



300th Military Intelligence Brigade's *Linguist Review*

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“Excellence in Language”

Your Individual Language Study Efforts

With our seemingly ever-increasing OPTEMPO in the 300th M.I. Brigade (Linguist), including our support to the 2002 Winter Olympics and rotations to the Balkans, there is less drill time available for linguists to study their language at drill. This would apparently place more of the burden for language study on the shoulders of the soldier; but, in reality that's where it has been all the time. The remainder of this article is an excerpt from a Defense Language Institute pamphlet on this very subject—what the individual linguist can do in regard to have effective language study (see DLIFLC Pam 350-9, pages 26-7)

“First, any learner must realize that the primary responsibility for learning is personal: no one can put knowledge or skills into our heads for us. Learning, particularly learning an interactive skill like a foreign language, is active, not passive. Next, a language learner must understand that there are no shortcuts in the sense that no technology or technique is a substitute for memorization and practice. Memorization need not be accomplished by endlessly repeating lists of words. Most studies suggest vocabulary is [continued page 2]

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Comments or opinions expressed here are not necessarily those of the Department of Defense or Utah National Guard

Foreign Language Enrollments in U.S. Colleges/Universities

Commonly Taught Languages – Spanish, French, German

Less Commonly Taught Languages – Italian, Russian, Hebrew, Japanese, Chinese, Portuguese and Arabic

Much Less Commonly Taught Languages – all others

Spanish, French, German, Latin, and Italian – 99 percent of foreign language enrollments – American Council on the Teaching of Foreign Languages

*Source *Language in Education: Theory and Practice*

Brigade Recognizes “Linguists of the Year”

During the 300th M.I. Brigade's annual gathering at Camp Williams as part of Governor's Day, the brigade's “Linguist of the Year” awards were announced and presented. This year the program was expanded to recognize three linguists instead of just one.

SSG Jared S. Kirkwood of Company C, 142nd MIB (LING) was selected as the “Linguist of the Year.” 2LT Elyse Burt of Company A, 142nd MIB (LING) was picked as the “Senior Linguist of the Year.” SGT Scott Beecher, also of Company A, 142nd, was designated as the “Most Improved Linguist of the Year.”

If you are interested in being considered for these honors next year, be certain to let your chain-of-command know. Ask your company and battalion language officers or command language program managers for more details.

[Individual Efforts...continued from page 1]

more efficiently acquired when it is encountered often in context, and particularly if the learner finds ways to use it. The most effective vocabulary-learning device may be the personalized dictionary in which learners decide for themselves what vocabulary they want to retain. Vocabulary can also be developed relatively painlessly via multiple readings and listenings on the same general topic, e.g., following the reportage on an event such as the Middle East crisis in several newspapers over several days. With this method, the student should make an effort to relate the word to the context. However you go about it, you eventually do have to absorb several thousand words and assimilate them to convey or understand meaning.

Learning is a highly individualized process; how it works for you depends very much on who you are. There is no "best" way language except in the sense of what most suits your learning style. There are, however, things done by successful language learners that seem to contribute to their success. The following is a short list of some conditions and approaches that appear to help. Obviously, not all can be used by all military linguists, but the more of these elements that are present, the more successful the learner is likely to be. (These are not listed in order of importance since that depends on what and how much the learner already knows.)

1. Conditions:

- a. Immersion in the language;
- b. Contact with native speakers;
- c. Good sources of help;
- d. Environment that stimulates and encourages language learning
- e. Support and encouragement from seniors, supervisor and coworkers;

2. Personal qualities:

- a. High inherent interest (desire to learn);
- b. High personal motivation (desire to do what it takes to learn or enjoy);
- c. Learner personality: it usually seems to help if the learner is uninhibited, creative, and has a

strong desire to communicate;

d. Learner background knowledge: the more information the learner knows in general about a wide variety of topics, the easier it is to understand an equally wide variety of topics in the foreign language;

e. Possession of processing strategies in the native language. For example: learners who are avid readers in general, usually become better readers in the foreign language (they already possess good reading processing strategies).

The learner can modify nearly all of these to his or her own advantage. 1a and b may be hard, but can be approximated by listening to tapes and radio, watching movies and TV, reading extensively in language (about the culture, arts and sciences, military developments, daily news), thinking and speaking to yourself in the language, forming groups or designating areas in which only the target language is used (at meals, for instance, or in the language study area). Military linguists of several foreign countries even conduct daily operations in the target language to the extent possible (given that they have to communicate with their own fellow workers who are not linguists). They write logs and operator notes in it. With activities of this sort, the linguist should balance using the language (communicating) with studying the language (monitoring). Practice as much as possible but stand back from time to time to check for accuracy. The idea is to master the real language, not to develop limited pidgin, however useful that may be for the needs of the moment.

1c usually means teachers or fellow linguists who can provide you with valuable insights. Lacking these, though, a variety of reference material is indispensable. Work and study areas alike should be supplied with several different grammar reference books and a number of dictionaries. The reason for the variety is that no reference work is complete and each gives different explanations: what is missing or confusing in one may be clear in another. This applies as well to technical study: a variety of classified and unclassified sources of instruction is usually better than just one. A newspaper article can provide a **[continued on page 3]**

[Individual Efforts...continued from page 2]
 helpful perspective to round out an outline given in a classified working aid on some military activity, for example. For some language specialists, such as attaches or interrogators, the broader the background, the better. Transcribers, even of normally stereotyped material, find that their speed and accuracy improve when they have studied a wide range of language material.

1d. & e. depend largely on factors beyond the individual linguist. Where they are lacking, patience and a constructive attitude on the part of the linguist are called for. Confronting an unresponsive system is rarely successful, but you can make doubters into believers by showing a supervisor who is juggling many conflicting demands that self-help and minimal investment of time and resources can produce good results in terms of individual and unit readiness. Don't wait for THEM to do it: it's your life and your skill you want to improve.

2.a., b., & c. are psychological factors that the learner can influence. It helps motivation and improves inherent interest to focus on the positive aspects of the culture or on the benefits of learning the language. It may help to expose the linguist to many aspects of the language and culture in English as well as in the foreign language. In particular, it helps if the student can tie learning the language to areas of life that he or she is already interested in: music, sports, history, food, cars, philosophy - whatever the linguist likes doing or learning about in English. The linguist should try to understand what mental roadblocks he or she is encountering and deal with them constructively. Positive motivation can be enhanced by

- (1) having the linguists keep track of what they can do, not what they cannot do;
- (2) periodically returning to a previous listening or reading exercise to see how much easier comprehension has become.

It is important for linguists, trainers and supervisors to have realistic expectations for progress through non-resident programs. A full year of all-day instruction with a professional staff in an environment designed for language learning is required to get most students up to professional entry level skill in the global language to raise that skill by a "+" level takes most students an additional six months in those same circumstances. Learning a language takes consistent effort over a long period of time and it does not usually yield immediately obvious results. That does not mean that the results are not there or that the program is faulty. It simply means that the linguist and linguist supervisor should not be discouraged if the rate of return does not seem commensurate with the effort.

Available data suggest that one hour of training a day with limited work-related use of the foreign language will allow learners at Level 3 or higher to maintain, but not enhance their skills. Less than Level 3 learners usually lose proficiency, even while in-country. Enhancement usually occurs with active use on the job plus near daily training."



Chinese and Korean College Courses On-line

The University of Hawaii is doing some very innovative Web-based training in Chinese and Korean. These courses are innovative in two ways: first, they are intermediate and advanced courses (whereas most of the language lessons/courses you see on the Web are very basic); second, you can actually get college credit from a respected university for upper division coursework. Participation in these courses requires successful passing of a screening test. Soldiers may take the courses free of charge without college credit. On the other hand, if a soldier would like to get credit for courses, academic credit is available for \$393 per course. Brigade will entertain requests to pay this tuition from TALP funds, if available. Please visit the following Web site for more information: <http://www.lll.hawaii.edu/nflrc/399info.html>.

BY THE BOOK:

"...commanders must continuously exert command emphasis through their unit CLPs in order to achieve and sustain individual and unit readiness and at the same time stress the retention of linguists."
(AR 350-16, page 1)

Web Spotlight: Northern Illinois U

Northern Illinois University may be a relatively small college, but it has a great Southeast Asian Language Program. Their Web site has some good resources for linguists in three of our MTOE languages: **Tagalog, Thai, and Vietnamese**. There are also some resources for some of our ZZ linguists in **Cambodian, Indonesian, and Lao**. The University also appears to be willing to accept suggestions, so if you have ideas and materials you think would add to their site, you are invited to share them. The Web site is <http://www.seasite.niu.edu/>.

Instructor Certification Course

By SFC Todd Glover, Brigade CLPM

From 13 to 24 August 2001, the 300th M.I. Brigade hosted an Instructor Certification Course (ICC) taught by instructors from the Defense Language Institute (DLI). This course is designed to train language teachers in the latest methods of language instruction.

The course was taught by Dr. Aziz Abassi, along with Ms. Masako Boureston and Ms. Margaret Van Daalen from DLI's Distance Learning School.

Five of our contract language instructors (Bing Holdaway – TA, Danet Torsak – TA, Naiyana Buckner – TH, Mee Sun Cho – KP, and Gloria Lara – QB) and one soldier completed this 10-day course, honing their teaching skills through this professional development experience.

These instructors were very enthusiastic about learning new methodologies in teaching. Most of them had never had this kind of formal training. They expressed great excitement in looking forward

to using their newly acquired skills to benefit our soldiers during the upcoming year in the various language contracts used throughout the Brigade.

The course was an overwhelming success and will be held again next August. We hope to have all of our civilian instructors attend in the next couple years.

The ICC is an example of one of the many steps being taken to improve the quality of language skills among our soldiers in the Brigade.



DLI instructors Ms. Margaret Van and Dr. Aziz Abassi

300th M.I Brigade Linguist Honor Roll – OCT 01

We would like to recognize our outstanding linguists who are currently maintaining a 3/3 level in their languages.

HHC 300th MI BDE

1LT	Jensen, Christian O	CM
COL	Snowball, Dee J.	GM
MAJ	Stevens, Steve G	LC
MSG	Dahlin, Therrin C	QB
LTC	Gunderson, Ed	NR
CPT	Davis Curtis C	QB
SSG	Goff Jason D	QB
CPT	Summers, Scott	QB
MAJ	Stevens, Steve G	TH

141st MIB (LING)

W01	Chow David Yanchee	CM
SPC	Fisher Andrew James	CM
SGT	Gould Virginia Meredith	CM
CPL	Griswold Timothy Aaron	CM
MSG	Waters Michael Lynn	DU
CPL	Lambert Jonathan Curtis	FR
SFC	Odd Charles David	GM
MAJ	Roberts Clark Richard	GM
SGT	Call Travis	JA
CPL	Morgan Charles Vincent Jr	JA
SGT	Lyons Jeffrey Eugene	JT
CW4	Holton Paul Roy	KP
SGT	Stevenson Jeremy Hale	KP
MAJ	Swatsenbarg John Andrew	LC
SGT	Jarvis Stephan K Jr	NR
CPT	Warr Russell J	NR
SPC	Birchenough James R III	PF
CW4	Broce Ronald Edward	PQ
SPC	Eves James Brandon	PQ
SSG	Grover Stewart Blaine	PQ
SSG	Ulloa Carlos Enrique	PQ
SSG	Baggerly Lyron Otis	QB
SPC	Birchenough James R III	QB
SSG	Boyd Shawn Michael	QB
SGT	Bybee Bradford Dean	QB
CPT	Calder Steven Richard	QB
CW2	Campbell Corby Glen	QB
SSG	Carlicci Hector Eloyd	QB
SFC	Chidester David A	QB
CPL	Coombs Micah Wayne	QB
SFC	Cowan Brian Robert	QB
CPT	Craner Tyler Christian	QB
CPT	Davis Kirt Stapley	QB
SGT	Dedrickson Paul Alan	QB
SPC	Demars Nathanael Kent	QB
SPC	Eves James Brandon	QB
SFC	Figuroa Isaac	QB

CW2	Fotheringham Craig Forrest	QB
CW4	Frederickson Robert H	QB
SFC	Gilson Brian James	QB
SGT	Greenwood Adam Hartley	QB
SSG	Grover Stewart Blaine	QB
SGT	Hardenbrook Jeffrey Lee	QB
SPC	Helsing Russell Erling	QB
SPC	Hinton Timothy Walker	QB
SFC	Jaramillo Gonzalo Rodas	QB
SSG	Jenson Jared Talon	QB
SSG	Jimenez Edwin Rene	QB
CPT	Judd Kenneth Stephen	QB
1SG	Lee Leo Gene	QB
SSG	Lindbloom Edward Graham	QB
SFC	Lofland Michael Bradbury	QB
SSG	Michaelis Brett James	QB
SGT	Morwood Dion Alexander	QB
SSG	Orellana Edward Andre	QB
SPC	Reyes William Orlando	QB
SFC	Sandberg Robert Dalton	QB
CW2	Searcy Brian Thomas	QB
SPC	Sickles Forest Quay	QB
CW2	Smith Alan Wayne	QB
CPL	Smith Brandon Michael	QB
SSG	Sorensen Ryan Neil	QB
PFC	Teeple David Royal	QB
SSG	Ulloa Carlos Enrique	QB
SGT	Velasquez David Jonathan	QB
SPC	Warner Paul Rex	QB
SGT	Watson Benjamin C	QB
SGT	Watson Steven Grant	QB
WO1	Wheeler Alan David	QB
PFC	Wright Jeffrey Todd	QB
SPC	Smith John Moroz	RU
SSG	Roberts Steven Lee	SY
2LT	Silvester Jonathan Richard	SY
MAJ	Swatsenbarg John Andrew	TH
SGT	Taylor Bradley Shane	TH
SPC	Smith John Moroz	UK

142nd MIB (LING)

E4	Abbasi Bassam Usama	AD
O1	Burt Elyse	AD
E5	French Erin Thomas	AD
E4	Leahy James Alexander	AD
E6	Lebaron Derrel George	AD
E5	Mcperson Jason Edward	AD
E4	Weitzell Elizabeth Ann	AD
E5	Harper Richard Fillmore Jr	BU
E6	Kawai Russel Paul Hideo	BU

E7	Larsen Richard Nicholas	CM
E5	Peterson Mark Giles	CM
W4	Emmer Paul Erik	DA
E5	Harman Stewart Burke	DA
E5	Peay Russell Brent	DA
E7	Petersen Jim Lorenzo	DA
E6	Strong Cody James	DA
E7	Terry Evan Ray Jr	DA
E5	Turville Samuel James	DA
E8	Young Lynn Campbell	DA
W3	Bell Douglas Josiah	DU
E5	Brooks Nathan Robert	DU
E7	Helvy Ray Lee	DU
W4	Nelson Merrill Lyle	DU
E4	Wilson Brandon Clark	DU
E7	Stephens James Leroy	FJ
E4	Barlow James Verl	FR
E7	Miasnik Christopher S	FR
E5	Bates Erik Winter	GM
E6	Blatter Steve Quayle	GM
E5	Cooper Caleb Levi	GM
E6	Cooper Clint Lucas	GM
E4	Davis Clifford Roger	GM
E5	Difabio Michael Joseph	GM
E5	Hulet John Michael	GM
E6	Ibarra William Stanley	GM
E7	Jorgensen Dale S	GM
E7	Lambert John Earl	GM
E8	Metzger John Kenneth	GM
E4	Miller Benjamin Jason	GM
E7	Mitchell Michael Danny	GM
E3	Rheinlander Fabienne	GM
E6	Willden Dirk Allen	GM
W4	Wimmer Sheldon G	GM
E7	Young Robert Stephen	GM
E5	Palmer Aaron James	HU
E6	Plewe Tyler David	HU
E3	Degiorgio Roberto	JT
O3	Devenish Douglas Victor	JT
E5	Gardner Vaughn Henrie	JT
E5	Noffsinger Benjamin Eric	JT
E7	Steen Roy William	NR
E5	Sweet Rodney Jackson	NR
W5	Vaieland George Arne	NR
E4	Goodro Robert Matthew	PQ
E6	Montgomery David Merrill	PQ
O3	Parsons Robert Meade	PQ
O3	Patterson Chris L	PQ
E6	Thomson Gregory Kim	PQ
O2	Anderson Dale Ray	QB
E5	Anderson Marcus Todd	QB
E5	Baird Lonnie Joseph	QB

O3	Becker David Albert	QB
O3	Black Everett Harrington IV	QB
W1	Bowden Paul Erich	QB
E5	Brandaris Carlos Alonso	QB
E5	Brown Jordan Dean	QB
W2	Buckley Neil Edward	QB
E7	Buckner Robert Elwood	QB
W2	Callister Gary Lyndon	QB
E4	Carniolarguello Erick G	QB
E7	Carpenter Frank Alvin	QB
E3	Clayton Brad Harrison	QB
E5	Day Jacob Herman	QB
E7	Fillmore David Wayne	QB
E6	Fonseca Jose Eustacio	QB
E4	Gilramirez Mario Alberto	QB
O3	Green Joseph Walton	QB
E7	Guile Daniel Lee	QB
W2	Hales Kerry	QB
E7	Healey Gary Lynn	QB
W2	Hernandez Andres Tapia	QB
E6	Hilton Christopher Raymond	QB
O1	Holman Bryan Keith	QB
E4	Jolley Nathan Ellis	QB
O3	King James Ross	QB
E7	Leduc Christian Dale	QB

E6	Lee Shane Dustin	QB
E7	Livingston Theodore Lee	QB
W2	Miles David Bertrand L	QB
O3	Montoya Jill Kay Jensen	QB
E7	Morgan Oliver Howard	QB
E5	Nielsen Shane Oliver	QB
E7	Nye Dorian Call	QB
E6	Ortiz Garcia Antonio	QB
E7	Owen Joseph Charles	QB
E4	Parra Gustavo	QB
O4	Plumb Marlow Allen	QB
E4	Plumb Roy Hyrum	QB
E6	Poll Charles Vine	QB
O4	Porter Michael Aaron	QB
E5	Powell Karl Sampson	QB
O2	Reyescairo Dylan M	QB
O3	Rice Paul James	QB
E5	Richards Adam Grant	QB
W3	Sayer Phillip Kent	QB
O4	Scott Clifford Eugene	QB
O1	Scoubes Keir Andrew	QB
E7	Sessions Dean L	QB
E3	Sewell Joshua Paul	QB
O4	Sharp John Kelly	QB
O4	Tolman Derek John	QB

E6	Velez Francisco Javier	QB
W1	Warner, Reed C	QB
E7	Wayment Lane B	QB
O2	Wood Brian Reeve	QB
E5	Worthington Kelvin Bret	QB
E4	Bateman Joshua Samuel	RU
E6	Bybee Bryce Eugene	RU
E4	Ellett Mathew Hayden	RU
E4	Fry Trent Allen	RU
W1	Jackson Richard Robert	RU
E6	Kirkwood Jared Samuel	RU
E4	Otanez Tatiyana A	RU
E5	Price Thomas Daniel	RU
E6	Erickson Michael Golden	SY
O3	Lofgren Anthony S D	SY

(If you are a 30/30 linguist and your name doesn't appear here, it may be because your test has expired. Otherwise check with your unit CLPM or FTM Staff to make sure that their database gets updated.)



260th M.I. Sponsors Russian Immersion in St. Petersburg

Using the vendor Worldwide Language, the 260th M.I. Battalion, Florida National Guard, recently sent soldiers to St. Petersburg, Russia for immersion training.

The language training entailed several strenuous hours a day in the classroom but also included excursions in and around the city of St. Petersburg during afternoons, evenings and weekends. A few of the places that the students visited include, but are not limited to: The Hermitage, the Russian Art Museum, The Naval Museum, Fontanka, and several war monuments. Another important facet of the progress was that it involved living in the home of a Russian family for the entire 2-week period.

One of the students, CPT Nathan McMillan commented, "This is the best program for non-native speakers of the language. You are exposed to many uses of the language that you would not get in a regular school environment. As a result of the course, I was able to bring my language score back up to a 2/2 DLPT."

Despite the increase in his score, CPT McMillan recommends that students attend for a minimum of 3 or 4 weeks to obtain "maximum results."

- submitted by CPT Keith Overton

Language Olympic Follow-On

In addition to soldiers from the 141st MI Bn spotlighted for their participation in the 2001 Worldwide Language Olympics at DLI last May, the following soldiers from other battalions in the brigade also competed:

260th M.I Bn (Florida National Guard):

SFC DARIO ZEVALLOS & SGT ANGEL COLLS (QB)
(won gold and bronze medals in gisting and showdown)

SGT JORGE BONILLA & SSG JAMES MCMAHON (QB)

SGT DEBRA SAYER & SPC ROMAN TIMOSHKIN (RU)

341st M.I. Bn (Washington National Guard):

SSG GARNEAU (RU)

CONGRATULATIONS!