstanding achievements and dedication to the mission epitomize Air Force core values and the very best of what a Language Professional should be. It is an honor to have Technical Sergeant Boyce represent the Air Force in the DoD-level competition.

Russel J. Frasz, SES, DAF

Director, Force Development and

AF Senior Language Authority

Command Language Programs of the Year



2017 US Army Command Language Program of the Year

704th Military Intelligence Brigade; Fort Meade, MD

Commander: COL Rhett R. Cox

CLPM: SFC Duck Chun (Steven) Moon

The 704th MI BDE's linguists provide national-to-tactical SIGINT support in CONUS and overseas locations in support to contingency operations. The Brigade's CLP supports the largest and most diverse linguist population in INSCOM and the Department of the Army with over 350 linguists who possess 13 different control languages. A good percentage of the Brigade's linguists are proficient in more than one language and/or dialect. By concentrating on linguists weaknesses through mentorship and focused individual language training plans, the 704thMI BDE's CLP made great gains in advancing their language skills and proficiency this year, increasing their L2/R2 proficiency from 94% to 97% and their L3/R3 populations from 34% to 38%.

CHRISTOPHER S. BALLARD
Major General, USA
Commanding



2017 US Marine Corps Command Language Program of the Year

3rd Radio Battalion; Kaneohe Bay, HI

Commander: LtCol William V. Osborne

CLPM: Cpl Nichole A. Schacher

Briefer: Cpl Haelie N. Compton

During fiscal year 2017, 3d Radio Battalion's Command Language Program provided training to 103 cryptologic linguists assigned to the unit. Linguists were tasked to support a wide range of military operations around the world, contingency operations in support of special operations forces, humanitarian assistance and disaster relief efforts. The Command Language Program maintained language standards this year with a proficiency of 76% and currency 97%.

William V. Osborne
LtCol, USMC
3rd Radio Battalion

Command Language Programs of the Year



2017 US Navy Command Language Program of the Year

Navy Information Operations Command Georgia; Fort Gordon, GA

Commander: CAPT Patrick A. Count

CLPM: CTICS Rita E. Freshour

Briefer: CTIC Alicia L. Stafford

The Navy Information Operations Command Georgia Command Language Program of training and readiness excellence is the cornerstone of our proven operational successes. NIOC Georgia's language training successfully prepared more than 590 command linguists for demanding missions in the AFRICOM, CENTCOM, PACOM and EUCOM areas of operation, and globally in support of USCYBERCOM. Our linguists enable the warfighter to remove adversaries from the battlefield and save American lives each and every day.

Patrick A. Count

CAPT, USN

Navy Information Operations Command Georgia



2017 US Air Force Command Language Program of the Year

818th Mobility Support Advisory Squadron

Joint Base McGuire-Dix-Lakehurst, New Jersey

Commander: Lt Col Angela Polsinelli

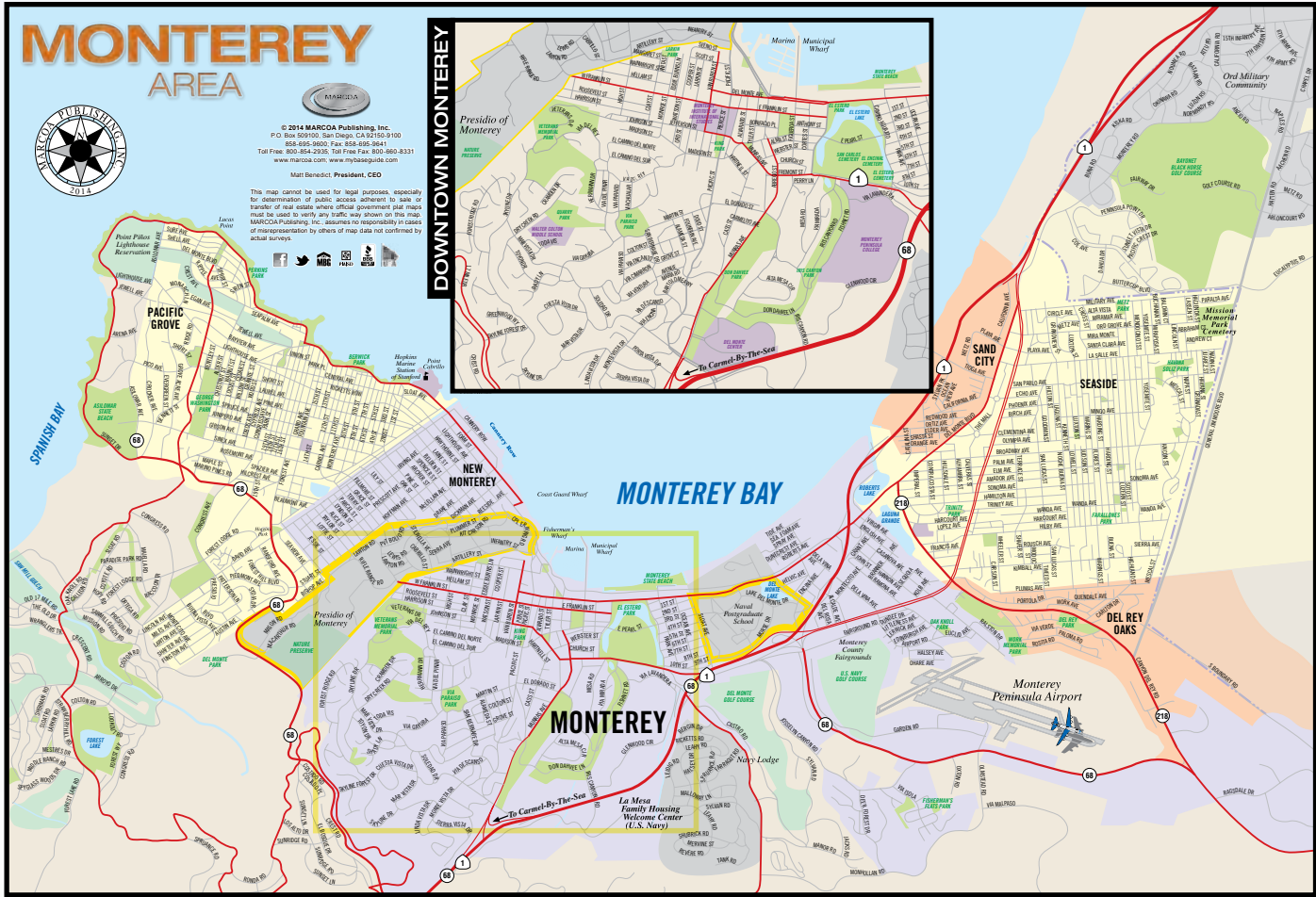
CLPM: A. Clive Roberts, Ph.D

This squadron's outstanding language program accomplishments over the past year have garnered the distinction as the best of the best and set a standard for other units to emulate. The 818th Mobility Support Advisory Squadron, through extraordinary dedication to program improvement, has shown exemplary commitment to excellence.

Russel J. Frasz, SES, DAF

Director, Force Development and

AF Senior Language Authority



Free Language Learning Websites

Duolingo Lessons move from the basics up to more advanced concepts. There's an "Immersion" section where you are given real websites and can practice your reading and translating skills.

Languages: Danish, Dutch, Esperanto, French, German, Hungarian, Irish, Italian, Klingon, Norwegian, Polish, Portuguese, Romanian, Russian, Spanish, Swedish, Turkish, Ukrainian, Vietnamese

busuu A beginner, elementary, & intermediate section lets you learn at any skill level. You can chat with native speakers of the language you're learning.

Languages: Arabic, Chinese, French, German, Italian, Japanese, Polish, Portuguese, Russian, Spanish, Turkish

Mango Languages You can learn over 60 languages for free, but only if your public library offers a subscription to the website; check here. The website & mobile apps offer interactive lessons. Also, you can test your pronunciation. You can start with any unit, chapter, lesson you want, and all your progress is tracked.

Languages: Arabic, Armenian, Azerbaijani, Bengali, Cherokee, Chinese, Croatian, Czech, Danish, Dutch, Farsi, Finnish, French, German, Greek, H. Creole, Hawaiian, Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Italian, Japanese, Kazakh, Korean, Latin, Malayalam, Norwegian, others

Memrise Courses are created by users; all with a different method of teaching.

Languages: Ancient Greek, Chinese, French, German, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, Swedish, Turkish, and others

eLanguageSchool There are grammar lessons, lists of words/phrases, & structured videos. Words/phrases are listed on a page but broken into separate lessons. Some languages have a History section (learning about culture).

Languages: Arabic, Chinese, Dutch, French, German, Hindi, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish, Turkish, Vietnamese

Internet Polyglot This isn't so much a learning tool that movies from basic concepts to advanced ones as it is a massive flashcard game. You can browse through a # of lessons that teach you words/phrases. To test your learning, go through the lessons again but in the form of picture, games, games, matching games.

Languages: Amharic, Arabic, Bulgarian, Chinese, Croatian, Czech, Danish, Dutch, Esperanto, Farsi, Finnish, French, German, Greek, Hebrew, Hindi, Hungarian, Indonesian, Italian, Japanese, Korean, Latin, Norwegian, Polish, Portuguese, Romanian, Russian, Spanish, Swahili, Tagalog, Tamil, Thai, Turkish, Ukrainian

FluentU It uses videos & flashcards. Learn words via an interactive guide. Videos can be filtered by topic, difficulty level, & format, like commercials, movie trailers, speeches, news, etc.

Languages: Chinese, English, French, German, Italian, Japanese, Spanish

Nativlang It includes unique languages some of these other websites may not support. Not all of the languages have the same learning structure, but most will teach you pronunciation, grammar, alphabet, writing, and phrases. May also run across videos that show you how to write and speak the language.

Languages: Portuguese, Icelandic, Aramaic, Italian, German, Middle English, Spanish, Modern Greek, Ancient and Koine Greek, Sardinian

Foreign Services Institute (FSI) Languages Courses Everything is by units, & take the form of an MP3 file. Some units include a workbook for practice.

Languages: Amharic, Arabic, Bulgarian, Cambodian, Cantonese, Chinese, Chinyanja, Czech, Finnish, French, Fula, German, Greek, Hausa, Hebrew, Hindi, Hungarian, Igbo, Italian, Japanese, Kirundi, Kituba, Korean, Lao, Lingala, Luganda, Moré, Norwegian, Polish, Persian, Portuguese, Romanian, Russian, Serbo-Croatian, Shona, Sinhala, Spanish, Swahili, Swedish, Tagalog, Thai, Turkish, Twi, Vietnamese, Yoruba

StudyStack It offers flashcards & other games. Also, a set of words can be learned through crossword puzzles, quizzes, matching, word scrambles, & other games. Each game uses the same set of words, thus there are numerous ways you can test yourself.

Languages: Arabic, Cantonese, Chinese, French, Spanish, Latin, German, Dutch, Russian, Korean, Polish, Portuguese, Irish, Italian, Greek, Hebrew, Hindi, Hungarian, Japanese, Esperanto, Sanskrit, Slovak, Finnish, Swahili, Swedish, Czech, Dene, Kazakh, Turkish, Welsh, Yiddish

MYLO It has both a basic & a more advanced set of lessons. A phrase book & dictionary are always accessible at the bottom of the page for you look at no matter what lessons you're currently taking.

Languages: Chinese, French, German, Spanish

Living Language Here you're given free PDFs that have thousands of essential words and phrases. All the PDF files are meant for beginners, and can be downloaded without a user account.

Languages: Arabic, Chinese, Croatian, Czech, Dutch, French, German, Greek, Hebrew, Hungarian, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Thai, Turkish, Vietnamese

Speak7 It is entirely text-based, so there aren't any videos, interactive lessons, etc., But It has very useful how-to samples to help with common sentences. Not all of the resources are the same for each language, but some of them also have vocab lists, pronunciation help, and grammar instructions.

Languages: Arabic, French, German, Italian, Japanese, Russian, Spanish

BBC The 1st 7 below languages can be learned via courses, videos, tests, word lists, audio files, and games. Quick Fix has MP3 files for the other 30+ languages that teach essential phrases in that language.

Languages: French, German, Spanish, Greek, Italian, Portuguese, Chinese, Arabic, Japanese, Latvian, Icelandic, Bulgarian, Basque, Dutch, Hungarian, Finnish, Estonian, Romanian, Slovak, Turkish, Ukrainian, Urdu, Polish

Effective Language Learning All of the lessons are in text form, so you won't get pronunciation practice via audio files.

Languages: French, German, Italian, Spanish

Language Education Resources & Associations

American Association of Teachers of Arabic (AATA)

AAATA aims to facilitate communication and cooperation between teachers of Arabic and to promote study, criticism, research and instruction in the field of Arabic language pedagogy, Arabic linguistics, and Arabic literature. www.aataweb.org/

American Association of Teachers of French (AATF)

AATF is the largest national association of French teachers in the world with nearly 10,000 members. It produces two well-known publications--the French Review, a scholarly journal of French studies, and the National Bulletin, a newsletter devoted to the teaching and promotion of French and Francophone studies. The French Review archives are available on-line through J-STOR (www.jstor.org). AATF also has a globally known Web Site (www.frenchteachers.org) which has been recognized as an outstanding site for teaching in the humanities, and as a valuable resource for teachers. www.frenchteachers.org/

American Association of Teachers of German (AATG)

AATG supports the teaching of the German language and German-speaking cultures in elementary, secondary and post-secondary education in the U.S. It promotes the study of the German in all its linguistic, cultural and ethnic diversity, and endeavors to prepare students as transnational, transcultural learners and active, multilingual participants in a globalized world. www.aatg.org/

American Association of Teachers of Italian (AATI)

AATI is a professional organization of scholars worldwide who contribute to the multi-disciplinary field of Italian Studies through teaching, research, and service. Its mission is to promote, advance, and preserve the study of Italian language, literature. It achieves these goals by sponsoring seminars, conferences, competitions, workshops, national examinations, the National Italian Honor Society, and by publishing the quarterly journal Italica, dedicated to quality in teaching and research in all areas of Italian studies. www.aati-online.org/

American Association of Teachers of Spanish and Portuguese (AATSP)

AATSP promotes the study and teaching of the Spanish and Portuguese languages and their corresponding Hispanic, Luso-Brazilian, and other related literatures and cultures at all levels of education. It encourages, supports, and directs programs and research projects involving the exchange of pedagogical and scholarly information. Through extensive collaboration with educators and institutions in other countries, the AATSP contributes to a deeper understanding between the U.S. and the Spanish-and Portuguese-speaking nations of the world. www.aatsp.org/

American Council on the Teaching of Foreign Languages (ACTFL)

ACTFL is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. It is an organization of more than 12,500 language educators and administrators from elementary to graduate education, as well as GOV and industry. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher. It provides vision, leadership and support for quality teaching and learning of languages. It believes that language and communication are at the heart of the human experience, and that the U.S. must educate students to be linguistically and culturally prepared to function as world citizens. It seeks to ensure that the language-teaching profession reflects the racial, ethnic and linguistic diversity of U.S. society. It promotes research that impacts the growth of professional programs and enhances the quality of language teaching and learning. www.actfl.org/

Association of Departments of Foreign Languages (ADFL)

ADFL is a central resource for the language and literature community. Its broad membership base of departments in diverse languages and every type/size of postsecondary institution makes it an ideal context for the examination and articulation of issues facing the development of field wide policy. About 1,000 college and university departments are members. ADFL puts department chairs in touch with experienced peers and provides professional development to help leaders work more effectively. It provides a forum for collegial exchange via its summer seminars, journal, and Web site. Members are kept informed on legislation that affects the field. It articulates consensus on standards of good practice on such topics as class size and workload, evaluation of teaching and scholarship, and the employment of adjunct faculty members. It conducts surveys on undergrad/graduate programs, staffing, PhD placement, and enrollments. wwadfl.mla.org/

Center for Applied Linguistics (CAL)

CAL is a private, nonprofit organization headquartered in Washington, DC. Its mission is to promote language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. www.cal.org

Center for the Advanced Study of Languages (CASL)

CASL's vision is to serve as the leading strategic research partner for the IC; solving the most challenging language problems, and ultimately infusing language research into day-to-day job performance, as well as critical leadership decisions that directly affect mission. Its strategy is to conduct independent, empirically based science guided by the strategic needs of the IC, coupled with an agility when solving the toughest current operational language problems. It seeks to capitalize on the talents of nationally recognized, multidisciplinary research scientists, supported by a stronghold of language experts from academia and business in the U.S. and around the world. It collaborates with IC leaders, managers, and analysts to successfully transition rigorous research into the operational environment and assess its impact. www.casl.umd.edu/

Placement Center for Applied Language Studies (CASLS)

CASLS fosters innovation in world language teaching and learning by providing research-based solutions to materials creation, program implementation, and evaluation and assessment. It works to increase the nation's capacity for language teaching and learning. Its staff represents a diverse group of multilingual people working together to improve world languages' teaching and learning. The staff's expertise has helped the center become nationally recognized in the intersection of technology and language learning, program development, professional development, and assessment. casls.uoregon.edu/

Center for Languages of the Central Asian Region (CELCAR)

CeLCAR fosters interest in and knowledge of Central Asian languages and their cultures, while meeting strategic national needs. It promotes the teaching and learning of the languages and cultures of Central Asia through the development of language learning materials, teacher training, and intensive language summer courses. The less commonly taught languages currently being focused on at CeLCAR are Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, Pashto, Tajiki, Tibetan, Turkish, Turkmen, Uyghur, and Uzbek. iub.edu/~celcar/main.php

Council on International Education Exchange (CIEE)

CIEE fosters the development of understanding and mutual respect between communities and nations by promoting the exchange of ideas and experiences. It helps provide students, teachers, and young professionals from across the world with skills that make them active and responsible global citizens. It offers the most comprehensive lineup of exchange programs and services available. It assembles valuable resources and the most experienced, passionate staff in the field. It aims to ensure that everyone has access to opportunities that inform their perspectives and expand their horizons via Study Abroad; Work Exchange; and Professional Development Programs. www.ciee.org/

Center for Language Education and Research (CLEAR)

CLEAR strives to promote and support the teaching and learning of foreign languages in the U.S. through its various projects and outreach activities. It continues to develop materials for foreign language teaching and learning, conduct research on the teaching and learning of foreign languages, and provide professional development opportunities for educators in the field. Its current projects are arranged into 4 Project categories: Materials Development; Professional Development and Outreach; Research; and Collaboration. The projects are led and assisted by faculty members, graduate students and a National Advisory Board. clear.msu.edu/

Chinese Language Teachers Association (CLTA)

CLTA promotes the study of Chinese language and culture in an international context. Given the importance of the Chinese speaking world and its global cultural, social, economic, and political impact, it promotes the Chinese language as a tool for communication worldwide. As a professional organization, CLTA represents Chinese language teachers in all educational settings. It supports establishing and sustaining quality Chinese programs, K-16 articulation, teacher education and professional development, and research relating to all aspects of teaching and learning about Chinese languages and cultures. The Association is committed to providing leadership, scholarship, and service to its members and to all sectors of society. clta-us.org/

Central States Conference on the Teaching of Foreign Languages (CSCTFL)

CSCTFL promotes the study of world languages on all levels of instruction. The annual Central States Conference on the Teaching of Foreign Languages includes about 300 workshops/sessions presented by world language teachers at all levels of instruction. It is governed by a Board of Directors which is elected by the CSCTFL Advisory Council. www.csctfl.org/

Language Institute Foreign Language Center (DLIFLC)

DLIFLC's mission is to provide culturally based foreign language education, training, evaluation, and sustainment to enhance the security of the nation. Its vision is to deliver the best culturally based foreign language education and training – at the point of need. www.dliflc.edu/

International Association of Language Learning Technology (IALLT)

IALLT is a professional organization whose members provide leadership in the development, integration, evaluation and management of instructional technology for the teaching and learning of language, literature and culture. Its strong sense of community promotes the sharing of expertise in a variety of educational contexts. It serves as a meeting ground for professionals with overlapping interests: language teachers, librarians, lawyers, architects, software developers, and others. It is a community of volunteers dedicated to providing students and teachers the best language methods and technologies possible. Throughout its evolution, the organization has emphasized the sharing of pedagogical and technical knowledge in an open community of professionals. iallt.org/

Interagency Language Roundtable (ILR)

ILR is an interagency organization established for the coordination and sharing of information on language-related activities at the Federal level. It serves as the premier way for departments and agencies to keep abreast of the progress and implementation of techniques and technology for language learning, use, testing and other language related activities. The principal rationale for the ILR arose when a need for better coordination and communication in language training and testing among federal agencies was recognized. The ILR consists of a broad membership of individuals with professional interests in foreign language use in work-related contexts, including the teaching, learning and testing of effective language ability and proficiency. govtilr.org/

The Interstate Teacher Assessment and Support Consortium (InTASC)

InTASC is a consortium of state education agencies and national educational orgs dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Its work is guided by one simple premise: An effective teacher must be able to integrate content

knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. They publish Model Core Teaching Standards and Learning Progressions for Teachers; and Resources for Ongoing Teacher Development. The progressions are a support tool to promote and improve teacher effectiveness and growth.

[www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

International Society of Technology in Education (ISTE)

ISTE focuses on Education technology standards to transform learning and teaching. In a world where rapid advances in technology have a profound impact on the ways we work, communicate and live, education has to keep pace. The ISTE Standards work together to support educators, students and leaders with clear guidelines for the skills and knowledge necessary to move away from the factory model. They provide a framework for rethinking education, adapting to a constantly changing technological landscape and preparing students to enter an increasingly global economy. ISTE seeks to Empower connected learners in a connected world- Enabling students to become lifelong learners and providing them with the skills to face challenges resourcefully and creatively is critical. ISTE emphasized that it's not about using digital tools to support outdated education strategies and models; it's about tapping into technology's potential to amplify human capacity for collaboration, creativity and communication. It's about providing young people worldwide with equitable access to powerful learning opportunities. www.iste.org

Joint National Committee for Languages (JNCL)/National Council for Languages and International Studies (NCLIS)

JNCL-NCLIS focuses on the motto that Language is for everyone. Its mission is to ensure that Americans have the opportunity to learn English and at least one other language, to advance the language profession in the US, and to raise awareness about the importance of language and international education to the national interest. JNCL/NCLIS shape national policy for World Languages, ASL, and international education and to raise the profile of the language enterprise. They represent the language profession to the U.S. As professional organizations in teaching, translation, interpreting, testing, research, and other fields, they raise public awareness of language as an enterprise vital to the national well-being. The language enterprise employs 500,000 Americans who work to foster mutual understanding and deserve continued public support. Through advocating for the language enterprise in the US, JNCL-NCLIS works to: Facilitate the free movement of people, information, and ideas; Build up mutual understanding and acceptance of cultural and linguistic diversity; Promote the personal development of the individual. languagepolicy.org/news/jncl-nclis-monthly-updates/

Language Acquisition Resource Center (LARC)

LARC is about providing a multitude of tools to help one succeed as a language student. It is about connecting with other language learners to form a community of learning and support as well as intercultural/global communication. It is ALL about language learning and the students who are motivated to learn international languages. It has been specifically designed to provide a broad range of resources and support services to assist students in their language studies. wlc.gsu.edu/home/language-resources/language-acquisition-resource-center-larc/

National Council of Less Commonly Taught Languages (NCOLCTL)

NCOLCTL's mission is to increase the number of Americans who choose to learn one or more of the less commonly taught languages (LCTLs) as a means of enhancing cross-cultural communication among citizens of the U.S. It focuses on LCTLs which are becoming increasingly vital to the security, economic, social and political welfare of the U.S. NCOLCTL seeks to improve the teaching and learning of these languages and to make them more generally available. It is the national voice for organizations and individuals who represent the teaching of these languages at all levels. NCOLCTL also promotes the use of technology, to enable a new era in cross-cultural understanding, communication, and language education. It mainly directs its efforts toward building a national architecture for the LCTL field and in making the field's resources easily accessible to language programs and individual learners around the U.S. It achieves its goals through the following activities:

- Maintains an Interactive website for members to communicate and share information;
- Sponsors an Annual Conference where networking takes place;
- Conducts research to promote and facilitate the learning and teaching of the LCTLs;
- Plans for a national policy for building the national capacity for the study of the LCTLs;
- Enhances the capacity of existing LCTL national associations, and organizes new ones;
- Develops language learning frameworks to guide teacher training, curriculum design, materials development, and address problems of articulation among different levels of the American educational system;
- Collaborates with GOV agencies, and foundations on policy issues and seeks funding to establish effective standards for the LCTL field;
- Fosters national and international linkages across the various language areas.

www.ncolctl.org

Language Testing International (LTI)

LTI, since 1992, has been the leader in language proficiency testing for more than 100 languages in over 40 countries. They are the exclusive licensee of the American Council on the Teaching of Foreign Languages, better known as ACTFL. Founded in 1967, ACTFL is a leader in the development of proficiency-based teaching and testing, with a membership of over 12,500 language educators and administrators. Its members work to strengthen and improve the teaching of foreign languages at all educational levels. To ensure the quality and validity of tests, LTI strictly uses certified ACTFL testers and raters. Accredited ACTFL language assessments are widely recognized and accepted by major corporations, academic institutions, and GOV agencies. The tests offered come in all formats and include: Speaking, Reading, Writing and Listening. Each test is designed to properly determine the specific proficiency level of an individual and ultimately to provide a valid language credential. LTI offers one of the most recognized and accepted language credentials, conveniently accessible on one's own schedule through their remotely proctored testing platform. It can help employers reduce that time by eliminating the guesswork on whether candidates who claim to be fluent truly possess the language skills required for the job. www.languagetesting.com

Modern Language Association (MLA)

MLA provides opportunities for its members to share their scholarly findings and teaching experiences with colleagues and to discuss trends in the academy. Its members host an annual convention and other meetings, work with related organizations, and sustain one of the finest publishing programs in the humanities. For more than a century, members have worked to strengthen the study and teaching of language and literature. The MLA at a Glance: Over 24,000 members in 100 countries; Programs serving English and foreign language teachers; An annual convention and smaller seminars across the country; The MLA International Bibliography, the only comprehensive bibliography in language and literature, available online; A book publication program; 4 major periodicals including one of the most distinguished journals in the humanities; MLA Commons-- a scholarly communication network and publishing platform; A quarterly newsletter providing association news, lists of deadlines, and items of interest to members; 154 forums for the scholarly, teaching, and professional interests of members. www.mla.org

National Association for Bilingual Education (NABE)

NABE advocates for educational equity and excellence for bilingual/multilingual students in a global society. It is the only national professional organization devoted to representing bilingual and multilingual students and education professionals. NABE has affiliates in 18 states, which collectively represent more than 5,000 members. It places high value on native language, and respects cultural and linguistic diversity. NABE has tireless advocates who work to influence and help create policies, programs, research, pedagogy and professional development; thus investing in children's education, nation's future leaders, and world's wellbeing. It believes that Using multiple languages in everyday life, we not only develop intercultural understanding, we also demonstrate that we respect and can effectively communicate with people from diverse cultural and linguistic backgrounds. NABE is committed to prepare 21st century global citizens who will make contributions in economic, civic, technological and cultural advancement. They embrace this mantra and advocate learning more than two languages and cultures. Its members are the ambassadors who choose to create unity within a diverse and interdependent world. www.nabe.org

National Association of District Supervisors of Foreign Languages (NADSFL)

NADSFL promotes excellence in foreign language education for all learners through professional development of foreign language supervisors. It supports supervisors by facilitating member networking and communication, by promoting knowledge of current initiatives, trends and research, and by encouraging advocacy for foreign language learning at all levels. It has developed "The Characteristics of Effective Foreign Language Instruction"; in 2006 held, the 1st Summer Academy; and in 2015, launched "The Principles of Effective World Language Programs". nadsfl.org/

National Assessment of Educational Progress (NAEP)

NAEP is the largest national representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in a variety of subjects. In 2017, NAEP began administering digitally based assessments (DBA) for many subjects. It provides the common measure needed to show how America's students are performing in various areas. It informs us how student performance has changed over time, and allows states to compare their progress with that of other states and the nation as a whole. As the "Nation's Report Card," NAEP provides data that accurately represent all students. States want their results to be accurate and fair indicators of how well their students are doing. The results are widely publicized. A state's performance is often presented in comparison with other states and the nation, as is the progress that a state makes from one assessment to another. The state board of education and legislature use the results for planning programs to address specific needs in a state. The amount of federal funding that a state receives may also be affected by participation in NAEP. If a state is underrepresented, it might miss out on federal funds that are tied to the state's full participation in NAEP. nces.ed.gov/nationsreportcard/

National Council for Accreditation of Teacher Education (NCATE)

NCATE is the profession's mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges, and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation. NCATE's performance-based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. It believes every student deserves a caring, competent, and highly qualified teacher. NCATE was founded in 1954 as an independent accrediting body, it replaced AACTE as the agency responsible for accreditation in teacher education, as the need for a strong, independent, and quality assurance mechanism composed of all key stakeholders in education was recognized. www.ncate.org/Public/AboutNCATE/tabid/179/Default.aspx

National Capital Language Resource Center (NCLRC)

NCLRC combined the strengths of the three institutions: GW, which houses a highly-ranked Graduate School of Education and Human Development with an reputable teacher preparation and doctoral program in language education; GU, a nationally recognized university with an undergrad college and Graduate School of Arts and Sciences unparalleled in languages and linguistics; and CAL, a non-profit organization uniquely designed to conduct research, training, and assessment in LCTLs. Each institution has contributed an extensive network of foreign language educators combined with rich institutional resources and staff. The NCLRC focuses on improving the teaching and learning of foreign languages through development of resources for all world languages and professional development for teachers and teacher educators. It conducts activities across four major areas:

- Developed and disseminated materials that Strengthen Teacher Expertise.
- Electronically disseminated the bi-monthly e-newsletter to language educators in the U.S.;
- Supported the needs of teachers of Commonly Taught Languages;
- Maintained and revised the Essentials, a popular online resource on methodology;
- Developed articles on research and classroom implications;

- Expanded its website resources and materials; updating online learning strategies guides.
- Strengthened Teacher Expertise in the Uses of Assessment
- Focused on Less Commonly Taught Languages.
- Sponsored Teacher and Teacher Educator Professional Development.
- Hosted International Language Teacher Education Conferences; and Summer Institutes;
- Presented at major regional, national, and international conferences;
- Developed a language-specific credit-bearing graduate course on Arabic language teaching methodology for pre-service and in-service Arabic teachers.

www.nclrc.org/

National Council of State Supervisors of Foreign Languages (NCSSFL)

NCSSFL is an organization of education agency personnel from across the U.S. who have the responsibility of foreign/world language education at the state level. It benefits from the support of designated representatives from states that do not yet have education agency personnel in foreign/world language education; from organizations whose missions include world language education; and from retired educators who have served in these roles.

- Its vision --a nation in which all individuals will be prepared for the demands of an interdependent world by attaining competence in more than one language and culture.
- Its mission --to provide leadership in facilitating and promoting policies and practices that support language education.
- Its purpose --to affect state and national policy and practice in language education by:
- Identifying and advocating positions on key issues;
- Collaborating with other orgs to advance quality teaching, learning & leadership;
- Communicating best practices across international boundaries;
- Promoting the establishment, maintenance, & effectiveness of state-level positions in languages.

ncssfl.org/

National East Asian Languages Resource Center (NEALRC)

NEALRC was founded in 1993 and since then it has contributed many initiatives designed to increase learners' abilities to master advanced levels of language and cultural competence. Among the many resources generated and made available through the NEALRC are learning materials for more than a dozen less commonly taught languages, pedagogy and program development resource and guide books, as well as teacher training and intensive language summer institutes. As of 1999, NEALRC adopted its specific East Asian Languages focus in order to serve the needs of learners and teachers in this field as directly and immediately as possible. nearc.osu.edu/

Northeast Conference on the Teaching of Foreign Languages (NECTFL)

NECTFL is the largest multi-language association of pre-kindergarten through university teachers in the country. About 40 states and 10 foreign countries send 1,500 educators to the Northeast Conference each year. It aspires to serve the diverse community of language professionals through its annual conference, responsive leadership, outreach activities, and its annual conference.

- Mission: a) Offer both established and innovative professional development in support of language teachers and learners; b) Provide opportunities for collegial interchange on issues critical to the profession; and anticipate, explore, respond to and advocate for constituent needs.
- Goals: a) Sponsor the annual conference that focuses on a specific theme of importance to the teaching and learning of world languages. b) Solicit and select session proposals for the annual conference that emphasize the importance of linking language and culture at all levels of the curriculum.
- Outreach: a) Provide opportunities for the development of language teaching and effective leadership in the profession. b) Promote the development of instructional materials that address the changing needs of teachers and learners in different settings. c) Promote the study of world languages and cultures among individual, local, state, regional, national, and international audiences. d) Cultivate contacts and sustain relationships with influential language advocates who are not in the profession.

www.nectfl.org/

National Federation of Modern Language Teachers Associations (NFMLTA)

NFMLTA's purpose is the expansion, promotion, and improvement of the teaching of languages, literatures, and cultures throughout the United States through a variety of activities including, but not limited to, publication of The Modern Language Journal. In 2014, the NFMLTA and the National Council of Less Commonly Taught Languages, instituted awards that support graduate student research in the fields of applied linguistics and language education with small grants focused on the teaching and learning of less commonly taught languages. The grants provide resources at any stage of dissertation writing, e.g., data gathering, transcription, analysis, or write-up of the findings. nfmlta.org/

National Middle Eastern Language Resource Center (NMELRC)

NMELRC provides online webinars and video footage of master teachers modeling "Best Practices" from classes all over the U.S. and the Middle East, in addition to supporting face to face workshops and conference sessions. Its mission is to both increase and improve opportunities for learning the languages of the Middle East. It does so through its own projects and by working with others to coordinate efforts. It represents a consortium of language experts from more than 20 universities. They work across the 4 major Middle East language groups (Arabic, Hebrew, Persian and Turkish) to foster cooperation and joint utilization of expertise and resources. nmelrc.org/

National Network for Early Language Learning (NNELL)

NNELL's mission is to provide leadership; to advocate for and support successful early language learning and teaching. It offers valuable

resources for educators, parents, and policy makers. It fosters a network that empowers educators to advocate for and support early language teaching and learning. NNELL holds an annual meeting at the fall conference of the American Council on the Teaching of Foreign Languages. Its vision is for every child to have the opportunity to learn another language at the earliest age possible. NNELL continues to be a great resource for educators, parents and policymakers advocating for K-8 programs of excellence in second language education. It believes that all elementary school students should have access to high quality, ongoing and systematic world language instruction. This belief is based on research that indicates:

- Early childhood is considered an optimal time to begin learning a second language, as the methods and materials used in early childhood classes may facilitate second language acquisition and learning.
- Children in effective early second language programs show overall gains on standardized tests of basic skills, and derive additional cognitive, social, and affective benefits.
- Integration of content and language learning and the development of positive attitudes towards people who speak other languages occur more easily when long second language instruction begin in early childhood & become an integral part of school learning.
- Early second language learning may result in improved phonological and phonemic awareness, two building blocks of literacy in one's native language.

nnell.org/

South Asia Language Resource Center (SALRC)

SALRC aims to improve the capacity to teach and learn foreign languages effectively. It primarily focuses on the needs concerning South Asian language pedagogy in American Universities. South Asia is one of the most linguistically diverse areas of the world with four language families comprised of more than 650 individual languages. Because of this astonishing linguistic diversity, no single U.S. University has the resources to address the demand for expertise. SALRC is structured to assist in meeting this pressing need. The Center is an umbrella under which less-commonly-taught languages are advanced through a coordinated program to improve the national infrastructure for language teaching and learning. The Center is engaged in the following major tasks:

- Create and disseminate new resources for teaching and research on South Asian languages, mostly via the World Wide Web;
- Offer advanced courses in language pedagogy in conjunction with the South Asia Summer Language Institute;
- Develop a shared infrastructure for delivery and archiving of South Asia language resources;
- Share infrastructure and approaches with other institutions having overlapping language interests, such as other Language Resource Centers, most notably those for the Middle East and Central Asia.

salrc.uchicago.edu/

Southwest Conference on Language Teaching (SWCOLT)

SWCOLT's Mission includes disseminating and publicizing information, data, and materials which promote, develop, and enhance the study and teaching of languages together with their literatures and cultures. They also recognize and publicize excellence in second language study and teaching; promoting the work and interest of state language organizations; cooperating with state, national, and international organizations whose purpose is to enhance second language study and teaching. www.facebook.com/SWCOLT

Teaching Proficiency through Reading and Storytelling (TPRS)

lmp.ucla.edu/k-12/tools_tprs.aspx

Writing Proficiency Test (WPT)

The ACTFL Writing Proficiency Test (WPT) is a standardized test for the global assessment of functional writing ability in a language. The ACTFL WPT has been favorably reviewed and official WPT ratings are recommended for college credit by the American Council on Education.

- It measures how well a person spontaneously writes in a language by comparing his/her performance of specific writing tasks with the criteria stated in the ACTFL Proficiency Guidelines – Writing, Interagency Language Roundtable (ILR) Skill Level Descriptors – Writing, or the Common European Framework of Reference for Languages (CEFR), depending on the type of language proficiency certification needed.
- It assesses writing proficiency in terms of the ability of the candidate to write effectively and appropriately for real-life writing purposes.
- It is not an achievement test assessing a writer's acquisition of specific aspects of course and curriculum content, nor is it tied to any specific method of instruction.
- It does not compare one individual's writing to that of another, but rather evaluates each individual's writing according to the assessment criteria of the rating framework.
- It is appropriate for a variety of purposes: language fluency certification, employment selection, program entrance and exit exams, placement, college credit, program evaluation and performance, and Translator or Teacher Credentialing.

www.languagetesting.com/writing-proficiency-test/



QUICK LOOK

Overview of the NLSC

The National Language Service Corps (NLSC) enables language-fluent civilian volunteers to support federal government organizations through language interpretation, translation, composition, training, testing development, role play, exercises, and cultural advising. Members possess at least a Level 3 proficiency according to the Interagency Language Roundtable (ILR) in a foreign language and in English; many have clearances or are clearable.

The NLSC is administered by the Defense Language and National Security Education Office (DLNSEO), within the Office of the Secretary of Defense for Personnel and Readiness (OSD P&R). It is a cost-effective solution for language support in planned and contingency operations, as well as in training activities. We provide our partner organizations with individuals usually unavailable to the Federal Government by tapping into America's population of highly educated foreign language professionals. NLSC members employ their skills to support the full range of language needs across federal agencies. The DoD administers the program, with requesting agencies funding travel costs and hours worked by NLSC members.

Representing over 400 languages, the NLSC supports and augments existing Federal Government programs. Based on our membership's professional language fluency, the NLSC enhances mission performance across the board, enabling agencies to fill capability gaps by ensuring low-cost access to government investments in language skills.

NLSC Achievements to Date

We are authorized by law to serve across the Federal Government, providing the full range of language support within the DoD and beyond.



Our global and focused recruiting efforts serve partner request trends and mission-specific requirements.



NLSC's current and emerging partnerships span the gamut of organizations and echelons

- 8** COCOMS and Service Component Commands
- 2** Service-Level Headquarters
- 6** Service-Level Major Commands, Centers, and Offices
- 4** Joint Agencies
- 4** Pillars of the DoD Learning Enterprise



Legislation

The FY 13 NDAA authorized a permanent NLSC, and 50 U.S. Code Chapter 37 provides a firm legislative foundation. In FY16, DODI 1110.02 was approved and the NLSC was codified in the Code of Federal Regulations. The FY 18 NDAA House of Representatives Conference Report noted "the significant contributions of the National Language Service Corps and commend[ed] their efforts to respond rapidly to assist U.S. departments and agencies to fulfill a wide range of foreign language needs."

QUICK LOOK

NLSC Mission Capabilities

The NLSC offers Federal Government partners flexible and efficient full-spectrum linguistic services.

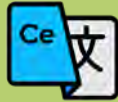
NLSC Mission Capabilities: Full-Spectrum Linguistic Services

Interpretation



- Simultaneous
- Consecutive
- Training

Translation



- Written
- Audio & textual materials
- QA/QC draft translation

Cultural Support



- Cultural advising
- Training & seminars
- Text/audio composition
- Exercises & role play

Language Assessment



- DLPT development
- Testing instrument assessment
- Language instruction & testing support

On-Site

Remote

CONUS

OCONUS

High-Demand

Low-Density

NLSC Mission Readiness

In order for the NLSC to serve our partners, the DoD has authorized a portion of our members become federalized as a ready reserve to be activated on short notice. When activated to support mission requests at home or abroad, our federalized members serve as temporary government employees.

Our Federalized Component

- **1251 members**
- **240 languages**
- **Some hold clearances**
- **Many are DLPT/OPI tested**
- **Ready for rapid activation** as temporary government employees

For Federal Government inquiries:
<https://www.nlscorps.org/partners>
For US citizens interested in membership:
<https://www.nlscorps.org/membership/>

All Members

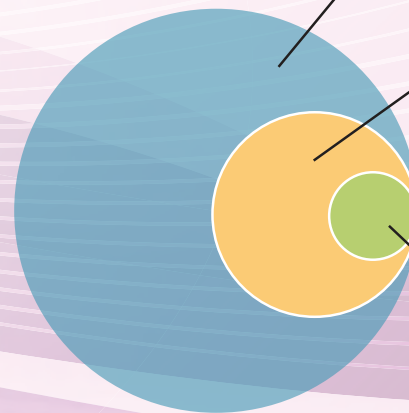
US citizens over 18 years old, professionally proficient in languages

Federalized

Ready for rapid activation and deployment

Activated

Serving on a mission at home or abroad



August 2018

Mission Statement: *In support of DLI, DoD, and other Federal Agencies' global missions, the Technology Integration Division (TI) delivers instructional language and culture materials using cutting-edge technology.*

Methodology: *To create engaging, state-of-the-art, online training modules, TI applies learning strategies drawn from proven and academically relevant instructional methods*

BASIC SKILLS

Language & Culture

Headstart2

This online self-study course introduces the target language, sound and script, and military phrases using avatars, feedback, and pronunciation guides. The course takes about two weeks to complete.

332,252 JKO enrollments in FY16

35+ languages



Countries in Perspective (CiP)

Introduces key topics such as security in a country and allows learners to virtually explore border disputes, history, and more.

23,643 users in FY16

75 CiPs



Cultural Orientation (CO)

CO modules raise learners' cultural awareness norms of a given ethnic group and introduce basic language dialogues.

12,891 users in FY16

95 COs



Legends and Folktales

Animated folktales from around the world teach the values and customs of other cultures.

60+ countries



Find DLIFLC online:

<http://www.dliflc.edu/resources/products/>

Twitter: @DLIFLC

YouTube: www.youtube.com/thedliflc

Vimeo: vimeo.com/channels/dliflc

Facebook: www.facebook.com/DLIFLC



ADVANCED SKILLS

Enhancement & Sustainment

Global Language Online Support System (GLOSS)

Online language lessons developed for independent learners to provide them with tools for improving their foreign language skills.

79,075 users in FY16

40 languages



Accents Library Arabic & Spanish

This collection of accent samples illustrates regional speech variations in Arabic and Spanish.

2,984 users in FY16

11 Arabic dialects

12 Spanish variances



Phone Conversations Arabic & Spanish

Unscripted phone conversations in Arabic and Spanish for a range of levels and topics.

11,652 users in FY16

3 Arabic dialects

6 Spanish variances



Arabic Grammar Search

Search for Arabic grammar explanations and practice materials for self study and language maintenance.

1,480 users in FY16



DEPLOYMENT

Language & Culture Downrange

Report

This pre-deployment language and culture training combines Cultural Orientation with the military component from Headstart2 in a 6–8 hour language training program.

57,909 JKO enrollments

25+ languages

R

Language Survival Kits (LSK)

LSKs introduce culturally appropriate phrases and mission-specific vocabulary. Printed LSKs and CDs are available upon request.

13,997 users in FY16

90+ languages



ASSESSMENT

Language & Cultural Proficiency

Online Diagnostic Assessment (ODA)

Estimate proficiency level, identify strengths and needs in a foreign language, and receive immediate individualized feedback.

15,258 users in FY16

18 languages



Cultural Awareness Assessment (CAA)

Assesses specific regional culture knowledge according to DoD Regional and Cultural Expertise Guidelines.

63 CAA assessments

CAA

DLIFLC Online Products & Languages

Continuing Education Directorate - Distance Learning - Technology Integration Division

	Rapport	HS2	GLOSS	ODA	CO	CIP	LSK
Albanian			✓		✓	✓	✓
Amharic	✓	✓			✓	✓	✓
Arabic-Algerian					✓	✓	✓
Arabic-Egyptian		✓	✓		✓	✓	✓
Arabic-Emirati					✓	✓	✓
Arabic-Gulf			✓		✓	✓	✓
Arabic-Iraqi	✓	✓	✓	✓	✓	✓	✓
Arabic-Jordanian					✓	✓	✓
Arabic-Kuwaiti					✓	✓	✓
Arabic-Levantine		✓	✓	✓	✓	✓	✓
Arabic-Libyan					✓	✓	✓
Arabic-Modern Standard	✓	✓	✓	✓			✓
Arabic-Moroccan		✓			✓	✓	✓
Arabic-Palestinian					✓	✓	✓
Arabic-Saudi					✓	✓	✓
Arabic-Sudanese		✓	✓		✓	✓	✓
Arabic-Syrian					✓	✓	✓
Arabic-Tunisian					✓	✓	✓
Arabic-Yemeni	✓	✓	✓		✓	✓	✓
Azerbaijani (Azeri)			✓		✓	✓	✓
Balochi		✓	✓	✓	✓	✓	✓
Bengali					✓	✓	✓
Bosnian					✓	✓	✓
Bulgarian					✓	✓	✓
Burmese					✓	✓	✓
Cantonese					✓	✓	✓
Cebuano		✓			✓	✓	✓
Chavacano	✓	✓			✓	✓	✓
Chinese-Mandarin	✓	✓	✓	✓	✓	✓	✓
Croatian			✓		✓	✓	✓
Czech					✓	✓	✓
Dari	✓	✓	✓	✓	✓	✓	✓
Djibouti					✓	✓	✓
French	✓	✓	✓	✓	✓	✓	✓
French-Cote d'Ivoire					✓	✓	✓
French-Mali	✓	✓			✓	✓	✓
Gan					✓	✓	✓
Georgian					✓	✓	✓
German	✓	✓	✓		✓	✓	✓
Greek			✓		✓	✓	✓
Gujarati					✓	✓	✓
Haitian-Creole					✓	✓	✓
Hassaniya					✓	✓	✓
Hausa	✓	✓	✓		✓	✓	✓
Hazara					✓	✓	✓
Hebrew		✓	✓		✓	✓	✓
Hindi	✓	✓	✓		✓	✓	✓
Igbo					✓	✓	✓
Ilocano					✓	✓	✓
Indonesian	✓	✓	✓		✓	✓	✓
Italian		✓			✓	✓	✓
Japanese	✓	✓	✓		✓	✓	✓
Javanese					✓	✓	✓
Kashmiri					✓	✓	✓

Rapport <https://rapport.dliflc.edu/>
 HS - Headstart2 <https://hs2.dliflc.edu/>
 GLOSS - Global Language Online Support System <https://gloss.dliflc.edu/>
 ODA - Online Diagnostic Assessment <https://oda.dliflc.edu/>

	Rapport	HS2	GLOSS	ODA	CO	CIP	LSK
Kazakh					✓	✓	✓
Khmer					✓	✓	✓
Korean-North			✓	✓	✓	✓	✓
Korean-South	✓	✓	✓	✓	✓	✓	✓
Kosovar					✓	✓	✓
Kurmanji		✓	✓		✓	✓	✓
Kyrgyz	✓	✓			✓	✓	✓
Lingala					✓	✓	✓
Malay	✓	✓			✓	✓	✓
Mongolian					✓	✓	✓
Nepali					✓	✓	✓
Pashto-Afghanistan	✓	✓	✓	✓	✓	✓	✓
Pashto-Pakistan					✓	✓	✓
Persian-Farsi	✓	✓	✓	✓	✓	✓	✓
Polish					✓	✓	✓
Portuguese-African		✓			✓	✓	✓
Portuguese-Angola			✓		✓	✓	✓
Portuguese-Brazilian	✓	✓	✓	✓	✓	✓	✓
Portuguese-European	✓	✓			✓	✓	✓
Punjabi		✓	✓		✓	✓	✓
Punjabi-Pakistan					✓	✓	✓
Quechua					✓	✓	✓
Romanian	✓				✓	✓	✓
Russian	✓	✓	✓	✓	✓	✓	✓
Serbian					✓	✓	✓
Serbian/Croatian			✓	✓	✓	✓	✓
Sindhi					✓	✓	✓
Somali		✓	✓	✓	✓	✓	✓
Sorani					✓	✓	✓
Spanish		✓	✓	✓	✓	✓	✓
Spanish-American		✓			✓	✓	✓
Spanish-Colombia	✓				✓	✓	✓
Spanish-Mexico	✓				✓	✓	✓
Spanish-Venezuela	✓				✓	✓	✓
Swahili	✓	✓	✓		✓	✓	✓
Tagalog	✓	✓	✓	✓	✓	✓	✓
Tajik	✓	✓			✓	✓	✓
Tamashek					✓	✓	✓
Tamil					✓	✓	✓
Tausug		✓			✓	✓	✓
Telugu					✓	✓	✓
Thai	✓	✓	✓		✓	✓	✓
Tigrinya					✓	✓	✓
Turkish	✓	✓	✓		✓	✓	✓
Turkmen		✓	✓		✓	✓	✓
Uighur					✓	✓	✓
Ukrainian	✓				✓	✓	✓
Urdu	✓	✓		✓	✓	✓	✓
Uzbek	✓	✓			✓	✓	✓
Vietnamese					✓	✓	✓
Wu					✓	✓	✓
Yakan					✓	✓	✓
Yoruba					✓	✓	✓

CO - Cultural Orientation <https://fieldsupport.dliflc.edu/>
 CIP - Countries in Perspective <https://fieldsupport.dliflc.edu/>
 LSK - Language Survival Kits <https://fieldsupport.dliflc.edu/>

OSP/OST Objectives

Features and Skills Tested

OSP vs. OST

☐ **Support the 2+/2+ Initiative** Promote the role of operational, job-relevant skills in helping students achieve higher levels of proficiency

☐ **Focus on Job-related tasks** Design OSTs for the 120, 220, 320 that target fundamental skills such as separating facts from assumptions, numbers comprehension, EEI identification, translation, transcription, and summarization using written and audio material

☐ **Measure Student Aptitude** Evaluate the ability of students to do operational, job-relevant tasks. OSP/OSTs are based on Final Learning Objectives (FLOS). The OST are to be tests of record at the end of each semester.

☐ **Targeted Languages** Chinese, Egyptian, Iraqi, Korean, Levantine, Persian-Farsi, Russian, Spanish. Eventually we hope to expand it to more languages.

OSP/ OST Design

Operational Skills Practice and Tests . . .

- are based on operational simulations.
- include tasks especially developed to assess skill aptitude based on FLOS.
- use mission-style audio that contains daily spoken language, slang, colloquialisms, and the language of specific target groups such as narco-traffickers and terrorists.

120 Level

- ✓ Handwriting translation
- ✓ Numbers Transcription
- ✓ Handcopy
- ✓ Dictionary skills
- ✓ Summarization

220 & 320 Levels

- ✓ Scanning & Triaging info
- ✓ Handcopy (Note-taking)
- ✓ Differentiating Facts From Assumptions
- ✓ Essential Elements of Information (EEIs)
- ✓ Transcription
- ✓ Serviceable Rendition
- ✓ Summarization
- ✓ Report Review

Operational Skills Practice

Designed for classroom use, training events, or self-study modules for students.

Operational Skills Tests

Secured tests for use as the capstone assessment for MS 120, 220, 320 courses. There are Reading-based and Listening-Based tests.

UCAT

The Universal Curriculum and Assessment Tool (UCAT) automates the delivery and scoring of all OSP/OST materials.



Mission: The Curriculum Support Division provides guidance and support to DLIFLC faculty as they develop curricula geared toward high-level foreign language proficiency

What does CSD do for OSP/OST teams?

- ☐ Quality Assurance: Reviews & feedback on tests
- ☐ UCAT entry of test content until MLIs are properly trained
- ☐ Assists in test piloting and data analysis of completed tests
- ☐ Train and mentor Civilian and Military faculty to build course materials that will prepare students for their future jobs
- ☐ Project coordination services





NEW!

Military Studies Course Objectives



These are the new military studies course objectives that will guide instruction for students and teachers involved in MS 120, 220, and 320 courses.

The objectives were produced by a DLIFLC task force composed of military and civilian experts, and have been approved by the Commandant and Provost.

CURRICULUM SUPPORT

MS 320 Course Objectives

During the MS 320 course students will increase competency in the skills of transcription, translation, summarization, and the use of reference materials. Students will work with a variety of imperfect, authentic, real-world Target Language materials that include handwritten texts, excerpts from social media, audios, and transcripts of spoken text on factual matters with some judgment or opinion. Materials may contain significant ambient noise, multiple speakers, overlapping exchanges, colloquialisms, slang, regional dialects, and coded language. Sources may include open source, publicly available professional military, paramilitary, insurgent or criminal elements, and other security-related materials. There is an emphasis on critical thinking, basic analysis and evaluation, as well as expression in the Target Language and English.

At the conclusion of this course, students will have acquired basic critical thinking, processing skills, and note-taking strategies at level, using real-world written or spoken Target Language materials, and will:

- ▣ expand background knowledge of Target Language regional military and security topics.
- ▣ take written or typed notes and produce English summaries and briefings at the paragraph-level that restate the main points and key details of a written or spoken sample with a minimum of 80% accuracy. (Note Taking/Reading/Listening/Summarization)
- ▣ extract main ideas and most details, sequence events, and prioritize Essential Elements of Information as well as identify their relevance, based on guidance, with a minimum 80% accuracy. (Listening/Reading/Critical Thinking)
- ▣ under time limits, produce typed transcriptions of Target Language audio with a minimum of 70% accuracy. (Listening/Transcription)
- ▣ under time limits, produce typed English renderings rather than direct translations of written and spoken texts, capturing the intended meaning of the target language source, with a minimum of 80% accuracy. (Listening/Reading/Translation)
- ▣ interpret short exchanges involving subject matter that is routine, repetitive or predictable from the Target Language into English with a minimum of 80% accuracy. (Listening/Interpretation)
- ▣ under time limits, transcribe contextualized numbers in various forms (ordinal, cardinal, dual, etc.) and decontextualized numbers up to several digits delivered at varying rates of speech with a minimum of 80% accuracy (Listening/Transcription)
- ▣ efficiently utilize hardcopy references, supported by electronic dictionaries, for the timely completion of tasks with a focus on accuracy. (Research/Reference)

MS 120 Course Objectives

During the MS 120 course students will be introduced to the skills of transcription, translation, summarization, and the use of reference materials. Students will work with simple, real-world materials that include standard legible handwriting, social media, audios, and transcripts of spoken text. Materials will emphasize standard language on routine topics significant to the military. These materials may contain low-level ambient noise, and two to three speakers in straightforward exchanges demonstrating clear turn-taking. Sources may include professional military, paramilitary, insurgent or criminal elements, and other security-related materials.

At the conclusion of this course, students will have acquired basic critical thinking, processing skills, and note-taking strategies at level, using real-world written or spoken Target Language materials, and will:

- ▣ acquire introductory background knowledge of Target Language regional military and security topics.
- ▣ produce short, English summaries and briefings, at the sentence-level, that restate the main points of a written or spoken sample with a minimum of 70% accuracy. (Listening/Reading/Summarization)
- ▣ identify and produce specific categories, topics, key points and/or main ideas of written source language materials with a minimum of 70% accuracy. (Reading/Critical Thinking)
- ▣ under time limits, produce partial transcriptions of short audio segments dealing with simple, routine conversations with a minimum of 70% accuracy. (Listening/Transcription)
- ▣ under time limits, render into English sentences simple, routine conversations on daily topics from mostly clear recordings with a minimum of 70% accuracy. (Listening/Audio Translation)
- ▣ under time limits, transcribe contextualized numbers in various forms (ordinal, cardinal, dual, etc.) and decontextualized numbers up to three digits delivered at varying rates of speech with a minimum of 80% accuracy. (Listening/Transcription)
- ▣ efficiently utilize reference material, especially hardcopy dictionaries, to support the timely completion of tasks with a focus on accuracy. (Research/Reference)

MS 220 Course Objectives

During the MS 220 course students will develop competency in the skills of transcription, translation, summarization, and the use of reference materials. Students will work with a variety of imperfect, authentic, real-world Target Language materials that include handwritten texts, excerpts from social media, audios, and transcripts of spoken text on factual matters. Materials may contain moderate ambient noise, multiple speakers using turn-taking conventions, and common colloquialisms. Sources may include professional military, paramilitary, insurgent or criminal elements, and other security-related materials. There is an emphasis on critical thinking, basic analysis and evaluation, as well as expression in the Target Language and English.

At the conclusion of this course, students will have acquired basic critical thinking, processing skills, and note-taking strategies at level, using real-world written or spoken Target Language materials, and will:

- ▣ expand background knowledge of Target Language regional military and security topics.
- ▣ take written or typed notes and produce short, English summaries and briefings, at the paragraph-level that restate the main points of a written or spoken sample with a minimum of 70% accuracy. (Note Taking/Reading/Listening/Summarization)
- ▣ extract main ideas and most details, sequence and prioritize Essential Elements of Information with a minimum of 70% accuracy. (Listening/Reading/Critical Thinking)
- ▣ under time limits, produce handwritten or typed transcriptions of short audio segments dealing with straightforward, everyday conversations on concrete matters with a minimum of 70% accuracy. (Listening/Transcription)
- ▣ under time limits, produce typed English renderings rather than direct translations of written and spoken texts, capturing the intended meaning of the target language source, with a minimum of 70% accuracy. (Listening/Reading/Translation)
- ▣ interpret short exchanges involving subject matter that is routine, repetitive or predictable from the Target Language into English with a minimum of 70% accuracy. (Listening/Interpretation)
- ▣ under time limits, transcribe contextualized numbers in various forms (ordinal, cardinal, dual, etc.) and decontextualized numbers up to several digits delivered at varying rates of speech with a minimum of 80% accuracy. (Listening/Transcription)
- ▣ efficiently utilize reference material, especially hardcopy dictionaries, tables and lists, to support the timely completion of tasks with a focus on accuracy. (Research/Reference)

LTEA-Supported Products

NetProF

<https://netprof.ll.mit.edu/>



Networked Pronunciation Feedback System (Online and Mobile)

- Practice pronunciation and vocabulary building
- Listen to recordings by native speakers, practice, receive feedback at phoneme level
- Focus on lessons aligned to target language curriculum
- Create custom lists of difficult words for further study
- Reinforce pronunciation and vocabulary retention with Audio Vocabulary Practice

Languages: Chinese-Mandarin, Dari, Egyptian, English, Farsi, French, German, Iraqi, Japanese, Korean, Levantine, MSA, Pashto, Portuguese, Russian, Spanish, Sudanese, Tagalog, and Urdu

Auto-ILR

<https://auto-ilr.ll.mit.edu/>



Instant Automatic ILR-Leveling of Selected Articles

- Copy and paste text from a document or online article
- Receive an ILR text rating



Automatic RSS-Based Collection of ILR-Leveled Articles from the Internet

Languages: Arabic, Chinese-Simplified, Chinese-Traditional, Dari, English, Farsi, French, German, Korean, Pashto, Portuguese, Russian, Spanish, Tagalog, and Urdu

Real Language

<https://ltea.dliflc.edu/reallanguage/>



Online Service that Provides Lessons with Activities to Enhance Proficiency and Work Performance Skills

Transcript Trainer

<https://ltea.dliflc.edu/stt/>



Practice and Enhance Transcription Skills

About LTEA

Mission Statement

LTEA supports DLIFLC and Department of Defense objectives by evaluating, acquiring, and managing language technology contracts and services. LTEA promotes the application and integration of cutting-edge foreign language educational resources supported by state-of-the-art technology.

LTEA manages educational technology contracts with MIT Lincoln Lab, SCOLA, and others.

LTEA develops and provides language-learning products to the DLI & DOD language community: products include: NetProF, Auto-ILR, Real Language, and Transcription Trainer.

LTEA provides ongoing support and training to all users for all LTEA products.

You are free to distribute this information within DOD and government, but do not publish or post openly in print or on websites.

Product URLs and Contact Information

NetProF

<https://netprof.ll.mit.edu/>



NetProF Mobile App

<https://netprof.ll.mit.edu/ios>

Auto-ILR

<https://auto-ilr.ll.mit.edu/>



Real Language

<https://ltea.dliflc.edu/reallanguage/>



Simple Transcript Trainer

<https://ltea.dliflc.edu/stt/>



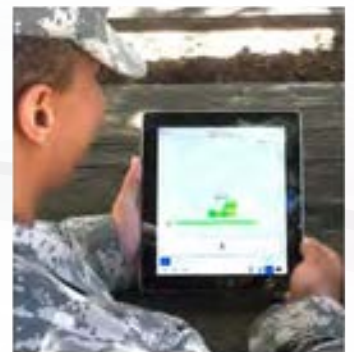
ltea@dliflc.edu

Language Technology Evaluation and Application Division,
Continuing Education Directorate,
Defense Language Institute



Defense Language Institute Foreign Language Center

Language Technology Evaluation and Application



Technology Products

Online Diagnostic Assessment

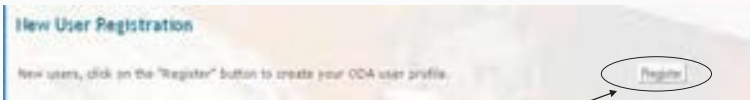
1. Type in <http://oda.dlifc.edu/oda2/>. Make sure you are at ODA2.



2. Click on "Log In"



3. Click on "Register" button under "New User Registration" if you are a first time user of ODA2.



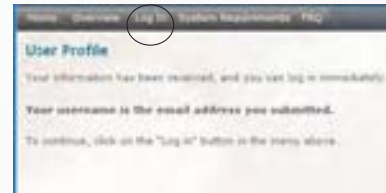
4. Input all data. Be sure to remember email address and password. They will be used as your log-in id and password later. And press "Next" button.



5. Type more information and click on "Submit Profile."



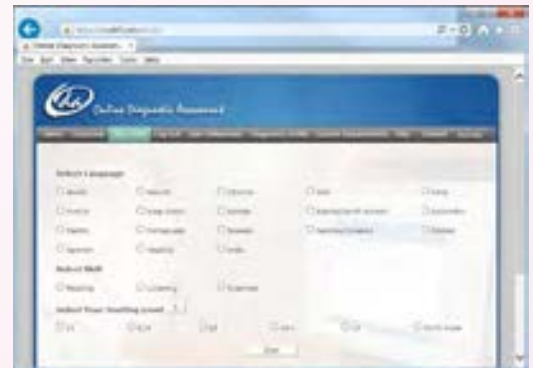
6. Click on "Log In" menu to continue.



7. Type in User Name (the email address you registered) and password. Click on "Log in" button to



8. Click on "English," then "Reading," and your starting level. We recommend you start at level 1+. Then, click on "Start" button to begin your session.

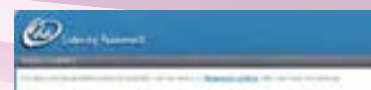


9. Read the instruction and view Tutorial. At first, you will view three set of questions, as numbers indicate. After finishing 15 questions, you may click on "Submit" button.



10. Continue until the computer stops offering questions. Be sure to type in all answers in English.

11. After the completed assessment, you may see the following screen. Click on "diagnostic profile," and you'll see how you did it for the assessment, including your ILR level of language proficiency, areas that you did well, and didn't do well.



Notes:



A large white rectangular area with horizontal blue lines, serving as a space for notes. The lines are evenly spaced and extend across the width of the page. The background of the entire page is a light blue gradient with faint, abstract white and light blue curved lines.

Notes:

A large white rectangular area with horizontal blue lines, serving as a space for writing notes. The lines are evenly spaced and extend across the width of the page. The background of the page is light blue with decorative wavy patterns at the bottom and sides.

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(Search #DLIFLC on our Facebook and Twitter pages for DLIFLC news, events, photos, etc.)