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ARMY LINGUIST PERSONNEL STUDY (ALPS)

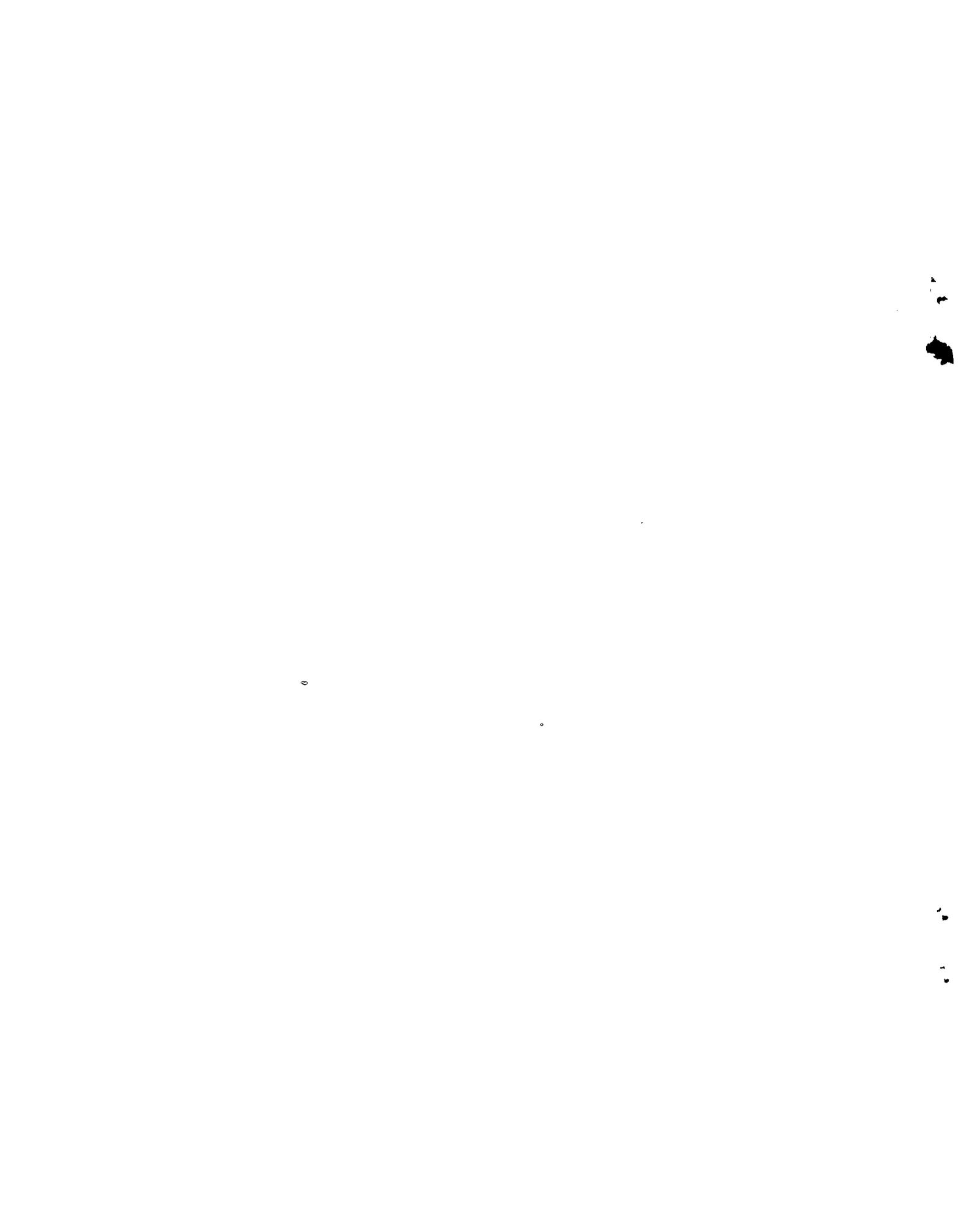
VOLUME I

DEFENSE LANGUAGE INSTITUTE (DLI)

BACKGROUND DATA AND INFORMATION

Summary of material and policy  
statements submitted by DLI,  
August 1975, in support of ALPS.

  
JOSEPH P. RICE  
COL INF  
ALPS Chairman



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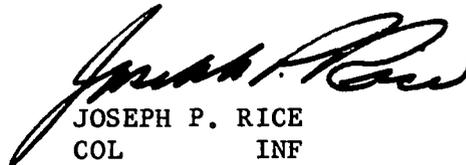
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DEPARTMENT OF THE ARMY  
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL  
WASHINGTON, D.C. 20310

SUBJECT: Army Linguist Personnel Study (ALPS)

1. The material in this volume has been furnished by Defense Language Institute (DLI) in support of ALPS.
2. Some material is not directly related to the study but an understanding of the entire scope of DLI's responsibilities and activities may be useful in arriving at conclusions or making decisions concerning linguist training.
3. For ease in using this document in conjunction with the ALPS all pages have been numbered in sequence and are inclosed in parens: (1) etc.

  
JOSEPH P. RICE  
COL INF  
ALPS Chairman

PENTAGON LIBRARY,  
WASHINGTON, DC





POSITION PAPERS AND INFORMATION

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## Army Linguist Personnel Study (ALPS)

Points discussed during 12 August 1975 meeting Colonel Rice, Mr. de Lespinois, and Mr. Marschik attending.

1. There is a need for the Army to state its language training policy concerning foreign and English (as a foreign language) training in an appropriate Army Regulation.
2. The entire training cycle could be altered to make training more cost effective and job related and at the same time reduce (or for some languages increase) training time to achieve those levels of proficiency in the four language skills as specified and prescribed by the user agencies.

a. The broad and long range goals should be:

(1) to develop valid proficiency testing instruments (like the ECL) for foreign languages to accurately evaluate language proficiency of military personnel. Test score dates should be entered on the individual's personnel record and mandatory re-testing be required annually or at least every two years. Distribution and control of tests could be handled in a similar manner as for the ECL tests. A tasking letter to develop such tests and necessary funding are required.

(2) to modify the present DLI curriculum to permit student entry at various proficiency levels, to eliminate fixed training times (such as 47 or 36 weeks) and instead train to specified proficiency levels, and to eliminate all extraneous and unnecessary materials from the curriculum.

(3) to expand the non-resident training program and formalize language training at the elementary level which can be provided at major army installations at no additional cost to the Army by utilizing Army linguists as instructors. Maintenance/refresher training utilizing DLI job related self-study materials (DLI will start development of these materials 1 Sep 75) can be conducted in a group study environment or on an individual basis. Again, Army linguists can be used as instructors.

b. Input into Army linguist program could be from two sources:

- (1) direct recruiting from civilian sources.

(2) from within the Army using graduates of the command language schools elementary language programs. The CLP elementary programs could serve as a valuable screening device in addition to using DLAT and DLPT scores.

(3) DLI should provide a basic language course that permits entry at various levels of proficiency and trains students in all four language skills up to the level of proficiency specified by the user agency. As soon as the specified proficiency level has been reached student should be entered into job related specialized language training to prepare him for follow-on technical/professional training or assignments. The last phase of training should be provided by military linguist/instructors.

(4) Refresher/maintenance training will be provided in the field in command language programs (CLP) which receive advice and assistance from the Nonresident Training Operations Division of DLI and come under the technical control of the division. Assistance is in the form of POI's, training literature and tapes and instructor training. Training in the field will be conducted by military instructors trained by DLI (either the instructor course at the Presidio of Monterey or instructor courses provided by MTTs).

(5) Refresher/maintenance materials (modules of job related language materials which are self-study oriented and can easily be updated and modified) will be provided by DLI to command language programs and individual linguists as required. Development of these materials will require assignment of military linguists (MI and ASA) with various occupational backgrounds and skills to assist the Nonresident Training Operations Division in this development effort since the civilian instructors/course writers do not possess the technical background and expertise required.

POSITION PAPER  
SCOPE OF DEFENSE LANGUAGE PROGRAM  
OVERVIEW

25 Jun 75

1. PURPOSE: The purpose of this position paper is to define the scope of the Defense Language Program (DLP) in terms of (a) language training facilities, (b) resident training, and (c) non-resident training and support.

2. REFERENCES:

a. DOD Directive 5160.41, 19 October 1962

b. Joint Service Regulation AR 350-20, OPNAVINST 1550.7, AFR 50-40, MCO 1550.4B, 11 June 1963 and 17 January 1974

c. Department of Defense Study of Foreign Language Training by DLI, 10 July 1964

d. English Language Training Provided for Foreign Military Personnel by DLI, 22 April 1965.

3. DISCUSSION:

a. The Defense Language Institute, a Department of Defense (DOD) agency with Army designated as Executive Agent, was established to satisfy total DOD language training requirements with the exception of Service academies and dependent schools. DLI has a multi-service staff (based on representative student loads), a multi-national faculty for resident training, and is responsible for the management, conduct, supervision, administration and control of the Defense Language Program (DLP).

b. As part of the responsibility for the DLP, DLI exercises technical control over all DOD language training activities. Technical control is authority to approve language training methodologies, instructor qualifications, texts, materials, course content and course objectives. This includes the authority to develop and administer language training standards for language testing, materials and language training equipment. Additionally, DLI acts as principal advisor to the Secretary of Defense and his principal assistants on all language training and research matters.

c. The DLP encompasses both foreign and English language training conducted in-house, as well as through (1) Language Training Detachments (LTDs) in Europe, Asia and Africa, and (2) Command sponsored programs worldwide to meet peculiar mission requirements.

d. DLI became operational on 1 July 1963. At the same time, the Language Department, U.S. Naval Intelligence School, Washington, D.C., was redesignated DLI East Coast Branch, while the U.S. Army Language School, Monterey, California, was redesignated DLI West Coast Branch. On 1 July 1966, the U.S. Air Force Language School at Lackland AFB, Texas, was integrated into DLI as DLI English Language School.

e. The resident foreign language training through FY 75 has been conducted at DLI schools in Washington, D.C. and Monterey, Ca. DLI also sponsors a small number of students at the Foreign Service Institute (FSI), State Department, in Washington, D.C. in languages not taught by DLI. The resident English language training is offered at the DLI English Language Center (DLIELC) at Lackland AFB, Texas. As part of an overall Army reorganization, DLI is closing its resident school in Washington, D.C. and consolidating all resident foreign language training at the Presidio of Monterey, except for a small number of students who will be sent to FSI. The consolidation at Monterey is currently underway and will be complete by 30 June 1975.

f. Nonresident training is conducted in CONUS and overseas for approximately 100,000 U.S. military personnel under the technical control of the Nonresident Training Operations Division which was established at the Presidio of Monterey on 1 October 1974 and was placed under the Office of Worldwide Training Operations on 1 June 1975.

g. The Office of Worldwide Training Operations is responsible for:

(1) Support in English language training to foreign military personnel in CONUS and host countries, to include general English, specialized English, language training detachments, instructor training, and language laboratory systems.

(2) Support to U.S. military personnel of all Service components worldwide in:

(a) English language training conducted for non-English speaking personnel; and

(b) Foreign language elementary level and maintenance/ refresher training.

h. DLI also develops and furnishes to the Services testing systems in both foreign languages and English language as follows:

(1) DLPT. The Defense Language Proficiency Test is used by the Services to determine an individual's present proficiency in a specific language for assignment purposes. Also, the DLPT is administered to all foreign language students upon completion of the resident training program at DLI.

(2) DLAT. The Defense Language Aptitude Test is administered by the Services to prospective students to determine aptitude for language learning prior to assignment to DLI.

(3) ECL. English Comprehension Level tests are used extensively at DLIELC for placement and progress measurement. All U.S. Service Schools have an ECL requirement as a prerequisite. MAAGS/MISSIONS/DAOs on a worldwide basis use the ECL test as a screening instrument in selecting foreign students for military training in CONUS or overseas under the Security Assistance Program.

The DLAT and DLPT system is administered and controlled by the various Services; however, DLI controls the administration of ECL testing throughout the world.

POSITION PAPER  
SCOPE OF THE DEFENSE LANGUAGE PROGRAM (DLP)  
English Language Training Program (ELTP)

1. PURPOSE: The purpose of this position paper is to provide pertinent information and details on the English language portion of the Defense Language Program. The resident training program at Lackland AFB, Texas, for Foreign Military Trainees as well as the worldwide aspects of English language training will be covered.

2. REFERENCES:

a. DLIDD Study, 22 April 1965, Subject: English Language Training Provided for Foreign Military Personnel.

b. AR 350-20 OPNAVINST 1550.7/AFR 50-40/MCO 1550.4B, Management of the Defense Language Program, 17 January 1974.

c. DOD Directive 5105.38M, Military Assistance and Sales Manual (MASM), 29 November 1974.

d. Military Assistance Articles and Services List (MASL).

e. AR 550-50, Training of Foreign Personnel by the U.S. Army, 1 December 1970.

f. OPNAVINST 4950.1E, Directive for Foreign Military Training, 26 June 1969.

g. AFM 50-29, Education and Training of Foreign Military Personnel, 15 July 1971.

3. DISCUSSION:

a. Background. Prior to 1966 each of the U.S. Services conducted their own programs for enhancing the English capabilities of Foreign Military Trainees (FMTs). In 1964, DLI was tasked to conduct a worldwide study of the English language training provided for foreign military personnel. The findings of this study and resulting recommendations are documented in reference 2a above. Based on these recommendations, in 1966 the U.S. Air Force English Language School became a part of DLI and was given the mission of teaching English to the FMTs for all Services in preparation for follow-on technical training at the various Service Schools.

The DLI English Language Center (DLIELC) gradually increased in enrollment until it reached a level of around 600 students (average load) in 1973. With the burgeoning Foreign Military Sales (FMS) program, the enrollment drastically increased in FY 74 and FY 75, and it is anticipated to continue to increase in FY 76 to a peak level of about 2200 students in February of 1976. In 1956 the Air Force implemented the use of Language Training Detachments (LTDs) with in-house or contract personnel familiar with U.S. methodology advising the host country English language programs under the supervision of the MAAG/Mission/DAO. This concept was continued by DLI and was aimed at providing FMTs with better English skills prior to entering DLIELC for training in advanced and specialized English terminology. Also, this would shorten the time required at DLIELC and thereby save Military Assistance Program (Grant-Aid) training dollars. This concept worked quite well and proved to be very effective. To date more than 375 English Language Schools overseas in more than 40 countries utilize DLI trained host-country instructors, DLI course materials, tests and overall training system. In 1972-1973, however, more and more FMS countries, in an effort to speed up the training pipeline to meet equipment delivery schedules, began to request entry at DLIELC of students at virtually zero English Comprehension Level (ECL). Thus the input and mission of training at DLIELC began to shift in emphasis.

b. Present Situation. Today there are 29 LTDs stationed in 10 countries. Of these positions, 16 are funded from the Security Assistance Program (SAP) Grant-Aid funds and 13 are funded through FMS. At DLIELC, the student population has shifted to a 75% FMS/25% Grant-Aid situation, and, with the discontinuation of training for Vietnam and Cambodia, will continue to shift in favor of FMS. Thus, all training done at DLIELC is on a reimbursable basis with a preponderance coming from FMS programs. The governing directives for English language training as a part of the Security Assistance Training Program are references 2b through g.

c. Present Activities.

(1) Course Descriptions. A listing with brief descriptions of courses presently offered at DLIELC is contained at TAB A. Generally speaking, the courses available range anywhere from 0 ECL entry to an 80 ECL objective. They include specialized technical technology tailored to the individual FMTs scheduled follow-on training as well as advanced professional training. An example of the latter type is the Advanced Program for English Language Training Systems (APELTS) which is designed

to prepare those personnel from other countries who will be responsible for management of their country's English language training programs. The general English training is a variable length course of instruction based on individual trainee proficiency and can range anywhere from 5 weeks to more than a year. The nature of the eight week APELTS course is predominantly that of a seminar with on-the-job training (OJT). Proficiency levels for the general English courses are determined by administration of English Comprehension Level (ECL) tests which are given every two weeks to measure student progress. When the individual student approaches the required ECL for his follow-on technical training course, he is placed in Specialized English Training (SET) to become familiar with the specific terminology he will encounter during his technical training. The ECL requirements for technical training are prescribed by each U.S. Military Service.

(2) Course Development. The American Language Course (ALC), developed and continually updated at DLIELC, represents a systems approach in conducting an English language training program. Language training standards are basically built into the system by virtue of the standardization of ALC book quizzes and ECL tests (or ALC Placement Tests which are a variant of the ECL but are not handled as controlled materials). These are an integral part of the language materials package. The general English materials form the core of the ALC with specialized English supplementary modules ("shred-outs") in various technical fields. All of these course materials are subjected to controlled, intensive field testing and subsequent revision prior to being approved for operational use. The materials are designed and developed for use in the resident training program at DLIELC, and if successful, are made available for purchase by users throughout the world, either through Grant-Aid/FMS or by direct purchase. The ALC has become the standard throughout the armed forces in most countries which participate in the U.S. Security Assistance Training Program. It is estimated that more than 100,000 students a year graduate from these DLI-supported programs. The ECL tests developed at DLIELC are used universally by the MAAGS/Missions/DAO's as a screening instrument to determine which Foreign Military Trainees are qualified to enter the various technical training courses offered by the U.S. Service Schools. These tests are handled as controlled items and are replaced at least every two years to maintain the security of the selection process.

(3) Staff and Faculty. DLIELC is staffed with 37 military and 340 civilian personnel. The tri-service military contingent has 7 officers and 30 enlisted. The civilian members of the administrative as well as

the instructors and supervisors are Civil Service employees of the Department of the Army, mostly in the 1700 career series. They are well qualified in the field of Teaching English as a Foreign Language (TEFL) and participate in the DA competitive service career program. The Language Training Detachments (LTDs) are selected from the faculty members at DLIELC or other TEFL qualified personnel within DLI. LTDs deployed on tours for 1-3 years at overseas locations come under the operational control of the MAAG/Mission/DAO's with technical supervision being provided by DLI.

(4) Facilities. Facilities at DLIELC represent the largest problem area due to the greatly expanding resident training program. The latest host-tenant agreement between DLIELC and the Air Force Military Training Center (AFMTC), Lackland AFB, Texas, provides for facilities for a maximum of 900 students. During FY 75 the student load peaked at 1724. Since the 900 student load agreement expired in 1973, negotiations have been underway to renew the agreement at the 2000 student load level. In the interim, steps have been taken to provide air-conditioning with window units for additional Korean War vintage barracks so that adequate billeting will be available during the summer months. Work is also underway to provide a pre-engineered library facility to accommodate the increased load. A new, permanent academic/library facility is required as soon as possible.

(5) Language Training Detachments (LTDs). The present and projected deployment of LTDs is represented in detail at TAB B. In addition there is a DLI Representative at the Commander-in-Chief Pacific (CINCPAC) Headquarters in Hawaii. He is assigned to the Training Section and funded from CINCPAC Grant-Aid funds to advise the Unified Commander on all matters pertaining to the ELTPs in the Pacific Command Area.

(6) Guidance to Field Activities. DLI publishes two pamphlets, DLI Pam 350-1 and DLI Pam 350-3, for use by MAAG/Mission/DAO personnel and by LTDs and host-country personnel. These pamphlets provide guidance as follows:

(a) DLI Pam 350-1 provides procedures for establishing an English Language Training Program (ELTP), details services and materials available from DLI and outlines Security Assistance Program requisitioning procedures.

(b) DLI Pam 350-3 explains how to establish and conduct an ECL testing program in the host country and provides scheduling and programming guidelines for English language training for FMTs.

d. Plans for the Future:

(1) DLI is presently formulating a long-range Research and Development Plan for English language training which will improve the integrated systems approach making allowances for urgent operational requirements as they occur.

(2) An effort is underway to secure permanent academic and billeting facilities to accommodate an anticipated 2000 student load for the foreseeable future with a "surge-tank" capability to allow for temporary peak loads above 2000.

(3) It is anticipated that LTDs will continue to be deployed throughout the world with the preponderance being funded by host countries through FMS. The Middle East is expected to host an increasing number of LTDs as their ELTPs become operational or are upgraded.

(4) An increased use of civilian contractor personnel as instructors in various foreign country ELTPs is also anticipated. This is primarily due to the lack of qualified English instructors in these countries. The use of DLI LTD advisors is expected to assist the host countries in ensuring quality control where DLI materials and methodology are specified in the contracts issued under the FMS Program. The LTD will act as the Contracting Officer's Representative (COR) at the individual training sites.

## ENGLISH LANGUAGE CENTER COURSES

1. American Language Course. Each phase is designed for classroom group learning and individualized language laboratory instruction. The standard method of teaching is the audio-lingual approach.

a. Elementary Phase, 1000 Series (Volumes 1100-1400) designed for students from 0 to 40 ECL whose vocabulary and structural patterns are very limited.

b. Intermediate Phase, 2000 Series (Volumes 2100-2500) designed for students with a 40-70 ECL. This phase provides expanded vocabulary and reinforces basic structural patterns.

c. Specialized Phase, 3000 through 9500 Series designed for students who have a thorough knowledge in basic English and are prepared to learn the technical terminology related to their specialized military field of training.

d. Advanced Pilot Training: A 5-week specialized terminology course designed for experienced pilots who will be attending follow-on training on advanced high speed or transport-type aircraft.

2. Training for Host-Country Supervisors/Instructors/Technicians.

a. Language Instructor: A 27-week course which prepared the student to become a competent and qualified English Language Instructor. The student becomes familiar with the ALC materials and studies American English structure, phonology, and audio-lingual teaching methods in depth.

b. Language Instructor Refresher Course: A 13-week course designed for experienced instructors who have previously attended the 27-week course and need to update their teaching methods and applied linguistics.

c. Advanced Program in English Language Training Systems (APELTS): An 8-week course designed to provide foreign personnel in language training managerial positions with a basic knowledge of all areas involved in administering, managing and supervising an ELTP.

d. OJT Professional/Specialized: A 2-week course available as a follow-on to the Basic or Refresher Instructor Course which includes operation of language laboratories, performance of operator preventive maintenance, and scheduling of students for instruction in the laboratory.

e. Observer Professional/Specialized: This course varies between 2 and 5 weeks and is specifically for host-country ELTP managers, language school directors, or key language training staff personnel.

f. OJT Language Laboratory Maintenance: A 3 to 8-week course which provides classroom instruction and practical application in the installation, operation and maintenance of language laboratories.

DATE: 1 June 1975

DEFENSE LANGUAGE INSTITUTE  
ENGLISH LANGUAGE FIELD TRAINING SERVICES  
FY 1975

COUNTRY	MASL	NO	TYPE	POSITION NUMBER	OBLIG POSIT GS GR	LOCATION	PROG GS GR	INCUMBENT	DATE	DATE	REMARKS
									ARR	DEP	
PACOM	327012	12	Education Spec/Lang								
	B 0003			Vall		Cp Smith (9)	12	Theodore A. Klein, Jr.	3Aug74	2 Aug 77	
UCOM											
ORCCO											
	327011	12	Eng Spec/Lang								
	B 0010			TB11		Rabat (11)	11	Joe Botello, Jr.	9Jun74	8Jun76	
SENEGAL											
	327009	12	Eng Spec/Lang								
	B 0011-1A01					Dakar (7)	9	Daniel P. Carbognin	1Jul74	30Jun77	
TURKEY											
	327011	12	Eng Spec/Lang								
	D 0010			1E65		Izmir (9)	11	Thomas W. Molloy	12Nov71	12Nov75	Due to withdrawal of Grant Aid, LTD is scheduled to depart 30 June 75.
	327009	12	Eng Spec/Lang								
	D 0011B1E66					Izmir (9)	9	Virginia Berk	11Nov73	10Nov75	Same as above comment.
	P 0011A1E67	12	FTS-TK-0011A-67-5703			Golcuk (9)	9	Steve A. Benavides	1Jul73	30Jun75	Recruiting cancelled due to Grant Aid withdrawal.
TUNISIA											
	327011	12	Eng Spec/Lang								
	B 00101A90					Tunis (9)	11	John O. Lincoln	30Aug72	29Aug77	Two year extension granted per DLIEL-OS 051601Z Feb 75

COUNTRY NASL		TYPE		OBLIG POSIT		PROG		DATE		DATE		REMARKS
PO	WCN	RCN	PROG	MO	POSITION NUMBER	LOCATION	GR	CS	GR	ARR	DEP	
<u>ZAIPE</u>												
					<u>Tng Spec/Lang</u>							
B			FMS-OAA	12	FTS-CX-FMS-68-5703	Kinahaaa	(9)	11	Jamea D. Brick	1May73	30Apr77	FMS Case CX-OAA expired 25Apr75. Renewal of contract pending signature.
<u>IRAN</u>												
					<u>Supv Tng Spec/Lang</u>							
B			FMS-ODX	12	FTS-IR-FMS-72-5742s	Tehran			Vacant			Jerome H. Silverstein selected for position. New case pending signature
					<u>Tng Spec/Lang</u>							
B			FMS-ODK	12	FTS-IR-FMS-68-5702	Tehran	(9)	11	Hugh B. Evans	27Jan74	26Jan76	ODK expired 26Jan75. Amendment to case has been signed
D			FMS-OCF	12	FTS-IR-FMS-68-5702	Tehran	(9)	11	John L. Sims	19Dec72	1Jan77	1 Year extension to OCF signed. Case expires 18Dec75.
P			FMS-GCC-4	12	FTS-IR-FMS-75-5702	Bandar Pahlavi	(11)	11	Clayton Jung	13Jan75	12Jan76	FMS Case GCC-4 expires on 12Jan76.
					<u>Tng Spec/Lang</u>							
D			FMS ODI	12	FTS-IR-FMS-72-5703	Tehran	(9)	9	Panay J. Johnaon	26Jun73	25Jun75	ODI expires 22Jun75. Schriedel selected for position. LOA waiting.
P			FMS OCH	12	FTS-IR-FMS-68-5703	Tehran	(9)	9	Oacar T. Vale	19Dec72	18Jun75	LOA for OEG being prepared.
P			FMS-GCC-4	12	FTS-IR-FMS-75-5703	Bandar Pahlavi	(9)	9	John Barrington	13Mar75	12Mar76	Early Dep. 7Jun75. New GS-11 position (OEG) to be filled by Walding. FMS Case GCC-4 expires on 12Jan76.
<u>SAUDI ARABIA</u>												
					<u>Education Specialist</u>							
B			FMS OCX	12	FTS-SR-FMS-72-6334	Riyadh	(11)	12	Richard L. Bethards	7Jan73	6Jan76	OCX Case (expiration: 31 May75) has been approved & awaits signature. Extension for OCX awaiting App&Sign.

(71)

COUNTRY	MO	TYPE	POSIT	OBLIG	PROG	DATE	DATE	REMARKS	
PO WCN RCN	PROG	NUMBER	LOCATION	GS	GS	ARR	DÉP		
				GR	GR	INCUMBENT			
<b>SAUDI ARABIA</b>									
<u>327011</u>		<u>Tng Spec/Lang</u>							
B FMS OBH			Riyadh	(9)	11	Mr. Robert Braun	12Mar75	11Mar77	OBH expires 8Jun77.
<u>327009</u>		<u>Tng Spec/Lang</u>							
B FMS OBN			Riyadh	(9)	9	Sterling O. Frymire	31Jan75	30Jan76	OBN Case expires 30Jan76.
B FMS OBO		<u>Tng Spec/Lang</u>	Riyadh	(7)	9	Crosby Crawford	18Jan75	17Jan76	OBO Case Expires 17Jan76.
			Riyadh	(9)	11	Vacant			Paul Coffey selected. Case being prepared.
<b>PACOM</b>									
<b>INDONESIA</b>									
<u>327011</u>		<u>Supv Tng Spec/Lang</u>							
B 1026 VL84	12	FTS-ID-1026-68-5702	Jakarta	(9)	11	James C. Van Riper	25Oct70	6Jul75	John Hernandez selected. ETD 22Jun75.
<u>327009</u>		<u>Tng Spec/Lang</u>							
B 1081 VL86	12	FTS-ID-1082-70-5703	Surabaya	(9)	9	Vacant			Recruiting. Betty Clay transferred to Jakarta.
B 1025 VL83	12	FTS-ID-1025-70-5703	Bandung	(9)	9	Herbert Heatly	6Feb75	5Feb76	Duty Station transferred. USDLG 090305 Jan75.
B 1082 VL85	12	FTS-ID-1080-70-5703	Surabaya	(9)	9	Robert May	8Jan75	7Jan76	Duty station transferred. USDLG 090305Z Oct 74.
B 1082 VP77	12	FTS-ID-1081-70-5703	Jakarta	(9)	9	Nancy M. Vorhes	15Oct74	14Oct75	Vorhes returns to EL due to illness. Betty Clay transfers to Jakarta from Surabaya.
<b>KOREA</b>									
<u>327011</u>		<u>Tng Spec/Lang</u>							
B 5555VP15	12	FTS-KS-5555-68-5702	Seoul	(7)	11	James A. McKinnis	16Jul73	15Jul75	Position to be cancelled per JUSMAAG letter 13Jan 75, on departure of Mr. McKinnis.

COUNTRY NASL	MO	TYPE	POSITION NUMBER	LOCATION	OBLIG	PROG	DATE ARR	DATE DEP	REMARKS	
					POSIT	GS				GS
<u>THAILAND</u>										
	<u>327012</u>		<u>Supv Tng Spec/Lang</u>							
B	5410 VV63	12	FTS-TH-5410-68-5704s	Bangkok	(12)	12	Richard J. Corveleyn	30Jan74	5Mar76	Extended. 24 days home leave.
	<u>327011</u>		<u>Tng Spec/Lang</u>							
B	1002 VV17	12	FTS TH-1002-68-5702	Bangkok	(9)	11	Nash Thompson II	2Sep73	1Sep77	2 yr extension per DLIEL-OS 26-21-02 Mar 75.
P	7007 VU87	12	FTS-TH-7007-68-5702	Bangkok	(9)	11	Jean E. Mitchell	22 Aug72	8Oct76	2 yr extension. DEROs extended due to 30 days home leave.
	<u>327009</u>		<u>Tng Spec/Lang</u>							
D	1362Y VL16	12	FTS-CB- -5703	Udorn	(7)	9	William Peters	13Oct74	12Oct76	Position abolished. Dep. Jun 75.
<u>VIETNAM</u>										
	<u>327012</u>		<u>Supv Tng Spec/Lang</u>							
B	8701 WR35	12	FTS-VS-8704-70-6181s	Saigon	(11)	12	Julius Toth	23Nov73		Position terminated. Employee evacuated 23Apr75.
	<u>327011</u>		<u>Tng Spec/Lang</u>							
D	3001 WU24	12	FTS-VS-3001-68-5702	Saigon	(9)	11	Bert H. Brewer	20Jun74		Position cancelled on departure of Brewer 8Apr75.
P	0702-XD89	12	FTS-VS-0449-70-5702	Saigon	(11)		Vacant			

Positions filled or being recruited:  
PACOM 10  
EUCOM 19  
29

POSITION PAPER  
SCOPE OF DEFENSE LANGUAGE PROGRAM  
COMMAND LANGUAGE PROGRAM

25 Jun 75

1. PURPOSE: The purpose of this position paper is (a) to identify DLI's functions and responsibilities and those of the Service Program Manager (SPM) within each Military Service and (b) to explain the nature of the Command Language Program (CLP) within the Defense Language Program (DLP).

2. REFERENCES:

a. DOD Directive Number 5160.41, October 5, 1968, subject: Defense Language Program.

b. AR 350-20, OPNAVINST 1550.7, AFR 50-40, MCO 1550.4B, 17 January 1974, Management of the Defense Language Program.

c. AR 621-5, 26 August 1974, General Education Development.

d. GAO Report: "Need to Improve Language Training Programs and Assignments for U.S. Government Personnel Overseas," January 22, 1973.

3. DISCUSSION:

## a. Responsibilities of DLI and Service Program Managers (SPM)

(1) References a, b and c specifically spell out DLI's functions and responsibilities concerning the CLP. Except for resident training conducted at DLI and training conducted under contract with the Foreign Service Institute (FSI), the CLP (or nonresident training) consists of all foreign and English language training programs or courses conducted by, or under contract to, DOD active duty or reserve components.

(2) DLI exercises technical control over these programs through the Nonresident Training Operations Division which is part of the Worldwide Training Operations Office. Technical control is the authority to establish, develop, approve, and administer language training standards for the DLP. These standards are applicable to language training methodologies, course content and objectives, tests and measurements of language aptitudes and proficiency skill levels, instructor qualifications, texts and training aids, and recommendations for academic credit. Under the policy guidance of the Assistant Secretary of Defense (Manpower and Reserve Affairs), the Secretary of the Army was designated as the Executive Agent for the DLP with DLI carrying out its functions and responsibilities in accordance with reference b.

(3) When DLI receives a request for CLP approval from the Service Program Manager, it reviews the technical aspects of the proposed CLP and approves or disapproves the program, making appropriate technical recommendations to the local commander. DLI's assistance is in the form of written guidance and/or on-site evaluation and includes information on teaching methodologies, programs of instruction, course materials, instructor qualifications and instructor training at DLI or thru Mobile Training Teams (MTT).

(4) DLI also has the responsibility to provide on a reimbursable basis, suitable elementary level and/or maintenance/refresher materials. If the materials are not available in the DLI inventory, DLI will recommend other suitable materials or sources for such materials. In certain cases, DLI, upon request, will initiate the development of course materials for any programs in which there is a continuing requirement for such materials.

(5) The Service Program Manager (SPM) within each Service Department is specifically responsible for maintaining records of all CLPs; reviewing the status of all CLPs to preclude duplication of effort and to check any unnecessary proliferation of language programs; forwarding to the Director, DLI, requests from commanders to establish CLPs; inspecting CLPs to insure that individual programs are being conducted efficiently.

b. Nature of the CLP.

(1) Joint Service Regulations of 11 June 1963 and 11 June 1969 made provision for the conduct and technical control of CLPs; however, DLI never achieved this control mainly because the individual Services failed to comply with the regulation. Recognizing this shortcoming DLI on 13 December 1971 sent a letter to HQDA along with a staff study proposing the establishment within each Service Department of a Service Program Manager (SPM). DA approved the SPM concept in 1972 and also adopted other proposed changes to the Joint Service Regulation.

(2) In the meantime, the GAO Report to the Congress, "Need to Improve Language Training Programs and Assignments for U.S. Government Personnel Overseas," criticized DLI and the Services for failing to achieve technical control over the CLP. After two years of staffing, a new Joint Service Regulation was approved and published on 17 January 1974.

(3) Shortly after the new regulation was published, DLI, in implementing the provisions of the new regulation, took the following steps to achieve effective resource management and technical control of CLPs:

(a) A request for funding of six civilian personnel positions for the Nonresident Training Operations Division was submitted to TRADOC as an unfinanced requirement but was turned down by TRADOC.

(b) A request for \$100,000 for urgently required funds to develop MOS-related nonresident self-study materials was also turned down by TRADOC.

(c) During 2-3 May 1974, DLI convened a CLP Conference (attended by the Deputy Assistant Secretary of Defense for Education, representatives of the Service Departments and major commands) in Washington, D.C. in order to implement the SPM concept and to define the responsibilities of DLI and SPMs, to solicit a more cooperative attitude from the Services, and to establish a viable working relationship with the SPMs. A summary of the CLP Conference proceedings is at TAB A.

(4) With a skeletal staff the Nonresident Training Operations Division (DLIW-N) began functioning at the Presidio of Monterey on 1 October 1974 after the reorganization of DLI under Project "CONCISE". Prior to consolidation/relocation, the staff at HQ, DLI had consisted of three people.

(5) During calendar year 1974 DLIW-N completed 515 individual staff actions providing advice and assistance to numerous units in the field. The Division furnished Mobile Training Teams to provide instructor training and on-site evaluations and assistance to Fort Bliss, Fort Devens, Fort Bragg, Fort Leavenworth, and the Naval War College. A list of 1974 projects is furnished at TAB B. A list of current projects is furnished at TAB C.

(6) The major problem areas are that:

(a) DLI and the SPMs have not yet achieved full technical control over the CLP.

(b) The working relationship with the SPMs is not yet effective, partly because other Service Departments have not put enough emphasis on the importance of the CLP within the Defense Language Program.

(c) TRADOC has not provided the funds necessary to staff the Division and to develop urgently needed materials for MOS-related self-study refresher courses and suitable elementary level courses.

(d) Budgetary constraints on travel funds have prevented the Division from conducting on-site evaluations and reviews.

(e) Major projects had to be postponed because of lack of personnel and funds.

c. Future Plans:

(1) The plans of DLIW-N for improving the CLP are generally to provide more meaningful advice and assistance to more than 100,000 Service personnel enrolled in various types of language training programs around the world.

(2) The most urgent requirement exists for MOS-related self-study materials for military linguists (including graduates of DLI) to enable them to maintain and refresh their proficiencies in order to effectively function in their critical assignments. DLI, in cooperation with the Services, is now moving ahead with this project. A list of planned projects is furnished at TAB D.

(3) The programmed use of the FY 76 funds is described in TAB E and includes money for salaries, course development, TDY travel and supply requirements.



DEPARTMENT OF THE ARMY  
HEADQUARTERS, DEFENSE LANGUAGE INSTITUTE  
WASHINGTON NAVY YARD (ANACOSTIA ANNEX)  
WASHINGTON, D.C. 20374

REPLY TO  
ATTENTION OF:

DLI-OP-NRB

7 JUN 1974

SUBJECT: Command Language Program (CLP) Conference

TO: CONFERENCE ATTENDEES

1. The Defense Language Institute (DLI) hosted a CLP Conference during 2-3 May 1974. One of the major objectives of the conference was the exchange of ideas regarding some basic management problems which are an integral part of the Command Language Program of the Department of Defense.
2. Conferees were furnished a background folder containing relevant information for each of the agenda items. During the conference it was decided that certain additional information would be forwarded to those who were in attendance. The following additional informational documents are attached for your information and retention.
  - a. Revised summary of CLP Conference proceedings including editorial comments and/or follow-on actions as appropriate.
  - b. Corrected list of organizations and representatives in attendance.
  - c. USAREUR: additional supporting documents as reproduced following the briefing.
  - d. USAFI/DLI: relationship and policies regarding procedures for processing Armed Forces units and individual requests to DLI for USAFI language training materials. (Included as part of Inclosure 1).
3. Your participation in and continued support of this important DOD program are sincerely appreciated. Should you have any suggestions and/or comments concerning the attachments, please feel free to contact this headquarters.

FOR THE DIRECTOR:

KIM SMALLHEER  
Capt, USAF

(21)

3 Incl

1. Summary
2. List of Attendees

DEFENSE LANGUAGE INSTITUTE  
COMMAND LANGUAGE PROGRAM  
CONFERENCE  
WASHINGTON NAVY YARD (ANACOSTIA ANNEX)  
2 May - 3 May 1974

HEADQUARTERS BUILDING T-30  
MONTEREY ROOM

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CONFERENCE CHAIRMAN:

Dr. C. D. Leatherman, Chief, Nonresident Branch, Operations Division, HQ, DLI (AUTOVON 288-3840 or 433-3840)

CONFERENCE PLANNING/PROJECT OFFICERS:

Mr. Heinrich Marschik, Nonresident Branch (AUTOVON 288-3839 of 433-3839)

Mr. Bozidar T. Horn, Nonresident Branch (AUTOVON 288-3045 or 433-3045)

DEPARTMENT OF DEFENSE

Dr. Richard Rose, Deputy Assistant Secretary of Defense (Education), Washington, D. C. 20301 (AUTOVON 227-0617)

COL A. J. Dougherty, Assistant Director Professional Military Education, Office Deputy Assistant Secretary of Defense (Education), Washington, D.C. 20301 (AUTOVON 227-0617)

HEADQUARTERS, DEPARTMENT OF THE ARMY

COL W.F. Williams, Chief, Training Division, Military Personnel Management, Office Deputy Chief of Staff for Personnel, Department of the Army, Washington, D.C. 20310 (AUTOVON 227-1406 or OX 71406)

MAJ Jamo C. Powell, Training Division, Military Personnel Management, Office Deputy Chief of Staff for Personnel, Department of the Army, Washington, D.C. 20310 (AUTOVON 227-4559 or OX 74559)

CPT William Seale, Training/Evaluation Reserve Division, HQ, US Army Security Agency, Arlington Hall Station, Arlington, Virginia 22212 (AUTOVON 222-5678 or 692-5678)

LTC Philip H. Mecom, Jr., Training and Doctrine Branch, Office Assistant Chief of Staff for Intelligence, Department of the Army, Washington, D.C. 20310 (OX 71914)

Mr. Robert Rambicur, Director, Army Education Center, Fort George G. Meade, Maryland 20755 (AUTOVON 923-6421 or (301) 677-6421)

HQ DEPARTMENT OF THE ARMY

Mr. Albert S. Gau, Command Language Coordinator/DLI Technical Representative, Europe, HQ USAREUR & 7th Army, ATTN: AEAGC-G, APO New York 09403 (WORMS 2421-7418/7975)

Mr. Tilton Davis, Chief, Educational Development Section, Leadership and Behavior Division, Office Deputy Chief of Staff for Personnel, Department of the Army, Washington, D. C. 20310 (AUTOVON 225-6361)

Mr. Leon Y. McGaughey, Education Program Administrator, TAG Center, DAAG-EMG-G, Washington, D. C. 20310 (AUTOVON 223-7748 or OX 37748/49)

Mr. Bruce C. Blevins, Assistant Director of Education, Education Branch, Office Deputy Chief of Staff for Personnel, HQ TRADOC, Fort Monroe, Virginia 23651 (AUTOVON 680-4201)

Mr. John T. Pollock, Director of GED, Army Education Center, Fort Gordon, Georgia 30905 (791-3622/2603)

Mr. Michael A. Yannitello, Director of GED, Army Education Center, Building 464, Fort Eustis, Virginia 23605 (927-5508)

CPT Jurwood Moxley, Schools Officer, Intelligence Branch, Intel-Scty Division, HQ First US Army, Office Deputy Chief of Staff for Operations & Intelligence, Fort George G. Meade, MD 20755 (AUTOVON 923-2626/2664)

Mr. Eugene F. Bolick, GED Director, Education, Education Services Office, Fort Story, Virginia 23459 (AUTOVON 927-9151)

COL Nicholas A. Hall, Language Coordinator, First US Army Area Intelligence School, c/o FORSIC, Fort Bragg, North Carolina 28303

DEPARTMENT OF THE NAVY

CDR P.K. Stevenson, Assistant for Education and Youth Programs, Office of the Chief of Naval Operations, OP-991E1, Washington, D.C. 20350 (OX 24636)

Miss Carol Williams, Assistant Program Manager, Special Education Programs, Office Chief of Naval Education and Training, Naval Air Station, Pensacola, Florida 32508 (AUTOVON 922-4684/(904) 452-4684)

DEPARTMENT OF THE AIR FORCE

MAJ Eric Nielson, SPM, Systems/Specialist Training Branch, Training Programs Division, HQ USAF, Washington, D. C. 20330 (AUTOVON 225-7322)

Mr. Cox, Education Services Branch, Education Program Division, Deputy Chief of Staff for Personnel, Washington, D. C. 20330

MARINE CORPS

MAJ J.D. Bennett, Jr., Marine Corps Representative to the Defense Language Institute, Operations Division, HQ DLI, Washington Navy Yard (Anacostia Annex), Washington, D. C. 20374 (AUTOVON 288-3394)

FOREIGN SERVICE INSTITUTE

Miss Norma L. Kleiber, Program Assistant, Foreign Service Institute, Department of State, Room 901, SA-3, Washington, D.C. 20320 (235-8816)

HQ DLI REPRESENTATIVES

COL J. R. Koenig, Director  
COL A. Kay, Deputy Director  
LTC C. W. Uhl, Chief, Operations Division  
MAJ L. M. Jones, Jr., Operations Division  
Dr. J. C. Hutchinson, Academic Advisor  
Mr. Pierre de Lespinois, TEFL Advisor  
Dr. C. D. Leatherman, Chief, Nonresident Branch  
Mr. B. T. Horn, Nonresident Branch  
Miss Anne Marie Frazier, Nonresident Branch  
LTC M. T. Henrikson, Commandant, DLIEC

Headquarters  
Defense Language Institute  
Washington Navy Yard (Anacostia Annex)  
Washington, D. C. 20374

HEADQUARTERS  
DEFENSE LANGUAGE INSTITUTE  
Washington Navy Yard (Anacostia Annex)  
Washington, D. C. 20374

30 May 1974

SUMMARY OF COMMAND LANGUAGE PROGRAM CONFERENCE  
(2-3 May 1974)

ABSTRACT OF REMARKS BY DASD (M&RA) (EDUC)

Dr. Richard Rose indicated that there is increasing Congressional interest in all aspects of DOD Training. The current cost of such training runs about \$7 billion annually. Detailed reviews of training programs are currently underway by Congress and DOD; maximum Service participation in these reviews may be anticipated.

Management can no longer be measured by dollars since much of the current emphasis is on training loads. "Under-utilization" of trained personnel may lead to possible budget reductions, e.g., if DOD uses 70% of those personnel trained, there could be a 30% resultant cut in training dollars.

During this CLP Conference it is essential that conferees exchange and also share information. With regard to training techniques, change for the sake of change is not the key to solving problems. We need to look for innovative or new techniques, possibly including as only one example, computer assisted instruction (CAI) or other novel training techniques, or training packages such as "traveling-instructional-teams."

The need for improved management skills is greater now than ever before. Effective communication is most essential for the efficient management of our Command Language Programs. (See Note #2, pp 7).

Comment: Policy guidance from DOD; no action required at this time.

ABSTRACT OF REMARKS BY DIRECTOR, DLI

Colonel Koenig reviewed the basic official documents leading to the establishment of DLI, including the DOD Directive 5160.41 and the designation of the Secretary of the Army as the Executive Agent for the DLP; the recently revised Joint Service Regulation which provides implementing instructions, procedures, guidance and responsibilities for operating the DLP.

Remarks by Director, DLI (Cont'd)

Deficiencies included in the GAO Report were mentioned as well as some of the corrective actions which were required. The concept of the Service Program Manager (SPM) was mentioned as one possible solution to the exercise of technical control over CLPs within the respective Services.

Colonel Koenig emphasized the necessity for team work and the need for close cooperation between DLI and the Services in order to achieve an effective DLP. He also indicated the need for DLI to provide advice and assistance whenever necessary; that DLI can and will serve as a clearinghouse in order to achieve an efficient and cost effective Defense Language Program.

Colonel Koenig further pointed out that this is a working conference and that the free exchange of ideas and concepts will lead to a smoother working relationship among all agencies concerned with language training.

Comment: Policy guidance from D/DLI; no further action required at this time.

STAFF PRESENTATIONS ARE SUMMARIZED BELOW:

A special DLI Command Briefing highlighted the mission, functions, responsibilities, consolidation, reorganization, and relocation to Monterey. A DLI film "LANGUAGE POWER FOR PEACE" was shown.

A summary of the Joint Service Regulation, the DOD Directive and the GAO Report to Congress was presented. In each instance, responsibilities, missions, functions and requirements were emphasized.

Comment: Policy guidance and background information.

BRIEF HISTORY OF COMMAND LANGUAGE PROGRAM

A brief History of the Command Language Program was given. The period from 1962 - 1964 involved a determination of the actual scope of the DLP: in 1964 a world-wide study was conducted by DLI: in 1968 a survey was conducted of programs in Southeast Asia, (this study resulted in DLI recommendations regarding intensive Vietnamese training in-country vs in CONUS and the establishment of a field office in Southeast Asia).

Efforts to identify on-going (CLP) programs were not fully successful during the period 1969-1971. This situation resulted in a recommendation by DLI regarding the establishment of Service Program Managers in order to improve the CLP. The concept was approved by Department of Army on 21 August 1972. Deficiencies noted in the GAO Report dated 22 January 1973 and suggested corrective action were also influential. Following a 1973

management review of the DLP, staff actions were initiated for the revision and publication of the new Joint Service Regulation which was published 17 January 1974. Further history is being made during this two-day conference.

Comment: Background information.

#### USAREUR COMMAND LANGUAGE PROGRAMS

The DLI Representative from USAREUR (Mr. Albert Gau) presented a detailed summary of USAREUR Command Language Program Activities. Such programs fall into

- (1) commander-directed, mission-oriented and job connected training. (62% of total);
- (2) voluntary participation, off-duty training (38%) and
- (3) language lab (group and individual) in support of the two programs above.

Mr. Gau described typical current programs in the Commander-directed category including Head-Start: Gate-Way to German, et al; Round-the-Clock: military terminology, intensive non-specialized programs; and Training in English as a Second Language. Details were given concerning the personnel involved in the overall program and also the material resources (printed material, audio-visual aids and testing instruments). Funding for FY 74 approximates \$550 K and for FY 75 will exceed \$800 K.

Current complex problems which must be resolved include: (a) too many non-English-speaking soldiers (5% of EM strength); (b) too few field language coordinators/developers and (c) too high a turn-over rate of contract instructors, resulting in increased training costs.

Comment: Background information. Follow-on Action: Reproduce and distribute hand-out materials.

#### SERVICE PROGRAM MANAGERS (SPMs)

This presentation covered the concept, functions and responsibilities of SPMs as outlined in the Joint Service Regulation. The procedures for the establishment of new Command Language Programs were outlined and discussed. Sequential procedures discussed correspond with those indicated in Chapter 4 of the Joint Service Regulation.

During the discussion, the consensus was that it would be desirable to have an annual meeting of SPMs; to have a close working relationship between DLI and the SPMs; for the SPMs to establish effective communication channels between DLI and any lower command echelons within the Services; and for the SPMs to inform lower echelons regarding the desired method of operation to include appropriate orientation, regarding the new JSR and requirements incident thereto.

ACSI may have an interest in the various visits to installations which plan to establish new CLPs or future meetings in connection with the operation of the CLP.

In response to a question regarding language training requirements for Reserve Components, the consensus was that such requirements should be forwarded through command channels to the appropriate SPM, who in turn, would forward them to DLI for implementing recommendations and/or actions as required.

Action: Consideration will be given at a later date to the feasibility and desirability of convening another CLP Conference during the spring of 1975. Language training requirements for Reserve Components will be handled on a case-by-case basis. Resources vs requirements cannot be anticipated at this time.

#### IDENTIFICATION OF COMMAND LANGUAGE PROGRAMS

This discussion period covered the recent inventory of all Command Language Programs within the US Army. Conferees were furnished a copy of the TWX or cable to the various Army Commands Worldwide and the detailed information which was obtained as a result thereof. It was suggested that this sample message might be of value to the other SPMs in obtaining a complete inventory of the CLPs within their Services. SPMs were requested to obtain such inventories for their respective Services if at all possible within a period of 60 days, beginning o/a 15 May 1974.

Action: As indicated above, this agenda item was included to highlight the need for CLP inventories from USAF and USN. Letters have been prepared by DLI requesting the CLP inventories from USAF and USN.

#### INVENTORY OF LANGUAGE MATERIALS USED IN COMMAND LANGUAGE PROGRAMS

This presentation announced DLI's acquisition of Limited Fluency and Refresher Language Materials, developed by the Army JFK Command Language School, Fort Bragg, N.C., which could be useful in other comparable Command Language Programs. It was indicated that when all existing Command Language Programs are identified, DLI would request the SPM's assistance in securing courtesy copies of all non-DLI/USAFI developed language training materials. The combination of all DLI, USAFI and other available language materials would result in better DLI technical assistance for Command Language Training Programs.

Comment: This is a follow-on action and is directly related to the agenda item above "Identification of Command Language Programs."

### PUBLICATION OF A NONRESIDENT COURSE CATALOG

This discussion period indicated that DLI would evaluate all available language materials in the near future to determine their suitability for the Command Language Programs. Those materials which are approved by DLI will be listed in the Nonresident Course Catalog.

Comment: Publication probably will be accomplished in DLI Pamphlet Form, and would be updated periodically.

### REVIEW OF DLI AND USAFI MATERIALS FOR USE IN CLP

Review of these materials will be predicated on the latest requirements from the field (user agencies). The current approved (by DOD) operational procedure indicates that DLI will take over the USAFI language inventory but not the USAFI mission. As now planned, the USAFI Spoken Language Series will be shipped to DLI Monterey, California for storage and issue in support of approved Command Language Programs.

Comment: Due to the planned relocation of the HQ DLI to Monterey, California during July-September 1974, requests from military agencies (DOD) for USAFI materials cannot be honored until o/a late September or October 1974. Command Language Programs, approved by DLI, will be furnished USAFI materials at that time, as appropriate. It should be noted that individual requests for USAFI materials will be referred to: Spoken Language Services, P.O. Box 783, Ithaca, New York, N.Y. 14850.

### THE NEEDS AND REQUIREMENTS OF THE SERVICES, MAJOR COMMANDS, AND FIELD COMMANDERS

This presentation cited specific current language training examples or programs including all the Services, CONUS and major overseas commands, that had enabled DLI to determine language training requirements. The continuing need for USAFI materials, technical and/or military terminology, English language materials, and refresher courses was emphasized.

Comment: The interim and transitional period covering the formal close-out of USAFI as a recognized DOD operational entity and the later distribution of all relevant remaining USAFI materials to user agencies will result in some turbulence. This turbulence will be minimized in so far as is possible. See preceding comments for relevant details.

## DLI RELATIONSHIP WITH SERVICES EDUCATION PROGRAMS

This agenda topic included current examples of existing relationships between the Army Education Services and DLI. The former provides orientation language courses, English language courses for non-English speaking US military personnel, language courses for the award of academic credit, language laboratory facilities, testing, etc. DLI exercises technical control as may be required in accordance with provisions in the Joint Regulation. In addition, DLI offers foreign and English language instructor courses that could be made available to both Active and Reserve component units.

Comment: This agenda topic was planned as an information item. Follow-on actions are not contemplated.

## FIELD SURVEYS OF CLP IN CONUS AND CLP OVERSEAS

DLI staff members indicated plans for FY 1975 to survey field programs and provide on-site assistance to 10 CONUS Army installations, provided the requested funds for this purpose are approved.

Comment: One alternative is that if funds do not become available to DLI, then perhaps the installation requesting DLI assistance could provide funding. Similarly, DLI could also assist US Air Force and Navy on a mutually agreeable basis.

As indicated above, and if additional funds are approved for FY 1975, as requested, DLI will provide on-site assistance to the major command's overseas. DLI expressed the opinion that the SPMs may desire to accompany DLI representative on such missions.

## SURVEY OF ENGLISH LANGUAGE ENHANCEMENT PROGRAMS CONDUCTED AT INSTALLATIONS AND SCHOOLS THAT PROVIDE DOD TRAINING TO FOREIGN STUDENTS

During this discussion period, DLI called attention to the TRADOC Regulation 551-4, paragraph 5d(4)(c)1, which calls for English language refresher training for Allied students and authorizes direct contact between DLI and school commandants in this matter. In addition, it was pointed out that DLI had participated in such activities at various locations, including various Army installations and the Naval War College.

Action: None required at this time.

## ENGLISH LANGUAGE TRAINING FOR NON-ENGLISH SPEAKING US MILITARY PERSONNEL

This presentation indicated that Fort Jackson, S.C. provides full-time training for insular Puerto Rican Army personnel. This training is not considered to be fully effective and is, therefore, being studied by the DA and TRADOC. The USAF has been sending their non-English speaking personnel

to DLIEL, Lackland AFB, on a space available basis. The Navy has sought DLI's assistance in training some 2000 Philippines each year. In order for DLI to continue providing this type of in-house training for an expanded program, the Joint Regulation would have to be revised.

Action: None required by DLI at this time. Awaiting further guidance from higher headquarters.

DEVELOPMENT OF NONRESIDENT COURSE MATERIALS, PROGRAMS OF INSTRUCTION (POIs) AND RELATED INSTRUCTIONAL MATERIALS FOR CLP

During this discussion period, the DLI projected plan was announced to develop Russian, German and English courses for CLP in FY 75. This plan assumes that the requested funds will be approved. Future plans also call for the development of modular language courses in a total of nine high density languages. This will permit tailoring specific language courses to meet the commander's language training objectives with a minimum of training time. The relevant POIs, guidelines, audio-visual aids, tapes, etc, are planned as a basic part of this course development.

Comment: Plans indicated above cannot be implemented until and unless budgetary requests are approved.

NOTE #1 - Conference notebooks contain additional information for each of the above agenda items.

NOTE #2 - A transcript of Dr. Rose's comments was not furnished.

NOTE #3 - The above summary was prepared by Dr. C.D. Leatherman, HQ DLI; Operations Division, Chief, Non-Resident Branch (Command Language Programs).

HEADQUARTERS  
DEFENSE LANGUAGE INSTITUTE  
Washington Navy Yard (Anacostia Annex)  
Washington, D.C. 20374

30 May 1974

Information on the Disposition of United States Armed Forces Institute (USAFI) Language Training Materials by the Defense Language Institute (DLI)

1. As a result of Congressional actions, the United States Armed Forces Institute (USAFI) is being phased out this fiscal year. The Defense Language Institute (DLI) has taken over the remaining inventory of the USAFI Spoken Language Series materials. These materials are being shipped to Monterey, California where they will be stored and used wherever feasible to support DLI's mission (reference Chapter 4 of AR 350-20, OPNAVINST 1550.7, AFR 50-40, and MCO 1550.4B). These USAFI materials will be made available as appropriate for use with approved Command Language Programs on a nonreimbursable basis. It should be noted that DLI has not taken over the USAFI functions and that USAFI materials will not be made available to individuals in the Services.

2. DLI will refer individual requests for USAFI materials to:

Spoken Language Services  
P.O. Box 783  
Ithaca, New York 14850

3. In view of the DLI HQS reorganization and relocation to Monterey, CA (July-Sep 74) requests by Armed Forces organizations for language training materials should be delayed until on or about 1 October 1974. Requests should be addressed to:

Director, Defense Language Institute  
ATTN: Assistant Director of Training  
Presidio of Monterey, California 93940

4. At the present time, the Nonresident Branch, Operations Division, HQ DLI is responsible for Command Language Programs. Action officers on the staff are Mr. Horn and Mr. Marschik, Autovon: 288-3839.

## PROJECTS COMPLETED

1. Service Program Manager Concept Approved (1972). 13 Dec 71 DLI-OP-CLP letter to HQDA (DAPE-ITZ-A) Washington, D.C. 20310 subj: Command Language Program Management forwarded the DLI study conducted to determine the means necessary for the Director, DLI to achieve effective resource management and technical control of Command Language Programs. This study constituted the management review of command language programs. The main feature of the DLI study was the creation, within each service department, of the Service Program Manager (SPM). In 1972 HQDA approved the concept of the service program manager and adopted proposed changes to AR 350-20.
2. Joint Service Regulation Approved and Published (17 Jan 74). DA as executive agent for the Defense Language Program (CLP) staffed the revised regulation with the other service departments and the new Joint Service Regulation was published on 17 January 1974.
3. Command Language Program Office Reorganization (1 Oct 74) to Nonresident Training Management Division. The publication of the new Joint Service Regulation made it possible for DLI to take positive action to gain control over the CLP and to implement the recommendations of the GAO Report of 22 January 1973. The Director DLI decided to take immediate action to properly staff the Nonresident Branch. Management and Budget requested funds from TRADOC (submitted as an unfinanced requirement) but the request was turned down for FY 74 and FY 75. After consolidation of DLI activities at the Presidio of Monterey, the Nonresident Training Management Division was staffed as follows:  
  
Chief, Mr. H. Marschik GS-13  
Training Officer, Major Leonard M. Jones, USA  
Educ. Spec., Mr. Ted Horn GS-11  
Educ. Spec., Ms. Annemarie Frazier GS-7  
Clerk-Typist Mrs. Nancy Cook  
Educ. Spec. GS-12 Unfilled  
Educ. Spec. GS-12 Unfilled
4. Command Language Program Conference (2-3 May 74). In order to implement the Service Program Manager concept and to define the responsibilities of DLI and the SPMs, to solicit a more cooperative attitude from the services, and to establish a viable working relationship with the SPMs,

DLI convened a Command Language Program Conference 2-3 May 1974. A summary of the CLP conference proceedings was furnished all conference attendees 7 June 1974.

5. Project to Establish Inventory of CLP (24 May 75). As a result of the Command Language Program Conference 2-3 May 1974, DLI sent out letters to HQ USAF, CNO and USMC, 24 May 1974, tasking them with the identification of CLPs within the respective services. The Air Force furnished their input on 21 August 1974. The report was incomplete, but the SPM is furnishing additional information as it becomes available. The Marine Corps furnished a negative report. The Army had provided a detailed input prior to the CLP conference. The Navy did not reply.

6. Follow up Actions to Obtain CLP Inventory (4 Dec 74). On 4 Dec 1974, in an effort to obtain current information on CLPs, DLI dispatched letters to the Army, Air Force, Navy and Marine Corps SPMs reminding them to submit their CLP Training Reports UP of the Joint Service Regulations. Reports were received from the Army, Air Force and Marine Corps. The Navy did not reply.

7. Input Data for TRADOC Study (Army Literacy Programs) (9 Oct 74). On 29 August 1974 HQ TRADOC tasked DLI to comment and provide input for a study of the Army Literacy programs to include the English Language Training Programs for non-English speaking U.S. Army personnel. DLI provided its input containing an alternative solution and recommendations to TRADOC on 9 Oct 1974.

8. DLI Regulation 1-3 Completed (25 Nov 74). On 25 November 1974 DLI Regulation 1-3 was completed and published. This regulation addresses requests for translation services. DLI will normally turn down requests unless reasons exist to accept them. Requestors will be referred to appropriate translation service organizations within DOD. The list of these organizations is an appendix to the regulation.

9. Input Data for DLI Operations and Procedures Manual (20 Nov 74). On 20 November 1974 the Nonresident Training Management Division furnished its input for the Defense Language Institute Operations and Procedures Manual. The input covered those areas of DLIT-N's operations that affect resident students, faculty, and staff at DLI Monterey. Students are made aware of the existence of the Nonresident Training Management Division, which has the responsibility for providing materials for maintenance of language proficiency.

## CURRENT PROJECTS

1. Revision of DLI Regulation 310-2 (Publishing and Issuance of Instructional Materials) was initiated on 13 September 1974. Revision precipitated by staff study "Need for Uniform Pricing Policy for DLI English Language Materials and Central Management of Sales" which made recommendations that would expedite processing requests for DLI instructional materials (English and Foreign language) and create uniformity in the establishment of prices for such materials. Recommended actions were to be included in a revised version of DLI Reg 310-2. Expected completion date is dependent on the establishment of an agreement with the National Audiovisual Center to act as a broker for the sale of DLI foreign language material. This agreement would allow DLI to make sales to non-appropriated fund requestors on a reimbursable basis.

2. Development of Nonresident Language Refresher/Maintenance Courses. On 18 and 23 Dev 74, letters were dispatched to DA OACSI, TRADOC, FORSCOM, USSOUTHCOM, USAREUR, and ARPAC stating our plans to write specifications for development of nonresident language refresher/maintenance courses, and requesting submission of constructive ideas on the desired subject matter and objectives. Thirty four organizations have replied. Letters are being drafted to request inputs and recommendations from USN, USAF, and USMC. The USAICS has been requested to provide relevant unclassified basic materials that can be used in the course development. A letter and a listing, including subject areas of interest and high density languages, has been sent to the 34 organizations to indicate their order of priorities. A preliminary discussion has been held with Research and Development concerning the course development that is projected to begin 1 July 1975.

3. DLI Catalog of Instructional Material. The concept of a new DLI Catalog of Instructional Material (DLI Pam 350-5) was approved on 29 Oct 74. Revision was predicated on the need for more complete description of DLI materials listed in the catalog in order to make the catalog more meaningful to user agencies. Concurrently, an inventory, review and description of CLP materials was initiated. Camera ready copy for all but two languages is being staffed for final approval for printing.

4. Review of DLI, USAFI and DLP Materials was initiated in conjunction with publication of the DLI Catalog of Instructional Material. Materials received from Command Language Programs are reviewed as received. Because of limited staff and the unlikelihood that USAFI materials will be reprinted, the complete review of these materials has a low priority. Descriptions of most of the materials currently listed in the DLI Catalog of Instructional Material have been received from the language departments and are being used in answering requests for information. Gaps still exist in languages not currently being taught at this installation (e.g., Burmese, Swahili, Cambodian, etc.) and for courses that are in Field Test. Provision has been made for obtaining descriptions of Field Test Courses when they become operational.

In addition to providing advice and assistance to command language programs the Nonresident Training Management Division furnishes assistance to other U.S. government agencies such as the U.S. Coast Guard, the CIA, NASA, FSI, the Service Academies etc. The division processes Foreign Military Sales cases for foreign language materials and handles all inquiries from corporations, educational institutions and individuals both foreign and domestic. In 1974 the division handled 515 individual actions and 291 separate actions in the first quarter of 1975.

PLANNED PROJECTS

1. Preparation and publication of Guidelines and Standing Operating Procedures for Command Language Programs.
2. Field surveys/evaluations of Command Language Programs in CONUS and overseas.
3. Field surveys/evaluations of English Language Enhancement Programs at TRADOC schools.
4. Surveys/evaluations of English language training programs provided under GED for non-English speaking U.S. Service personnel.
5. Exploration of a closer working relationship between DLI and the Army's GED program.
6. Follow up Command Language Program Conference in FY 76 for DLI and the SPMs to review the current status of the CLP and to determine steps necessary to improve control over the CLPs.
7. DLI will contact, through the SPM, all units that have been identified as having a language training requirement and ask that they review their programs and report them IAW Chapter 4 of the Joint Service Regulation.

PROGRAMMED USE  
OF FY 76 FUNDS

1. Nonresident Training Management's (DLIT-N) operating budget for FY 76 was submitted for \$170,120.

2. The intended use for these funds are:

a. Salaries 111,020

(1) Full time civilian employees: 4

GS-13	1
GS-12	0
GS-11	1
GS-7	1
GS-3	1

(2) Approval was granted on 22 May 75 for filling one of the vacant GS-12 positions with a GS-11 in FY 76. The date for hiring has not been determined.

b. Course Development 31,000

DLIT-N initially requested \$60,000 for course development in FY 76. Budget restraints reduced this request to \$31,000. Major development work is programmed for January 1976.

c. TDY Travel 7,000

Travel to twelve (12) installations during FY 76 was programmed at a cost of \$7,000. Courtesy visits are planned for: Ft. Benning, GA, Ft. Rucker, AL, Ft. McClellan, AL, Frankfort, Heidelberg, Berlin, Naples, Japan, Korea, Okinawa, Los Angeles and San Diego.

d. Supply Requirements

The \$21,100 requested for supplies will provide materials to support requests for DLI foreign language instructional materials from military and civilian sources. Reimbursable sales were estimated at \$15,000, non-reimbursable sales at \$6,000. The remaining \$100 are for office supplies.

21,100

GRAND TOTAL \$ 170,120



**DEFENSE LANGUAGE INSTITUTE**  
**PRESIDIO OF MONTEREY, CALIFORNIA 93940**

REPLY TO  
ATTENTION OF: DLIW-N

10 JUL 1975

SUBJECT: Command Language Program Training Report (DA Form 4154-R)

SEE DISTRIBUTION

1. Reference Joint Service Regulation Chapter 4, AR 350-20/OPNAVINST 1550.7/AFR 50-40/MCO 1550.4B (Incl 1).
2. Commanders conducting language programs are reminded to submit their Command Language Program Training Report (Incl 2) in accordance with para 4-5 of the regulation. Reporting date -- 1 August 1975.
3. The report should be forwarded to the appropriate Service Program Manager, as indicated in para 4-2a (Incl 1).

FOR THE DIRECTOR:

EDCEL D. CARSON  
MAJ, USA  
Adjutant

2 Incl  
as



DLIW-N

10 JUL 1975

SUBJECT: Command Language Program Training Report (DA Form 4154-R)

DISTRIBUTION:

HQ 1st Inf Div and Ft. Riley, KS  
HQ 77th MIS (SF) (ABN) Arlington Heights, IL  
HQ 342d MI Co (DIV) Cleveland, OH  
HQ Ft. Carson and 4th Inf Div (Mec) Ft. Carson, CO  
Co A 519th MI Bn (Field Artillery) Ft. Bragg, NC  
HQ 485th MI Det, St. Louis, MO  
HQ 197th Inf Bde (Sep) Ft. Benning, GA  
HQ 3d Armored Cav Rgt, Ft. Bliss, TX  
HQ 2d Armored Div, Ft. Hood, TX  
HQ 303d ASA Bn (Corps), Ft. Hood, TX  
529th MI Co, Ft. Hood, TX  
HQ 404th ASA Co (SEP Inf Bde) Austin, TX  
HQ 351st ASA Co, Ft. Sam Houston, TX  
900th MI Det (Bde) Austin, TX  
Co A (Interrogation) 826th MI Bn (Field Army) Danbury, CT  
HQ 532d ASA, Ft. Snelling, MN  
HQ 259th MI Co (Div) Sharonville, OH  
CINCPAC  
HQ 25th Inf Div, APO SF  
HQ UN CMD/US Forces, Korea/8th USA, AC of S, J2  
HQ 500th MI GP, APO SF  
389th MI Det, (SF GP) (ABN) Louisville, KY  
US Naval Air Facility, FPO NY  
HQ AF Intel Svc, Ft. Belvoir, VA  
3d Marine Div FMF, FPO SF  
USS Midway FPO SF  
US Naval Sta, Rota FPO NY  
432d Civil Affairs Co, Green Bay, WI  
HQ US ASA Field Sta, San Antonio, TX  
MAGTHAI SP APO SF  
US Military Gp, c/o US Embassy, San Salvador, El Salvador  
HQ & Installation Support Activity, Ft. Monmouth, NJ  
Special Forces Det (ABN) APO NY  
XVIII ABN Corps & Ft. Bragg, Ft. Bragg, NC  
7th USA Artillery Det, APO NY  
HQ US Infantry Center, Ft. Benning, GA  
856th ASA Co (DS) (ARMD) APO NY  
USA White Sands Missile Range, NM  
5th USA Language Training Facility Fort Hood, TX

DL1W-II

30.11.75

SUBJECT: Command Language Program Training Report (DA Form 4154-R)

USA JFKCERMA Ft. Bragg, NC  
HQ USA Inf Ctr, Ft. Benning, GA  
HQ 66th MI Det, Ft. Bliss, TX  
6 ITAAS Presidio of San Francisco  
USAREUR GED Field Operations Agcy, APO NY  
USAF SOUTHCOM  
Communication-Equipment Maintenance School, FPO NY  
528th MI Co, Ft. Meade, MD  
402d ASA Spec Opn Det (ABN) 10th SF GP, 1st SF, Ft. Devens, MA  
Dir of PERS and CA, M/F Education, Ft. Polk, LA  
HQ US Forces Support Dist. Hessen Hanau Area CPO, APO NY  
HQ USA Intel Cmd Ft. Meade, MD  
Education Director, Ft. Dix, NJ  
1st Intel Tng Army Area School Ft. Bragg, NC  
5032d USAR Sch, Livonia, MI  
229th MI Co Mt. View, CA  
HQ USARSO, ACS G1 APO NY  
USA Directorate of Procurement, APO SF  
Special Services Supply, M/F Educ Ctr, APO SF  
824th CSGP/DPE, APO SF  
USA SPT CMD HA APO SF  
Patrol Squadron, FPO SF  
HQ FT. Devens, Ft. Devens, MA  
USA Atlantic Area CMD, Ft. William D. Davis, Canal Zone  
101st MI Det Ft. Campbell, KY  
142d MI Linguist Co Salt Lake City, UT  
HQ 432d Combat Support GP APO SF  
244th MI Det Philadelphia, PA  
HQ 3d Inf Div APO NY  
HQ USA Aviation Sch, Ft. Rucker, AL  
HQ 3d Civil Affairs GP (ABN) Ft. Clayton, Canal Zone  
HQ 1st Inf Div and Ft Riley, Ft. Riley, KS  
USA Readiness GP, Ft. Snelling, MI  
HQ 82d MI Intel Co (ABN) Ft. Bragg, NC  
5th USA Artillery Det APO NY  
202d ASA Co APO NY  
HQ 99th USAR CMD Pittsburgh, PA  
HQ 6234 USAR SCH, Ft. Lawton, WA  
DIO, USA Garrison, Ft. Buchanan, Puerto Rico  
HQ 9th MI Co, Ft. Lewis, WA  
HQ 9th Inf Div & Ft. Lewis, Ft. Lewis, WA  
Det 11 USA Regional Personnel Ctr, APO NY  
ASA Field Sta. Ansburg, APO NY  
USA Educ Ctr Munich Post, APO NY

DLIW-R

10,000,000

SUBJECT: Command Language Program Training Report (DA Form 4154-R)

USA Bangkok Det APO NY  
Army Educ Ctr, Ft. Bragg, NC  
HQ III Corps & Ft. Hood, Ft. Hood, TX  
HQ Ft. Sam Houston, Ft. Sam Houston, TX  
Army Educ Ctr Sheridan Kaserne APO NY  
VII USA Corps APO NY  
519th ASA Co, Mt. View, CA  
HQ US Army Base APO SF  
DIO, USA SCH Kapalama Mil Reservation, Honolulu, HA  
Readiness Group, Newburgh, NY  
HQ 218th MI Det (ABN) Ft. Bragg, NC  
Logistics Library, Ft. Lee, VA  
Det N, 500th MI GP, APO SF  
GED, 2nd Armored Div, Ft. Hood, TX  
GED Ctn, Ft. Belvoir, VA  
7113th Special Activities Squadron APO NY  
HQ 22d Combat Support GP, March AFB, CA  
7350th Air Base GP APO NY  
CINCUSAFE/INCEOR  
Pacific Air Forces Command  
USS Jallao FPO NY  
US Naval Ship Repair Facility Subic Bay FPO SF  
Education Services Ctr, USS William C. Lawe FPO NY  
USS Hancock FPO SF  
Naval Station Library FPO NY  
Naval Facility San Nicolas Island, Point Mugu, CA  
US Naval Mobile Construction Bn 3, FPO SF  
CNETS, Pensacola, FL  
USMC, Interrogator-Translator Teams, HQ, 2d Marine Div FMF, Camp Lejeune, NC  
1st Interrogator-Translator Team, 1st Marine Bge, FMF FPO SF

CF:

HQDA (DAPE-MPT)

CNO (OP991E1)

HQUSAF/DPPTB

Commandant, MC, Code A03C

## CHAPTER 4

## COMMAND LANGUAGE PROGRAMS (CLP)

**4-1. General.** *a.* A Command Language Program (CLP) is any language training program or course of instruction operated by an active duty or Reserve component, exclusive of DLI Training Branches; the US Military, Naval, and Air Force Academies; DOD oversea dependents schools; Security Assistance English Language Programs; and those programs conducted strictly for the purpose of attaining academic credit.

*b.* The establishment of Command Language Programs requires the approval of Director, DLI (para 4-3).

*c.* Except for maintenance or refresher language training, Command Language Programs will not be programed to provide language training above the elementary proficiency level unless approval is obtained from the Director, DLI.

**4-2. Functions and responsibilities.** *a.* Director, DLI—

(1) Serves as the operating agent for the Secretary of the Army. In this capacity, he is responsible for—

(*a.*) Monitoring the management of CLP to insure the efficient use of available resources.

(*b.*) Exercising technical control over CLP, as explained in paragraph 1-4*c.*

(2) Discharges his responsibilities for CLP through direct coordination with the Service Program Manager (SPM). All contacts between CLP and DLI are through the Service Program Manager. The only exception to this will be when DLI and the SPM agree that direct liaison is required. Direct communication between the SPM and DLI is authorized. The SPM is appointed by the Services, at department level. The designations of the SPM are shown below:

(*a.*) Army — HDQA (DAPE-MPT), Washington, DC 20310

(*b.*) Navy—Navy Department, Chief of Naval Operations (OP 991E), Washington, DC 20350

(*c.*) Air Force — HQUSAF/DPPTB, Washington, DC 20330

(*d.*) Marine Corps—Commandant, Marine Corps, Code A03C, Washington, DC 20350

*b.* The Service Program Manager will—

(1) Maintain records of Command Language Programs, to include the following information:

(*a.*) Program location.

(*b.*) Sponsoring command.

(*c.*) Languages and type courses taught.

(*d.*) Enrollments and completions by language.

(*e.*) Number and types of tests administered.

(*f.*) Direct operating costs.

(2) Constantly review the status of all CLP within his Service to preclude duplication of effort and to check any unnecessary proliferation of language programs. When possible, materials approved for existing courses will be used for newly established courses with similar objectives. If course materials are not available within the Service, the SPM will seek assistance from DLI. DLI will locate satisfactory materials and provide the SPM with information necessary to acquire them.

(3) Forward to Director, DLI requests from commanders to establish CLP.

(4) Periodically inspect Service CLP to insure that individual programs are being conducted efficiently. A copy of the SPM inspection report will be furnished to Director, DLI. DLI, upon request, will provide technical assistance to the SPM for these inspections.

**4-3.—Establishing a command language program.** *a.* The commander having a requirement for a language training program will forward, through the SPM to the Director, DLI, a request for CLP approval. The request will contain the following information:

(1) The language program mission and language course objectives, including proficiency level desired.

(2) The number of students to be trained

annually, by language.

(3) The availability of training facilities, including language laboratory systems and portable language tape recorders.

(4) A bibliographical listing of available instructional materials.

(5) Instructor(s) qualifications.

(6) Total length of course in hours and weeks.

(7) Instructional hours per day, per week.

(8) Estimated direct operating costs.

b. The Director, DLI will review the technical aspects of the proposed CLP and will approve and/or make appropriate technical recommendations to the local commander. DLI will provide technical assistance as required.

**4-4. DLI technical assistance.** a. DLI will furnish technical assistance to commanders establishing language training programs or to ongoing language training programs. A commander may request this assistance by writing to the Director, Defense Language Institute, Washington Navy Yard (Anacostia Annex), Washington, DC 20374, through the SPM. Assistance will be in the form of written guidance and/or on-site evaluation and will include information on teaching methodologies, programs of instruction, course materials, instructor qualifications, and instructor training.

b. DLI will provide, on a reimbursable basis, suitable level 1 and/or maintenance/refresher materials. If materials are not available in the DLI inventory, DLI will recommend suitable materials or sources for such materials. In certain cases, DLI, upon request, will initiate the development of course materials for any program in which there is a continuing requirement for such materials.

**4-5. Command Language Program Training Report (DA Form 4154-R), RCS DLI-14.** a. Semiannually, commanders will submit DA Form 4154-R (fig 4-1) through channels, to the SPM. Reports will be prepared at the end of the second and fourth quarters of each fiscal year and forwarded to arrive not later than 1 February and 1 August of the fiscal year. The SPM will forward a copy of each report to DLI not later than 15 February and 15 August each year.

b. DA Form 4154-R will be reproduced locally on 8 x 10 $\frac{1}{2}$ -inch paper.

c. If Command Language Programs are discontinued by any Service, that Service is no longer required to submit a Command Language Program Training Report. It is the responsibility of the individual Service to notify DLI of any change in the status of CLP.

17 January 1974

AR 350-20/OPNAVINST 1550.7/AFR 50-40/MCO 1550.4B

<b>COMMAND LANGUAGE PROGRAM TRAINING REPORT</b> For use of this form, see AR350-20; the proponent agency is DCSPER.			<b>PERIOD ENDING</b> 19 ___		<b>REPORTS CONTROL</b> SYMBOL DLI-14	
<b>TO:</b>			<b>FROM:</b>			
1. MISSION/OBJECTIVE(S)						
2. <b>TRAINING</b>						
<b>LANGUAGE</b> a	<b>LENGTH</b> (Hours) b	<b>PERSONNEL</b> <b>TRAINED</b> c	<b>LANGUAGE</b> a	<b>LENGTH</b> (Hours) b	<b>PERSONNEL</b> <b>TRAINED</b> c	
1.			8.			
2.			9.			
3.			10.			
4.			11.			
5.			12.			
6.			13.			
7.			14.			
3. <b>TESTING</b>			<b>NO. ADMINISTERED</b>			
a. Defense Language Aptitude Test (DLAT)			_____			
b. English Language Aptitude Test (ELAT)			_____			
c. Defense Language Proficiency Test (DLPT)			_____			
d. English Language Comprehension Test (ECL)			_____			
4. <b>COSTS</b>						
ANNUAL DIRECT OPERATION COSTS (Instructor Salaries, Materials) \$ _____						
5. REMARKS/PROBLEM AREAS						
6. DATE		7. NAME			8. GRADE	
9. TITLE OF REPORTING OFFICIAL:			10. SIGNATURE			

DA FORM 4154-R, 1 Sep 73

(Paper size 8 x 10 1/2"; image size 6 1/2 x 8 1/2 inches)

Figure 4-1

(42)

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## POSITION PAPER

SCOPE OF THE DEFENSE LANGUAGE PROGRAM  
Liaison Office

1. PURPOSE: The purpose of this paper is to provide an understanding of the necessity and functions of the DLI Liaison Office (LNO) in the National Capitol Region.

2. REFERENCES:

a. DAPE-MPT letter, 22 Mar 73, subject: Transfer of Administrative Responsibilities for the Defense Language Institute (DLI) and the Defense Information School (DINFOS). (A copy is attached at Tab A to DLIMB position paper, "Relocation and Consolidation of the Defense Language Institute.")

b. DLI Reg 10-1, Organization, Responsibilities and Functions.

3. DISCUSSION:

a. The DLI mission and worldwide responsibility for both foreign and English language programs require daily contact with all DOD and military Service offices having an interest or responsibility in the training of U.S. personnel in foreign languages or in the training of foreign students in U.S. military schools. Reference a above authorizes DLI direct contact with these agencies with respect to language training in the Defense Language Program. Upon relocation of DLI Headquarters to the Presidio of Monterey, a liaison office was established in the Washington, D.C. area to facilitate these contacts. Additionally, LNO maintains close liaison with TRADOC, which is located in Virginia. The organization, responsibilities and functions of the office are provided at Tab A.

b. Through the LNO, DLI also maintains daily contact with the Foreign Service Institute (FSI), Department of State, to ensure proper training and administration of DLI students while in training at FSI. During FY75 the DLI input at FSI was 150 students in 21 languages not taught in-house (the only exceptions are French and Spanish). The LNO also monitors the training of Moscow-Washington hot-line translators (MOLINK) which is conducted for DLI by NSA.

c. To enhance U.S. Government efforts in language training across agencies and to avoid duplication of effort, DLI maintains close contact in the Washington area with the following agencies both directly and through the Interagency Language Roundtable, the English Language Interagency Committee, and the Interagency Roundtable for Inter-cultural and Foreign Area Training.

Foreign Language

State Department  
NSA  
CIA  
HEW  
AID  
Agriculture  
FBI  
USIA

English Language

State Department  
HEW  
AID  
USIA  
Peace Corps  
Interior  
Agriculture

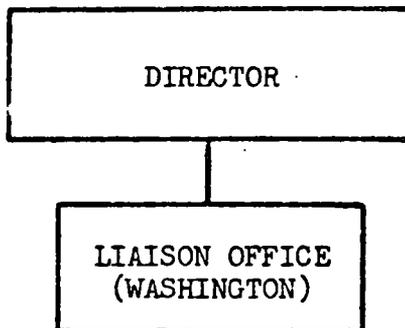
Liaison with the academic community at large is achieved through the Center for Applied Linguistics in Washington, D.C.

d. At the present time indications are that the LNO is not only performing a necessary function in Washington, but may also require some expansion.

CHAPTER 4  
LIAISON OFFICE (WASHINGTON)

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4-1. ORGANIZATION.



4-2. RESPONSIBILITY. The Chief, Liaison Office provides a point-of-contact between DLI and various governmental and non-governmental agencies in the National Capital Region (NCR). Is the Director's principal representative in the NCR and assists in planning, coordinating and supervising DLI student training at the Foreign Service Institute, Department of State.

4-3. FUNCTIONS.

a. Establishes and maintains appropriate liaison with DOD, other federal agencies and civilian institutions within the NCR to assure effective communications and cooperation on all matters concerning the DLP.

b. By visits to language-related agencies and academic institutions, maintains a cognizance of the latest linguistic research, development and procedural techniques. Provides information of DLI R&D projects to interested agencies. When appropriate and as directed, represents the Director at inter-agency or other language-related meetings in the NCR.

c. Establishes and maintains close coordination with FSI for the training and administration of DLI students. Conducts in/out processing of DLI students. Plans, coordinates and processes student academic and attendance records. Counsels DLI students. Provides student locator, mail and message services.

d. Plans and conducts a continuing linguistic evaluation of training provided by FSI to DLI students. Monitors effectiveness of course materials, and provides information for cost effectiveness review of training. Acts as Test Control Officer for administration and/or

~~44~~ (45)

1 January 1975

DLI Reg 10-1

supervision of DLPT and/or DLAT testing as appropriate.

e. Plans, develops and provides logistical support services as appropriate for the liaison office and DLI students at FSI. Reviews, coordinates and assists in negotiations, for the DLI/FSI training support agreement.

~~46~~ (46)

25 Jun 75

## - POSITION PAPER

COURSE OBJECTIVES AND  
USER AGENCY REQUIREMENTS

1. PURPOSE: The purpose of this position paper is to provide (1) a comprehensive statement of the varied nature of DLI user agency language training requirements, (2) the DLI instructional techniques and approaches to satisfying these requirements, and (3) the DLI practical experience in simultaneously administering aural comprehension and speaking production within the basic course framework, and in pursuance of stated course objectives.

2. REFERENCES:

a. OP PLAN 2-72, Basic Course Enrichment Program (BCEP), 29 November 1971

b. Basic Course Enrichment Program (BCEP) Manual, September 1972.

c. NCTS letters, Subject: Evaluation of German and Russian BCEP Materials, 10 December 1974.

3. DISCUSSION:

a. DLI is a Service agency responsible for designing, developing and teaching language courses to satisfy a wide range of user agency requirements. These requirements range from those of the Security Services where the emphasis is almost exclusively on listening as compared to those of MAAG, Mission and attache where all four language skills of speaking, reading, aural comprehension and writing must be emphasized. A chart depicting these differences is at TAB A. DLI's mission is to meet the requirements of all user agencies no matter how diverse these requirements may be. We can advise the user agencies about language training, but since our mission is to train DOD personnel, we must be responsive to the needs of the user agencies.

b. It is important to note that although 54% of programed student input in FY75 was from the Security Services, at the present time approximately 70% of DLI students are Security Service students. Upon graduation,

their job will be primarily that of listening to foreign language radio transmissions, comprehending what is spoken, and relaying the intelligence gained from these broadcasts to provide near real-time intelligence. For these students we are required to develop their aural comprehension skills to a degree necessary to perform their job tasks. Other user agencies do not need these strong aural comprehension skills, but require more normal language skills such as speaking and communicating with others. In Russian and Chinese, we have developed special aural comprehension courses and we are developing additional courses in other languages to meet Security Service requirements.

c. In March, 1971 the National Security Agency/Central Security Service Training System (NCTS) provided DLI an initial set of terminal skill objectives to be used in tailoring language courses to meet their specific operational needs. (A revised version is at TAB B). Cryptologic students at that time comprised almost 50% of the total DLI student input and were enrolled in 14 languages. In late 1971, at a DLI/NCTS conference, senior NCTS representatives pointed out that DLI basic courses were no longer meeting their needs. The major change requested by the NCTS user agency was to place more emphasis on aural comprehension. With the exception of the two specialized aural comprehension courses in Chinese-Mandarin and Russian, DLI courses at that time were directed principally towards training students in the productive skill of speaking which is peripheral to NCTS needs.

d. On 29 Nov 71, the Director DLI implemented the Basic Course Enrichment Program (BCEP) with the stated purpose of providing "a smooth transition from the present DLI basic course to ones which more closely meet the needs of the NCTS without decreasing the value of the courses to other DLI user agencies." In September, 1972 this introductory guidance was superseded by the BCEP Manual which detailed the overall management and conduct of the aural comprehension enrichment program to meet the NCTS language objectives.

e. By late 1973, most DLI language departments had made substantial progress in the implementation of the BCEP plan. The program was not without problems, however, with the more prominent ones in the following areas:

- (1) a conflict between DLI basic course methodology with emphasis on speaking versus the NCTS primary skill requirement for more emphasis on aural comprehension,
- (2) a genuine lack of understanding on the part of some

faculty members of the NCTS requirements, (3) the lack of a systematic testing and grading program for NCTS students, and (4) the inherent problems of sectioning NCTS and non-NCTS students together or attempting to provide separate sections in accordance with end assignment.

f. The trend begun in 1972 has continued towards more aural comprehension training in our basic courses. For example, aural comprehension techniques have subsequently been incorporated into course development projects in Arabic, Korean, and Chinese-Mandarin where the students belong predominantly to the Security Services. It is not economically feasible, however, to do this for all other languages. In these languages, all students are combined and the basic course has been enriched with aural comprehension exercises. Additionally, Korean, which is scheduled to become DLI's second highest enrollment language, now consists of 95% Security Service students. DLI continues to confer with the user agencies about satisfying their language needs. In this endeavor, the challenge has become one of meeting the user agency requirements, but at the same time maintaining student motivation.

g. The aural comprehension enrichment program has been generally successful but additional emphasis is still required in order to meet all cryptologic objectives. Some security students presently assigned to operational jobs in the field, and who had objected to the aural comprehension format while at DLI, now indicate through graduate field reports that additional aural comprehension language training at DLI would have been useful. However, a formal review of selected courses by representatives of the cryptologic user agencies in 1974 indicated that the aural comprehension enrichment programs initiated at DLI in 1972 are, for the most part, meeting their language training objectives.

h. In conclusion, in addition to specialized aural comprehension courses, the aural comprehension enrichment program within the basic course framework has proved to be a practical and economical approach to meeting user agency needs. Significantly, there has been no evidence from the non-security service agencies that the aural comprehension enrichment program is detrimental to their particular course objectives.

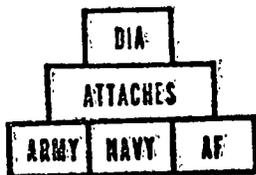
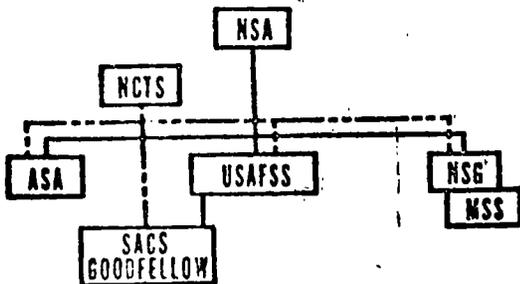
# USER AGENCIES

SECURITY SERVICES

OTHERS

OBJECTIVES HAVE

OBJECTIVES NOT HAVE



MISSION / MAAG

ADVISERS  
TRAINERS  
SUPPLIERS  
ASSISTANCE

INTELLIGENCE

INTERROGATORS  
TRANSLATORS

INTERVIEWERS  
MI

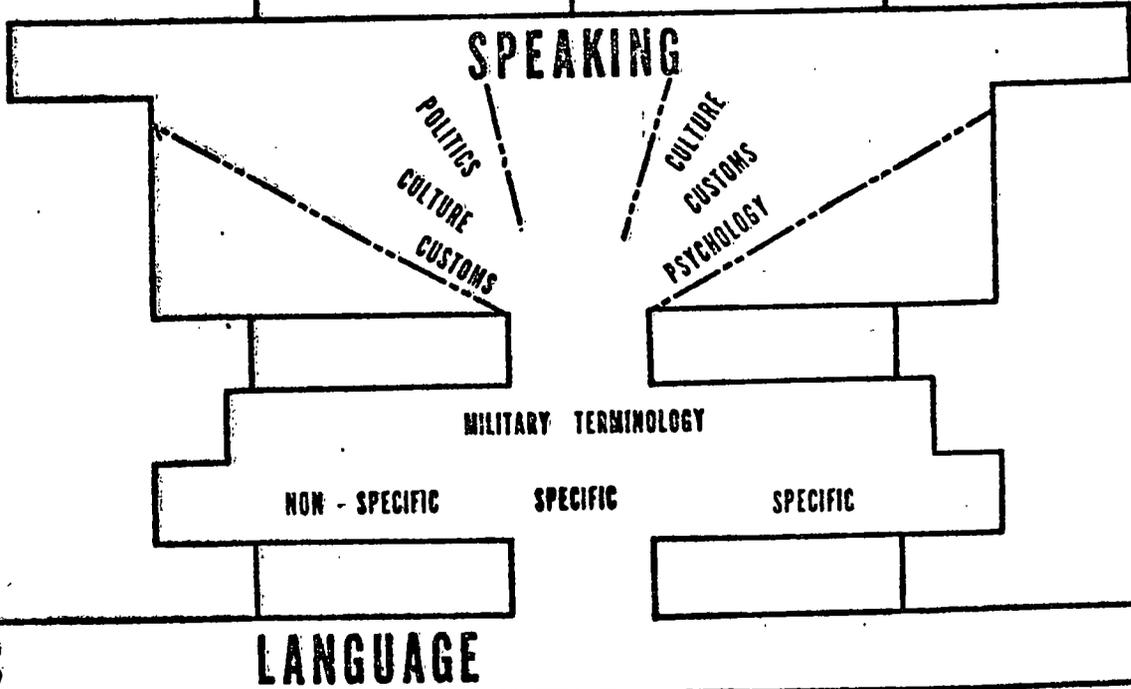
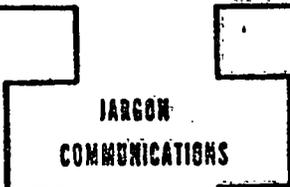
OTHERS

STUDENTS  
DEPENDENTS  
PEP

SPECIAL FORCES

## COMPREHENSION

TRANSCRIPTION  
LISTENING / READING COMPREHENSION  
TRANSLATION



CONTINUATION TRAINING  
( INTERMEDIATE, ADVANCED )

NCTS BASIC LANGUAGE COURSE  
TERMINAL SKILL OBJECTIVES - REVISED

RUSSIAN

PHILOSOPHY

The student should be firmly grounded in the grammatical structure of Russian, so that he can proceed with follow-on language and/or language-related tasks and training.

SKILL LEVELS

The skill levels described are considered to be consistent with DLI standards C3 and R3 in Comprehension and Reading.

It is recognized that learning to speak Russian is an element of reinforcement of other language skills, has mnemonic value and is an element of motivation in language retention and maintenance. There is no skill level requirement for Speaking.

Skills are listed in order of priority for corrective action. The specific objectives listed under each skill are equally essential.

LEVEL OF LANGUAGE

The language desired is the current written and spoken form which occurs in the country or countries where the language is used. This is consistent with the stated DLI Skill Levels, but only when consideration is given to the levels of usage, difficulty (vocabulary and structural complexity), and subject matter content. Within the suggested source documents and radio broadcasts listed for authentic materials, all contents normally vary in terms of those levels. With judicious selection, appropriate passages can be found in each. The following will provide a general guide:

LEVEL OF USAGE. The required level of usage includes Formal (as used in target language radio/television broadcasts intended for internal audience), Informal (as used in conversations between friends), and Functional (as typified by military conversations between members of military elements). It specifically excludes literary and classical language, as well as that expected in formal gatherings, conferences, presentation of technical papers, etc.

LEVEL OF DIFFICULTY. The required level is intended as the level of vocabulary usage and language complexity normally expected of a DLI Basic Course graduate, with emphasis placed upon vocabulary furnished in NCTS materials. High frequency words required to understand the target language are necessary, as are the military terms required in day to day military operations (at a level below the General Staff). Elements of military slang and jargon are also necessary; however, there is no need for the type of vocabulary necessary to describe detailed workings of military equipment. The complexity of the language structure equals that used in the definition of C-3; "Adequate to follow radio broadcasts, speech, conversations between two educated native speakers in the standard language."

LEVEL OF SUBJECT MATTER. The subject matter required to demonstrate the above levels of usage and difficulty can normally be obtained by judicious selection of appropriate, authentic materials. In most instances this can, and should, be done without alteration to the materials chosen. In those rare instances where change of a complex grammatical structure or substitution/elimination of a highly technical term is necessary to make an otherwise usable passage compatible with the above levels, such an approach should be considered. Such alterations to authentic materials should be extremely limited to avoid reduction of authenticity.

#### AREA STUDIES

Area studies are recognized as being a valuable adjunct to foreign language studies. It is desirable that Area Studies materials emphasize geography, post-World War II international relations, military developments, and current governmental structure.

#### NCTS MATERIALS

NCTS-furnished tapes, transcripts and vocabulary lists must be used as models for the development of materials to be included in the appropriate portions of the course. These materials should be sufficiently manipulated in the class to ensure control by the student. Any device employed to measure attainment of NCTS terminal skill objectives should include some elements based on these materials.

## CLARIFICATION OF TERMS USED IN TERMINAL OBJECTIVES

Transcription. Given spoken material, at a normal speaking rate, student writes it down verbatim. Whenever specified, romanized or phonetic transcription should be used. The material may be tape recorded, in which case the student is permitted to replay the tape at will within a specified period of time.

Listening Comprehension. A skill which can be measured by a drill or test based on spoken material with printed questions to be answered. The questions may be in the target language or English, depending on the objective.

Reading Comprehension. A skill which can be measured by a drill or test based on printed material with printed questions to be answered. The question may be in the target language or in English, depending on the objective.

Authentic Tape. A tape recorded directly off the air from a source approved by NCTS.

Simulated Tape. A tape specially prepared to be like an authentic broadcast.

Translation. Given printed material, student prepares complete English translation.

Military. Subject matter directly related to military posture, tactics, equipment, and logistics. (This does not mean a detailed description of equipment is required; e.g., parts of a rifle, tank, etc.)

Political News. Subject matter directly related to political events of national or international significance occurring within the country. This includes the political aspect of international relations, transportation and communications, relevant industries, significant resources, etc.

Current Events. Subject matter which depicts current target-language usage in describing internal effects of internationally known events. Since internal military and political subjects are included in other categories, current events would normally not include such topics. Current events might include natural disasters, transportation developments, non-technical scientific subjects, etc.

Behavioral Objective. These are of two types: Terminal, and Enabling (or interim). A behavioral objective has at least three elements: (1) a description of the stimulus, (2) a description of what a student is to do, and (3) a statement of how well he is to do it. Other desirable elements are: time allowed, access to reference materials, restrictions on replaying the stimulus material, whether note-taking is allowed, etc.

Criterion Score. For an item or "part" of a test, the permissible quality or quantity of performance. Criterion scores are specified in the established behavioral objectives.

Translation of Spoken Material. Students listen to spoken language and render a written translation of it.

Number Transcription. Numbers rendered from a spoken stimulus which includes cardinal and ordinal styles. Where decimals, fractions, percent signs or other symbolic material are an integral part of the number, the student must render the symbol along with the number. Numbers are rendered aurally in three ways:

a. Unaccompanied. Numbers only, unaccompanied by any other voiced material.

b. In a Phrase. Numbers occurring in a short phrase containing words that are not numbers.

c. Multiple Occurring in Context. Several sets of numbers imbedded in a complete sentence or paragraph.

#### LEXICAL AIDS

1. The following dictionaries should be used in the course:

- a. Smirnitsky, Prof. A.I.; Russian-English Dictionary; Soviet Encyclopedia Publishing House, Moscow; 1969
- b. Mueller, Prof. V.K.; English-Russian Dictionary; State Publishing House of Foreign and National Dictionaries; 1961
- c. JTLS Russian-English/English-Russian Military Dictionary, Joint Technical Language Service, (Room 10, 8 Palmer St) London, 1968

2. This is not meant to exclude the use of any other lexical aids.

RUSSIAN

PRIORITY I - LISTENING

A. Transcription -

1. Stimulus

Six recorded segments totaling not less than three but not more than four and one-half minutes in Russian in the following order, style and subject matter:

<u>Style</u>	<u>Subject Matter</u>
Conversation	Military
Conversation	Political
Conversation	Current Events
News Broadcast	Military
News Broadcast	Political
News Broadcast	Current Events

2. Task

Write down each segment, as heard, using the Cyrillic alphabet.

3. Conditions

a. The subject matter must not be more than two years old.

b. The military and political news broadcasts must be extracts of authentic Soviet news broadcasts. The current events passages may be extracts of current news articles voiced by native instructors.

c. The recordings may be replayed as often as required.

d. Standard Russian lexical aids may be used.

e. Task time: 30 seconds per 1 second of recording.

4. Criterion

a. Error points are assigned as follows:

1. Substitution of any word for the correct word, or omission of a word.

2. Grammatical errors (wrong case, incorrect verb aspect or tense, disagreement between noun and modifier, etc).

3. Misspelled word which would lead to ambiguity in text.

b. Grade is determined by dividing total error points by total number of words in the segment and subtracting the result from 100%. (e.g., in 200 words of total text, 3 word omissions, 6 grammatical errors, and 1 misspelled word are assessed the student.  $25 \div 200 = 12.5\%$ ;  $100\% - 12.5\% = 87.5\%$ )

c. A grade of 87.5% or better is required for passing.

## B. Listening Comprehension

### 1. Stimulus

Four recorded segments (approximately 30-45 seconds each) totaling at least two but not more than three minutes in Russian, in the following order, style and subject matter:

<u>Style</u>	<u>Subject Matter</u>
Conversation	Military
Conversation	Political
News Broadcast	Military
News Broadcast	Political

### 2. Task

Answer five printed English questions on the key points of each segment.

### 3. Conditions

a. The subject matter must not be more than two years old.

b. The news broadcasts must be extracts of authentic Soviet news broadcasts.

c. Each segment must be limited to one subject.

d. The style and subject matter characteristic of each segment will be described for the student before it is played. The student will then be told he will be

required to answer "WHO, WHAT, WHERE, WHEN, WHY AND HOW" questions. This preparation will not divulge the content of the questions or the key elements of each segment.

e. Each segment is to be played twice before the questions are revealed and is not to be replayed thereafter.

f. Examinee may take notes.

g. Standard Russian lexical aids may be used.

h. The student is to complete each segment before proceeding to the next.

i. There will be a fixed period of time determined by the type of questions.

#### 4. Criterion

Correctly answer fourteen of twenty questions in short, written, English responses, including key elements (e.g., WHO, WHAT, WHERE, WHEN, WHY and HOW).

#### C. Number/Letter Transcription

##### 1. Stimulus

Three one-minute recordings using numbers and letters in the following manner:

a. Numbers in 3-, 4-, and 5-digit groups, dictated in various forms, to include card-playing terms (e.g., ДВОЙКА, ТРОЙКА).

b. Number phrases in both cardinal and ordinal forms (i.e. 204th Battalion, 535 sick, 25 sick, 8 absent, 10 Degrees Celsius, etc.), and in varied grammatical forms (i.e., singular and plural to include all genders and cases).

c. Dates, telephone numbers, addresses, etc., in both cardinal and ordinal forms in various declensions according to current usage.

d. Letters, using the phonetic alphabets (nominal and Slavonic)\* peculiar to the Russian language (to be used in conjunction with the above numbers Stimuli). (\* see page 10)

## 2. Task

a. Correctly write the numbers presented in Arabic Numerals (i.e., 1, 2, 3, etc.).

b. Use symbolic identifiers when appropriate (i.e.,  $1/5$  3.7, 25% 4:8, etc.).

c. Words, other than numbers, such as Battalion, active, sick, absent, as presented in Clb above may be omitted.

d. Letters voiced in the phonetic alphabet will be written as a single letter.

## 3. Conditions

a. The recording is played only once.

b. Digital groups should be dictated in various forms (i.e., 405 could be dictated as four-zero-five or four hundred five; 5280 could be dictated as five-two-eight-zero, fifty-two eighty, or five thousand two hundred eighty, etc.).

c. Rate of speech should be normal.

d. Recordings should be made using, if possible, more than one native speaker.

## 4. Criterion

Correctly write down 90% of the numbers and letters voiced.

## PRIORITY II - READING

### A. Reading Comprehension

#### 1. Stimulus

A printed passage of approximately 250 words in length on a military subject.

#### 2. Task

Write down, in English, brief answers to twenty questions printed in English.

### 3. Conditions

- a. The article may be read as often as required.
- b. Standard Russian lexical aids may be used.
- c. Task is to be completed in thirty minutes.
- d. The difficulty level and style should be that used in current Soviet popular military periodicals (e.g. MORSKOJ SBORNIK, KRASNAYA ZVEZDA, KRYL'Ya RODINY, SOVETSKIJ VOIN, STARSHINA-SERZhANT, AVIATsIYa I KOSMONAUTIKA, etc.)
- e. The subject matter should be general military as opposed to highly technical or single branch oriented materials.

### 4. Criterion

Correctly answer 16 of 20 questions, the answers to which would demonstrate understanding of theme, intent or syntax. Questions should not seek meanings of specific words.

#### B. Translation

##### 1. Stimulus

A printed passage of approximately 200 words in length, on a military subject.

##### 2. Task

Translate the passage into written English.

##### 3. Conditions

- a. The subject matter must not be more than two years old.
- b. The passage is to be an extract from a popular Soviet publication (see paragraph A3d).
- c. Standard Russian lexical aids may be used.
- d. The passage may be referred to as often as required.
- e. The task is to be completed in 60 minutes.

f. The subject matter should be general military as opposed to highly technical or single branch oriented materials.

4. Criterion

Correctly translates into clear English 70% of the predetermined phrases and sentences.

A. Writes the language with the intelligibility required in PRIORITY I, paragraph A.

B. Composition in Russian is not a required Terminal Skill, but is recognized as having value in learning the writing system.

\* Nominal phonetic alphabet characterized by use of common Christian names. Slavonic phonetic alphabet uses the Old Slavic letter names (e.g., a = az; b = buki).

## POSITION PAPER

RATIO OF SECURITY SERVICE REQUIREMENTS  
(FY 75 & 76 PROGRAMED, ACTUAL, TRENDS)

1. PURPOSE: To provide an overview of security service foreign language training requirements at the Defense Language Institute for the present (FY 75) and future (FY 76) fiscal years.

2. REFERENCES:

- a. AR 350-20.
- b. DLI FY 75 and 76 Programed Schedule of Foreign Language Training.
- c. DLIMB-P&O Computer Report generated 12 Jun 75.

3. DISCUSSION:

a. The trend of security service training at DLI has been rising. In FY's 72 and 73, security service students accounted for approximately 50% of the actual DLI foreign language teaching load; in FY 74 66%. For the first three quarters of FY 75, security service students have accounted for approximately 70% of the foreign language training load. Security service students account for approximately 60% of the FY 76 programed foreign language training program. If the programed percentage remains constant, the actual percentage of security service students at DLI in FY 76 should be in excess of 70%.

b. FY 75 Programed Ratio of Security Service Requirements (by language). TAB A.

c. FY 75 Actual Ratio of Security Service Requirements (by language). TAB B.

d. FY 76 Programed Ratio of Security Service Requirements (by language). TAB C.

FY 75 SECURITY SERVICE PROGRAMED REQUIREMENTS

1 March 1974

LANGUAGE	ARMY		NAVY		USMC		USAF		TOTAL	% OF RQMTS
	OFF	EM	OFF	EM	OFF	EM	OFF	EM		
Afrikaans						1			1	33%
Albanian				1		2		3	6	67%
Ashcaric		1				1			2	40%
Arabic		16	2	28		9		72	127	65%
Bulgarian		8				2		6	16	84%
Burmese		3							3	43%
Cambodian		31				5			36	44%
Chinese Mandarin		65	2	33		8		163	271	84%
Czech		95							95	80%
French		16		17		2			35	19%
German		140		2		1		21	164	32%
Greek		1		1		1			3	6%
Hebrew				26		2			28	43%
Hungarian		20				1		10	31	78%
Indonesian				2		2		3	7	35%
Italian		2				1			3	8%
Japanese		1							1	2%
Korean		108		4		1		60	173	61%
Lao		11				2			13	43%
Malay						1			1	33%
Persian Farsi		1				1			2	8%
Polish		32		3		2		5	42	64%
Portuguese Brazilian						2			2	5%

TAB A

(62)

FY 75 SECURITY SERVICE PROGRAMED REQUIREMENTS

1 March 1974

LANGUAGE	ARMY		NAVY		USMC		USAF		TOTAL	% OF RQMTS
	OFF	EM	OFF	EM	OFF	EM	OFF	EM		
Romanian		12		4		3		14	33	92%
Russian		344	8	197		6		382	937	92%
Serbo Croatian				4				11	15	58%
Somali						2			2	67%
Spanish		52		37		15			104	17%
Swahili		1				3			4	80%
Thai		6				3		5	14	7%
Turkish		3		3		2		5	13	28%
Vietnamese Hanoi		95		15		2		167	279	95%
<b>TOTAL</b>		<b>1064</b>	<b>12</b>	<b>377</b>		<b>83</b>		<b>927</b>	<b>2463</b>	<b>53.6%</b>

FY 75 ACTUAL STUDENT INPUT TO FOREIGN LANGUAGE

31 May 1975

LANGUAGE	TOTAL INPUT	SECURITY INPUT	% = SECURITY	LANGUAGE	TOTAL INPUT	SECURITY INPUT	% = SECURITY
Albanian	3	2	66%	Italian	21	1	4%
Arabic AD	3	0		Korean	288	260	90%
AE	263	254	94%	Lao	5	2	40%
AN	37	1	3%	Malay	1		
AP	22	12	60%	Norwegian	10		
Bulgarian	25	20	80%	Persian Farsi	15	3	20%
Burmese	3	1	33%	Afghan	2		
Cambodian	25	20	80%	Punjabi	4		
Chinese C	1	0		Polish	43	40	93%
M	299	273	91%	Portuguese Br	31	1	3%
Czech	88	69	78%	Eur	6		
Danish	5	0		Romanian	16	15	94%
Dutch	4			Russian	858	771	90%
Finnish	2			Serbo Croatian	22	14	63%
Flemish	7			Slovene	1		
French	163	34	21%	Spanish American	322	124	39%
German	347	157	45%	Castilian	29		
Greek	36			Swedish	3		
Haitian Creole	1			Tagalog	1		
Hebrew	33	28	88%	Thai	46	10	22%
Hindi	4			Turkish	30	6	20%
Hungarian	29	25	86%	Urdu	1		
Japanese	21	2	10%	Vietnamese Hanoi	181	178	98%
Indonesian	13	2	15%				
				TOTAL	3370	2325	69%

(64)

TAB B.

FY 76 SECURITY SERVICE PROGRAMED REQUIREMENTS

31 Jan 75

LANGUAGE	ARMY		NAVY		USMC		USAF		OTH	TOTAL	% OF RQMTS
	OFF	EM	OFF	EM	OFF	EM	OFF	EM			
Albanian				3				2		5	63%
Arabic Egyptian		35	1	15				66		117	75%
Arabic Syrian		35		30						65	76%
Bulgarian								6	1	7	47%
Burmese		2								2	25%
Cambodian		19								19	68%
Chinese M		160	2	41				121		324	89%
Czech		70						6	1	77	64%
French		14		14						28	15%
German		252		2				18		272	47%
Hebrew				25				17		42	82%
Hungarian		17								17	47%
Indonesian				3				3		6	32%
Japanese		1								1	6%
Korean		195		15				73		283	79%
Lao		4						3		7	58%
Polish		73		2				6	2	83	69%
Portuguese Br								12		12	23%
Romanian								9	2	11	52%
Russian		758	7	156				123		1044	90%
Serbo Croatian				2				6	1	9	26%
Spanish American	1	27		44				11		83	20%
Castilian	1									1	2%

(65)

FY 76 SECURITY SERVICE PROGRAMED REQUIREMENTS

31 Jan 75

LANGUAGE	ARMY		NAVY		USMC		USAF		OTH	TOTAL	% OF RQMTS
	OFF	EM	OFF	EM	OFF	EM	OFF	EM			
Thai		6						5		11	13%
Turkish								5		5	12%
Vietnamese Hanoi		62		45				84		191	98%
TOTAL	2	1730	10	397				576	8	2723	61%

(66)

2

## POSITION PAPER

## ATTRITION INFORMATION

1. PURPOSE: The purpose of this position paper is to provide information concerning attrition within the Defense Language Institute's foreign language program.
2. DISCUSSION:
  - a. DLI command interest in attrition began in the late 1973 - early 1974 time frame. Prior to 1974 attrition figures were maintained at the DLI branches and were primarily matters of branch interest. DLI command interest in attrition was generated by several events: staff visits to DLIWC, on-going evaluation projects, an increase in the number of women in the Services attending DLI, the prospect of an all volunteer force student population, and the creation of computer-based student records. The Deputy Director visited DLIWC in early 1974 and discussed the apparent high attrition rates, especially attrition of female personnel, with school personnel. Several evaluation projects had indicated that attrition might increase if DLI accepted less qualified individuals as a result of an all volunteer force. One such study was performed for the Army Security Agency (study available in the Evaluation Division). At the same time the number of women attending DLI increased dramatically. For example there were 6 female graduates in 1960, 14 in 1971, and approximately 350 in 1974. With this increase in input came an increase in female attrition. Finally, the work of the DLI Automatic Data Processing Steering Group was beginning to pay dividends. A newly established computer-based standardized student record system provided HQ DLI in Washington, D.C. access to student data via computer link. This increased the capability to perform evaluation projects and examine attrition data.
  - b. The command group, as a result of the events described above, directed that efforts to evaluate attrition and its causes be intensified. A series of actions followed which shed more light on attrition. An initial computer-generated attrition report for the time period 1 Jul 73 to 31 Mar 74 was produced (Summary at TAB A). Secondly, an attrition committee was formed at the DLI West Coast Branch to examine the underlying causes of attrition and make recommendations (report at TAB B). Efforts were made to compare DLI's attrition with that experienced by other military schools. Comparisons

of attrition between DLI and TRADOC are shown at TAB A and with Air Training Command at TAB C. DLI also participated in the TRADOC WAC Utilization/Integration Symposium at Fort Jackson, S.C., where the Commandant, DLI West Coast Branch presented a briefing. Information concerning DLI female attrition was also supplied to the training center at Fort McClellan. Statistical studies were produced which identified attrition by category (administrative, academic, etc.), service, sex, and type of projected assignment. These studies are too voluminous to be attached and are available for review in the Evaluation Division.

c. HQ DLI relocated from Washington, D.C. to the Presidio of Monterey in the summer of 1974. With relocation came the consolidation of evaluation activities into one component - the Evaluation Division. This division became the office of primary responsibility for monitoring attrition data. The Evaluation Division recognized the need for better tools to keep track of attrition and provide the Assistant Director for Training with the information needed to manage the Defense Language Program. The fact sheet at TAB D provides information on the Evaluation Division's efforts to standardize attrition information within DLI. The result of these efforts was the DLI Student Disposition Report which yields accurate data on student enrollment, graduation, attrition, turnbacks, turnheads, and course requirement changes. The DF at TAB E is a summary of the first DLI Student Disposition Report which was produced on 6 May 75. The report covers the first 9 months of FY75. The full DLI Student Disposition Report (RCS:DLIT-EV-1) is maintained in the Evaluation Division and is available for review.

d. Past studies have provided much information on attrition and future efforts are expected to yield more. The most recent actions to reduce attrition are explained below.

(1) After recognizing that lower grade enlisted personnel needed more training on English grammar, military terminology, and proper study techniques, a plan was implemented to increase training in these areas. The project is being developed by the Office of Research and Development and includes:

(a) Use of a placement test battery to screen incoming students for English grammar foundation and provide remedial instruction when needed.

(b) Military terminology training for all enlisted students in grades E1-E4.

(c) Training on the proper technique to be used in studying foreign languages for all students.

(2) A DLI Chaplain has been added to the staff to counsel students and provide training on cross-cultural human relations. The Chaplain's office is planning to recommend the use of a test such as the Taylor-Johnson Temperament Analysis Test in an attempt to identify potential losses at an early date. The information gained would be used to provide a more timely and effective personal problems and counseling program.

(3) The training officers were moved to the language groups to provide a more comprehensive counseling program. The location of training officers in the training area makes access to counseling easier for students. Increased counseling will hopefully reduce attrition.

(4) DLI's Evaluation Division performed a study which compared language aptitude to attrition. The study revealed that higher aptitude scores (DLAT scores) were needed for basic Russian, basic Korean, Chinese Aural Comprehension, and Russian Aural Comprehension. A letter was sent to all Services requesting that higher DLAT scores be a prerequisite for entering the above courses (see TAB F). So far, the Army has responded favorably and raised DLAT criteria for entry in the courses; the Air Force is studying the question. The Navy and Marine Corps have not responded.

(5) MG Smith, Commander, USAF Security Service, visited DLI during May 75 to discuss matters of common interest. During his visit, MG Smith received a briefing on attrition and its suspected underlying causes. MG Smith was interested in assisting DLI in reducing the incidence of attrition and further discussions are planned. The USAF Security Service has invited DLI to send representatives to their headquarters at Kelly AFB, TX, to further examine attrition and related topics.

e. Status of Attrition

(1) The latest attrition information for the time period 1 Jul 73 - 31 Mar 74 indicates the following:

(a) The overall enlisted attrition rate from all causes was 28.7%; overall female attrition was 34.6% compared to the male rate of 27%.

(b) The academic attrition rate was 12.1%; female students had a lower academic attrition rate (9%) compared to the male rate of 13%.

(c) The female administrative attrition rate of 25.6% was higher than that of the males (14%). The primary contributors to the DLI administrative attrition rate were students released by their control agency (usually because of failure to obtain security clearances) and changes in duty assignments meaning students were no longer scheduled for language-related duties.

(d) Females were released for medical reasons (6.6%) more often than males (1.3%).

(2) Although information is insufficient to predict a trend, attrition rates for the latest quarter (1 Jan 75 to 31 Mar 75) were lower than for the longer time periods (1 Jul 74 to 31 Mar 75). The overall enlisted attrition rate for the latest three months was 21.6%. Academic attrition was 11.4% while administrative attrition fell to 10.2%. Male and female academic attrition was approximately 11% and the females had only slightly higher administrative attrition (14.4%) compared to male administrative attrition (9.3%). Changes in duty assignments and releases by control agencies continued to be the two largest contributors to the administrative attrition rate.

DLI-OP-EV

FACT SHEET

Capt West/wrg/33839

SUBJECT: Attrition Rates for DLI Students

TO: Deputy Director

PURPOSE. To provide information concerning DLI attrition rates for enlisted students.

FACTS.

1. The table of Inclosure One presents the enlisted attrition numbers and rates by Service and by sex for DLI foreign language training during the period 1 July 73 to 31 March 74. The attrition figures have been categorized as to academic or administrative attrition.

2. The figures indicate the academic attrition rates are approximately the same for each of the four Services and average about 16-17%. (The Navy was slightly lower at 12.2% but did not enroll nearly as many students as did the Air Force or Army.)

3. There is little difference in the administrative attrition rates between the Services. All Services average 7-10% for administrative attrition.

4. The combined attrition rate (academic and administrative) for each of the Services is nearly the same (23-27%.)

5. DLI female student attrition is greater than the male student attrition for all Services and for both academic and administrative reasons:

Academic Attrition	Males	15.6%	Females	23.9%
Admin Attrition	Males	8.3%	Females	15.5%

6. The TRADOC standard for attrition (all causes) is ten per cent. Last year (FY73) TRADOC averaged 4.3% academic attrition and 8.5% administrative attrition. Some of the FY73 attrition figures from TRADOC schools are listed below.

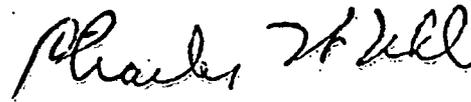
School	Academic	Admin	Combined
Signal School	11.2%	3.3%	14.5%
Missiles & Munitions	10.2%	6.0%	16.2%
Administration	2.3%	4.5%	6.8%
TRADOC	4.3%	8.5%	12.8%

Source: FONECON between Capt West, DLI and Major Tyson, TRADOC ATTS-SC-A, on 24 May 74.

7. The attrition used in the DLI study includes losses from classes due to turnbacks, turnaheads, and transfers as well as losses to the school. In essence, the attrition figures shown for DLI are slightly higher than "true attrition" meaning actual losses to the school. The TRADOC figures are "true attrition" figures.

8. Coordination: None required

1 Inclosure  
As stated



CHARLES W. UHL  
Lt Col USAF  
Chief, Operations Division

STUDENT ATTRITION	ARMY			NAVY			AIR FORCE			USMC		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
Enrollment	1253	257	1510	111	12	123	805	143	948	79	1	80
Academic Attrition												
Number	194	68	262	11	4	15	132	27	159	14	0	14
Cent %	15.5	26.5	17.4	9.9	33.3	12.2	16.4	18.9	16.8	17.7	--	17.5
Administrative Attrition												
Number	106	42	148	12	1	13	64	21	85	5	0	5
Cent %	8.5	16.3	9.8	10.8	8.3	10.6	8.0	14.7	9.0	6.3	--	6.2
Combined Attrition												
Number	300	110	410	23	5	28	196	48	244	19	0	19
Cent	23.9	42.8	27.2	20.7	41.7	22.8	24.3	33.6	25.7	24.1	--	23.7

DLI TOTALS  
(Enlisted)

Enrollment

Male 2248  
Female 413  
All 2661

Academic Attrition

Male 351 15.6%  
Female 99 23.9%  
All 450 16.9%

Administrative Attrition

Male 187 .083 8.3%  
Female 64 .155 15.5%  
All 251 .094 9.4%

Combined Attrition

Male 538 .229 23.9%  
Female 163 .395 39.5%  
All 701 .263 26.3%

(73)

July - Month

① Field AHT (FA)	off	Enl
total	3.2	11.2
acc	1.9	7.9
adm	1.3	3.3

② Signal	off	Enl
total	1.1	10.2
acc	.5	5.1
adm	.6	5.1

3. QM	off	Enl
total	1.5	9.6
acc	.1	3.2
adm	1.4	6.4

4 ADA	off	Enl
total	.7	14.7
acc	.2	5.4
adm	.5	9.3

5 Transportation	off	Enl
total	1.2	12.6
acc	.4	4.1 (74)
adm	.8	8.5

G	AG + FI	OFF	ENI
	total	1.4	5.6
	acc	.6	1.7
	adm	.8	3.9

ATTRITION AT DLIWC IN 1974

1. Background. Earlier this year, DCI stated in a DF to the CDT that it had come to the conclusion that attrition of students at DLIWC was on the increase. Indeed, student comments and reports from the Registrar gave the impression that attrition had been higher in recent months than it should have been.\* Accordingly and with the approval of the CDT, DLIWC's Evaluation Division (EV) decided to make a pilot study of the military dropout at this service school.

2. Purpose of this study is twofold:

- a. To determine the major causes of attrition.
- b. To make recommendations for reducing the incidence of attrition.

3. Scope. The study will identify as many current causes of attrition as can be ascertained from official sources and in interviews and address its recommendations to all those involved in the selecting and teaching of students, i.e., military recruiters, user agencies, DLI managers and administrators, and those directly engaged in the teaching and learning process.

EV is aware that other studies in attrition are currently being made and will not duplicate what is being scrutinized by other researchers, e.g., the statistics prepared by CSD for DCI. EV will selectively use these statistics but not ask for additional data or detailed cross-referencing.

4. Procedures:

- a. A plan was proposed to and approved by the CDT.  
(See Tab 2)
- b. A group of knowledgeable consultants (see Tab 3) was invited to comment on the plan and provide the first input of facts and opinions. (See Tab 4 for minutes of meetings and Tab 6 for an analysis thereof.)
- c. The Registrar's files were searched for additional insights. (See Tab 7 for specific data and analysis.)
- d. Troop Command identified recent dropouts still on campus and referred same to EV for individual interviews. (See Tab 8 for copy of form used. Tab 9 for data on 50 interviewees and Tab 8 for an analysis thereof.)

\*See Tab 1 for examples of what can happen these days to classes of a DLI department. (76)

e. EV drafted a report answering to the statement of purpose and circulated it among its consultants for comment. Two, Major Clark and CPT Darby, responded, both citing the desirability of further statistical exploration, which is, however, not within the scope of this study, as pointed out in para. 3 above.

f. EV finalized its report IAW the scope outlined in para. 3 and the input received (see paras. 4e and 5).

#### 5. Findings:

a. Input from CSD. Statistical abstract with analysis. (see Tab 5)

b. Input from the Committee of Consultants. Expert comments on attrition. (see Tab 6)

c. Input from the Registrar. Status report on attrition as of 17 April 1974. (see Tab 7)

d. Input from Dropouts. Results of 50 interviews. (see Tabs 8 and 9)

6. Summary List of Reasons for Student Attrition. Pulling together all items of information cited in the preceding paragraph and viewing them in the light of student comments generally, the following list of reasons for attrition at DLIWC in 1974 is obtained:

a. Lack of Aptitude or Ability (LOA), the nominally most prevalent reason for attrition. Over half of EV's interviewees were dropped essentially for LOA. However, it was often merely the convenient collective code for a more deep-seated reason.

(1) A low DLAT score is supposed to tip Management off that trouble is ahead, but only four of the 50 interviewees had a DLAT below the official cut-off score of 18, and the average of those dropped for LOA was 22 (DLIWC as a whole: 31). EV believes the cut-off figure of 18 is useful and should stand, and any score below 18 should be considered a warning. It is certainly significant, if supported by warnings in terms of IQ, age, inadequate education, and no feel for grammar.

(2) A low IQ or GT score is another indicator of possible failure in language learning.

(3) Age is also a factor. A learner may be too young and academically too inexperienced to withstand the intensity of the course at DLI. He may also be disadvantaged by too high an age for maximal language learning. Students over 30 often have to make an extra effort to compensate for "what comes naturally" to younger people.

(4) Inadequate education may be implicit in the GT score, but, spelled out in terms of years of schooling, it shows whether a student has had experience in and perseverance for coping with courses of the difficulty and intensity of a DLI basic course.

(5) No feel for grammar or grammar concepts is a specific which may have significance if correlating positively with others of the above factors.

**b. Lack of Interest or Application (LOI) or personal reasons producing a lack of application:**

(1) Family reasons:

(a) troubles at home, creating hardship

(b) marital difficulties

(2) Psychological problems of the classroom:

(a) the behavior of fellow students (harmful effects)

(b) the unfavorable effects of competition with fellow students. In this connection, the harmful effects of the grading system come to mind. Many students are puzzled by the vagaries of the system and, as a result, become either indifferent to it or are turned off by it.

(c) the negative effects on the student for what happens to fellow students in their course of study.

(d) the effects of being in a relatively large or small class. Instructors of small classes or departments have the opportunity to work harder with individual students to see them through, because they have more time and are anxious to maintain a viable department in terms of numbers. Faculty and staff of large departments are less able to focus on the problems of individuals.

(e) the effects of age in the pursuit of learning. (Cf. a(3) above)

(f) feelings of fatigue or boredom as a result of unvarying routine or saturation exposure to subject matter.

(g) poor personal discipline as a result of

1 use of marijuana

2 excessive drinking

3 chronic absenteeism

(h) romance, a significant factor with the advent of larger numbers of women students. In order to stay with their mates on the next assignment, students will develop LOI or feign what will eventually be designated LOA. Students have been known to seek relief on grounds of conscientious objection or medical/psychological grounds to resolve the factor of romance.

(i) the conviction or semblance of conscientious objection with the anticipated aim of relief from school and service, sometimes petitioned for on quite spurious grounds and granted after a review at several levels determined separation to be "in the best interest of the service."

c. Medical/Psychological cases:

(1) hospitalization

(2) pregnancy

(3) loss or impaired hearing and other physical disabilities

(4) psychological maladjustment (personal problems in an aggravated state)

(a) nervous condition, anxiety

(b) breakdown as a result of pressures (academic)

d. Flaws in the Program of Study. Most of these are merely contributing factors in the analysis of a student's failure, but in the aggregate they weigh importantly in the scales.

(1) Wrong language. Sometimes students have experience in one language or a special aptitude for a certain family of languages, but are assigned to another language for which they have no special advantage in point of experience, aptitude, or opportunity (e.g., a student may falter in Thai but succeed in German, because he is married to a German girl.)

(2) Wrong course (Basic, BCEP, AC, Special, Short, Advanced), i.e., a student may be assigned to a course for which he is not sufficiently prepared or whose mission is not personally satisfying to him. For example, a student may be assigned to an advanced course, because he graduated from a basic course several years before. Experience then shows that he has forgotten too much to be able to keep up with the class. Again, a student may be assigned to an AC course, when he is personally highly motivated to learn to speak the language.

(3) Poor design of course, poor pacing. "Too much at first, not enough later," student sometimes say. They are sensitive to the uneven distribution of elements in a course and can become discouraged at the irregular pace.

(4) Too frequent rotation of instructors or not enough rotation. One instructor for four hours a day for a prolonged period may be wearying to the student, unless the personal relationship is an unusually good one. On the other hand, too many instructors per day and a team changed off every few weeks may break the continuity of instruction, forcing the student to readjust himself to new teaching methods and new scales of performance evaluation. The right proportion is a matter of the supervisor's feel for each class and situation.

(5) Poor materials

--disorganized sequencing in the presentation of materials which causes confusion for the student

--subject matter not relevant to subsequent needs, e.g., unrealistic dialogs and outdated military lessons

--lack of variety in topics, lesson features, and class scheduling

(6) FL speakers not trained as teachers or instructors whose personalities and idiosyncracies seriously inhibit the students' learning capabilities.

(7) Poor teaching techniques, lack of variety in presentations. LOA's who are borderline cases can be lost or saved by the quality of the teacher's performance.

(8) Poor learning conditions/environments:

(a) unattractive classrooms

(b) boring labs

(c) noisy barracks

(d) incompatible roommates

(9) Frustrations resulting from the grading system.

e. Administrative Reasons:

(1) Erroneous enrollment, an administrative error.

(2) Breach of contract, occasionally the result of incomplete or inaccurate information at recruitment.

(3) Security, clearance required by certain agencies, often withheld without prejudice to the student.

(4) Recall by control agency.

(5) Change of orders or assignment to job not utilizing the target language.

(6) Compassionate relief.

(7) Discipline. Cf 6b(2)(g)

7. Recommendations. It has been pointed out that attrition is due to many causes and that, therefore, many different solutions to it are possible. No single agency can effect all the changes necessary for a reduction in attrition. All those involved in DOD's requirements and DLI's mission can and must help to accomplish this desirable goal.

EV has identified at least half a dozen agents who can make a contribution toward reducing the problem, including recruiters, user agencies, referral agencies such as the Mental Health Clinic, DLI's troop command, managers at all levels, and faculty. Following are EV's recommendations to all of these and each of them separately.

**a. Recommendations to Recruiters:\***

(1) Give recruits complete and accurate information on all their options. It may make filling quotas more difficult, but it will pay off in reduced attrition.

30% of EV's interviewees cited as a source of dissatisfaction the lack of knowledge of options at recruitment time, causing them later on to suffer disappointment and loss of motivation.

(2) Obtain complete and accurate information by soliciting it from user agencies about the jobs to be filled and from DLI about the nature of the courses offered, the intensity of concentration required, the conditions prevailing for studying and learning, and the impositions on family life.

A student speaks: "When I joined the Army I asked if there was a place where they could use somebody who's good at talking another language. Right away I was told all about the A.S.A. and how I'd learn how to speak a language, etc. I was full of steam to learn, despite the fact that I was put into Polish when I had a Czech background. But now I find out that I'm not required to speak and get no practice in speaking in class. How am I supposed to retain vocabulary and keep a good attitude?"

--E-2 Steven Wenc1, 01PL47W0274

**b. Recommendations to User Agencies:**

(1) Be candid in telling students about the jobs to be filled and as far as possible respect their personal wishes, so that they will have no illusions about the program of instruction at DLI.

About 35% of EV's interviewees complained that they had no clear idea of precisely what they were preparing themselves for. Those who liked the idea of learning a language were often disappointed when they learned they had been assigned to a language for which they saw no personal use save their military MOS. It meant training for a job which required only translation or aural comprehension skill and excluded speaking and a broad introduction to the culture of the target country.

\*A recent survey on dissatisfactions experienced by permanent party personnel at Fort Ord listed Army recruiter practices and information at the very top.

A student speaks: "In my experience, a person's aptitude in a field is determined to a large extent by his interest in said field. In this light, I feel that it would be in the best interest of the Armed Forces, as well as the individuals concerned, for the Armed Forces to do their best to see that as many people as possible are assigned to a language of their choice, and that there should be a recourse to those individuals who are assigned to a language in which they have no interest, to make an effort to reassign them, if possible."

--Bruce Wheeler, 01AE47W0274

(2) Respect the information inherent in a DLAT score. "Quota fillers" who score low on the DLAT and have no special desire to come to DLI are quite likely to end up as dropouts.

DLI's position on aptitude testing is contained in its letter on the subject on 17 April 1974. (See Tab 11)

(3) Consider in the selection of students the difficulty of a DLI course. In researching this aspect for her study of motivation in the Spanish Department Mrs. Villadonega was persuaded that "students must be fairly stable to come to the Defense Language Institute because once they begin the program of study, they are committed to six hours of classroom attendance, plus three hours of homework, in most instances. A person with problems, be they mental or physical, cannot cope with this much exposure to a language and certainly should not be expected to do so. We, however, cannot make or draw conclusions as to the state of health of any student." (p 27 of her master's thesis. See bibliography at Tab 12) In a telecopier transmittal received from the National Military Command Center on inadequacies of the Spanish program for graduates in South America the point was made that "it is apparent also that not all personnel are screened adequately for their language proficiency (read aptitude) prior to schooling."

(4) Determine the security rating of students before sending them to DLI to avoid expense to the Government and taxpayer and wasted time and effort for students and faculty.

Students are sometimes recalled on security grounds halfway through the course, due to conditions which were known before the student came to DLI. It would seem that this can be avoided with a little more care or greater speed in processing before referring a soldier for Language study for a sensitive job.

(5) Don't send students whose newly acquired skills you do not intend to use. Student Mark Tirm (01AE47W0774) says:

"The only thing I really dislike about DLI in general is that many people trained in a language don't use it when they leave here. It seems that there is an over-abundance of students here who just aren't needed in military jobs requiring language skills. I would really feel my time here well spent if I knew I would use the language in a military job." A supervisor adds this sardonic note: "Units sending their personnel for language training should be warned against treating this as a unique opportunity to dump undesirable personnel."

--Dr. Kasparek-Obst, Polish Dept.

(6) Consider reevaluating your objectives in the pursuit of language competency. The following quote is representative of the sentiments of many students from a security agency:

"I realize that ASA dictates to a certain extent course content. But the changeover to a 37-week Aural Comprehension Russian Course with an entirely different emphasis from that of the 47-week Basic Course is going to discourage many high quality personnel from enlisting. The teachers are still superior, and the materials are excellent, though getting older and older, but DLI may die a slow death because of an ill-advised subordination to immediate needs. Linguists who can listen but never speak are not only not adaptable, but don't really understand everything they hear."--Spec Buchanan, B.A., 01RU37W0873

Here is a quote from a graduate at a border site who uses most of what he was taught almost every day as a Voice Intercept Operator, Transcriber, and Gister:

"I require a good general knowledge of the Russian language. DLI cannot and should not be expected to give a person the specialized vocabulary and skills needed for my type of job. If it were to do that, it would train people who have an inflexible command of particularized Russian and no good basic knowledge to depend on. DLI should keep the atmosphere academic and try to promote interest in Russian for its own sake, for if you end up not liking the language, you won't give a damn and will do only a mediocre job."

(7) Consider promoting all lower-ranked specialists after successful completion of a DLI course. It is an unusually difficult task for a young person to learn an esoteric foreign language to the point of near-professional proficiency for a rather unenviable routine job. A guaranteed promotion would serve as a powerful incentive and remove the stigma of unfairness now associated with the awarding of special prizes and promotions for the select few. (The unfairness stems from a grading system which many students consider too subjective, inconsistent in application, and unmotivating.)

c. Recommendations to Referral Agencies, specifically the Mental Health Clinic at Fort Ord:

(1) Use competent, professional personnel in the final screening of personnel referred for medical relief from DLI or the Service. Students have been known to use the Mental Health Clinic as an angle for an easy out. One disgruntled and frustrated student put it this way in an interview with EV: "For a while there I was thinking about getting out of here-- I'd have three choices: go C.O., get busted for grass or go ~~to~~ the mental hygiene route."

(2) Accede to the request of the Commandant for stationing a representative of the Mental Health Clinic at the Presidio. It is believed that a knowledge of the conditions under which students labor will enable the Clinic to make a better assessment of the student's claim of undue pressures on him as a result of the intensive course of study.

d. Recommendations to DLI Managers (Director to Department Level): Few, if any, of the recommendations below will individually reduce attrition, but in the aggregate they may make the difference in borderline cases between a student saved or lost.

(1) Review the orientation program (as it was presented early this year) for usefulness, validity and succinctness, because the first impressions formed by the student often have the most impact.

The best source of information for a viable orientation program is probably the student himself. He certainly comments volubly on it in the mid-course critique form and pleads as follows:

(a) Confine introductions and greetings to a minimum and transmit vital information on handouts. Include students who are about to graduate (Russian candidates for graduation to address Russian inputs, Chinese candidates to address Chinese inputs, etc.) among the Speakers for down-to-earth tips on what to expect. Consider the amount of information which new students can reasonably be expected to absorb in one session. Withhold extraneous information or that which is irrelevant to language study until a later date, when students are somewhat experienced in the DLI way of life.

(b) During the first week, take out a day for a continuation of the orientation program under the heading of how to study. Many students are not used to the intensive pace at DLI and flounder during the first crucially important weeks. They remember high school and college days and as a result postpone total involvement in a course of study until a later date, when all the new impressions or surroundings and ways of life have been properly assimilated. Meantime, however, instructors have formed their opinions and consciously or unconsciously "pigeon-holed" their students and the students have sometimes fallen irreparably behind.

(c) During the second week, take out a day or two for a refresher course in English grammar. Many students are either not familiar with or have forgotten grammar terminology and some have actually been dropped from courses for not understanding grammar concepts, even though they demonstrated an ability to understand and speak the target language. A day or two of competent instruction by a master teacher might make the difference between failure and success. The teacher would normally be an American-born and -trained specialist in teaching a foreign language; neither a scientific linguist nor a foreign national DLI teacher would necessarily be best suited to the job. Simple programmed materials, adapted to the linguistic requirements of each language could also be provided. They would serve as reference materials to consult as needed throughout the course.

(d) At the beginning of the phase of concentrated introduction of specialized military terminology, set aside a day or two for the introduction of that terminology in English by competent military personnel who understand the problems encountered in this area by the current DLI student. Many students complain not only that some military lessons are not relevant to their service or objectives and not well introduced or distributed in the course, but that neither they nor

3  
their instructors know what the terminology means. Much of the proposed instruction could and should be in the form of hand-outs, but not all of it. Each language requires an emphasis commensurate with the complexity, advancement and relative importance of the military system of the country in question.

(2) Improve instruction through a systematized and integrated program of class visitation by supervisors, training officers, and evaluation personnel, so that Management will have a firm grip on the quality of instruction at all times. Students are very sensitive to the treatment they receive in class and they would like Management to be more aware of conditions than is now the case and determine what classroom performance by instructors is weak and demotivating, or, on the other hand, is particularly effective and should be encouraged and rewarded.

(3) Revise the grading system. It is surprising how many students are puzzled, frustrated, and turned off by the vagaries and alleged unfairness of the grading system. The percentage system might work, if instructors were able to provide a clear rationale for awarding a 92 instead of a 93 for an oral recitation or explain how two students with average grades of 61 and 94 can end up with the same levels on the DLPT. But since instructors obviously aren't able to do so, the whole system becomes suspect. Many students are driven to desire the other extreme of a pass-fail system with an 'outstanding' for especially good work. A reasonable compromise might be the letter-grade system with which all students are familiar from school and college. With plusses and minuses it allows for as much shading as the average instructor and student can discern at any rate. The percentage system is appropriate for objective tests, of course, and, coupled with letter grades for oral recitation, provides adequate information for the rank-ordering of a group of students for the purpose of awarding prizes.

(4) Improve the counseling program.

The kind of counseling envisioned here is that administered by both gifted and well trained personnel, supervised by a bona fide resident educational psychologist. It should be sophisticated enough to identify the potential dropout in good time and render unnecessary the trip to the Mental Health Clinic for all but the most obvious cases of misfits.

(5) Be sure to coordinate any decision to drop a student with all concerned.

It should not be possible for a student to seek and succeed in obtaining disenrollment by going to the Mental Health Clinic, without the Department having been given an opportunity to voice an opinion. Yet, it has happened that on at least one occasion a Sp6 Psychology Specialist recommended a student for relief and the recommendation went unchallenged through three higher echelons none of which consulted the Department in question. The notification of relief took the Department completely by surprise, especially for the very suspect justification given by the student.

As a corollary, if at any point a Department determines that a student is failing, concerned officials in Troop Command would like to have an opportunity to counsel the student before it is too late.

(6) Decide on how much effort DLI can afford to spend on a marginal student.

Consider the case of Navy Chief McDermott who was assigned to the Italian Navy within the Personnel Exchange Program and desperately needed a speaking skill, but had little aptitude for it: "I feel that I was put in audit before I should have been. After I was put in audit I would study as long as I did when I was not in audit (4-5 hrs a night), then go to class for 6 hours, and not get asked one question. Although I am going to Italy to do a job, I am not going to be able to do as good as I want, and I think I could have gotten more help than I did." (01JT24W0374)

(7) Continue to have CSD compile figures on attrition and maintain current data to isolate new problems as they arise and to focus on the most pressing issues at any given time.

e. Recommendations to the DLI Faculty and Department Staff: Each department manager and each individual instructor has it within his power to affect the attrition rate to some extent simply by the way he performs his job. Students are turned on and off by the things they see and hear in the classroom and department office. Their comments suggest the following recommendations:

(1) Receive students into the department in a way that will make them feel welcome and start their arduous course of study with enthusiasm.

Consider this comment from one student: "Right from the beginning we were losers because we were told that out of our class, with luck, maybe half would graduate." Such a comment is ill-advised, to say the least. Careful consideration should be given to that part of the orientation program which is handled by the department.

(2) Always be well prepared and teach with enthusiasm. If a teacher indicates lack of preparation or general disinterest, the effect on the student can be devastating. Above all, the student should not be bothered with faculty opinion on DLI regulations and materials or internal management problems. He has enough to do to cope with his new environment and studies.

(3) Vary the daily routine as much as possible to stimulate but not to confuse the student.

"Routine work leads to boredom," "and the routine in the classroom is unbearable. When a student knows exactly how a day will progress because he has been doing the same thing for twenty-odd weeks, he will lose all motivation for study. The student will do the minimum to get by for the day.

"In somewhat of a contradiction, I think that some of the teaching methods vary too much. A student adjusts to an instructor's technique, for example, in gisting exercises. The next week a different instructor has a different technique to cover the same type material. Both the instructor and the student become frustrated when the student doesn't readily adapt to the instructor's methodology. The student doubts his capability and develops an 'I don't care' attitude."

--Raymond Bernard, (01VN37W0274) (MID)

(4) Inject a note of humor, if it comes naturally, but resist sarcasm or talking down to students. Humor is motivating, sarcasm is demotivating.

(5) Be prepared to rationalize your grading practices and tell the student exactly how a 92 for one student's oral recitation and a 93 for another's are arrived at. Nothing frustrates students more than the mystery surrounding the awarding of grades and the unfairness they suspect, if teachers cannot explain clearly the basis for the evaluations they make.

(6) Take pains to counsel your student in a way that is really helpful to him. Look upon his coming to you for help as a demonstration of confidence in you. He will have this confidence until you cause him to lose it--at which point it can seldom be regained. Such counseling is, admittedly, not easy. It takes time and full involvement in the student's situation, but if it solves real or potential problems, it will save you time and trouble in the long run and can be a source of great personal satisfaction.

(7) Identify the potential dropout as early as you can, so that you and others can take steps to apply proper remedial action.

(8) Appreciate your role as an instructor. A good summary statement of your importance in the learning process is contained in Mrs. Villadoniga's master's thesis on "Motivation in the Spanish Department Student at DLI (MIFS 1971)".\* She maintains that the teacher contributes to the student's motivation, positively or negatively, depending on his own motivation, and that it behooves him to do all he can to raise the student's level of motivation. On pages 59-68 she lists and discusses five motivating factors applicable to the teacher and lists 71 characteristics of a teacher identified by students as helpful to their motivation. On pages 68-70 she lists and discusses 8 factors of the curriculum which motivate students and on pages 71-80 another 37 positive factors of a general nature.

The other side of the coin is discussed on twenty pages beginning on page 38. Mrs. Villadonega lists 15 factors and 43 attributes of teachers which demotivate students, 24 attributes of the curriculum which turn them off, and 19 of a general (including military) nature.

e. Recommendations to Troop Command. Barracks are the student's home. The atmosphere you establish there is critical to the student's success. Specifically, Troop Command can

(1) Provide a quiet place in which to study. CPT Darby, one of EV's consultants speaks eloquently on this point in a letter at Tab 12.

(2) Limit company duties to an absolute minimum and eliminate them altogether before tests.

8. Concluding Statement. The recommendations made in para. 7 above conclude EV's special study of attrition at DLITC during its final months of operation. DLIT-EV will, however, continue to note instances of excessive attrition in its analyses of student comments as of possible interest to the Chief, Resident Training Management.

ALFRED W. BEERBAUM  
Project Officer

\*Copy on file in Evaluation Branch

(90)

26 June 74

DLI-OP-EV

MEMO FOR RECORD

SUBJECT: Air Training Command Attrition Rates

1. Reference phonecon between Mr. Mings, ATC/TTSE and Captain West, DLI/OP-EV; 25 June 1974, subject: Air Training Command Attrition Rates.
2. Mr. Mings stated that ATC did not keep attrition figures according to sex. However, attrition figures were available for certain courses as a result of special research projects done by AFHRL.
3. The following attrition figures for three courses were provided by Mr. Mings.

Course	% Female Attrition	% Male Attrition
a. Morse Code Operator	40%	20%
b. Air Traffic Control	20%	9-10%
c. Jet Engine Mechanic	15% *	5-6%

\* The female attrition for the Jet Engine Mechanic course was as follows:

1. 29 medical attritions
    - a. 24 mental/emotional
    - b/ 5 physical problems
  2. 25 academic attritions
  3. 4 others (meaning change of orders etc.)
4. Academic attrition rates were available according to the aptitude areas measured by the Aptitude Qualification Exam (AQE). The AQE measures four areas: general, mechanical, administrative, and electronic. The following information concerns attrition in each of the aptitude areas for FY 73.

(91)

0783

Aptitude Area	% Female Attrition	% Male Attrition
a. Mechanical (50) †	6.9%	3.5%
b. General (60)	6.4%	2.9%
c. Administrative (60)	4.5%	2.9%
d. Electronic (80) (16 course sample)	14.0%	10.2%
e. Electronic (80) (11 course sample)	8.1%	6.3%

5. The same information given in paragraph 4 was available for the first half of FY 74.

Aptitude Area	% Female Attrition	% Male Attrition
a. Mechanical (50) †	12.1%	3.6%
b. General (60)	3.0%	3.1%
c. Administrative (60)	5.6%	5.6%
d. Electronic (80) (16 course sample)	53.0%	9.8%
e. Electronic (80) (11 course sample)	20.0%	7.8%

† The numbers after each aptitude area indicate the AQE score. For example, Mechanical (50) means all scores above 50 on the AQE Mechanical portion.

*Charles T. West*

CHARLES T. WEST  
CAPT, USAF  
Evaluation Officer

(92)

DLIT-EV

## DLI Student Disposition Report

DLIT  
DLIDD  
DLID  
IN TURN

DLIT-EV

14 May 75  
(Capt West/ihr/341)

1. Last fall DLIT-EV began to design a standard report which would yield accurate data on student enrollment, graduation, attrition, turn-backs, turnheads, and course requirement changes. The format of the report plus the definitions to be used were coordinated with interested DLI staff offices. The project was given to DLIMB for development using the standard student record system file. The first run of the new report was completed on 6 May 75 and is now available at DLIT-EV for review.

2. DLIT-EV has extracted the summary portions of the DLI Student Disposition report and included them for your information at incl 1. The new report gives a course by course break out of graduation and attrition data. The report provides both cumulative and quarterly figures. Part A of the report is the cumulative portion (1 Jul 74 - 31 Mar 75) and part B is the quarterly (1 Jan 75 - 31 Mar 75). Sample pages of the report are included at incl 2. The report includes all foreign language courses taught by DLI (both east and west coast). FSI courses are not included. A separate section covering FSI will be run at the end of the fiscal year.

3. The report is 99.71% accurate meaning that only .29 of 1% of our students cannot be accounted for on the report. The extremely small amount of error is due to incorrect entries made on SSRS files or data which was not filed. The per cent of attritions plus the per cent of graduates will eventually equal 100% of the enrollment. Normally, this will not occur on any one report because some students have been turned back and as a result have neither graduated nor attrited but are still in training. Some definitions used in the report are worthy of note:

a. Enrollment - The report includes all students originally entered in classes which normally graduate during the reporting period.

b. Graduates - Those students who have completed a DLI course and were awarded a diploma.

c. Attrition - Those students who fail to graduate. The two broad categories of attrition are academic and administrative. The definitions for the sub-categories under academic and administrative attrition are included at incl 3.

4. Significant findings (1 Jul 74 - 31 Mar 75):

a. Air Force administrative attrition was abnormally high during the first 9 months of FY75. Contract violations under the Air Force's guaranteed AFCC program resulted in 107 attritions at DLI. The

DLIT-EV

SUBJECT: DLI Student Disposition Report

14 May 1975

attritions due to contract violations accounted for 53% (107/202) of the Air Force's total administrative attrition for the period.

b. Female (enlisted) administrative attrition (25.6%) continues to run high compared to male (enlisted) administrative attrition (14.0%).

c. The following 01 basic and 02 aural comprehension courses experienced academic attrition in excess of 12%.

(1) Courses with 40 or more enrollment.

(a) Korean	01KP47	(22.3%)
(b) Russian	01RU47	(15.3%)
(c) Chinese-Mandarin	02CM32	(29.5%)
(d) Russian	02RU37	(15.6%)

(2) Courses with 39 or less enrollment.

(a) Bulgarian	01BU47	(30.0%)
(b) Japanese	01JA47	(12.1%)
(c) Turkish	01TU47	(19.2%)
(d) Vietnamese	01VN47	(13.0%)

d. The following 01 basic and 02 aural comprehension courses experienced administrative attrition in excess of 20%.

(1) Courses with 40 or more enrollment.

(a) Arabic-Egyptian	01AE47	(22.1%)
(b) Polish	01PL47	(22.4%)
(c) Thai	01TH47	(34.0%)
(d) Vietnamese	01VN40	(31.7%)
(e) Chinese-Mandarin	02CM32	(21.6%)
(f) Russian	02RU37	(21.6%)

(2) Courses with 39 or less enrollment.

(a) Arabic-Saudi	01AN47	(23.1%)
(b) Chinese-Cantonese	01CC47	(25.0%)
(c) Greek	01GR47	(35.0%)
(d) Hungarian	01HU47	(21.1%)
(e) Portuguese- Brazilian	01PO24	(30.0%)
(f) Serbo-Croatian	01SC47	(23.1%)

DLIT-EV

SUBJECT: DLI Student Disposition Report

14 May 1975

5. The entire DLI Student Disposition Report is available in the Evaluation Division. The next DLI Student Disposition report will be available approximately 1 Aug 75. This report will cover the period 1 Jul 74 to 30 Jun 75 for Part A (Cumulative Quarterly) and the period 1 Apr 75 - 30 Jun 75 for Part B (Quarterly). Any questions regarding the DLI Student Disposition Report should be directed to the DLIT-EV project officer, Capt West, ext 341.

3 incl  
a/s

RICHARD H. GRAMZOW  
MAJ USA  
Chief, Evaluation Division

2 (95)

Summary of DLI Student Disposition Report  
 1 Jul 74 - 31 Mar 75  
 Cumulative Quarterly

	Enrollment		Graduates		Academic Attrition		Admin Attrition		Total Attrition	
	N		N	(%)	N	(%)	N	(%)	N	(%)
Army										
OFF	242		210	(86.8)	3	(1.2)	22	(9.1)	25	(10.3)
Enl Male	924		677	(73.3)	129	(14.0)	94	(10.2)	223	(24.1)
Enl Female	390		266	(68.2)	32	(8.2)	84	(21.5)	116	(29.7)
Tot Enl	1314		943	(71.8)	161	(12.3)	178	(13.5)	339	(25.8)
Navy										
OFF	47		44	(93.6)	0	(0)	3	(6.4)	3	(6.4)
Enl Male	138		101	(73.2)	15	(10.9)	20	(14.5)	35	(25.4)
Enl Female	21		17	(81.0)	1	(4.8)	3	(14.3)	4	(19.0)
Tot Enl	159		118	(74.2)	16	(10.1)	23	(14.5)	39	(24.5)
USMC										
OFF	9		8	(88.9)	0	(0)	1	(11.1)	1	(11.1)
Enl Male	110		80	(72.7)	21	(19.1)	4	(3.6)	25	(22.7)
Enl Female	0		-		-		-		-	
Tot Enl	110		80	(72.7)	21	(19.1)	4	(3.6)	25	(22.7)
USAP										
OFF	55		53	(96.4)*	-		-		-	
Enl Male	741		490	(66.1)	84	(11.3)	150	(20.2)*#	234	(31.6)
Enl Female	133		62	(46.6)	16	(12.0)	52	(39.1)*#	68	(51.1)
Tot Enl	874		552	(63.2)	100	(11.4)	202	(23.1)*#	302	(34.6)
Total Mil										
OFF	353		315	(89.2)	3	(0.8)	26	(7.4)	29	(8.2)
Enl Male	1913		1348	(70.5)	249	(13.0)	268	(14.0)	517	(27.0)
Enl Female	544		345	(63.4)	49	(9.0)	139	(25.6)	188	(34.6)
Tot Enl	2457		1693	(68.9)	298	(12.1)	407	(16.6)	705	(28.7)

	<u>Enrollment</u> N	<u>Graduates</u> N (%)	<u>Academic Attrition</u> N (%)	<u>Admin Attrition</u> N (%)	<u>Total Attrition</u> N (%)
Non-Military					
U S GOVT	59	47 (79.7)	0 ( 0 )	11 (18.6)	11 (18.6)
MIL DEP	94	51 (54.3)	0 ( 0 )	39 (41.5)	39 (41.5)
DLI					
Total	2963	2106 (71.1)	301 (10.2)	483 (16.3)	784 (26.5)

• 2 AF officers changed courses.

• AF administrative attrition is higher than normal because 107 enlisted personnel were attrited from 1 Jul 74 to 31 Mar 75 due to breach of contract.

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Summary of DLI Student Disposition Report  
1 Jan 75 - 31 Mar 75  
Quarterly

	Enrollment		Graduates		Academic Attrition		Administrative Attrition		Total Attrition	
	N	%	N	%	N	%	N	%	N	%
Army										
Off	73		63	86.3	1	1.4	8	11	9	12.3
Enl-M	235		172	73.2	25	10.6	24	10.2	49	20.9
Enl-F	76		55	72.4	4	5.3	10	13.2	14	18.4
Total Enl	311		227	73.0	29	9.3	30	10.9	63	20.3
Navy										
Off	8		8	100.0	0	0	0	0	0	0
Enl-M	41		32	78.0	3	7.3	4	9.8	7	17.1
Enl-F	2		2	100.0	0	0	0	0	0	0
Total Enl	43		34	79.1	3	7.0	4	9.3	7	16.3
USMC										
Off	0		0	0	0	0	0	0	0	0
Enl-M	30		17	56.7	9	30	2	6.7	11	36.7
Enl-F	0		0	0	0	0	0	0	0	0
Total Enl	30		17	56.7	9	30	2	6.7	11	36.7
USAF										
Off	16		16	100.0	0	0	0	0	0	0
Enl-M	114		91	79.8	11	9.6	9	7.9	20	17.5
Enl-F	12		3	25.0	6	50.0	3	25.0	9	75.0
Total Enl	126		94	74.6	17	13.5	12	9.5	29	23.0

(88)

	Enrolement		Graduates		Academic Attrition		Administrative Attrition		Total Attrition	
	N		N	(%)	N	(%)	N	(%)	N	(%)
Total Military										
Off	97		87	89.6	1	1.4	8	8.2	9	9.3
EM	510		372	72.9	58	11.4	52	10.1	110	21.6
TOTAL Military	607		459	75.6	59	9.7	60	10.2	119	21.6
Non-Military										
US Govt	28		20	71.4	0	0	7	25	7	25
Mil Dep	30		19	63.3	0	0	9	30	9	30
DLI										
TOTAL	665		498	74.9	59	8.9	76	11.4	135	20.3

(99)

## CATEGORIES FOR THE RELIEF OF DLI STUDENTS

### 1. ACADEMIC CAUSE

a. INADEQUATE ABILITY - The student clearly demonstrates by his performance either:

(1) Insufficient ability to comprehend the structural patterns and lexicon of the target language or (2) His ability to retain and utilize these elements in a meaningful manner is below the necessary level to reach course objectives in the allotted time or that time which can be made available for instruction.

b. INADEQUATE EFFORT - Student fails to progress satisfactorily in the achievement of course objectives through his own inattention or negligence in the performance of assigned classwork/homework.

### 2. ADMINISTRATIVE CAUSE

a. RELEASE BY CONTROL AGENCY - Sponsoring agency no longer intends utilization of the student as a linguist. A student's inability to be certified for agency clearance is covered by this category. The determination and use of this category will be limited to the sponsoring agency solely. Use of this category does not imply a student is considered a "security risk"; however, the exact reason for agency clearance denial will not be released to the student or any other party outside the agency.

b. CHANGE OF DUTY ASSIGNMENT - Language requirement has been deleted upon student's assignment change. This category is not used when the language requirement is changed from one language to another because of an assignment change.

c. CHANGE IN REPORTING DATE - Student is unable to complete graduation requirements because of a change to his orders requiring early reporting for a following assignment. This category is not to be used for those students who complete graduation requirements under the same circumstances. These latter students are categorized as early graduates, a non attrition category.

d. SEPARATION FROM SERVICE - Student is being processed for administrative discharge. This category may be used only at the request of or with the concurrence of the Personnel Officer/Liaison Officer and unit commander.

e. DISCIPLINARY - Student relief is deemed necessary to the preservation of good order and discipline within the unit or classroom. Coordination of this action with command elements has been accomplished.

f. HOSPITALIZATION/EXTENDED MEDICAL TREATMENT - Student is unable to attend a sufficient number of classes to maintain satisfactory progress because of medical confinement or the extended treatment of illness or injury.

g. PSYCHOLOGICAL ADAPTABILITY - Student is unable to cope emotionally with language training. This category is normally within the purview of qualified psychologists, psychiatrists or psychiatric social workers; however, it may be exercised by commanders and training officers upon evidence of sufficient cause. It should also be recommended by faculty members who are witness to traumatic student reactions or overt displays of abnormal behavior inimical to the Services standards of conduct.

h. OTHER - This category includes:

(1) "Best interest of the Service" as in the case of extended investigations of students for serious offenses, e.g. drug abuse, homosexuality or other serious military or civilian offenses and to situations wherein the student's continued presence in the classroom is a disruptive influence though not through any overt improper behavior on the student's part, e.g. pregnancy.

(2) Erroneous enrollment

(3) Physical disability

(4) Compassionate reassignment

(5) Civil confinement

(6) Student death

The sub category of OTHER will be entered in the notice of relief, and explanatory documentation will be provided only those agencies having a need to know more details. This category may also include all other miscellaneous reasons for a student's relief.



DEFENSE LANGUAGE INSTITUTE  
OFFICE OF THE DIRECTOR  
PRESIDIO OF MONTEREY, CALIFORNIA 93940

84 APR 1975

REPLY TO  
ATTENTION OF: DLIT-EV

SUBJECT: Defense Language Aptitude Test Scores

SEE DISTRIBUTION

1. References:

- a. AFM 35-8, Chap 13 Para 6b, 24 Sep 71
- b. AR 611-6, Chap 2 Para 1c, 3 Nov 59
- c. MCO P1500.12G, pages 4-24, 17 Apr 75
- d. CHNAVPERS Ltr, Pers 5242, 22 Apr 74, subj: Fiscal Year 1975 Language Training Schedule.

2. Recent studies by the Defense Language Institute (DLI) indicate that the minimum Defense Language Aptitude Test (DLAT) scores cited in the above references are inadequate for entry in certain foreign language courses. DLI students with DLAT scores of less than 30 have experienced higher than normal attrition rates in the following courses:

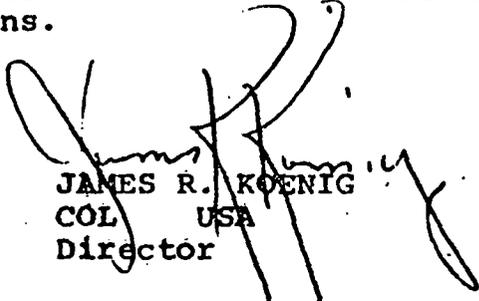
- a. (02) Chinese Aural Comprehension - 32 weeks
- b. (01) Korean Basic - 47 weeks
- c. (02) Russian Aural Comprehension - 37 weeks
- d. (01) Russian Basic - 47 weeks

3. Recommend that personnel scheduled to attend the above foreign language courses at DLI possess a DLAT score of at least 30. Personnel possessing less than a DLAT score of 30 should be entered into the above courses only with the full realization that their chance of academic failure is higher than normal. Prospective students whose DLAT scores are less than 30 have a much better chance of success if they are entered into foreign language courses other than those cited in paragraph 2.

DLIT-EV

SUBJECT: Defense Language Aptitude Test Scores

4. Please advise activities screening candidates for DLI courses to consider DLI recommended DLAT guidelines when making course scheduling decisions.



JAMES R. KOENIG  
COL USA  
Director

DISTRIBUTION:

Chief of Naval Education and Training  
(Code 1312)  
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Chief of Naval Personnel  
Pers 551  
Washington, D. C. 20370

Chief of Naval Operations (OP-991E1)  
Washington, D. C. 20350

HQ DA (DAPE-MPT)  
Washington, D. C. 20330

U. S. Army MILPERCEN  
Attn: DAPC/OPD-PD  
Hoffman II Rm 7-S-51  
Alexandria, VA 22332

U. S. Army MILPERCEN  
Attn: DAPC/EPT-T  
Hoffman I Rm 332  
Alexandria, VA 22331

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DLIT-EV  
SUBJECT: Defense Language Aptitude Test Scores

DISTRIBUTION (cont'd):

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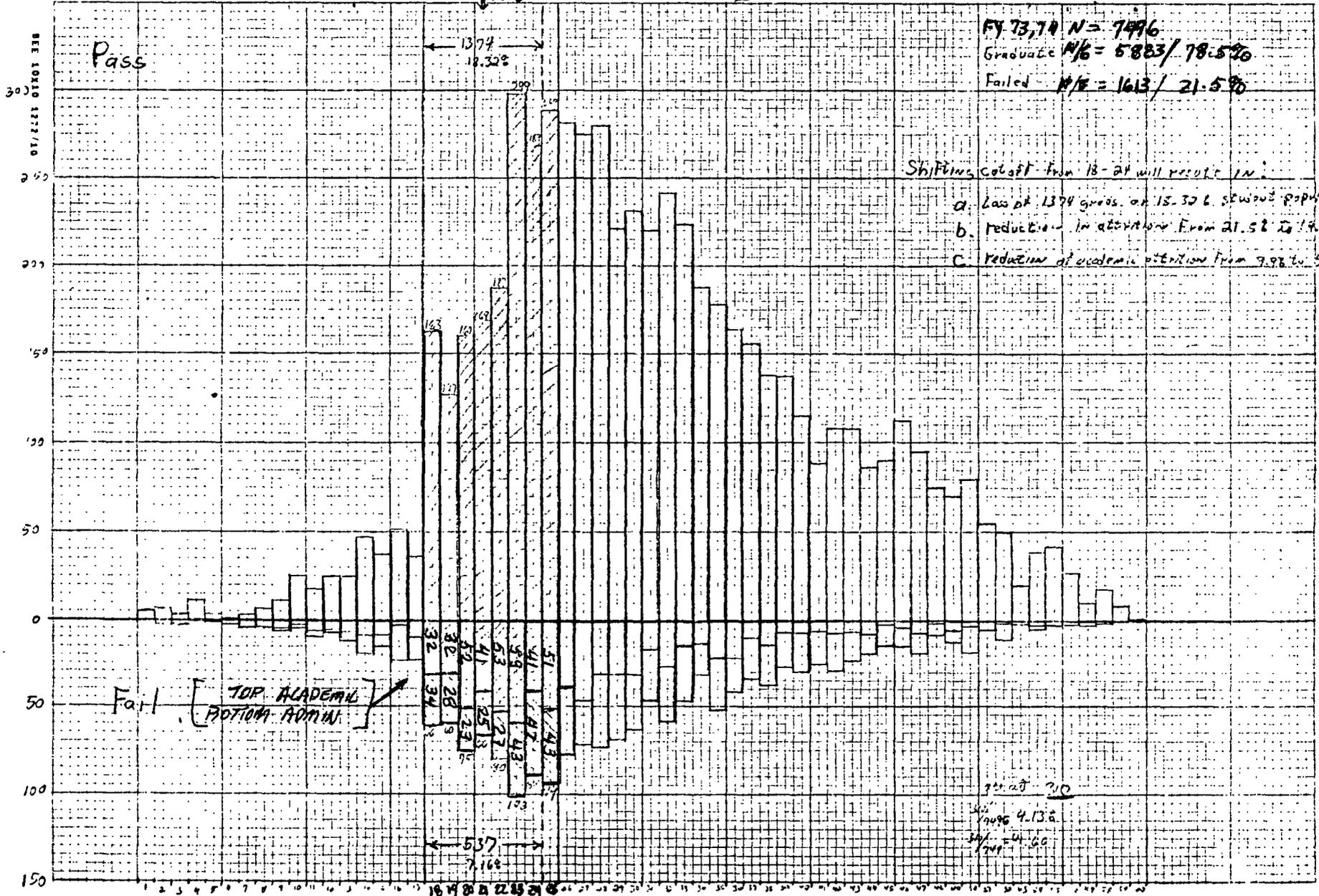
Director, Defense Intelligence Agency  
Attn: AH-5  
Washington, D. C. 20301

Commandant, National Cryptologic School  
National Security Agency  
Attn: E-11  
Fort Meade, MD

Director, Federal Bureau of Investigation  
Attn: Training Division  
Old Post Office Building  
Washington, D. C. 20535

Commander, TRADOC  
ATTN: ATTNG-SC  
Fort Monroe, VA 23651

25.99% of FY 73,74 population or 190 students



SHIFTING CUTOFF  
18 TO 24

ATTENTION TEST RESULTS

BLAT	NO. ACAD.	ACAD. (%)	NO. ADM.	ADM. (%)	TOT. ATT	ATT (%)	NO. GRAD.	GRAD (%)	TOTAL
1	1	12.00	1	12.00	25.00	5	20.00	5	
2	1	18.75	2	37.50	25.00	3	37.50	6	
3	1	18.75	2	37.50	25.00	3	37.50	6	
4	1	18.75	2	37.50	25.00	3	37.50	6	
5	1	18.75	2	37.50	25.00	3	37.50	6	
6	2	50.00	1	25.00	25.00	1	25.00	4	
7	1	37.50	2	75.00	25.00	1	25.00	4	
8	1	37.50	2	75.00	25.00	1	25.00	4	
9	1	37.50	2	75.00	25.00	1	25.00	4	
10	1	37.50	2	75.00	25.00	1	25.00	4	
11	3	16.00	1	5.33	10.00	25	83.33	30	
12	3	20.00	2	6.67	10.00	19	78.37	27	
13	3	21.43	3	7.14	10.00	25	87.57	37	
14	4	11.96	11	2.99	10.00	40	71.04	67	
15	4	15.00	7	3.75	10.00	37	71.75	52	
16	3	4.11	14	3.58	10.00	51	89.58	73	
17	12	17.50	12	14.58	37.50	51	89.58	57	
18	3	13.33	34	14.71	20.82	163	71.15	224	
19	3	17.11	24	14.58	20.82	163	71.15	224	
20	3	22.13	23	9.79	31.91	163	85.00	235	
21	3	17.45	25	14.64	25.00	163	71.91	235	
22	5	15.45	27	10.11	25.00	163	71.91	257	
23	4	14.71	43	10.72	25.00	163	71.91	257	
24	5	11.43	47	13.17	25.00	163	71.91	257	
25	5	13.42	43	11.23	25.00	163	71.91	303	
26	3	10.00	39	10.56	21.73	163	78.27	359	
27	4	13.25	25	7.23	20.82	275	79.48	346	
28	3	8.70	43	12.15	20.90	281	79.10	354	
29	3	10.73	37	12.67	23.53	221	76.47	289	
30	3	16.51	33	11.19	21.67	231	75.31	295	
31	1	7.02	38	11.26	17.29	227	82.71	265	
32	2	8.04	33	10.96	19.60	242	80.49	301	
33	1	5.54	32	11.81	17.34	224	82.58	274	
34	1	5.30	18	8.18	14.55	188	85.45	224	
35	1	9.09	32	13.85	22.94	178	77.98	231	
36	2	10.03	21	10.14	20.77	104	79.23	207	
37	1	5.25	24	12.63	17.89	156	82.11	191	
38	1	8.05	23	13.22	21.25	137	78.74	174	
39	1	4.32	19	11.73	16.05	136	83.95	162	
40	7	4.86	22	15.24	20.14	115	79.86	144	

BLAT	NO. ACAD.	ACAD. (%)	NO. ADM.	ADM. (%)	TOT. ATT	ATT (%)	NO. GRAD.	GRAD (%)	TOTAL
41	6	5.25	19	16.67	25	21.93	89	78.07	114
42	7	5.11	22	16.06	29	21.17	108	78.83	137
43	6	4.50	17	12.98	23	17.56	108	82.44	131
44	7	6.67	12	11.43	19	18.11	88	81.90	105
45	3	2.66	12	11.43	15	14.29	91	85.71	105
46	4	3.15	11	8.66	15	11.81	112	88.19	127
47	7	6.14	12	10.53	19	16.67	95	83.33	114
48	1	1.21	7	8.43	5	9.64	75	96.36	83
49	6	8.22	7	9.59	13	17.81	66	82.19	73
50	3	3.66	15	15.31	15	18.37	81	81.03	98
51	1	.00	5	0.33	5	8.33	55	91.67	60
52	1	1.61	11	17.74	12	19.35	50	89.65	62
53	1	.00	1	4.76	1	4.76	20	95.24	21
54	2	4.35	5	10.87	7	15.22	37	84.78	46
55	1	.00	3	6.62	3	5.82	41	93.18	44
56	1	.00	3	10.00	3	10.00	27	90.00	30
57	1	.00	4	28.57	4	28.57	10	71.43	14
58	1	.00	2	10.00	2	10.00	18	90.00	20
59	1	.00	1	.00	1	.00	9	100.00	9
60	1	.00	1	.00	1	.00	1	100.00	1
UNKNOWN	30	4.72	92	14.47	122	19.12	514	8.82	636
TOTAL	60	5.75	1031	12.01	1074	21.00	5715	78.20	6584
	174	9.98			161	21.33	5883		2792
	212	10.18			17		2177		9101

Total attrition at 18 = 21.5 (1613)  
 Reduction in attrition = 9.16 (537)  
 Total attrition at 20 cutoff = 14.34 (1726)

Pass =  $\frac{1394}{2794} = 49.89\%$   
 Fail =  $\frac{537}{2794} = 19.22\%$

acc at 310 = 4.28  
 2794

## POSITION PAPER

## COURSE DEVELOPMENT

1. PURPOSE: The purpose of this position paper is to describe the evolution of the course development function in DLI and the Office of Research and Development.

2. DISCUSSION:

a. From the formation of DLI in 1963 until 1970, the course development function resided with the faculty of the Defense Language Institute. In 1966 a survey coordinated by the Center for Applied Linguistics (CAL) in Washington, D.C. was undertaken to appraise the teaching materials used by DLI in 8 languages taught at both East and West Coast Schools. Materials and teaching practices were examined by recognized experts in these fields selected from the academic community. They found that the materials were seriously outdated both with respect to language and methodology. A number of efforts were made to upgrade the function of course development and increase the quality of the materials in use. It became increasingly clear, however, that the function of teaching claimed most of the time of the faculty to the detriment of course development.

b. In 1969 RDT&E funds in the amount of \$500,000 were allocated to DLI with no additional personnel authorizations. For this reason a program of contracts with universities and other contractors was undertaken. This continued until 1972 at which time it had become apparent that contracting, while providing a number of useful products for the Defense Language Program, was not a viable solution to the problem of course development. One reason why these contract development efforts were not completely successful is because differences between college and DLI students are difficult to resolve and the best efforts of leading universities failed to fully satisfy DLI requirements. (Contract development is detailed in a separate position paper.)

c. Because significant course development efforts by the faculty did not appear to meet DLI's needs considering the increase in teaching load and other factors, the pendulum then swung the other way when in late 1969 a DLI task force recommended the establishment of a separate organization, Systems Development Agency, to accomplish course development in DLI and administer contracts. The Agency was to be staffed

with scientific linguists, psychologists, test and measurement personnel, curriculum development specialists, and others necessary to supplement the language expertise of the faculty. (See position paper entitled "Role of Scientific Linguists and Other Technical Professionals" for discussion of their functions.) The various specialists, along with faculty members transferred temporarily for up to two years to the development agency, were to comprise a project team of collaborative efforts which would produce the end product. This product was to be thoroughly field tested and revised in the light of the field test. The language experts were still to come from the faculty and the additional professional expertise was to be provided by the various specialists. It should be noted that the new specialist positions were classified in the Competitive Service whereas faculty positions remained in the Excepted Service.

d. The transfer of the mission of course development to the newly-formed Systems Development Agency caused a number of individuals on the faculty, who had for many years filled the position of Course Developer in each language department, to be downgraded along with members of the clerical staff. Thus, the departments were to concentrate their efforts on the teaching mission as well as continue minor adjustments to teaching materials which was designated as course maintenance. This fact along with other differences, including Competitive vs. Excepted Service status, produced an environment of frustration which made it difficult to achieve the necessary collaborative efforts for updating and writing the materials for teaching foreign languages at DLI. Late in 1971 the assignment of responsibilities for the new Basic Course Enrichment Program (BCEP) included rather heavy demands on many language departments to provide supplementary materials under the course maintenance concept to support this new program. The scope of these activities raised new issues concerning the division of labor between the departments and SDA. At first, this was thought to be more of a policy problem relating to the definitions given to the activities of course maintenance, course revision, and course development. It gradually became apparent that the problems were also interrelated to both organizational alignments and assignments of duties. Among various attempts to solve this problem was a DLIWC recommendation made in late 1972 to HQ DLI that the position of Course Maintenance Supervisor (GS-11) be established in each

language department to fill the backlog of gaps in updating materials and in meeting the new BCEP requirements. It was becoming more and more apparent that SDA was not staffed sufficiently to handle the entire spectrum of materials improvement for all language departments. The DLIWC recommendation was not approved, since it was not feasible to apply this concept under existing restrictions on personnel resources.

e. The entire, emotion-laden issue was forcefully brought to a head by the Chief, SDA at a Commanders Conference at HQ, DLI in Washington, D.C. The Chief, SDA (Dr. Fallis) proposed that the concept for course development be modified to provide for certain development or revision projects to be accomplished in the departments, with the recommendation that GS-11 course developers be provided to those departments undertaking such projects. This proposal was made as a formal recommendation in March 1974 and was approved for adoption in conjunction with the consolidation and relocation. New procedures have been adopted since consolidation which make it possible to define tasks which can be accomplished with one man-year of effort, plus such help as can be assigned from the department concerned on a resources-available basis. Such projects can be assigned to the Department Chairman and a temporary GS-11 course developer position added to the department for the duration of the project. This arrangement will make possible the full utilization of all available resources to meet urgent development requirements. The Office of Research and Development (DLIR) provides help and guidance to these projects on a consultant basis. DLIR also reviews the material as it is produced for quality control purposes.

f. Since consolidation of DLI at the Presidio of Monterey, a number of other alternative means of achieving the desired kinds of interaction for successful course development have been used. The position paper "Concepts for Course Development" illustrates some of the concepts which have evolved. For example, it has been found advantageous to house the R&D development team in close proximity to instructors who are or will be using the material so as to maximize the contact between them and feedback concerning the effectiveness of techniques. Such a system has produced good results in the case of the Spanish Basic Course Development Project.

g. Recently another mode of operation has shown good results. In the case of the Chinese-Mandarin Aural Comprehension Course Project, the Chinese-Mandarin Department and

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the development team have both been placed under the control of a project manager from Curricula Branch. Tasks inherent in materials development will be performed by the Chinese-Mandarin Department. For example, an instructor may be asked to write and record a short passage for use in the course or to write a quiz on some portion of the course. Lessons are coordinated with the department as they are completed and immediate feedback is obtained. This method has proved most effective up to this time.

h. It is believed that the use of such methods of broader participation and cooperation is substantially increasing faculty acceptance of newly-developed materials.

i. An additional planned activity of Research and Development concerns initial attempts to provide MOS-related self-study materials to support approximately 100,000 service personnel enrolled in various type of refresher-maintenance courses world-wide. The currently available materials are becoming obsolete and the demand appears to be high for such materials since Headquarters USAREUR has recently purchased \$17,000 worth of these materials in support of their Command Language Programs. These older materials will continue to be used until DLI can develop a new generation of MOS-related self-study materials.

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SUBJECT: Language Maintenance/Refresher Course Development

TO: Director.

PURPOSE: To Provide Information on the Development of MOS-Related Language Maintenance/Refresher Courses

FACTS:

1. On 18 Dec 74, DLI dispatched a letter to DA OACSI, requesting assistance in the design and development of the subject courses (TAB B).
2. On 21 and 23 Dec 74, DLI dispatched similar letters to major US Army commands (TAB C).
3. In Jan 75, the DLIT-N submitted in its FY76 budget \$60,000 for the course development (TAB D). Subsequently, this figure was adjusted to \$62,000 to include the related TDY requirements.
4. Thirty three MI and other language oriented organizations responded to our basic request. A list of the organizations furnishing input is at TAB E.
5. A preliminary analysis of the inputs has been completed. A summary of the analysis is at TAB F. It is evident that development of nonresident language refresher/maintenance courses is needed.
6. A review of the inputs further revealed the need for basic materials related to the subject matter requirements. From the intelligence point of view, DLI felt the US Army Intelligence Center and School (USAICS) could provide valuable assistance. On 23 Apr 75, DLI requested USAICS's material help (TAB G).
7. On 5 May 75, DLIT-N and R&D held a preliminary discussion concerning the course development. The following topics were discussed:
  - a. The first course development will be in Russian;
  - b. The course will address proficiency levels 2-3;
  - c. The course will be self-study oriented;

d. The course will be in a brochure, loose-leaf format, on specific topics;

e. Because of its scope, the development should not be a 1-year project, but a continuing one;

f. Preparation of selected bibliography;

g. Acquisition of appropriate basic materials from federal agencies and publishers;

h. Feasibility of budgeting and buying sufficient number of commercial materials to develop modules with glossaries, exercises, etc;

i. Budget for printing and recording;

j. Assignment of R&D personnel. The R&D envisions a requirement of

	Salaries per year
1 Quarter-time Project Officer	\$ 5,000.00
2 GS-11	34,000.00
1 GS-4 Typist	<u>5,000.00</u>
Total Cost	\$ 47,500.00
or approximately	\$ 50,000.00

k. Projected starting date -- 1 July 1975.

COORDINATION: None required.

*H. Marschik*

H. MARSCHIK  
Chief, Nonresident Training  
Management Division

DLIT-N

SUBJECT: Language Training for USAR Personnel

Department of the Army  
Office of the Assistant Chief of Staff for Intelligence  
ATTN: DAMI-DOT-T  
Washington, D. C. 20310

1. Reference undated letter DAMI-DOT-T, from BG John A. Smith, Jr., Acting AC of S for Intelligence (Incl 1).

2. We will do all we can to provide your Military Intelligence personnel in FY 75-76 a two-weeks refresher language training at this Institute.

3. Although requests for refresher training should be submitted in writing at least 60 calendar days in advance of the class starting date, UP of AR 350-20, para 2-5b, tentative planning by DLI in support of such a program must be accomplished at a much earlier date. You can assist us in this effort by furnishing us information concerning the number of personnel to be trained -- by language, and tentative dates of the training desired. Coordination on this matter should be made with Major Woodward, of the DLI Resident Training Management Division (Autovon 973-8736).

4. In an attempt to become more responsive to the language requirements of the active military and reserve components, DLI is currently making plans for setting specifications for the development of nonresident language refresher/maintenance courses that are MOS oriented. Clearly, a project of this magnitude, if it is to be successful, must be based on carefully defined terminal course objectives. Since the nature of MI activities normally requires capability in foreign language skills (i. e., speaking, comprehension, reading, writing), as well as in various language specialties (IPW, translation, interpreting, monitoring radio broadcasts, etc.), it is felt that all MI units concerned should

DLIT-N

SUBJECT: Language Training for USAR Personnel

be encouraged to submit constructive ideas on the desired subject matter and objectives of such courses.

5. Attached for your consideration at Inclosure two is a format we would suggest the MI organizations use in describing the kind of tasks an individual would be expected to perform upon completion of the refresher/maintenance course. The format provides sufficient flexibility for omission or addition of information relative to specific languages, to include whether a course should be designed on the assumption that the student understands technical terminology in English and that therefore, explanation of such terminology is unnecessary.

6. Request that the matter discussed in paragraphs 4 and 5, above be transmitted to all MI USAR organizations concerned, and that a 60 days suspense be allowed for forwarding replies to DLI.

FOR THE DIRECTOR:

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2 Incl  
as

EDSEL D. CARSON  
Major, USA  
Adjutant

*(115)*

File #113  
6 Jan

DLIT-N

23 DEC 1974

SUBJECT: Foreign Language Refresher/Maintenance Training

Commander  
TRADOC  
ATTN: ATTS  
Fort Monroe, Virginia 23631

1. In an attempt to become more responsive to the language requirements of the active military and reserve components, DLI is currently making plans for setting specifications for the development of nonresident language refresher/maintenance courses that are MOS oriented. Clearly, a project of this magnitude, if it is to be successful, must be based on carefully defined terminal course objectives. Since the nature of MI activities normally requires capability in foreign language skills (i.e., speaking, comprehension, reading, writing), as well as in various language specialties (IPW, translation, interpreting, monitoring radio broadcasts, etc.), it is felt that all MI units concerned should be encouraged to submit constructive ideas on the desired subject matter and objectives of such courses.

2. Attached for your consideration at inclosure one is a format we would suggest the MI organizations use in describing the kind of tasks an individual would be expected to perform upon completion of the refresher/maintenance course. The format provides sufficient flexibility for omission or addition of information relative to specific languages, to include whether a course should be designed on the assumption that the student understands technical terminology in English and that therefore, explanation of such terminology is unnecessary.

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DLIT-7

SUBJECT: Foreign Language Refresher/Maintenance Training

3. Request that the matter discussed above be transmitted to all MI organizations concerned, and that a 60 day suspense be allowed for forwarding replies to DLI.

FOR THE DIRECTOR:

*signed*

1 Incl  
as

EDSEL D. CARSON  
Major, USA  
Adjutant

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SUBJECT: Estimate for MOS-Related Maintenance/Refresher Course

Assumptions: 50 modules limit (2 to 4 hours study time per module).  
NCTS-type skills (translation, gisting, transcription).  
Student was Level-3 three years ago.  
No innovative techniques.

<u>ITEM</u>	<u>GRADE</u>	<u>TIME</u>	<u>COST</u>
tape scripts (50)	GS-11	1.0 Man year	\$17,000
Reading/translation, etc (50)	GS-9	.5 "	7,000
Editing, proofreading, etc.	GS-9	.4 "	6,000
Typing	GS-4	1.0 "	8,000
Recording & checking	(Team)	.3 "	5,000
Project Officer	GS-12	.5 "	10,000
Supplies, TDY, illustr., etc.			7,000
			<hr/>
			\$ 60,000

Does not include production costs - printing, tape duplication, shipping, etc.

Includes self-evaluation quizzes for each module, but not final test. Recommend that user-agency prepare new MOS test -- also recommend user-agency and DLI meet to confer on test design.

Costs will vary depending on skill objectives required, on the language, and on availability of experienced course writers. Considering our lack of information, these figures are largely guesswork.

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Inputs Received From:

1. US SOUTHCOM Intelligence Directorate, J-2
2. HQ 1st Inf Div and Ft. Riley, KS
3. HQ 77th MID (SF)(ABN) Arlington Heights, IL
4. HQ Sixth US Army Presidio of San Francisco, CA
5. HQ 342nd MI Co (DIV), Cleveland, OH
6. HQ Fort Carson and 4th Inf Div (Mec), Fort Carson, CO
7. CoA, 519th MI Bn (Field Artillery), Ft. Bragg, NC
8. HQ XVIII AB Corps and Ft. Bragg, NC
9. 9th MI Co, 9th Inf Div, Fort Lewis, WA
10. HQ 4350th MI Det, St. Louis, MO
11. HQ 197th Inf Bde (Sep), Ft. Benning, GA
12. HQ 3rd Armored Cav Rgt, Ft. Bliss, TX (66th MI Det)
13. HQ 2nd Armored Div, Ft. Hood, TX
14. HQ 303rd ASA Bn (Corps), Ft. Hood, TX
15. 529th MI Co, Ft. Hood, TX
16. US Army Intel Center and School, Ft. Huachuca, AZ
17. 247th MID, Madison, WI
18. HQ 404th ASA Co (Sep Inf Bde), Austin, TX
19. HQ 351st ASA Co, Ft. Sam Houston, TX
20. 349th MI Det (CI), Dallas, TX
21. 900th MI Det (Bde), Austin, TX
22. HQ 123rd USARCOM, Indianapolis, IN
23. 900th MI Det (Bde) Austin, TX
24. US Army Institute for Advanced Russian and East European Studies,  
USAREUR

25. Co A (Interrogation) 826th MI Bn (Field Army), Danbury, CT
26. HQ 532rd ASA, Ft. Snelling, MN
- 27 HQ 259th MI Co (Div), Sharonville, OH
28. CINCPAC
29. HQ 25th Inf Div, APO SF 96558
30. HQ USA SPT COMMAND, HA
31. HQ UN CMD/US Forces, Korea/8th USA, AC of S, J2
32. HQ 500th MI GP, APO SF 96558
33. HQ 86th US Army Reserve Command, Arlington Heights, IL
34. 389th MI Det (SF GP) (ABN), Louisville, KY

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DLIT-N

SUBJECT: Foreign Language Refresher/Maintenance Course. Background and Analysis of Inputs Received From the Field

1. On 18 and 23 December 1974, DLI requested major US Army commands and other linguistically oriented organizations to assist with their ideas, requirements and materials in the design and development of nonresident foreign language refresher/maintenance courses.
2. To date, 27 organizations have replied.
3. The following languages were indicated in the inputs: Arabic-Egyptian, Arabic-Syrian, Czech, French, German, Hebrew, Hungarian, Japanese, Laotian, Polish, Russian, Spanish, Swahili, Thai, Ukranian, and Vietnamese.
4. Recommendations concerning the proposed language course development may be divided into five major categories -- course objectives, proficiency levels, subject matter, course materials, and course format -- each of which is considered further below.

#### COURSE OBJECTIVES

As can be determined, the course should be designed so that the linguist will be able to perform the tasks as defined by his assignment/MOS. He will be able to--

1. Use idiomatic, colloquial language, military jargon and slang;
2. Recognize major dialects;
3. Match syntactic structures and preserve stylistic consistency, and use reference sources other than dictionaries;
4. Read longhand writing and national handwriting;
- 5. Interrogate, interpret and/or translate information related to--
  - a. Order of battle;
  - b. Imagery interpretation;
  - c. Prisoners of war;
  - d. Counter intelligence;
  - e. Enemy documents;

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f. Operations orders;

g. Spot reports;

h. Technical intelligence;

i. Live/taped radio monitoring (to include radio traffic, informal radio chatter, and radio broadcasts intended for target country civilian populace); and

j. Propaganda and informational material generated by target country.

6. Write in target language of English phonetic equivalents of normal spoken language, phonetic alphabet groups, and number groups; formal and informal local and military slang, jargon and terminology.

7. Provide both gists and complete translations/transliterations of monitored traffic, and provide simultaneous translations of monitored traffic;

8. Translate journalistic, legal and technical matter;

9. Carry on a continuing conversation and/or interrogation;

10. Use military terminology.

11. Read maps and overlays of the target country;

12. Use effective interrogation techniques;

13. Know

a. Social stratification of the target country;

b. Country's culture and tabu customs;

c. Gestures;

d. Subjects of conversation;

e. Jokes;

f. Foods;

g. Religious beliefs;

h. Seating arrangements;

i. Proper form of address.

14. Know historical, geographical, political, sociological and military situations of the target country to include names of leaders in power, in exile, in prison, recent political martyrs, changes in local laws, rights of individuals before local police organizations, daily wages, honorable and ignominious occupations, recent national or regional achievements, social regard for police informers, etc;

15. Perform aural, translation/transliteration, reading and speaking tasks.

#### SKILL LEVELS

The majority of respondents seemed to desire the accomplishment of level 3 proficiency. Four respondents specified S-3, C-3, R-3. One, however, suggested that the refresher/maintenance course be geared to the lowest proficiency level.

#### SUBJECT MATTER

The refresher/maintenance course should deal with, but should not be limited to, the following topics:

1. Grammar, to include syntactical structures, number groups, etc.;
2. Idiomatic expressions, colloquialisms, military slang and jargon;
3. Major dialects of the target country;
4. Longhand writing;
5. English phonetic transcription;
6. Culture and customs, to include--
  - a. Tabu customs;
  - b. Gestures and jokes;
  - c. Subjects of conversation;
  - d. Foods;
  - e. Taking pictures of subjects;
  - f. Religious beliefs;
  - g. Seating arrangements, where applicable;
  - h. Proper form of address.

7. History, government, geography, sociology, politics and military of the target country, to include--

- a. Names of leaders in power, exile, and prison;
- b. Names of recent political martyrs;
- c. Changes in local laws;
- d. Civil rights;
- e. Daily wages;
- f. Honorable/ignominious occupations;
- g. Recent national and/or regional achievements;
- h. Social regard for police informers.

8. Legal, epistolary, scientific and technical matter;

9. Current events;

10. Military:

- a. Interrogation;
- b. Electronic warfare;
- c. Counter intelligence;
- d. Order of battle;
- e. Imagery interpretation;
- f. Ground weapons;
- g. Maps and overlays;
- h. Terrain;
- i. Ground combat vehicles;
- j. Airborne/airmobile;
- k. River crossing;
- l. Night operations;

- m. Jungle operations;
- n. Desert operations;
- o. Mountain operations;
- p. Arctic operations;
- q. Signal operations;
- r. Engineer operations;
- s. Type aircraft and air tactics;
- t. Amphibious equipment;
- u. Cover and deception;
- v. Combat support;
- w. Intelligence;
- x. Anti-aircraft weapons systems;
- y. Type rockets and missiles;
- z. Chemical, biological and radiological terminology;
- a.a. Reconnaissance.

#### COURSE MATERIALS

The following types of materials were suggested to support the course:

1. Tapes;
2. Maps and overlays;
3. Military, scientific, and technological periodicals;
4. Newspapers;
5. Taped news broadcasts - TV and radio;
6. Films.

Additional information on the matter is reflected in certain respondent documents.

## COURSE FORMAT

Eight respondents favored the DLI suggested Russian RAFAC course format with or without modification,

One unit suggested that such a course be prepared in coordination with DLI and Army Intelligence Center and School.

Another organization recommended that interrogation practical exercises be considered for the development of a foreign language course.

One reply reflected specific linguistic requirements.

One organization indicated the proposed course should be designed for 2-hour individual study per day, and for a long range group study. It was also recommended --

a. Not to assume that the student understands technical terminology in English;

b. That DLI provide on a quarterly basis materials in the form of an up-date, including vocabulary lists and contemporary readings from the target country press; and

c. That a recorded tape of current radio/TV broadcasts accompany each quarterly up-date. One organization stated the course should be aimed at a minimum of 20 hours of training per month.

## RECOMMENDATIONS

In light of diverse interests, objectives and requirements, recommend that well balanced modular lessons be developed on the subjects identified in category SUBJECT MATTER above.

Recommend modular lessons be self-study oriented.

Recommend each lesson be accompanied by solutions (i.e. answers and any exercises, exact translations, etc.)

Recommend each lesson be accompanied by tape recordings/cassettes where appropriate.

B. T. HORN  
Education Specialist

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DLIT-N

23 APR 1975

**SUBJECT: Foreign Language Refresher/Maintenance Training**

**Commander  
US Army Intelligence Center and School  
ATTN: ATSI-TER  
Fort Huachuca, Arizona 85613**

**1. References:**

**a. Letter, this headquarters, to Commander, TRADOC, ATTN: ATTS, Fort Monroe, Virginia 23631, 23 Dec 74, same subject.**

**b. Letter, your headquarters, to Director, Defense Language Institute, ATTN: DLIT-N, Presidio of Monterey, California 93940, 14 March 1975, same subject.**

**2. An analysis of the inputs received from the various military intelligence units and other linguistically oriented organizations revealed high interest in the development of the subject course. Requirement exists for adequate relevant materials on a variety of topics ranging from culture, history, government, geography, sociology, politics, law, science, technology to military. Recommended subjects of tactical and strategic nature, which should constitute the major portion of such a course, are listed for your consideration at Inclosure 1.**

**3. The decision has been made to develop the first nonresident refresher/maintenance course based on recommendations received from the units in the field. An analysis of the inputs is at Inclosure 2.**

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DLIT-N

23 APR 1975

DLIT-N

SUBJECT: Foreign Language Refresher/Maintenance Training

4. In order for the Defense Language Institute to give maximum consideration to the Soviet area of interest, it is requested that you furnish whatever unclassified material you have available concerning the subjects outlined at Inclosure 1, to include POIs, interrogator's guides, practical exercises in interrogation and reporting, scripts, and correspondence courses.

FOR THE DIRECTOR:

signed

KIM A. SMALLHEER  
CAPT, USAF  
Assistant Adjutant

2 Incl

as

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The following is a list of suggested subjects to be included in the foreign language refresher/maintenance courses.

1. History, government, geography, sociology, politics, and military of the target country, to include:

- a. Names of leaders in power, exile and prison.
- b. Names of recent political martyrs.
- c. Changes in local laws.

2. Legal, epistolary, scientific and technical matter.

3. Military:

- a. Interrogation, to include tactical interrogation
- b. Counter intelligence
- c. Electronic warfare
- d. Order of battle
- e. Imagery interpretation
- f. Ground weapons
- g. Maps and overlays
- h. Terrain
- i. Ground combat vehicles
- j. Airborne/airmobile
- k. River crossing
- l. Night operation
- m. Jungle operation
- n. Desert operation
- o. Mountain operation
- p. Arctic operation
- q. Signal operation

- r. Engineer operation
- s. Type aircraft and air tactics
- t. Amphibious equipment
- u. Cover and deception
- v. Combat support
- w. Intelligence
- x. Anti-aircraft weapons systems
- y. Type rockets and missiles
- z. Chemical, biological and radiological terminology
- aa. Reconnaissance

DLIR

25 Jun 75

POSITION PAPER

CONCEPTS OF COURSE DEVELOPMENT

1. PURPOSE: The purpose of this position paper is to outline alternative approaches to course development which have been initiated since January 1973.

2. DISCUSSION:

a. Background. During the past two years a varied number of approaches to course development have been tried out in an attempt to find alternative, workable approaches to this important area. The ultimate aim is to bring together, to the maximum degree, the various elements which have a bearing on the success of a course. These elements are the user agencies, the students, the faculty, the academic community, and DLI's technical specialists.

b. Modern Standard Arabic. In June 1972, a conference was held at HQ DLI to review the experience with the Georgetown contract for Arabic Course Development, and to recommend a course of action to the Director, DLI concerning how to proceed with this project. The conference was attended by representatives of user agencies, outside consultants from Harvard University and the University of Utah, other Government agencies, and members of the DLI staff. The result of the conference was a proposal to undertake a project under the Systems Development Agency, with Dr. Abdel-Malek, on leave from the University of Utah, acting as project officer. Dr. Abdel-Malek would work with a team of Arabic course developers recruited from DLI faculty and supplemented by course developers hired especially for the project from outside of DLI. The duration of the main project was to be one year.

(1) In January 1973 another conference was held at the beginning of the development period consisting of the team, representatives from HQ DLI, SDA, the faculties of both DLIWC and DLIEC, academic consultants, and representatives of user agencies to review plans and establish guidelines for the project. This same group met two more times during the progress of the development to review materials and make adjustments in the plans as necessary.

(2) In January 1974, a final conference was held to review the project, agree upon lessons learned, and formulate follow-on actions to be taken. Additional features of this project included the assignment of a Technical Language Assistant to the project to provide technical input, and special instructions for field test instructors regarding use of the materials. The decision was made to conduct a Field Trial of the materials before the end of the development period to allow feedback to the development team.

(3) In April 1974, the Field Test was conducted after the development effort was concluded. This test also provided detailed comments from instructors and students to be used by a smaller team in finalizing the materials. During this same period an instructor from the Arabic Department, Mr. El-Safwany, completed an 8-week half-time Egyptian dialect segment, based on an outline provided by the user agency, for use at the end of the Modern Standard Arabic course.

(4) At the present time, the Field Test has been successfully completed; the final changes are incorporated and the Final Report recommending operational use has been approved by the Director. The Final Report was submitted jointly by the current project officer and the Arabic Department Chairman.

c. Course Development in Language Departments. In October 1973, the Chief, DLISDA recommended that some course development should be done by the Language Departments. As a result of his recommendation, nine GS-11 Education Specialist positions, three positions in each Language Group, were included in DLI's TDA effective upon reorganization in October 1974.

(1) On 31 Jan 1975, a draft course development concept paper was prepared by the Curricula Branch which proposed that certain types of course development projects be performed under Language Department control. The concept paper was intended not only to determine how the Education Specialist positions could be effectively managed, but also to encourage the initiation of innovative, cost-effective approaches to language training at the department level.

(2) The concept states that the Language Department Chairman will be responsible for maintaining and revising materials required to support his courses of instruction. Department materials preparation efforts are limited to projects of a scope which are capable of being completed successfully with the manpower resources represented by the

appointment of a full-time course developer (GS-11 Education Specialist) for one year. This course developer will be assisted by other personnel resources available in the department plus consultant help from the Office of Research and Development.

(3) In April 1975 a pilot project designed to test the concept was initiated in the Serbo-Croatian Department. Funds for this project were generated by not filling a GS-12 position authorized for the Curricula Branch.

(4) Six Education Specialist positions are funded in the FY76 budget. Eleven departments have identified projects to be done, and a series of meetings is currently being held with department, R&D, and Curricula Branch personnel in attendance to attempt to establish a priority among departments for these positions.

d. Taped Exercises in 20 Languages. This work unit was initiated in 1972 to upgrade the quality of audio software in current DLI courses. These tapes are designed to provide supplementation to existing tapes which are principally devoted to repetition of material in the textbook. The tapes provide naturalness and student involvement along with high standards of audio quality. In addition, each tape or short series of tapes includes a self-evaluation device aimed at giving the student feedback on his learning and providing evaluative information to the teacher. In this concept, a selected member of the faculty works with a scientific linguist and other R&D technical specialists. To date, eight languages have been completed and a ninth is in progress.

e. Spanish (Latin American) Basic Course. Started in 1972 as an SDA project, it had the intent of developing a prototype learning system which utilized current linguistic and educational expertise in addition to being responsive to varied user agency requirements.

(1) The 1974 field test indicated a need for major revision and extension of the course length by 4 weeks in order to bring students up to level 3 skills and to equip them for specialized job activities.

(2) As a result, the Director, in late 1974, approved an arrangement to physically co-locate the Research and Development team with the Spanish Department to simultaneously carry out field testing and revision activities. This plan has worked very well.

f. Chinese-Mandarin Aural Comprehension (C-MACC). An August 1974 DLI-NSA/NCTS Conference established the requirement to develop a 36-week aural comprehension course. Although the development team was not completed until January 1975, planning and materials development, utilizing both faculty and R&D personnel started in September 1974.

(1) On 29 April 1975, the Director approved a concept to reorganize the Chinese-Mandarin Aural Comprehension Course (C-MACC) project. In effect, the reorganization establishes C-MACC as a wholly independent, pilot project.

(2) The project officer, Major Bradford, Chief, Curricula Branch, operates in much the same manner as a military weapons system manager with both the R&D project team and the Chinese-Mandarin Department under his immediate supervision. The project manager has direct command access, draws upon the resources of both staff and operational elements, and is directly responsible for the project until it is turned over to an operational unit. Major Bradford reports directly to the Assistant Director for Training (ADT) who has overall responsibility for the development and implementation of the project.

(3) C-MACC differs significantly from the usual development project in that newly developed materials will be introduced and revised during full operational use. This means that a close working relationship among writers and teachers is essential. Operational use is scheduled for August 1975.

g. Korean Aural Comprehension Course (KACC). In November 1974, a joint DLI-NSA/NCTS Conference established the requirement for a 36 week Korean ACC. Excellent progress was made by the R&D team headed by Dr. John Sohn, former chairman of the Korean Department. As a result of a follow-on conference this month, a suggestion to transfer the project to the Korean Department is being staffed. The principal reason for this change is the need to utilize all available Korean language resources in order to meet the operational suspense date of July 1976. In this instance, if the concept is approved, the Department Chairman would also serve as the senior project manager.

h. Basic Instructor Training Course. In 1972 the course in its present version was started by Systems Development Agency with consultative assistance from representatives of the Branches and HQ DLI. Revisions to the course are currently being accomplished based on experience gained in 10 runnings of the course plus guidance from a Headquarters review. The Chief, Faculty Development Branch will serve as the project manager with assistance from R&D.

i. Saudi-Arabic 8-week Course. Initiated this year, this course is an example of another approach to materials: preparation through joint ADT/R&D action. The course was directed by the Joint Chiefs of Staff to provide language and cultural familiarization training to DOD personnel scheduled for duty in Saudi-Arabia. At the present time, the course is being developed under the supervision of ADT by personnel within the Arabic Department. The Arabic Department Chairman is the project officer. Personnel from the Arabic Department are performing the actual development of the course materials with consultant assistance from R&D personnel. The course is scheduled to start in August 1975 and the materials development work is progressing smoothly.

j. Prototype Programmed Language Laboratory Materials (German). In 1971 development was started under a contract with Educational Testing Service. The materials were field tested during 1974 in conjunction with the German Department. (The materials consist of 40 programmed modules in German grammar.) Subsequent revisions have been made on the basis of the field test by DLIR with assistance from the German Department. This revision effort has provided training for members of the German Department which can be put to use in extending the programmed materials as an in-house project which is currently being proposed. These materials can be used not only in connection with the German Basic Course but have been used on an individualized basis for remediation of students having difficulty in German. The modules can also be used in MOS-related maintenance and refresher courses for Command Language Programs.

k. Russian Aural Comprehension Course. In 1974 the Slavic Chief was temporarily assigned to DLIR as a project officer to carry out an experiment, of his own devising, in Russian on the effects of delayed oral production on both aural comprehension and later speech production. The project calls for the production of 60 daily units including programmed TV units, language laboratory exercises, platform teaching, and supervised self-study. The project will produce material for three months of instruction. The remainder of the adaptation of course materials can be done in the Russian Department. The development team for this effort consists of the project officer, course development personnel on temporary assignment to DLIR from the Department, Technical Language Assistants from the three Services, plus an illustrator, TV specialist services from DLIT-I, and clerical support. TV production is being accomplished through Training Aids Systems Office at Fort Ord.

1. Polish Basic Course Development. The latest R&D development proposal is for the development of a Polish Basic Course, which features new interagency cooperation. The DLIR proposal outlines the production of a course in which the first segment (12 weeks) is designed as a core course for all types of students, a second segment in which the same basic material is used with differing techniques for NCTS and non-NCTS students, and a final segment with two completely different tracks for the two types of students. Innovations in testing and individualization are also included.

(1) With the publication of a General Accounting Office report in 1973 on U.S. Government language training activities, the need was identified for increased interagency coordination of development projects to avoid duplication of effort. The mechanism to ensure such coordination was the Interagency Language Roundtable (ILR), an organization which has existed since the 1950s for purposes of exchanging information among Government language experts. In 1973 the ILR was organized into five committees: Management, Information, Research, Testing and Materials Development. Provisions were made for new proposals for development projects to be reviewed by the Management Committee and the Materials Development Committee for areas of cooperative endeavor.

(2) In May 1975 representatives from DLIR met with representatives of the Foreign Service Institute (FSI), Department of State, in Washington, D.C., to discuss proposals for Polish materials development made by FSI and DLI. The group worked out areas of cooperation and joint development plans and presented their report to the Materials Development Committee. This committee has reported favorably on this joint project to the Management Committee and it in turn is issuing an advisory opinion to DLI and FSI endorsing the project as a method of avoiding duplication.

m. DLI Training and Development Plan. The initial need for this plan was generated by a recent DLI Basic Course Enrichment Plan (BCEP) conference with participation by faculty and staff members. However, the magnitude of the project has made BCEP planning but one of many tasks. This comprehensive effort will take a "new look" at training and development activities. Current, mid-term, and long-range projects will all be combined in one package and will provide a blueprint for future action by outlining goals, relating valid requirements to resources, tracking projects and work units through to completion, providing for quality control and arranging

tasks in a priority order. The draft is expected to be completed by 1 July, but it will be given careful scrutiny before implementation. A measured, reasoned approach to this plan is in order because of its importance in directing the future of DLI.

DLIR-D

11 June 1975

MEMORANDUM FOR: DIRECTOR

SUBJECT: Hearing Level Criteria for Defense Language Institute  
(Work Unit P0157)

1. References:

a. Letter DLIR-D, subject: Discrepancies in Regulations Regarding Hearing Standards for Language Training, 19 Mar 75. (Incl 1)

b. Letter, ATZO-MD-DS, subject as above, 10 Apr 75. (Incl 2)

c. MFR, DLIR-D, subject: Hearing Level Criteria for Defense Language Institute, 11 Apr 75. (Incl 3)

2. Reference 1a defined a problem and suggested a solution regarding discrepancies in regulations which caused anomalies in handling of hearing-defective DLI students. Reference 1b requested changes to the regulations. Action is proceeding on this matter within the Health Services.

3. At the time that Dr. Cartier and CPT Hall (Ft. Ord audiologist) discussed the above action, they also discussed the desirability of applying the present state of the art of audiology to the problem of screening DLI students so as to provide more valid and reliable selection of students.

4. Meetings were therefore held with ARI-Monterey to explore the possibility of an RDT&E-funded research project. Immediate prospects for RDT&E funding seemed to be slim, so CPT Hall and Dr. Cartier continued to discuss an ad hoc in-house project which would gather data on the predictive capability of certain modern tests of auditory perception not previously explored for their applicability to language training. Some of these tests appear to be quite promising, however, based on data from other populations.

5. The tests that should be considered range from relatively simple and well-established techniques such as "speech audiometry" to tests of "hemispheric dominance for speech signals," and include such new concepts as "impedance audiometry."

6. Final selection of the tests requires consultation with an expert on all aspects of modern audiology. CPT Hall's expertise

DR. CARTIER

DLIR-D

11 June 1975

SUBJECT: Hearing Level Criteria for Defense Language Institute

is limited to methods now in use by the Army and to impedance audiology. Dr. Cartier's familiarity with the state of the art in audiology is mostly limited to the early 1950's when he taught in the Speech and Hearing Clinic at Florida State University. We therefore need a knowledgeable consultant on audiological research.

7. CPT Hall recommends a nationally-recognized expert, Dr. Charles Berlin, Director, Kresge Hearing Research Laboratory, Department of Otorhinolaryngology, Louisiana State University Medical Center, New Orleans) who has been conducting audiological studies related to first-language acquisition. In a recent FONECON by CPT Hall to Dr. Berlin, he indicated great enthusiasm for participation in the kind of study we propose and considers it potentially a major contribution to the science of language acquisition as well as audiology. However, selection of consultant will be handled within medical channels.

8. At this time, CPT Hall and Dr. Cartier envision the project as outlined in Inclosure 4.

9. To assure the continued services of CPT Hall, it will be necessary to make a formal request to MEDDAC for his assistance. CPT Hall has provided Dr. Cartier with a suggested wording for the letter of request. The letter has been prepared for the Director's signature and accompanies this Memorandum.

10. There is some possibility that such a study could have implications that reach much farther than audiological screening. To date, there has been no application of modern audiology to the establishment of standards for language laboratories. Obviously, data on auditory perception skills of DLI students could lead to fundamental changes in our perspective on audio aids to language learning. Furthermore, since the tests deal with central processing of auditory signals, they may have implications regarding language-learning aptitude.

4 Incl  
as

F. A. CARTIER  
Chief  
Development Division  
Office of Research & Development

CF:  
CPT Hall

16 July 1975

TENTATIVE PLAN FOR AUDIOLOGICAL STUDY

1. Preparatory steps (MCAs 2A-2F)

- a. Meet with consultant for approximately three days on design of study and to select the most promising battery of tests.
- b. Borrow, lease, and/or purchase necessary equipment.
- c. Request DLIMB-C to provide a stratified-random sample of 200 present DLI students.
- d. Train test administrators.

2. Research Period (MCA 2G)

- a. Administer the battery of tests to the students. This will probably take a minimum of one hour and a maximum of two hours per student.
- b. Collect biographical and academic data on the 200 students. This must include graduation data and also on newly-entered students, since we hope to gather data on early academic failures. However, we believe it will be possible to collect sufficient information in six months to permit conclusions. If not, it may be necessary to extend data collection over a period of one year. In either case, an interim report should be prepared at the 6-month point, for a decision to continue data collection or proceed.
- c. Analyze the data to determine the optimum predictors, particularly as compared to the present pure-tone threshold audiometric method.
- d. Draft report except for final conclusions and recommendations.
- e. Invite consultant back for approximately three days to meet with all relevant personnel, review and discuss draft, and advise on interpretation of data and recommendations.

3. Prepare and submit final (or interim) report. (MCA 2H)

4. Director's In-Process Review (MCA 2I)

5. Implementation.

a. Propose changes in the regulations regarding audiometric screening for DLI students (medical channels).

b. Prepare plan for possible DLI follow-on actions, if any.

6. Resources required:

Funds: ITO for 2 trips by Consultant	\$3,000
Equipment lease and/or purchase	<u>2,000</u>
	\$5,000

(NOTE: Some or all funds may be available from Army Health Services)

Manpower:

Project Officer (Dr. Cartier)	.15 manyears
TE&R (for analysis of data)	.10
DLIMB-C (computer operations)	.05
Test administrators (partly DLI, partly Ft. Ord7)	.20
Audiologist (CPT Hall)	.20

7. Tentative schedule: Initiation date depends on availability of consultant.

2A - 2F - 3 months

2G - 6 months (or 12 mos. See para 2b)

2H - 2 months

2I - 1 month

**TITLE: Hearing Level Criteria for Defense Language Institute**

**DLI WORK UNIT CONTROL NUMBER: P0155**

**Objective:**

To develop testing instruments (aptitude, achievement, proficiency, and diagnostic) and curriculum evaluation instruments to adequately manage the DLP.

**Requirement:**

Present regulations governing minimum auditory acuity for entrance into foreign-language training at DLI have, until recently, suffered from two deficiencies: inconsistency among the three relevant regulations (AR 601-210, AR 611-6, and AR 611-201), and a simplistic approach (pure-tone threshold screening audiometry) to the selection of students with optimum probability of success in language training. The problem of inconsistency is being resolved within Army Health Services by requiring 11-2 in both ears as minimum criteria. It is believed, however, that more sophisticated and valid tests exist which would more reliably screen out prospective language students, and reduce attrition due to this factor.

The requirement is therefore to evaluate certain tests of auditory perception that show promise of improved validity and reliability in screening out students with inadequate auditory capability.

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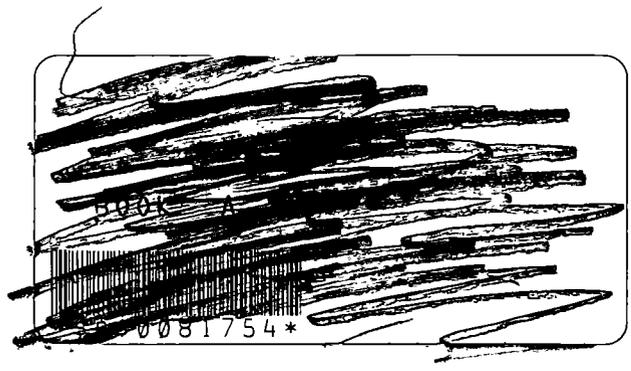
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