

2020 AU LREC Symposium Presenters and Abstracts

This list provides information about presenters and presentations in an alphabetical format rather than the day and time format of the Symposium program. The list also contains the abstracts and keywords provided by each presenter.

Alphabetical List of Speakers with Keywords and Abstract

Presenter	Title of Presentation	Name of Panel	Keywords & Link to Abstract	Affiliation
Abbe, Allison	<i>Best Practices in Military Cross-Cultural Training</i>	Culture and Pedagogy: DoD Wide	Cultural training, training evaluation, instructional design, intercultural competence Abstract	PhD., Professor, US Army War College, Carlisle Barracks, PA
Aghajanian, Cara (presenting with B. Neese)	<i>Virtuous Cycle of LREC Capitalization: Linking Capability with Expeditionary Requirements</i>	Virtuous Cycle of LREC Capitalization: Linking Capability with Expeditionary Requirements	Security cooperation, operational readiness skills, joint operational planning, deployment-for-training exercise, joint tasking Abstract	USAF retired, DLNSEO, OSD, Washington, D.C.
Aghajanian, Cara (presenting with G. Bauleke)	<i>Defense Language Transformation Lessons Shape Future Force Readiness</i>	LREC Program Assessment and Reform: Language Focus	Readiness, language, regional expertise, culture Abstract	Defense Language & National Security Education Office, Alexandria, VA
Alaniz, Susan	<i>Operationalizing LREC for the Air Force of the Future</i>	LREC Program Assessment and Reform	US national security policy, operationalizing LREC skills, Air Force education Abstract	PhD., USAF Special Ops School, Hurlburt Field, FL
Alexieva, Petia (presenting with J. Bergene)	<i>Using the Global Scale of English for Creating Instructional Materials and Designing Curriculum</i>	English Language Learning and Pedagogy	Curriculum design, creating level-appropriate materials, Global Scale of English Abstract	PhD., Defense Language Institute, JBSA Lackland, TX

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Allardice, Guillaume (presenting with A. Roberts)	<i>Virtual Reality & Artificial Intelligence: Cutting Edge Foreign Language Immersion for Air Advisors</i>	Augmented/Virtual Reality	Virtual reality in language learning Abstract	SSgt, USAF, 818 Mobility Support Advisory Squadron, Joint Base McGuire-Dix-Lakehurst, NJ
Atilano, Marisol	<i>Lessons Learned While Building Partner Capacity at the DLIELC</i>	Alliances and Partnerships	RSAF F-15SA fleet modernization program, security cooperation, FMS, DLIELC, building partner capacity Abstract	Faculty, Defense Language Institute, English Language Center, DLIELC, Lackland AFB, TX
Barlow, Logan	<i>International Security and Reliance on Sustainable Partnerships</i>	Alliances and Partnerships: Focus on East Asia	Security cooperation, sustainable relationships, alliances and partnerships, cooperation, collaboration Abstract	Capt, USAF, 909th Air Refueling Squadron, Kadena AB, JPN; Mansfield Fellow Alumni, AFF/AWC, Tokyo, JPN
Bauleke, Gary	<i>Defense Language Transformation Lessons Shape Future Force Readiness</i>	LREC Program Assessment and Reform: Language Focus	Readiness, language, regional expertise, culture Abstract	Defense Language & National Security Education Office, Alexandria, VA
Bergene, James (presenting with P. Alexieva)	<i>Using the Global Scale of English for Creating Instructional Materials and Designing Curriculum</i>	English Language Learning and Pedagogy	Curriculum design, creating level-appropriate materials, Global Scale of English Abstract	Defense Language Institute English Language Center, JBSA Lackland
Bogard, Jasmine	<i>Expanding Cultural Competencies: Exposing All OCONUS Airmen to the Local Populous</i>	Global Basing	Mandatory language and culture training Abstract	Capt, USAF, Assistant Deputy Commander for Operations, 35th Operations Support Squadron, Misawa AB, Japan

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Bowman, Anthony	<i>"Competitive" LREC for the Security Cooperation Practitioner in AFRICOM</i>	LEAP Lessons Learned: Utilization	AFRICOM, global power competition, security cooperation; low-density languages Abstract	Maj, USAF, Office of Security Cooperation, U.S. Embassy, Nairobi, Kenya
Buechner, Bart (presenting with S. Steen)	<i>Expanding the Tribe: Engaging a Communication Perspective in Working with Military Students and Veterans</i>	A Communication Perspective for Military and Veterans		PhD., (Adjunct) Professor of Military Psychology, Adler University, Chicago, IL
Bump, Nathan (presenting with V. Duenas)	<i>The Case for a Trans-Regional Approach: One Team, *Less* Seams</i>	Interoperability	Trans-regional, multi-domain, multi-functional (TMM); language and culture (LC) Abstract	Lt Col, USAF, Commander, 421st Combat Training Squadron/Joint Base McGuire-Dix-Lakehurst, NJ
Bunting, Michael (presenting with B. Carter, B. Jerome, S. Campbell, N. Silbert, A. Tseng, & N. B. Pandža)	<i>Developing the Computer Language Aptitude Battery (CLAB) for the U.S. Air Force</i>	Developing the Computer Language Aptitude Battery (CLAB) for the U.S. Air Force	The Computer Language Aptitude Battery (CLAB) is an effort sponsored by the Air Force Language, Regional Expertise, and Culture Program office (LREC) to support the computational future of the USAF Abstract	PhD., Research Associate, University of Maryland
Butler, Stephen (presenting with M. Slassi)	<i>OCONUS Immersion as a Creative Response to the DOD Framework for Regional and Cultural Expertise</i>	Immersion	Program overview of Hurlburt field OCONUS overseas study abroad program Abstract	EdD., Defense Language Institute, Hurlburt Field, FL

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<p>Campbell, Susan (presenting with B. Carter, B. Jerome, N. Silbert, A. Tseng, M. Bunting, & N. B. Pandža)</p>	<p><i>Developing the Computer Language Aptitude Battery (CLAB) for the U.S. Air Force</i></p>	<p>Developing the Computer Language Aptitude Battery (CLAB) for the U.S. Air Force</p>	<p>The Computer Language Aptitude Battery (CLAB) is an effort sponsored by the Air Force Language, Regional Expertise, and Culture Program office (LREC) to support the computational future of the USAF Abstract</p>	<p>PhD., Research Associate, University of Maryland</p>
<p>Cantwell, Julie (presenting with S. Kelley and B. Thompson)</p>	<p><i>Virtual Reality for Language Learning: Not A Holodeck...Yet</i></p>	<p>Augmented/Virtual Reality</p>	<p>Second language acquisition, virtual reality, language production, learning outcomes Abstract</p>	<p>Technical Director, 517th Training Group, Presidio, Monterey, CA</p>
<p>Carriedo, Robert</p>	<p><i>Developing the Next Generation of LREC Officers: The Foreign Area Studies (FAS) Major at the US Air Force Academy</i></p>	<p>Study Abroad</p>	<p>Foreign Area Studies major, USAFA Abstract</p>	<p>PhD, Department of Foreign Languages United States Air Force Academy, CO</p>
<p>Carter, Breana (presenting with B. Jerome, S. Campbell, N. Silbert, A. Tseng, M. Bunting, & N. B. Pandža)</p>	<p><i>Developing the Computer Language Aptitude Battery (CLAB) for the U.S. Air Force</i></p>	<p>Developing the Computer Language Aptitude Battery (CLAB) for the U.S. Air Force</p>	<p>The Computer Language Aptitude Battery (CLAB) is an effort sponsored by the Air Force Language, Regional Expertise, and Culture Program office (LREC) to support the computational future of the USAF. Abstract</p>	<p>PhD., Research Associate, University of Maryland</p>

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Chu, Jan Hwa (presenting with M. Sung)	<i>Bicultural competence and the 3C approaches to the American effort in China</i>	Cultural Competence and Mandarin Chinese	bicultural competence, knowledge Abstract	PhD., Defense Language Institute, Monterey, CA
Churinov, Aleksandra	<i>Battlefield of the Mind - Russian Propaganda Mashine in Action</i>	Asymmetric/Irregular Warfare	Information as a weapon of modern irregular warfare Abstract	PhD., Associate Professor, Academic Specialist, DLI, Hurlburt Field, FL
Dennis, Zachary (presenting with E. Wernecke)	<i>Tailored Training with a Customized Student Engine: How AI Enhanced Instructional Design will Shape Aerospace Power and the Future of Language, Regional Expertise, and Cultural Education</i>	Augmented/Virtual Reality	Artificial intelligence instructional design education & training, International Affairs Area Studies Abstract	Capt, USAF, 90th Missile Wing, LaunchWERX, F.E. Warren AFB, WY
Dobberfuhl, Phillip (presenting with M. Ozeki)	<i>Measuring the Effects of Short-Term Immersion on Cross-Cultural Competence in Participants and Hosts</i>	Study Abroad	Assessment, cultural gains, short-term, immersion -- proposes metrics for measuring cultural gains of study-abroad programs Abstract	SAF/IA, AFELM Indo-Pacific MPEP (United States Naval Academy, Waseda University)
Duenas, Vinny (presenting with N. Bump)	<i>The Case for a Trans-Regional Approach: One Team, *Less* Seams</i>	Interoperability	Trans-regional, multi-domain, multi-functional (TMM); language and culture (LC) Abstract	Maj, USA, 421st Combat Training Squadron/Joint Base McGuire-Dix-Lakehurst, NJ
Edgerly, Ian	<i>A Complex Systems Approach to Teaching</i>	Culture and Pedagogy: Language Focus	Complex systems, emergent behaviors, culture heuristics,	1st Special Forces Command, US Army, Fort Bragg, NC

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	<i>Culture Heuristics within Language</i>		andragogy, operationalization Abstract	
Elmore, Richard	<i>Matching the AM&E Promise to Reality - The Case for Refining HQ AM&E Staffing</i>	Regional Challenges: Central and South America	Assessment, monitoring, and evaluation (AM&E) metrics efficacy research design paper security cooperation (SC) United States Southern Command (USSOUTHCOM) staffing Abstract	Maj, USAF, Assistant Director of Operations, 571st Mobility Support Advisory Squadron, Travis AFB, CA
Fong, Meghan	<i>Genki Shinjuku vs. Northern Viper 20: How the Classroom Prepared Me for the War Room</i>	LEAP Lessons Learned: Utilization	Bilateral operations, LREC education, cross-cultural competence, LEAP, Japanese linguist Abstract	Capt, USAF, Flight Commander, 7th Intelligence Squadron, Fort Meade, MD
Fosher, Kerry (presenting with L. Mackenzie)	<i>Reflecting on Fifteen Years of DoD Culture Programs</i>	Culture and Pedagogy: DoD Wide	DoD Culture Centers Social Scientists Culture capabilities Forthcoming edited volume Abstract	PhD., Professor, Marine Corps University, Quantico, VA
Gibbons, Deborah (presenting with M. Karas, G. Thomas and J. Zavage)	<i>Educating the Security Cooperation Workforce in Cross Cultural Effectiveness</i>	Cross-Cultural/Global Competence	Security cooperation, cross-cultural instruction, foreign military sales, cross-cultural negotiations and consensus building –ways of teaching	PhD., Associate Professor, Naval Postgraduate School, Monterey, CA

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			cross-cultural competence Abstract	
Gluck, Julian (presenting with B. K. Muhlenberg)	<i>Opening the Door to Cultural Understanding and Mutual Cooperation</i>	Alliances and Partnerships	Collective defense differences, mutual understanding, civic groups, social capital Abstract	Capt USAF, 2nd Operations Group, Barksdale AFB, LA
Golonka, Ewa (presenting with H. Ward, J. Linck and N. Pandza)	<i>Efficacy of the Language Enabled Airmen Program</i>	LREC Program Assessment and Reform: Language Focus	Abstract	PhD., Associate Research Scientist, Center for the Advanced Study of Language, University of Maryland, College Park, MD
Gregory, E. John (presenting with R. L. Wolfel, J. Watson and A. Kalkstein)	<i>Looking Back, Looking Forward: LREC Development at West Point</i>	LREC Program Assessment and Reform: Language Focus	Preaccession development, LREC assessment, LREC curriculum development, interdisciplinarity Abstract	COL, U. S. Army, United States Military Academy, West Point, NY
Gregory, John (presenting with J. Watson & S. Martin)	<i>Integrating Pre-Officer Holistic LREC Development into Career-Long Officer LREC Development: The Case of the Service Academies</i>	Integrating Pre-Officer Holistic LREC Development into Career-Long Officer LREC Development: The Case of the Service Academies	Abstract	COL, U. S. Army, Academy Professor of Chinese, Center Director, Center for Languages, Cultures, and Regional Studies United States Military Academy, West Point, NY
Guajardo, Beth (presenting with M. Sims)	<i>Developing Learners' Intercultural Communicative Competency at DLIELC</i>	Foreign Language Learning and Pedagogy	developing intercultural communicative competence (ICC), cross-cultural competence, strategies for building ICC Abstract	Defense Language Institute, English Language Center, Lackland AFB, TX

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Guzman, Joseph	<i>Shaping the Future of Joint Space Operations in the Region</i>	Regional Challenges: Central and South America	Space operations, America, satellites, culture, joint operations Abstract	MSgt USAF, 319th Training Squadron, Joint Base San Antonio - Lackland, TX
Hadlock, Philip	<i>The Implications of Linguistic Relativity for Interoperability</i>	Interoperability	Psycholinguistics, linguistic relativity, interoperability, intercultural communication (interculturality) Abstract	PhD., Associate Professor, ETD-LTEA, Defense Language Institute, Monterey, CA
Heacock, Austin H.	<i>Organically Developing Regional and Cultural Experts at the Tactical Level, for Security Forces</i>	Global Basing	Partnerships, adaptation, interoperability, diplomacy, autonomy Abstract	TSgt, USAF, 377th Weapon System Security Squadron Kirtland AFB, NM
Hendrix, Daniel	<i>COLOMBIA: A Proving Ground for Cross-Cultural Partnership</i>	Regional Challenges: Central and South America	Colombia - institution building - security cooperation - shared understanding - influence Abstract	Theater Regional Expertise and Culture Instructor Yorktown Systems Group, Inc., 7th Special Forces Group (Airborne), Camp "Bull" Simons, FL
Herrera, Monica (presenting with K. Hisson)	<i>Women, Peace & Security at 20: Lessons on Operationalizing Gender from the Defense Sector</i>	Women, Peace and Security	Gender perspectives; women, peace & security (WPS) Abstract	Women, Peace & Security Curriculum Developer, U.S. Indo-Pacific Command, Camp H.M. Smith, HI
Hisson, Kristin (presenting with M. Herrera)	<i>Looking back to move forward: lessons learned after a decade of WPS policy in the US</i>	Women, Peace and Security	WPS, gender, leadership, peace, implementation Abstract	PhD., Dept. Chair, Asst. Professor of Regional and Cultural Studies (Middle East and North Africa), Air Force Culture and Language Center, Maxwell AFB, AL

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Hur, Hyunsoo	<i>Challenges and Strategies of Military Linguists as Advanced Foreign Language Learners</i>	Foreign Language Learning and Pedagogy	Korean language learners, stories from advanced learners of Level 2 or 3 Korean speakers in Korea Abstract	PhD., Defense Language Institute, Foreign Language Center, Monterey, CA
James, Shaquille	<i>All Roads Lead to Pyongyang - How the Past and Present Determine North Korea's Future</i>	Regional Challenges: East Asia	Unique, detailed, provocative, revealing, Informed Abstract	1Lt, USAF, Missile Combat Crew Member, 742nd Missile Squadron, Minot AFB, ND
Jayamaha, Buddhika (presenting with J. Peltier)	<i>Understanding Kandinsky</i>	Violent Extremist Organizations	Battle space dynamics; civil war; violence; insurgency operations; Africa; elites; power relations; networks Abstract	PhD., Dept. of Military Strategic Studies, United States Air Force Academy, CO
Jerome, Bernadette (presenting with B. Carter, S. Campbell, N. Silbert, A. Tseng, M. Bunting, & N. B. Pandža)	<i>Developing the Computer Language Aptitude Battery (CLAB) for the U.S. Air Force</i>	Developing the Computer Language Aptitude Battery (CLAB) for the U.S. Air Force	The Computer Language Aptitude Battery (CLAB) is an effort sponsored by the Air Force Language, Regional Expertise, and Culture Program office (LREC) to support the computational future of the USAF. Abstract	MA., Research Associate, University of Maryland
Jordan, Jessica	<i>Dilemmas of Global Basing: Assessing Scholarship and Teaching on Challenges</i>	Global Basing	Installation relations management, US forward policy, great power competition,	PhD., Assistant Professor of Regional and Cultural Studies (Asia), Air Force Culture and Language Center, Maxwell AFB, AL

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	<i>Facing the U.S. Forward Presence</i>		host national anti-base protests Abstract	
Kalkstein, Adam (presenting with R. L. Wolfel, J. Watson and E. J. Gregory)	<i>Looking Back, Looking Forward: LREC Development at West Point</i>	LREC Program Assessment and Reform: Language Focus	Preaccession development, LREC assessment, LREC curriculum development, interdisciplinarity Abstract	PhD., Assistant Professor, Center for Languages, Cultures and Regional Studies, US Military Academy, West Point, NY
Karas, Mark (presenting with G. Thomas, D. Gibbons, and J. Zavage)	<i>Educating the Security Cooperation Workforce in Cross Cultural Effectiveness</i>	Cross-Cultural/Global Competence	Security cooperation, cross-cultural instruction, foreign military sales, cross-cultural negotiations and consensus building --ways of teaching cross-cultural competence Abstract	Assistant Professor, Associate Dean for Research and Faculty Development, Defense Security Cooperation University, Pentagon, Washington, DC
Kealty, Lorryane	<i>Bridging LREC Gaps, My Air Force Experience</i>	LEAP Lessons Learned: Operations	Interoperability, partnership, immersion Abstract	Capt USAF, 14th Air Support Operations Squadron, Pope Army Airfield, NC
Kelley, Stephanie (presenting with J. Cantwell and B. Thompson)	<i>Virtual Reality for Language Learning: Not A Holodeck...Yet</i>	Augmented/Virtual Reality	Second language acquisition, virtual reality, language production, learning outcomes Abstract	Col, USAF, Commander, 517th Training Group/Assistant Commandant, Defense Language Institute, Monterey, CA
Kim, Timothy	<i>Identity Crisis as a Global Citizen</i>	Cross-Cultural/Global Competence	Global citizen, globalism, developing countries vs. developed countries, United	Capt, USAF, Defense Intelligence Agency, Joint Base Anacostia-Bolling, DC

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			Nations Millennium Development Goals Abstract	
Klafhen, Jennifer (presenting with J. Kochert)	<i>How the Past Can Inform Our Future: Using Narratives to Define Cross-Cultural Performance Success</i>	Cross-Cultural/Global Competence	Competencies, performance, behaviors, assessment, measures Abstract	U.S. Army Research Institute, Fort Benning GA
Kochert, Jonathan (presenting with J. Klafhen)	<i>How the Past Can Inform Our Future: Using Narratives to Define Cross-Cultural Performance Success</i>	Cross-Cultural/Global Competence	Competencies, performance, behaviors, assessment, measures Abstract	PhD., Senior Research Psychologist U.S. Army Research Institute, Fort Benning GA
Ledet, Richard	<i>Hindsight is 20/20: Exploring the Intersection of Military Operations, State-building, and Religion in Afghanistan</i>	Nation Building	Afghanistan, governance, political development, religion, state-building Abstract	PhD., Associate Professor, Troy University, Troy, AL
Lee, John	<i>Overcoming Obstacles to Intercultural Interoperability: A Case Study of U.S.-Korea-Japan Security Triangle</i>	Alliances and Partnerships: Focus on East Asia	Multilateral Interoperability and Inter-cultural Communication Abstract	Capt, USAF Executive Officer/E-8C Pilot, 12th Airborne Command and control Squadron, Robins AFB, GA
Linck, Jared (presenting with H. Ward, E. Golonka and N. Pandza)	<i>Efficacy of the Language Enabled Airmen Program</i>	LREC Program Assessment and Reform: Language Focus	Abstract	PhD., Associate Research Scientist, Center for Advanced Study of Language, University of Maryland, College Park, MD
Luoma-Overstreet, Reuben	<i>e-Engagement: Modernizing the Art of Cross-Cultural Partnership</i>	Interoperability	Technology, advising, communication, pedagogy, partnership Abstract	Capt, USAF, Senior Air Advisor, 571st Mobility Support Advisory Squadron, Travis AFB, CA

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Mackenzie, Lauren (presenting with K. Fosher)	<i>Reflecting on Fifteen Years of DoD Culture Programs</i>	Culture and Pedagogy: DoD Wide	DoD culture centers, social scientists, culture capabilities, forthcoming edited volume Abstract	PhD., Professor of Military Cross-Cultural Competence, Marine Corps University, Quantico, VA
Martin, Sarah (presenting with J. Gregory & J. Watson)	<i>Integrating Pre-Officer Holistic LREC Development into Career-Long Officer LREC Development: The Case of the Service Academies</i>	Integrating Pre-Officer Holistic LREC Development into Career-Long Officer LREC Development: The Case of the Service Academies	Abstract	PhD., Digital Portfolio Design Researcher, Center for Languages, Cultures, and Regional Studies, United States Military Academy, West Point, NY
Miltersen, Robert	<i>Understanding China's Past to Prepare for Future Competition</i>	Regional Challenges: East Asia	China, strategic competition, strategy Abstract	China Aerospace Studies Institute, Maxwell AFB, AL
Mueller, James	<i>The Evolution of Air Advisor Education and Training</i>	LREC Program Assessment and Reform	Air Advisor training, competency-based, institutionalization Abstract	Chief, Special Missions Division, Air Education and Training Command, Joint Base San Antonio-Lackland, TX
Muhlenberg, Byron K. (presenting with J. Gluck)	<i>Opening the Door to Cultural Understanding and Mutual Cooperation</i>	Alliances and Partnerships	Collective defense Differences, mutual understanding, civic groups, social capital Abstract	Capt USAF, DCMA Northrop Grumman El Segundo, CA
Naji, Jana	<i>American Language Course 3rd Edition: Lessons from the Past Shape English</i>	English Language Learning and Pedagogy	English language training, security cooperation, international military students, curriculum Abstract	Curriculum Developer, ECFG/332TRS Defense Language Institute English Language Center, Lackland AFB, TX
Nastas, Alexander	<i>Asymmetric Warfare through a cultural lens</i>	Asymmetric/ Irregular Warfare	Asymmetric warfare, socio-cultural analysis, hearts & minds,	1Lt, USAF, Officer In Charge, 435th Contingency Response Support Squadron

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			lessons learned, geopolitics Abstract	Ramstein AB, Germany
Neese, Brian (presenting with C. Aghajanian)	<i>Virtuous Cycle of LREC Capitalization: Linking Capability with Expeditionary Requirements</i>	Virtuous Cycle of LREC Capitalization: Linking Capability with Expeditionary Requirements	Security cooperation, operational readiness skills, joint operational planning, deployment-for-training exercise, joint tasking Abstract	Lt Col, USAF, MD, MPH, 81st Medical Group, Keesler AFB, MS
Ngugi, Mumbi	<i>AU LREC's role in Enhancing Cooperation Among Nations: A focus on WHO challenges</i>	LEAP Lessons Learned: Utilization	Culture, global cooperation, CoVID-19, pandemic, eMentor Abstract	Maj, USAF, 81st Medical Group, Keesler AFB, MS
Njoroge Karanja, Daniel	<i>Sub-Saharan Africa Youth: Race Against Time for Enduring Peace</i>	Violent Extremist Organizations	Youth, countering violent extremists, unemployment, indigenous investments Abstract	Chaplain, Col, USAF, 16th Air Force, Joint Base San Antonio, Texas
Ozeki, Miki (presenting with P. Dobberfuhl)	<i>Measuring the Effects of Short-Term Immersion on Cross-Cultural Competence in Participants and Hosts</i>	Study Abroad	Assessment, cultural gains, short-term, immersion -- proposes metrics for measuring cultural gains of study-abroad programs Abstract	PhD., Associate Professor, Waseda University, JPN
Pandža, Nick (presenting with H. Ward, E. Golonka, and J. Linck)	<i>Efficacy of the Language Enabled Airmen Program</i>	LREC Program Assessment and Reform: Language Focus	Abstract	PhD., Senior Faculty Research Specialist, Applied Research Lab for Intelligence & Security (ARLIS), University of Maryland, College Park, MD

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<p>Pandža, Nick B. (presenting with B. Carter, B. Jerome, S. Campbell, N. Silbert, A. Tseng and M. Bunting)</p>	<p><i>Developing the Computer Language Aptitude Battery (CLAB) for the U.S. Air Force</i></p>	<p>Developing the Computer Language Aptitude Battery (CLAB) for the U.S. Air Force</p>	<p>The Computer Language Aptitude Battery (CLAB) is an effort sponsored by the Air Force Language, Regional Expertise, and Culture Program office (LREC) to support the computational future of the USAF. Abstract</p>	<p>PhD., Research Associate, University of Maryland</p>
<p>Peifer, Elizabeth</p>	<p><i>The Boogaloo Movement: From Meme to Militancy</i></p>	<p>Violent Extremist Organizations</p>	<p>Domestic extremism, online radicalization, far right Abstract</p>	<p>PhD., Assistant Professor of Regional and Cultural Studies (Europe), Air Force Culture and Language Center, Maxwell AFB, AL</p>
<p>Peltier, Jean-Philippe (presenting with B. Jayamaha)</p>	<p><i>Understanding Kandinsky</i></p>	<p>Violent Extremist Organizations</p>	<p>Battle space dynamics, civil war, violence, insurgency operations, Africa, elites, power relations, networks Abstract</p>	<p>PhD., Col, USAF, Head, Department of Foreign Languages and International Programs, United States Air Force Academy, CO</p>
<p>Peters, Sabine</p>	<p><i>English Language Training in Iraq -- Iraqi Aviators reflect on the impact English proficiency has had on their careers</i></p>	<p>English Language Learning and Pedagogy</p>	<p>English language training, capacity building, train-the-trainer, out-of-country-training Abstract</p>	<p>Lt Col, USAF, Dir. of Curriculum, Assessment and Technology Assistant Professor of German, United States Air Force Academy, CO</p>
<p>Quijano, Consuelo</p>	<p><i>Leveraging Immersion Activities/Tasks</i></p>	<p>Immersion</p>	<p>language teaching, culture, immersion, activities, learning Abstract</p>	<p>Tagalog Instructor, Defense Language Institute Foreign Language Center, Hurlburt Field, FL</p>
<p>Rasmussen, Louise</p>	<p><i>Reflective Intercultural Learning in the Classroom and Life</i></p>	<p>Culture and Pedagogy: DoD Wide</p>	<p>Cultural competence, reflection, self-directed learning</p>	<p>PhD., Principal Scientist, Global Cognition</p>

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			Abstract	
Rew, Kathryn	<i>The Challenges of Growing Chinese Influence in Latin America</i>	Regional Challenges: Central and South America	China, Latin America, investments, strategy Abstract	Capt, USAF, SOUTHCOM & INDOPACOM Branch Chief, Air Mobility Command Headquarters, Scott AFB, IL
Roberts, Adrian (presenting with G. Allardice)	<i>Virtual Reality & Artificial Intelligence: Cutting Edge Foreign Language Immersion for Air Advisors</i>	Augmented/Virtual Reality	Virtual reality in language learning Abstract	PhD., H2 Performance Consulting, Command Language Education Program Manager 818th Mobility Support Advisory Squadron, Joint Base McGuire-Dix-Lakehurst, NJ
Salmoni, Barak	<i>“Operational Language” for the “Communicating Operator” to Support Joint Force Multidomain Operations</i>	Operational Language		PhD., Program Manager, National Language Service Corps, Defense Language and National Security Education Office, Washington, DC
Santos, Daniel	<i>Bridging Language Barriers</i>	Culture and Pedagogy: Language Focus	Anecdotal reference and objective, descriptions of language barriers, challenges we face, the ideal interaction in a workplace, the propositions Abstract	TSgt, USAF, Guitarist and Duty Sergeant, USAF Heritage of America Band, Langley AFB, VA
Schnell, James	<i>Using Hindsight From Former Vietcong Leader Le Cong Co as Lessons Learned From The Vietnam War</i>	Asymmetric/Irregular War	Vietnam War, Vietcong, cross-cultural relations, military history Abstract	PhD., Col, USAF (ret), Indo-Pacific Culture & Regional Studies Program, Fort Bragg NC
Silbert, Noah	<i>Developing the Computer Language</i>	Developing the Computer Language	The Computer Language Aptitude	PhD., Research Associate, University of Maryland

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(presenting with B. Carter, B. Jerome, S. Campbell, A. Tseng, M. Bunting, & N. B. Pandža)	<i>Aptitude Battery (CLAB) for the U.S. Air Force</i>	Aptitude Battery (CLAB) for the U.S. Air Force	Battery (CLAB) is an effort sponsored by the Air Force Language, Regional Expertise, and Culture Program office (LREC) to support the computational future of the USAF. Abstract	
Sims, Mornie (presenting with B. Guajardo)	<i>Developing Learners' Intercultural Communicative Competency at DLIELC</i>	Foreign Language Learning and Pedagogy	Developing intercultural communicative competence (ICC), cross-cultural competence, strategies for building ICC Abstract	Curriculum Writer, Defense Language Institute English Language Center, Lackland AFB, TX
Slassi, Mohammed (presenting with S. Butler)	<i>OCONUS Immersion as a creative response to the DOD framework for regional and cultural expertise</i>	Immersion	Program overview of Hurlburt field OCONUS overseas study abroad program. Abstract	Ph.D., Defense Language Institute, Hurlburt Field, FL
Steen, Susan (presenting with B. Buechner)	<i>Expanding the Tribe: Engaging a Communication Perspective in Working with Military Students and Veterans</i>	A Communication Perspective for Military and Veterans		Ph.D., Assistant Professor of Cross-Cultural Communication, Air Force Culture and Language Center, Maxwell AFB, AL
Stovicek, Thomas	<i>The Oral Proficiency Interview: A Retrospective</i>	LREC Program Assessment and Reform: Language Focus	Oral Proficiency Interview, language assessment, applied linguistics, language readiness, interagency language roundtable	Ph.D., LTD Site Director, Defense Language Institute Foreign Language Center-Field Support, Maxwell AFB, AL

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			Abstract	
Sullivan, Sujitra	<i>Enrich a Communicative Classroom Through Target-Language Community Interactions</i>	Immersion	Communicative Language Teaching (CLT), target-language community interactions and involvement, cultural-bonding activities, native-like learning environments, future encounter with partner nations Abstract	Assistant Professor of Thai DLI-Language Training Detachment USAF Special Operations School, Hurlburt Field, FL
Sung, Marina (presenting with Jan Hwa Chu)	<i>Bicultural competence and the 3C approaches to the American effort in China</i>	Cultural Competence and Mandarin Chinese	bicultural competence, knowledge Abstract	PhD., Defense Language Institute, Monterey, CA
Tanbonliong, Timothy	<i>Strengthening Interoperability Through LEAP: Perspectives from the 2018 to 2019 US-Philippine ISR Mission</i>	LEAP Lessons Learned: Operations	LEAP, intelligence, Philippines, SOCPAC, partnerships Abstract	MSgt, USAF, DCGS Training Manager, Air Combat Command Readiness Division, Langley AFB, VA
Thomas, Gail (presenting with M. Karas, D. Gibbons, and J. Zavage)	<i>Educating the Security Cooperation Workforce in Cross Cultural Effectiveness</i>	Cross-Cultural/Global Competence	Security cooperation, cross-cultural instruction, foreign military sales, cross-cultural negotiations and consensus building --ways of teaching cross-cultural competence Abstract	PhD, Naval Postgraduate School

2020 AU LREC Symposium Presenters and Abstracts

<p>Thompson, Brendan (presenting with S. Kelley and J. Cantwell)</p>	<p><i>Virtual Reality for Language Learning: Not A Holodeck...Yet</i></p>	<p>Augmented/Virtual Reality</p>	<p>Second language acquisition, virtual reality, language production, learning outcomes Abstract</p>	<p>TSgt, USAF, Arabic Military Language Instructor, 311 Training Squadron, Presidio, Monterey, CA</p>
<p>Tseng, Alison (presenting with B. Carter, B. Jerome, S. Campbell, N. Silbert, M. Bunting, & N. B. Pandža)</p>	<p><i>Developing the Computer Language Aptitude Battery (CLAB) for the U.S. Air Force</i></p>	<p>Developing the Computer Language Aptitude Battery (CLAB) for the U.S. Air Force</p>	<p>The Computer Language Aptitude Battery (CLAB) is an effort sponsored by the Air Force Language, Regional Expertise, and Culture Program office (LREC) to support the computational future of the USAF. Abstract</p>	<p>MA., Research Associate, University of Maryland</p>
<p>Uber, Richard</p>	<p><i>Developing China's Artificial Intelligence Ecosystem</i></p>	<p>Regional Challenges: East Asia</p>	<p>China, AI, technology, competition, ecosystem Abstract</p>	<p>PhD., Research Fellow, National Intelligence University, Bethesda, MD</p>
<p>Ward, Howard (presenting with E. Golonka, J. Linck and N. Pandza)</p>	<p><i>Efficacy of the Language Enabled Airmen Program</i></p>	<p>LREC Program Assessment and Reform: Language Focus</p>	<p>Abstract</p>	<p>Col (ret), USAF, Director, Air Force Culture and Language Center, Maxwell AFB, AL</p>
<p>Watson, Jeff (presenting with R. L. Wolfel, A. Kalkstein and E. J. Gregory.)</p>	<p><i>Looking Back, Looking Forward: LREC Development at West Point</i></p>	<p>LREC Program Assessment and Reform: Language Focus</p>	<p>Preaccession development, LREC assessment, LREC curriculum development, interdisciplinarity Abstract</p>	<p>PhD., Professor, Center for Languages, Cultures and Regional Studies, US Military Academy, West Point, NY</p>
<p>Watson, Jeffrey (presenting with J. Gregory, and S. Martin)</p>	<p><i>Integrating Pre-Officer Holistic LREC Development into</i></p>	<p>Integrating Pre-Officer Holistic LREC Development into</p>	<p>Abstract</p>	<p>PhD., Associate Professor of Linguistics, Chair of Linguistics and Language Acquisition, Center for</p>

2020 AU LREC Symposium Presenters and Abstracts

	<i>Career-Long Officer LREC Development: The Case of the Service Academies</i>	Career-Long Officer LREC Development: The Case of the Service Academies		Languages, Cultures, and Regional Studies, United States Military Academy, West Point, NY
Welch, John (Stew)	<i>Cultural Challenges in Security Cooperation</i>	Alliances and Partnerships	Partnerships, weapons, culture, sales, Arabs Abstract	Lt Col, USAF, Country Portfolio Director, UAE & Yemen Defense Security Cooperation Agency, Washington, DC
Wernecke, Errick (presenting with Z. Dennis)	<i>Tailored Training with a Customized Student Engine: How AI Enhanced Instructional Design will Shape Aerospace Power and the Future of Language, Regional Expertise, and Cultural Education.</i>	Augmented/Virtual Reality	Artificial intelligence, instructional design, education & training, International Affairs Area Studies Abstract	MSgt, USAF, ICBM Training Manager, Sheppard AFB, TX
Williams, Marvin	<i>National Defense Strategy: The Intersection between Language and Culture</i>	Cross-Cultural/ Global Competence	National Defense Strategy, diversity, language and culture, globalization, humanitarian assistance Abstract	Director, Equal Employment Opportunity Naval Supply Systems Command, Mechanicsburg, PA
Wolfel, Richard (presenting with J. Watson, A. Kalkstein, E. J. Gregory)	<i>Looking Back, Looking Forward: LREC Development at West Point</i>	LREC Program Assessment and Reform: Language Focus	Preaccession development, LREC assessment, LREC curriculum development, interdisciplinarity Abstract	PhD., Professor, Center for Languages, Cultures and Regional Studies, US Military Academy, West Point, NY

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Yim, Michael	<i>Success Stories from Ramstein LEAP Chapter</i>	LEAP Lessons Learned: Utilization	Local LEAP chapter, promote, sustain, network, readiness Abstract	Maj, USAF, NC, Patient Movement Clinical Coordinator, USTRANSCOM, Ramstein AB, GE
Zartman, Jonathon	<i>The Perils and Promise of Proxy Warfare</i>	Nation Building	Cultural identity; humanitarian; nation-building; Iran; durable conflict resolution Abstract	PhD., Associate Professor, Air Command and Staff College, Maxwell AFB, AL
Zavage, John (presenting with M. Karas, G. Thomas, and D. Gibbons)	<i>Educating the Security Cooperation Workforce in Cross Cultural Effectiveness</i>	Cross-Cultural/Global Competence	Security cooperation, cross-cultural instruction, foreign military sales, cross-cultural negotiations and consensus building --ways of teaching cross-cultural competence Abstract	COL, US Army, FAO Chair, Naval Postgraduate School, Monterey, CA

Abstracts

Abbe, Allison

The science of training has enriched our understanding of training design over the past twenty years, informing improvements in organizational training programs. This research highlights the importance of systematic training evaluation for resourcing and instructional design decisions, but cultural training programs within the Department of Defense continue to face challenges in conducting traditional outcomes-based evaluation. Cross-cultural training in other organizational settings has similarly suffered from methodological limitations and would benefit from an expanded set of evaluation methods. Principles from training science can provide practical tools for training program evaluation, in addition to or as a partial substitute for traditional assessment of individual trainee outcomes. The present study applied a framework from Salas et al. (2012) and other training science (Bell et al., 2017; Salas & Cannon-Bowers, 2001) to military cross-cultural training programs. Nine program offices responsible for designing or overseeing cultural training for general-purpose forces or special operations forces participated in the study. Respondents provided input via interviews in a qualitative assessment of program processes, design, and systems.

Findings showed that military cross-cultural training programs had strengths in design elements, such as tailoring training to the audience, addressing learner motivation, and matching training method to the intended training outcomes. Continuing gaps emerged in the use of practice and feedback, in program management, and other systems elements to promote training transfer. This study demonstrated the need for and utility of expanded evaluation tools to support both instructional design and organizational resource decisions. The findings also highlight best practices for cultural training design that can help guide future improvements to cultural training and education programs in the Department of Defense. [Return](#)

Alaniz, Susan

United States National Security Strategy(NSS) and the concepts on which it is based are in transformation. From the first US National Security Strategy presented to Congress in 1950 to the most recent NSS presented by the Administration of President Donald Trump in 2017, the concepts that drive how we as Americans think about security are changing. Gone are the days of Cold War bi-polar Superpower military driven competition. Between the end of the Cold War, the attacks by Al Qaeda on New York City in 2001, the resurgence of Russia and the rise of China, how American security policymakers think about security has transformed. So,too, must our attitudes, concepts, and education strategies transform about how we think about essential Language, Regional and Culture skills for the US Air Force.

The USAF Special Operations School began as the Special Air Warfare Center in 1967. At that time, Tactical Air Command policymakers recognized that we were not prepared for insurgency warfare. We also were not prepared to engage partners from Southeast Asia. As a result, the Contemporary Insurgency Warfare and the Southeast Asia Orientation Courses were created. Since then, 19 additional courses were created to span the rest of the globe to meet security challenges in other parts of the world. The 2017 NSS and the 2018 NDS focus on a return to Great Power Competition.

This presentation traces the history of USAFSOS as it was driven by the security challenges of the time up to the present. Focus is placed on essential transformations and remaining priorities. [Return](#)

Alexieva, Petia and James Bergene

Have you ever created materials that were not at the right level for your English language learners? The Global Scale of English (GSE) is a powerful on-line tool to help you craft clear and level-appropriate learning objectives for forthcoming and existing lessons as well as for an entire curriculum. We will show you how you can use it to identify level-appropriate grammar, listening/speaking/writing/reading learning objectives and even level-appropriate vocabulary items. We will demonstrate how to map your materials to the GSE and how to download ready-made ones. We have used the GSE scale to better level our overseas curriculum. Its granularity and the Can-Do outcomes it provides determine specific curriculum skills design. This allows us to incorporate focused skills-based activities and assessments that better measure student progress and ensure instruction is more streamlined, efficient, and impactful. For example, skills that fall on the lower end of the GSE scale build to higher-level related skills. We track that and make sure instruction is at the right step of learning along the way. Therefore, students learn in measured uniform increments which, in turn, ensures greater overseas student and instructor success in any location in the world. This is what we want to offer to our security partners. The GSE is a current, thorough, granular, standardized and performance-based

scale. It is a numerical translation of the Common European Framework of Reference (CEFR). The two scales are used in conjunction with one another for assessment purposes and for designing English as a Second/Foreign language curricula all over the world. [Return to first author](#)

Atilano, Marisol

The Royal Saudi Air Force (RSAF) F-15SA Fleet Modernization Program agreement was the largest foreign military sale (FMS) in US history in 2011. The \$29.4 billion Building Partner Capacity contract called for a total package approach. A total package approach provides full complement of articles and services and contributes to a full operational capability for the partner nation (DSCU). The RSAF F-15SA agreement included 84 new F-15SA aircraft, remodeling 70 F-15 aircraft, support, parts, munitions, and training. The initial training started at the Defense Language Institute English Language Center (DLIELC) - RSAF Technical Services Institute (TSI) where 400 Saudi airmen were trained in an English language academic program. Pioneering this Security Cooperation initiative brought about cultural and language barrier challenges. This presentation will discuss the obstacles the DLIELC - RSAF TSI cadre of instructors faced in producing a trained Saudi force who were proficient enough to continue to Air Force follow-on technical training. We will present lessons learned and how it shaped the future of the program.

The DLIELC mission is to provide world-wide English language training and cultural immersion to enable US military and International partners to communicate in support of Department of Defense Security Cooperation objectives. The DLIELC is also an innovative, world class military organization providing superior English language training around the globe. [Return](#)

Barlow, Logan

The global state of affairs requires synergistic mutually beneficial alliances and security partnerships in order to counterbalance the plethora of threats to global peace and stability. Without practical and sustainable partnerships and international relationships, the long-term viability of the United States of America as an international actor will undoubtedly come into question. It is more important than ever, for national security leaders, policy makers and military leadership to critically analyze the state of international security relationships and the impact security cooperation has on the stability of the international order and national security. Leaders must ask, will existing alliances produce the needed partnerships for the future security environment? Furthermore, how should engagement with current partners change or evolve in order to meet future US national security objectives?

Using US-Japan security cooperation as a case study, this presentation will aim to be informative for US military leaders and security policymakers, while encouraging creative innovative solutions to strengthen existing and future security partnerships. Based on first hand research, interviews with key leaders, politicians and scholars, as well as information provided by various ministries within the Government of Japan during tenure as a Mansfield Fellow in Tokyo, Japan it was found that improvement to security cooperation could be achieved through a number of easily implemented and innovative policy recommendations. Innovative strategies including an increase of personnel exchanges, assessment of large scale exercises from the unit perspective, along with innovative restructuring and planning must all be considered. It was further concluded that even in long established security partnerships, where governments cooperate at nearly every level, the value of interpersonal relationships are irreplaceable. However, the future of international partnerships and coalitions from the broader perspective of the US military depends highly upon positive human to human interactions from the lowest level of leadership to the highest.

If the USAF intends to meet the dynamic and ever changing security environment of the global community, strategists and policymakers alike, must reassess the current partnership strategy and defense cooperation agreements, to include exercise planning and formulation of new innovative and practical approaches to strengthening those security partnerships that are most vital to global stability and the United States' national security interest. Personal diplomacy, innovative thought and interpersonal relations founded on trust will be vital to the future ability of USAF personnel to work effectively with security partners during times of conflict or in highly contested and unstable regions of the world. In today's dynamic security environment, leaders must understand the complexities associated with bi-lateral security cooperation and even foreign domestic politics in some instances. The future of United States international security partnerships will rely heavily on strong and sustainable interpersonal relationships and will be dependent upon the cross cultural competency of individual personnel. If a healthy human-based mutual understanding can be fostered on a regular basis, than sustainable security relationships will continue to be a cornerstone of stability in numerous regions around the global. [Return](#)

Bauleke, Gary and Cara Aghajanian

The 2005 Defense Language Transformation Roadmap was the lens the Department of Defense (DoD) used to focus efforts to build Language, Regional Expertise, and Culture (LREC) capabilities when it had no organized DoD program infrastructure in place to do so. DoD is now successfully generating LREC capabilities. Why then, is warfighter demand still unmet? Perhaps the emphasis was too focused on generating capability and some widening of the aperture is in order. This presentation posits that in 2020, force readiness is the lens through which DoD) must view LREC capabilities. The National Defense Strategy emphasizes a need for a robust constellation of allies and partners to provide the capabilities and agility required to prevail in conflict and preserve peace through strength. DoD policy issuances hold LREC capabilities to be enduring critical competencies essential to the DoD mission. They provide direct and often immediate insight into adversary capability, intention, and activity. The DoD must ensure that the accession, development, sustainment, enhancement, and employment of LREC capabilities are maximized to the fullest extent possible. Recent history provides concrete and powerful lessons on the significant operational importance of LREC capabilities. These lessons reflect prominently in Joint Staff publications. The DoD executed the 2005 Defense Language Transformation Roadmap to generate desperately needed LREC capabilities. It was highly successful; however, among the lessons learned was the realization that growing LREC capabilities had to have focus to justify resource expenditures. Great progress in training personnel did not automatically lead to great utilization and retention. To transform the force to meet strategic challenges across the full spectrum of operations, the DoD needs a holistic and aggressive approach to readiness-based governance for LREC capability management. It must expand the array of stakeholders beyond the traditional language training community to include staffing, planning, readiness, and talent management. The author examines three major lines of effort: 1) implement full-spectrum LREC requirement identification to determine true LREC demand; 2) incorporate LREC into force readiness reporting to track progress in meeting that demand; and 3) establish innovative and holistic LREC management, governance, and oversight. A readiness framework will support the coding of manning document positions to meet steady state demands and the preparation of Operation Plan annexes to address anticipated surge requirements. DoD has made great strides in tracking LREC assets and identifying LREC needs based on mission need analysis. The focus now shifts to meeting warfighter mission needs and incorporating the satisfaction of these needs in readiness assessments. The cost to generate LREC assets is high; retention is low, and organizations often repurpose or redirect skilled personnel from the language mission to align with career path models for advancement.

Improving leader skills to plan for and employ LREC capabilities to achieve the force effectiveness and lethality called for in the National Defense Strategy is a significant challenge. Meeting it begins with incorporating LREC into the DoD processes that assess its readiness. [Return](#)

Bogard, Jasmine

Air University's Language, Regional Expertise and Culture (LREC) program has propelled Airmen into unforeseen realms cultural competencies across the globe. Fortunately, men and women of all ranks and Air Force Specialty Codes (AFSCs) have taken advantage of opportunities provided by The Air Force Culture and Language Center (AFCLC). For example, several Airmen are involved in The Language Enabled Airman Program (LEAP). In LEAP, participants take language classes and bi-/triennially apply that language acquisition by participating in a Temporary Duty (TDY) assignment where that language is primarily spoken or utilized. Endeavors like LEAP and its corresponding TDY are essential to the United States Department of Defense's (DoD's) 2018 National Defense Strategy. The aim to build, maintain and expand alliances and partnerships cannot be accomplished until there is an understanding of allies'/partners' history, culture, religion, and language. This *understanding* can only be gained through intentional training and exposure.

Most members who are involved in LEAP and other AFCLC functions already possess a desire to learn about another people group and its language. Where the Air Force often missteps, though, is through the periodic soiling of our image overseas. On a monthly basis there are incidences of conflict between the local non-US community and Airmen. Even when illegal infractions are not occurring, there are moral or social trespasses that erode USAF's appearance. Consequently, when local community members are displeased, their grievances are elevated throughout leadership channels, and US base and regional leadership is then preoccupied with completing proverbial damage control. Instead of building bridges, leaders' time is spent repairing them. If Airmen are introduced to their new culture's belief system(s), customs, traditions and expectations, this would curb a lot of the ignorant occurrences with local nationals. Requiring a basic language course that teaches common greetings and frequently used statements, as well as an event where monitored immersion takes place, would create a much-needed foundation for all Airmen serving overseas. At Misawa Air Base, Japan, for example, after the mandatory Newcomer's Brief, all personnel who in-process the base must take part in a cultural tour. Hosted by a local national, the tour contains a brief history of the country and region, and site visits to key places in the area. At one of the locations, several basic greetings are taught, and distributed to attendees to keep as a reference. While this one-day tour should be expanded to provide depth and address key cultural how-to's, dos and don'ts, this rudimentary exposure to the local community is crucial for Americans, and for their interactions with the host nation.

Given the criticality of allies and partners, the Air Force should do more to ensure they are not wearing out their welcome nor building disdain for their presence. It is preposterous to think that Misawa Air Base is most likely the only base in the DoD that has such an endeavor with the local community. Some level of introductory familiarization should be mandatory for all Airmen. Once the foundation of mutual respect is laid, other National Defense goals such as collaboration, bilateral innovation and solvency can be realized. [Return](#)

Bowman, Anthony

The 2018 National Defense Strategy (NDS) states "The central challenge to U.S. prosperity and security is the reemergence of long-term, strategic competition." In order to achieve U.S. defense objectives in this environment, the NDS sets forth a strategic approach which emphasizes the necessity of strengthening our alliances and attracting new partners. How have the USAF's language, regional expertise, and

culture (LREC) capabilities contributed to this approach thus far, what capabilities will be required moving forward, and how are those capabilities best acquired and maintained?

My proposed presentation aims to provide a few possible answers to this important question, applying an AFRICOM perspective and drawing on current literature and media, while also incorporating my personal experiences as a LEAP Swahili student, AFRICOM FAO, and now a security cooperation officer. I assert that LREC has made important contributions to shaping U.S. strategy and operations in an era of widening global power competition, and that LREC will continue to play a critical role in fulfilling the NDS's mandate to strengthen our alliances and attract new partners. Additionally, I argue that USAF investments in developing and maintaining LREC capabilities within the force have provided training and sustainment opportunities which are both operationally relevant and of exceptional quality.

Even so, important disconnects remain, and greater effort will be required to increase the chances that personnel with the right LREC expertise are in the right place at the right time to help develop, plan, and execute policies and operations critical to U.S. national security interests. Furthermore, LREC training and education should increasingly take into account the competitive environment in which servicemembers will be called upon to employ their LREC skillset.

To give just one example, it is difficult to overstate the positive rapport-building impact that use of local languages can have when dealing with partner nations in the AFRICOM AOR. Although either English, French, or Portuguese, are virtually guaranteed to be an official language in almost any Sub-Saharan Africa country in which a servicemember may find themselves, we should seek every opportunity to employ local languages, where appropriate. As a service, we have made smart investments in providing exceptional training to personnel in low-density African languages, yet the actual operational use of these languages remains far too limited.

Applying a language lens to competitive diplomacy, I have observed firsthand that there is no quicker way for a diplomat or servicemember to alienate themselves with a partner nation than to appear patronizing or disrespectful of that country's culture, history, or sovereignty. In a regional context such as Africa where renewed talk of global power competition often evokes negative memories of Cold War-era meddling by foreign powers in countries' internal affairs, it is all the more important that we communicate with our partners as equals. Building proficiency in local languages is a clear means to immediately demonstrate the esteem in which we hold a partner nation's culture and history, while simultaneously opening additional avenues to advance bilateral relations and identify new opportunities for cooperation. [Return](#)

Bump, Nathan and Vinny Duenas

As the character of war evolves, where regional actors wield global effects, how the DoD deliberately trains and sustains language and culture-focused forces must evolve just as rapidly towards a credible, globally-informed mindset. The Joint Force should consider how to make their Language and Culture professionals more flexible and relevant to deal with the changing character of warfare. The advent of new technologies will continue to deteriorate the artificial boundaries that comprise the Westphalian system and personnel well-versed in multiple regions are best poised to identify trans-regional challenges. Through small policy changes and long-term senior leader commitment to having international affairs personnel providing them informed advice via multi-region experience and training, we can work to eliminate AOR seams and meet the intent of our national security and defense policies as the CJCS seeks to integrate efforts across the globe. [Return to first author](#)

Cantwell, Julie, Stephanie Kelley, and Brendan Thompson

Use of technology in the language learning classroom has many contexts and applications. Advancements in virtual reality platforms have given a new realm of possibilities for students of foreign language to engage and produce language as part of their study. As artificial intelligence advances, the ability to use virtual reality for foreign language learning and cultural competency will become more robust to meet these ever increasing learning needs.

In a preliminary study, the 517 TRG has collected data which shows student production is increased by the use of virtual reality platforms. This discussion will focus on how the use of virtual reality, as an integrated part of language learning curriculum, can contribute to differentiated instruction and technology-enabled "reflection in action" for educators in addressing individual student needs. Additionally, the platform can be integrated to allow for autonomous and peer-to-peer language production outside of the classroom. As part of a blended learning approach, in virtual reality students can repeat and practice specific foreign language tasks and increase cultural competency with activities in the classroom scaffolded into the virtual space. Finally, a practical overview of how the capability might be leveraged as part of a larger language learning program will be provided in context of the basic language course students who attend courses at the Defense Language Institute. [Return to first author](#)

Carriedo, Robert

As one of the USAF's sources of officer accession, the US Air Force Academy (USAFA) plays a key role in developing future officers with the right combination of language skills, regional expertise and cross-cultural competence through its Foreign Area Studies (FAS) major. Created in 1997, the FAS major has become one of USAFA's most popular majors in the past few years as USAFA cadets have come to understand the value of the FAS major in laying the foundation for LREC skills valued by the USAF. The FAS major allows cadets to focus their studies on one of six geo-cultural regions: Africa, Latin America, Europe, Asia, the Middle East, or Slavic countries. The major offers a wide selection of courses that includes foreign language, history, military and strategic studies, political science, economics, and geography. This presentation will provide a detailed explanation of the FAS major through an examination of the FAS major's learning objectives, learning outcomes, course curriculum, and assessment techniques. The presentation will also discuss unique LREC opportunities available to FAS majors such as summer language immersion and semester abroad. Lastly, this presentation will propose various initiatives for giving FAS majors direct interaction with active duty USAF units that need culturally competent and language enabled airmen. [Return](#)

Carter, Breana, Bernadette Jerome, Susan Campbell, Noah Silbert, Alison Tseng, Michael Bunting, and Nick B. Pandza

The Computer Language Aptitude Battery (CLAB) is an effort sponsored by the Air Force Language, Regional Expertise, and Culture Program office (LREC) to support the computational future of the USAF. Roadmaps for the USAF suggest that by the middle of this century all USAF personnel will need to be proficient in programming and interfacing with advanced technologies. The first step toward building this workforce is to identify personnel who have the cognitive aptitude to succeed in training for programming-related positions, and then train them in digital skills like programming, software development and data science.

Our team from the Applied Research Laboratory for Intelligence and Security (ARLIS) has been tasked with building an aptitude test to identify USAF personnel who have the cognitive aptitude that will enable them to succeed in training for programming languages, computational thinking, and software development, and who can then perform as part of software development teams on the job. This effort builds upon a

foundation of previous work done at the intersection of aptitude for cybersecurity jobs (including some related to programming) and aptitude for natural language learning. It also integrates the current research literature on the cognitive underpinnings of computer programming related skills.

The prototype CLAB (or CLAB v0.1) is a web-delivered test battery that can be administered individually or in a group setting. It can be given to individuals independent of their background with programming languages. Based on previous research and current theory, CLAB v0.1 consists of 12 subtests that individually measure components of aptitude relevant to the cognitive abilities believed to be utilized for proficient programming, such as working memory, processing speed, explicit inductive reasoning, and mental modeling ability. We are currently testing CLAB v0.1 with select populations appropriate for the instrument's validation and conducting interviews to validate the cognitive skills required for the USAF's current programming-related jobs. We will discuss insights gained from the current state of these efforts and next steps.

[Return to first author](#)

Chu, Jan Hwa and Marina Sung

This report attempts to bridge the gap between learning bicultural competence and cross-cultural competence (3C) approaches to the American effort in China. Studying Chinese language without understanding the cultural background will not only lose the meaning of language communication, but also cause cultural misunderstanding. Chinese includes dialects from different regions, but the Chinese traditional cultural philosophy is the same, regardless of region. Only through education and learning can one understand the views of the Chinese people on the country and leaders. We would like to focus on bicultural foreign language (Chinese) education, by providing two examples. They are (1) Sun Zi stated: "If you know your enemies and yourself, you will not be imperiled in numerous battles; when you know yourself but not your enemies, the winning outcome will be 50%; but if you don't know your enemy and yourself, you will lose all battles." In classical writing style with 16 Chinese characters. The strategic implications of this Sun Zi's idea has been proven valid in modern wars. (2) The PRC's "belt and road initiative" could also be viewed as a perspective of Chinese traditional culture: united plus harmony is a sharp power; in addition to many analyses of economics, strategy, diplomacy, and Thucydides-trap. [Return to first author](#)

Churinov, Aleksandra

During the last election cycle, Facebook estimates some 140 million users may have viewed Russian propaganda in their Newsfeed, or on Instagram. Largely focused on highly divisive partisan talking points like gun control, race and religion, the ads sought to drive an even larger wedge between the two major US political parties in an attempt to sow political unrest and decrease confidence in the democratic process. In an email written to a family member, a Russian defendant, Irina Viktorovna Kaverzina, explained: "I created all these pictures and posts, and the Americans believed that it was written by their people." In a light of the upcoming election, one needs to remember the lessons. Russian propaganda is a tool of destabilization and control. It captures the momentum of the current situation, it is applied to a fertile soil at the right time to flourish. The topic is always controversial, relevant, and hot. It is extremely effective and relatively cheap way to influence large groups of people to cause division, chaos and dismay at the enemy's camp without a bullet being shot.

In a course of this presentation the audience will get familiar with common propaganda practices, identify recent propaganda content, and propose steps for personal and organizational deterrance for these type of influences. [Return](#)

Dobberfuhr, Phillip and Miki Ozeki

Operation Iraqi Freedom sparked a realization in the Department of Defense (DOD) and the United States as a whole that language and cultural capabilities are critical and that greater effort to regain these capabilities was required. New programs were established in the DOD and in higher education to respond to increased attention and student demand. However, assessment of cultural gains in short term immersion/study abroad proved more difficult than measuring language gains. The advent of a practical, easy-to-use instrument that successfully "measured" cultural capability gains of participants in study abroad programs enabled further studies. One such study explored the cultural changes induced by a short-term overseas program on the participants, and another on the people hosting them. Based on these studies, both participants and host personnel were found to have measurable, significant changes in the content and focus of their cultural views, though the hosts experienced those changes at a lower rate and intensity than the participants. The results of these studies suggest that immersion and study abroad programs can measure cultural gains in both the participants and the people hosting the program. Metrics derived from measuring the effect on the participant and the host personnel can be used in determining program objectives, comparing otherwise similar programs, and for other program development, improvement and management purposes. [Return to first author](#)

Edgerly, Ian

Culture has been clearly identified as critical in the learning or sustainment of a language due to the context that it provides, essentially acting as the carrier of implicit meaning within the multiplicity of complex cultural systems we navigate daily. Reprogramming an individual's current network of cultural worldview feedback loops to integrate those of a different culture adds further complexity to meaningful language acquisition. With that, the integration of a deliberate teaching methodology for culture inside of, yet distinct from language is anything but simple as described within Badger and Macdonald's (2007) works on culture and language pedagogy. Although complex, this bifurcation of culture module development and formalized aspects of language learning has proven successful in initial, second language acquisition within United States Army Special Operations language courses. This measurement of success is not without its own empirical complexities, as the required measurement of abstract concepts inherent to cultural sense making within language learning requires a similar abstract approach to observation and codification. Conducting this analysis at a programmatic level, where these emergent behaviors of cultural knowledge attainment via indirect methods are required for continued refinement and progress, also requires a bifurcation into domains specific to knowledge attainment at the student level and knowledge codification in the form of development at the program level.

With this in mind, we have found that the utilization of a model within complexity theory at the onset of program development has proven to help identify critical aspects of andragogy, in our program's case, that allows for both a micro and a macro view of the dynamical systems that impact both student learning and program development. Specifically, the Cynefin framework has allowed for granularity within planning and understanding. The framework's focal point of the paradoxical notion of knowledge as both a thing and flow allows for an understanding of an integral culture and language program within the four domains of known, knowable, chaos, and complexity. At a programmatic level, these frames allow for built in flexibility as well as extreme understanding as to what is needed to make the program succeed within its specific contexts. At a micro or meso level, the framework allows for a better understanding of what knowledge elements within cultural constructs will help with contextual language development via the notion of a shift to different perspectives, or simply put

perspective taking. Although complex in nature, once understood, this process allows for a “decluttered” and less complicated approach than other qualitative or quantitative methodologies. This entire process has been labeled as the operationalization of culture, as our team, via a complexity approach, has been able to identify how and when cultural concepts assist with language attainment and when they provide rich contextual information that assist with general understanding of another’s worldview. [Return](#)

Elmore, Richard

The National Defense Authorization Act (NDAA) of Fiscal Year 2017 mandated watershed changes to how the Department of Defense (DoD) conducts security cooperation (SC) programs and activities. Of noteworthiness from NDAA 17 was a push to better marshal resources utilized within the SC field. The DoD clarified this broad requirement by developing assessment, monitoring, and evaluation (AM&E) to increase visibility, focus, accountability, and continuity to more efficiently leverage resources in a fiscally constrained environment and to better communicate SC progress to elected officials. The DoD determined that AM&E should be implemented under the specific, measurable, achievable, relevant and result-oriented, and time-bound (SMART) model. AM&E utilizing SMART focuses a Combatant Commander’s (CCDR) intent in assessing the diverse realities of complex issues within their area of responsibility, monitoring the allocation of resources, and impartially evaluating if U.S. interests are fulfilled by the determined course of action or deviation is required. In theory such a construct seems a one-stop-shop to solve SC issues. However, AM&E theory and application diverge for numerous reasons which detract from the efficacy of the program. This research design paper strives to enhance U.S. Southern Command’s (USSOUTHCOM) AM&E staff manning by beginning to elucidate dependent and independent AM&E variables to be utilized later to construct a measurable SOUTHCOM Staff AM&E metric driven mechanism. Due to the recency of AM&E implementation, it appears that little prior research has been devoted to identifying SOUTHCOM AM&E staffing variables, thereby necessitating a fundamental appraisal of the system before inaccurate assumptions are institutionalized as valid variables/metrics. The paper will be sectioned into pre-AM&E, NDAA 17 and AM&E, and finally current SOUTHCOM AM&E staffing in an attempt to develop specific variables and empower the commander to better staff AM&E positions to execute regional objectives. Each section will focus on funding, authority, and manpower to better identify and isolate variables and better understand internal and external dynamics and limitations of the current SOUTHCOM staff construct. This initial process is necessary to begin the dialogue on where the SOUTHCOM AM&E process is succeeding and avenues to bolster the process so the CCDR can make informed decisions with limited available resources. AM&E promises better marshalling of SOUTHCOM resources, accountability, and sustainable long-term programs with partner nations. However, to fully capitalize on this program, a comprehensive evaluation of historic SOUTHCOM staff funding, authority, and manpower is necessary to better align AM&E’s theoretical promise to reality. [Return](#)

Fong, Meghan

In her two years as a Language Enabled Airman Program (LEAP) scholar, Capt Meghan Fong has had the opportunity to complete two Language Intensive Training Events (LITEs): an intermediate LITE in Shinjuku and an advanced LITE in Hokkaido supporting US Marine Corps (USMC) and Japanese Ground Self Defense Force (JGDSF) bilateral exercise, Northern Viper 2020 (NV20). In recount of the span of her LREC education, Capt Fong will juxtapose challenges of lifestyle adjustment and language application for the intermediate and advanced LITE experience.

In 2019, Capt Fong was escorted via private taxi to an upper-middle class home in Setagaya-ku, Japan, where she was given a private room and two home-cooked meals a day. Her obligation was to attend 4-6 hours of Japanese lessons per day at LEAP's contracted language and culture school, Genki Shinjuku. Burying in textbook grammar simultaneously prepared her to engage with Japanese citizens in day-to-day city experiences and in the household. Though integration in a Japanese home and advanced grammar were challenging, Capt Fong was able to ace the most vigorous coursework available and adhere to austere recycling rules.

In 2020, Capt Fong was handed a seabag stuffed with a sleeping unit and a Marine cold-weather uniform upon arrival at the tent she was about to share with 4 other Marines. As the sole Japanese Linguist on Cantonment, she was tasked to support 1,200 Marines in a multitude of operational, cultural, and personal exchanges. Operationally, Capt Fong struggled to learn USMC jargon (first in English and then in Japanese), translate in real-time without available reference material, and mentally switch between tactical planning, formal speeches, and friendly introductions. When not engaging with coalition counterparts, Capt Fong fought to survive below freezing temperatures in 24hr ops; UGREs/MREs every meal; overfilled portapotties; weighted flak jackets and kevlar helmets.

NV20 marked the largest-scale US/Japan bilateral training exercise in the region, and this year's success set the stage for its annual re-occurrence. In this talk, Capt Fong will discuss how her experience and education in Shinjuku had armed her to influence exercise operations and enhance cooperation among nations, and expound on what aspects of "real-world" operations cannot be classroom simulated. [Return](#)

Golonka, Ewa, Howard Ward, Jared Linck, and Nick Pandza

The Air Force Culture and Language Center's Language Enabled Airmen Program (LEAP) is a competitively-selected program that develops language skills through live-synchronous online courses (eMentors) and overseas immersion (LITEs). A large database of program participants was analyzed to evaluate the effectiveness of the LEAP program on gaining or maintaining ILR levels on the DLPT reading and listening tests and OPI speaking test. Results indicated: (1) LEAP provides resources for successful enhancement and sustainment across multiple language skills. (2) eMentor Assessment courses have a positive impact on reading and listening outcomes. (3) eMentor Standard courses have some limited impact on speaking outcomes. (4) LITEs are effective at producing gains in reading, listening, and speaking skills at lower proficiency levels. (5) LEAP supports both reading and listening skills similarly. Finally, (6) prior attainment of higher proficiency is a strong predictor of proficiency gains. [Return to first author](#)

Gregory, John, Sarah Martin, and Jeffrey Watson

The Center for Languages, Culture, and Regional Studies (CLCRS) at the United States Military Academy, in conjunction with the Defense Language and National Security Education Office (DLNSEO) has been working on a project designed to ascertain the ideal components of a holistic LREC assessment and streamline the process of LREC integration into officer records. The goal of this is to facilitate continued LREC development from the undergraduate level throughout the course of one's career and the job of Talent Management when choosing officers to work in specific parts of the world. There have been two primary focuses: (1) articulating a holistic LREC assessment protocol; (2) effectively transitioning pre-officer-accession LREC evaluations to post-accession officer records.

We will be discussing the use of the DLNSEO-created Regional Proficiency Analysis Tool (RPAT) to provide a regional proficiency score that is accessible by personnel managers seeking regional expertise in particular regions that is not wholly tied to a DLPT score. This program

was used last semester with a pilot group of USMA cadets in combination with an ePortfolio program to show documented evidence of the LREC proficiency indicated by the RPAT. This includes such artifacts as transcripts from universities abroad, training certificates from foreign armies, as well as DLPT and OPI results. We will discuss the results of the pilot, both in terms of how the RPAT in conjunction with the digital portfolio was used – and its potential – as a “reflective” development tool for a group of undergraduate language majors and what our study suggests about the utility of the RPAT as a force management tool. We will also discuss other potential practices, technologies, and policy changes that have come to light during our research process. [Return to first author](#)

Guzman, Joseph

This presentation will be a research and investigation of the current space programs from Countries located in South America and Central America, and how these programs can be improve by creating partnerships with allied countries of the region.

Space programs play an important role in today’s world to support commercial, civilian, communications, and military applications. The United States is in a strong position to join forces with other countries of South America and Central America to expand space operations. Joint space operations could help the United States gain awareness of the military forces and allies. Additionally, the joint programs can achieve and develop further technology to monitor and keep track of the military troops and enhance military intelligence. Furthermore, this presentation will offer a deeper insight of the international advancements, and foreign affairs to evaluate the risks and benefits of creating partnerships for space programs. The presentation would explore hypothetical space project in collaboration with other nations and the impact to the military forces and its operations. [Return](#)

Hadlock, Philip

While there is no doubt that Professional Military Education has devoted considerable resources to promoting language proficiency and cultural knowledge as two cornerstones without which the ultimate goals of interoperability could not be achieved, little attention has been given to the effects of linguistic relativity on the efficacy of interagency partnerships and the success of coalitions and alliances. This presentation proposes that linguistic relativity plays an essential yet often overlooked or misunderstood role in developing successful international relations and implementing productive collaborative planning. First conceived by psycholinguists Benjamin Whorf and Edward Sapir, the Principle of Linguistic Relativity pertains to the degree to which one’s primary language shapes and determines one’s perceptions of and cognitive processing of reality. Linguistic relativity thus highlights some issues that language and cultural training do not consider, e.g. the manner in which the conventions and habits of a particular language community predispose the members of that community to certain interpretations of events or modes of retaining and mentally organizing information. While distinct from issues of language acquisition and cultural competence, linguistic relativity defines a particularly crucial set of stakes for interoperability: insofar as it allows us greater discernment of and insight into the effects of language’s lexical and morphosyntactic meaning systems on a linguistic community’s ability to process, segment, and encode information about its experiences of reality, it provides a potent tool and critical lens for analyzing intercultural communication issues that transcend questions of language proficiency. A more refined understanding of linguistic relativity thus informs more productive thinking about the tactical and strategic challenges inherent to interoperability. This presentation will explore the implications of linguistic relativity for interoperability by reviewing current psycholinguistic thinking and recent research data. It will in its first section present

various models of linguistic relativity and consider their validity and pertinence for key dimensions of interoperability. The next section will examine experimental data of special significance for heightening intercultural communication. The presentation will conclude with a discussion of the challenges posed by integrating relativity into the procedures essential to interoperability and of the difficulty entailed in distinguishing linguistic relativity effects from other effects that may inhibit intercultural communication. [Return](#)

Heacock, Austin H.

During the presumptive twilight of our presence in Afghanistan, we are already re-posturing for near-peer threats and warfare against other sovereign nations. Today, with adversarial advances in weapon technology, American Airpower faces a greater threat to our traditional means of static basing for sortie generation. Thusly, to ensure superiority in the skies remains with us, techniques of “Adaptive Basing” are being implemented and evaluated across multiple Theaters. Given the proximity of countries in the European and Pacific Theaters, Adaptive Basing could result in smaller teams operating in different countries on a weekly, or even, daily basis. Being aware of cultural sensitivities or being able to speak a few sentences or key words in another language could pay vast dividends regarding mission accomplishment and even offer opportunities for the gathering of crucial intelligence affecting future operations.

Although team composition for Adaptive Basing concepts will have many specialties organic to their make-up, security will be the nucleus of each small team or unit. Not unlike the rest of the Air Force, Security Forces is reconstituting and reevaluating their mission capabilities to meet the needs of tomorrow’s battlefields. Currently, however, Security Forces deployments look too similar to those of Iraq and Afghanistan in terms of pre-deployment training and preparation. Unfortunately, training regarding culture, language, and regional/national history are not a priority until an overt need for them arises once in-theater. Inherent to our mission of securing base perimeters, Security Forces will most often be the first to interact with any foreign personnel, friendly or foe. Through personal experience and first-hand accounts of peers and superiors, interaction with host and/or partner nation personnel is almost assured.

As our near-peers initiate and expand military presence in areas almost exclusively reserved for the United States in the recent past, the need for developing and enhancing multi-national partnerships is greater than ever. Concurrently, there is also a need for a more culturally knowledgeable and capable Security Forces Airman. One conceptual solution would be the development of regional and cultural experts within the Enlisted corps at the Tactical level while encouraging and fostering a thorough understanding of the Operational and Strategic levels shaping their missions.

While significant groundwork can be laid through guidance from Air University and The Air Force Culture and Language Center, we can also take a holistic look at the US Army’s Special Forces (SF), Security Force Assistance Brigade (SFAB) and our own Mobility Support Advising Squadrons (MSAS) and Combat Aviation Advisors (CAA) to glean a multitude of lessons learned and best practices for working “By, with, and through” foreign entities. Equipping teams with hardware for tomorrow’s wars is consistently met with innovation, therefore it is only prudent that we take an innovative approach to upgrading the “software” that our Airmen will need to utilize in that same battlespace. [Return](#)

Hendrix, Daniel

The United States' relationship with Colombia is the keystone cooperation program in the Western Hemisphere. More than 50 years of experience of partnership in a conflict environment shaped the approach to professional cross-cultural relationships for generations of people

from across the whole-of-government. Prior to September 11, 2001, the country was the centerpiece of the War on Drugs, and after 9-11, experiences gained in Colombia were foundational to how the US worked to connect, lead and influence new partners in the Global War on Terror. This presentation will explore Colombia's effect on how both individuals and organizational cultures internalized LREC as a result of those relationships. Furthermore, it will highlight how shifts in perspective as a result of the Colombia experience influenced the way both the US and government personnel worked with partners in other theaters, and how that will change following the recent peace deal. Lastly, this presentation will ask where the gaps in LREC existed during our efforts in Colombia, and what the cost to the mission was. These lessons learned will inform and shape a way forward to improve LREC training, student internalization and integration into partnerships and relationships.

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Herrera, Monica and Kristin Hissong

Gender is a cross-cutting, foundational frame through which culture, language, and therefore the human domain can be better understood. Developing a gender lens and applying this perspective to DoD mission sets helps us better identify and address the unique security concerns of men, women, boys, and girls; reduce operational and strategic blind spots; and determine the full range of local risks, resources, and opportunities associated with our operations, activities, and investments. To truly maximize engagement in the security sector, every security practitioner, not just women, can and should seek a more nuanced understanding of gender.

October 2020 marks 20 years since the unanimous adoption of U.N. Security Council Resolution 1325 on Women, Peace & Security. How far have we come, and what work is left to be done? This presentation will explore lessons learned implementing this agenda within the defense sector, both at home and abroad, with a focus on operationalizing gender perspectives as a force multiplier for mission success.

Proposed Format: Moderated panel of 4-5 SMEs to discuss successes and lessons learned from integrating gender perspectives into the following areas:

- 1) Gender in Military Operations (former member of a Female Engagement Team or Cultural Support Team)
- 2) Gender in Security Cooperation (Professor from Asia-Pacific Center for Security Studies and/or DoD Gender Advisor involved in Security Cooperation planning)
- 3) Gender in COVID-19 Response (DoD Global Health Engagements specialist)
- 4) Perspectives from a Partner Nation (Australian Defence Force Gender Advisor)

Moderator will provide an overview of the international WPS agenda and brief discussion on WPS implementation in the U.S. and within DoD prior to introducing panelists. [Return to first author](#)

Hissong, Kristin (part of panel with Monica Herrera)

The US released its first National Action Plan (NAP) on Women, Peace, and Security (WPS) in December 2011 with the goal of empowering half the world's population as equal partners in preventing conflict and building peace in countries threatened and affected by war, violence, and insecurity. The NAP states that achieving this goal is critical to US national and global security. The Secretary of Defense signed a memorandum in April 2012 directing DoD to incorporate WPS concepts into its programs and policies. Following the passing of the US

WPS Act signed into law in 2017, the DoD released its Strategic Framework and Implementation Plan (SFIP) in June 2020. Despite these substantial gains over the last decade, WPS in the US and globally struggles to move beyond rhetoric and lacks successful implementation and enforcement mechanisms.

This paper will reflect on the preceding years of WPS policy and implementation in the US government as a whole and the DoD in particular, using case studies with best practices and lessons learned in order to assess the current moment and potential paths forward. [Return](#)

Hur, Hyunsoo

The terrorist attack of September 11, 2001 has accelerated the need of language professionals with advanced knowledge of foreign language and culture (Kramsch, 2005). As a consequence, growing demands exist in the U.S. government to produce linguists with beyond Level 2 proficiency in the Interagency Language Roundtable (ILR) scale. Furthermore, in “National Defense Strategy”, the Secretary of Defense Jim Mattis called for a Joint Force to counter against “long-term strategic competition, rapid dispersion of technologies, and new concepts of warfare and competition” (2018, p. 1). One of the critical attempts to get ready for National Defense Strategy is interoperability, of which language and cultural knowledge and skills are essential. This presentation focuses on learning of less commonly taught languages that are critical to US military global operations. It explores challenges and strategies of military linguists who are in advanced level of proficiency as they continue studying their target language to better fulfill DoD mission.

The presentation reports findings from an action research on higher level learners, in particular with learners of Korean. Factors such as learner contribution, language input, learners’ interaction with environments, and learning outcome influence students’ learning and acquisition of a foreign language (Breen, 2001). The way learners make sense of their language learning experience influence learners’ overall approach to language learning and where they situate themselves in the process.

Based on the narrative inquiry approach (Bell, 2002; Pavlenko, 2002), the presenter reports advanced level learner stories through in-depth study of learner narratives. Military linguists, with minimum ILR level 2+ and/or 3, physically located in Korea, have participated in the study. The study explored life experiences of language learners, learners’ perceived challenges, strategies adopted, learning desires, and learners’ social interaction with the target speech community. The findings reveal complex challenges and needs of learners as well as idiosyncratic strategies learners have adopted to maintain and enhance their language proficiency levels. The presentation also includes action plans to better accommodate learners at the advanced levels. [Return](#)

James, Shaquille

North Korea, despite being a constant topic in geopolitical debate around the world, is still one of the most poorly understood geopolitical challenges facing the world today. From its unique conventional and nuclear military threat to the set of goals and ambitions that drive its actions, the behavior of the North Korean regime is often misunderstood and simply dismissed as unpredictable and/or even irrational. This presentation aims to shed light on the mystery of the North Korean state and provide clarity into the mindset of this unique geopolitical challenge.

Beginning with a review of the history, the presentation will take a two-pronged approach and address the history and historical implications of both North Korea as a country and its dynastic system of leadership. Next, the presentation will focus on how North Korea

functions as a country today and the system of oppressive social and political controls which allow the leadership to maintain power, but limit its ability to change or liberalize. The presentation will then move to explain how North Korea's history and the historical and contemporary goals of its leadership converge to characterize and drive the behavior of the DPRK today – to include its desire for legitimacy, nuclear armament, nuclear brinksmanship, human rights abuses, diplomatic initiatives, and other curious practices. (The rest of the abstract was unavailable due to computer error.) [Return](#)

Jordan, Jessica

Since the conclusion of the Second World War, U.S. bases overseas have been a defining feature of the American presence in the world. Barring a major shift in global power relations, both domestic and foreign American bases are here to stay. They will continue to be the source of debates as people question their true nature—are they a source of security, opportunity, danger?

This presentation provides an overview of the most significant social, economic, and environmental challenges facing base-adjacent communities through a review of existing scholarship on these topics paired with reflections on the experience of teaching my “Dilemmas of Global Basing” elective course at Air War College for the past two years. I have divided the presentation into three segments: a brief history of U.S. OCONUS base construction and relocations/closures, a review of common challenges facing this network of bases, and a final segment on lessons learned and the current U.S. defense posture.

I point out that key assumptions guiding the most recent U.S. policy statement on global basing, the Global Defense Posture Review (2012), differ from assumptions that motivate vetted academic studies on this topic and therefore also lead to different conclusions. Specifically, the GDPR focuses on smaller “lily pad” installations in order to decrease the footprint abroad toward a) increasing a foreign nation's resource contributions to the establishment and maintenance of installations in-country, and b) minimizing contact between U.S. personnel and host nationals, which can lead to conflict. These smaller, more flexible installations may be more cost-effective, but they will not necessarily minimize the potential for conflict because they do not solve the relationship management challenges at the core of global basing dilemmas. Because they are smaller, there are many new so-called ‘lily pads’ proliferating across the globe. The greater number of foreign contracts needed for these more flexible installations to work has the potential to exacerbate tensions because they require a greater number of relationships between U.S. military personnel and foreign nationals. [Return](#)

Karas, Mark, Deborah Gibbons, Gail Thomas, and John Zavage

DoD Security Cooperation builds relationships with international allies and partners, but Security Cooperation education has traditionally not emphasized cross-cultural effectiveness. The 20,000-strong DoD Security Cooperation Workforce is a diverse group of individuals such as personnel staffing our Security Cooperation Offices in U.S. embassies abroad, CONUS-based Foreign Military Sales case managers, international training managers, and Security Cooperation planners stationed at Geographic Combatant Commands. The varied positions in the SC Workforce have wide-ranging levels of engagement with our international allies and partners. DoD civilian Foreign Military Sales case and program managers typically have episodic engagements in a diverse set of countries, managing the international procurements of U.S. defense articles. Security Cooperation Officers (SCOs) have daily, routine engagements in their host nation. The level of cross-cultural and regional expertise and

experience is also varied: a case manager for a significant weapons system can have little or no regional expertise, while a Security Cooperation Officer may, or may not, be a Foreign Area Officer (FAO).

The FY 2017 National Defense Authorization Act mandated professionalization of the Security Cooperation (SC) Workforce, which resulted in the creation of the Defense Security Cooperation University (DSCU) in September 2019 and the establishment of the Security Cooperation Workforce Certification Program in January 2020. While the SC Certification standards require “regional studies,” preparing such a diverse workforce for cross cultural engagements with our international allies and partners is critical but challenging. For example, how can one prepare a class of 50-60 SCOs, with assignments spanning the globe, in the particularities of each country of assignment to be effective working with their host nation on the implementation of DoD Security Cooperation programs? How can one prepare a Foreign Military Sales specialist that is responsible for programs with a number of countries that are in completely different regions? DSCU, in collaboration with the Naval Post Graduate School, has taken the approach to focus on functional cross-cultural skills with a regional orientation, as opposed to a great deal of country-specific information. The goal of cross-cultural instruction is to provide students with a framework to assess unfamiliar cultural environments and situations, providing students with a set of “questions to ask” themselves as opposed to the “answers” of how a particular culture functions. Cross-cultural instruction consists of the elements or dimensions of culture, relying on Hofstede’s and Minkov’s dimensions of culture, cross cultural communication strategies, and cross cultural negotiations and consensus-building strategies. In some courseware, students select a Security Cooperation initiative and work through the concepts of cross cultural competence to fashion a strategy to engage a selected partner nation on their initiative. In other courseware, cross cultural competence concepts are integrated into SC planning, and as students are fashioning an SC initiative proposal for U.S. approvals, they are also constructing a communication strategy for engaging a notional partner nation. In this way, students are equipped with the personal framework to be culturally effective in the implementation of Security Cooperation Programs in a variety of cultures. [Return to first author](#)

Kealty, Lorryane

In line with this year’s 20/20 motto I would like to present my experience with the Airborne Extensive Relay and Over-the-Horizon Network (AERONet) team and our trips last year to El Salvador and Colombia. This system has a wide range of capabilities and has already been operationally used assisting humanitarian efforts in Puerto Rico.

I was asked to come onboard the AERONET team last year as they geared up to attend CONJEFAMER, a conference for the Air Chiefs of the Americas whose goal is to strengthen security cooperation between nations. I was chosen because of my LEAP background, Spanish training and regional experience. When I arrived in El Salvador, I knew very little about AERONET. Just two days later I would be briefing the top Air Force Generals from the Americas in Spanish, along with our very own Chief of Staff of the United States Air Force. I was able to learn how to use the system in just a few hours, and spent the rest of the time running around San Salvador looking for equipment and specific pieces needed to complete the presentation. My Spanish and regional knowledge proved invaluable during this time as no one else on the team spoke fluent Spanish, and it became apparent my Spanish training was going to be a key piece to the success of this presentation. We were able to secure the additional items we needed, and as we finished our time in San Salvador, General Goldfein personally recommended, I be the one to brief when we arrived in Colombia. I was excited about the opportunity to brief the Colombian Air Force, as my parents are both Colombian. Although, I grew up in the United States, I’ve spoken Spanish my entire life and have been immersed in the Colombian culture since I was little.

Because of my LEAP training and cultural upbringing, I was able to be the language and cultural link between my team and the Colombian Air Force. We talked about the recent mudslides in the local area, something I had researched extensively prior to my arrival, and how we could assist them in delivering aid to those who needed it. It was through my understanding of the people and their needs that I was able to tailor the presentation to the needs of their Air Force.

My goal with this presentation is to focus on how building user-friendly technology can help us focus on the other important aspects that make us the amazing Air Force that we are. With the proper training and education, we can focus more on the language and culture of the regions we're visiting and help break down those barriers so that we alongside our partner nations, can build a stronger and better future.

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Kim, Timothy

I vision my presentation to lead the discussion on what does it mean to be a "Global Citizen" as a service member. I proudly identify myself as a global citizen since I struggled to fit in as an immigrant, international student, nor Korean-American when I was growing up. By sharing my personal background, I explain my unique circumstance where I was the second-generation born in California, stopped using English when I went to the elementary school in Korea, re-learned English as ESL student in middle school, and found out I wasn't belong to any groups in high school. My presentation will show the journey of how I embraced myself as a global citizen during adolescent age and college years. While I was studying Master in Urban and Regional Planning, I was interested in development and studied the sustainable development extensively. I started questioning the U.S.'s roles and national interests in developments around the world. My presentation will include overview of globalism, USAID, and other U.S. sponsored programs affecting foreign countries. I vision the presentation encouraging participation from the audience as I intent to gather different perspectives from developing countries and developed countries. I believe that my Korean background can facilitate objective discussions since Korea is one of few developing countries which became the developed countries.

By highlighting goals of Global Citizens Organization's goals and United Nation's Millennium Development Goals, my presentation will suggest few actions a service member can take to contribute to both UN's mission and National Security interests. I plan to articulate how these goals are related to National Defense Strategy and national security interests.

Lastly, I plan to share my recent identity crisis as a global citizen due to ongoing global pandemic. By sharing my perspective, the presentation will open up discussion forum where the participants can challenge the globalism and shape what's the roles that global citizens to take in response to the global events. [Return](#)

Kochert, Jonathan and Jennifer Klafhen

A critical component of improving our understanding of the knowledge, skills, and abilities that facilitate effective cross-cultural performance is identifying what we mean by effective cross-cultural performance in the first place. Whereas gathering evidence of cross-cultural performance while Soldiers are actively deployed can be a complicated and, in some cases, risky endeavor, it is possible, instead, to mine the retrospective experiences of Soldiers for information elucidating the aspects of cross-cultural performance that contributed to (or hindered) mission success. This presentation focuses on a multi-year effort by the U.S. Army Research Institute (ARI) to identify a set of cross-cultural

performance dimensions using critical incidents gathered from Soldiers' deployment experiences. Specifically, over 800 incidents were collected from Soldiers who had either returned from deployment or were actively serving in non-combat areas. From these incidents, behavioral patterns were extracted, examined, and coded, yielding an initial set of 13 cross-cultural performance dimensions. Upon collection and review of additional incidents, the 13 dimensions were refined to a final set of ten dimensions, which included Strengthening Cross-Cultural Relations, Using Nonverbal Communication, and Managing Conflicts and Ethical Challenges. In addition to describing how the approach was designed and executed, this presentation will also focus on the applications of these dimensions to identify cross-cultural competencies predictive of effective performance, as well as broader implications for assessment, training, and selection.

The research described herein was sponsored by the U.S. Army Research Institute for the Behavioral and Social Sciences, Department of the Army (Cooperative Agreement No. W911NF-16-2-0011). The views expressed in this presentation are those of the author and do not reflect the official policy or position of the Department of the Army, DOD, or the U.S. Government. [Return to first author](#)

Ledet, Richard

This paper examines the development of state capacity in Afghanistan after the fall of the Taliban. With an eye on the impact of culture, we discuss US operations from the perspective of scholarly literature on state-building. This is done to illustrate the ways in which cultural elements, largely manifest through religion, interacted with operations that should have served to build the capacity of the Afghan state. Relying on observations made by one of the authors, who worked to support a Brigade Combat Team during Operation Enduring Freedom, we discuss US Department of Defense (DoD) efforts that proved to be useful, but we also highlight missed opportunities. Two aspects of DoD operations that interacted with the processes of state-building are especially relevant to understanding the interventions: working with key leaders and development initiatives. Operations such as these were common in Afghanistan, and they are also common in other countries where the US is actively assisting fledgling governments; however, thus far, we argue that these operations have lacked the forethought necessary to transform such efforts into small, incremental steps toward building stronger states. With a body of knowledge both academic and experiential behind us, we conclude with remarks about how training that is rooted in education can improve the outcomes of state building efforts moving forward. [Return](#)

Lee, John

An unprecedented aerial confrontation between China, Russia, Japan, and Korea on July 24, 2019 demonstrated Beijing and Moscow's strategic attempt to target and exploit frictions between Tokyo and Seoul to undermine the U.S.-Korea-Japan security triangle. In the first-ever joint Chinese-Russian long-range exercise, H-6 and Tu-95 bombers flew over disputed territory claimed by Japan and controlled by Korea. The resulting confrontation between the four of the region's largest military powers, timed just days before U.S. National Security Advisor John Bolton's scheduled to visit Tokyo and Seoul, marked an alarming departure from the historical norm. Even in times of heightened political tensions, Japan and Korea has historically been committed to maintaining military cooperation on matters of national security. In light of these troubling developments, there is renewed urgency for U.S. service members to understand the complex and volatile environment that the U.S.-Korea-Japan security triangle operates in. While shared security threats, democratic values, and trade has aligned both countries as key stakeholders in the U.S.-led hub-and-spokes regional order, lingering animosities in the "quasi-alliance" has hindered progress towards achieving

true trilateral cooperation--a dynamic which Victor Cha, former NSC Director for Asian Affairs, described as "alignment despite antagonism." A firm grasp of the history, politics, and culture of Korea-Japan relations is necessary to understand conflictual and cooperative behavior in this dyad of the security triangle, as well as understanding the pivotal role U.S. security policy has in modulating this behavior. LEAP scholars are uniquely qualified to act as strategic enablers at various levels of multilateral military cooperation, and it is imperative to ensure they are armed with the critical intercultural communication skillsets in addition to their foundational language skills. This presentation will weave together academic literature with first-hand experiences from LEAP scholars to offer a practical approach to increase intercultural communication skills of U.S. airmen who operate in complex and sensitive multilateral environments. The presentation will offer strategies to improve military cross-cultural competence, and examine the critical role LEAP scholars play in enhancing multilateral interoperability and partnership building. [Return](#)

Luoma-Overstreet, Reuben

The lack of time, resources, and knowledge are the perpetual adversaries of military advisors working to build cross-cultural partnerships and capacity with Partner Nations. One method of addressing these challenges has been highlighted (but not created) by COVID-19: the use of technology to enable virtual communication, or "e-Engagement."

While e-Engagement may allow force providers to build partnerships and cross-cultural relationships in environments otherwise constrained by advisor capacity, disease, resources, or time, many believe it impossible to build meaningful relationships online. Some also fear that the development of e-Engagement capabilities will replace the U.S. military advising with a military "Youtube University" or a call center manned by keyboard warriors reaching out cyber tentacles to provide on-demand Partner Nation tech support without any relationship-building.

These fears are entirely misplaced. Nevertheless, in leading an effort to create, develop, standardize, and refine the e-Engagement tool across the security cooperation enterprise (to include the MSAs, IAAFA, and the SPP among others), I have learned the importance of several key points:

- Cultural knowledge and language abilities are even more critical for "e-Advisors" than they are for traditional military advisors. Miscalculations and miscommunications are more likely on a virtual platform, so it's critical that Advisors are proficient at engaging with and understanding Partner Nation counterparts to fully build rapport and partnerships.
- Investing in our force providers is critical for e-Engagement. Because virtual communication inherently removes a large part of the interpersonal element, our experts need to learn to do more with less. --How do you create genuine engagement and interest when you are handicapped by distance? How do you build hands-on skills when you cannot be there in person?
- Engagements need to be continuous and frequent. e-Engagement makes communication easy and we tend to like and build trust in people we see frequently. Just as a 3-Michelin star restaurant will serve many different courses instead of a single large course, our instructors need to provide value with steady consistency, rather than providing "knowledge fairs" spaced out over time. --Instead of executing one or two large mobile training teams, we are now developing the methodology to fill the gaps with progress checks, assessments, and continued dialog. U.S. force providers and Partner Nation personnel can now identify and work on problems between engagements.

When U.S. advisors normalize e-Engagement as a professional tool, the doors will be wide open. e-Engagement enables crowd-sourcing and team teaching; when force providers do not have a requisite skillset, they could use virtual means to obtain said expertise from anywhere in

the world. Advisors will also be able to do more with less; when they only have money for a two-week engagement, they can use virtual means to assess capabilities and coordinate instruction in order to maximize subsequent physical presence. Finally, force providers will also be able to use e-Engagement to make their work sticky; this methodology will facilitate continuity on the U.S. side and enable follow-up/progress checks between U.S. experts and their Partner Nation counterparts. [Return](#)

Mackenzie, Lauren and Kerry Foshier

As U.S. involvement in conflicts in Afghanistan and Iraq increased in the early 2000s, organizations within the U.S. Department of Defense (DoD) and intelligence community took an interest in culture and social science. This attention echoed interest shown in past conflicts, such as World War II and the Vietnam War. Between 2005 and 2015, many culture-related programs and initiatives were developed across DoD including the establishment of education and training programs in each military service. However, as the U.S. reduced its presence in conflicts, interest in culture-related knowledge and skills declined. As of 2020, many programs have been closed or significantly reduced. DoD may be on the brink of losing its cultural capabilities once again, capabilities it will have to redevelop in the future.

This presentation will summarize a forthcoming edited volume which brings together scholars from across both services and academic disciplines who were deeply involved in shaping, building, and running of DoD's culture programs. They were part of a loose-knit community, working not only on the challenges of their specific programs and organizations, but also together on the broader problem of the DoD's cyclic attention to culture and social science. The chapters within the edited volume capture the experiences and reflections of these community members, as well as their thoughts on what parts of the capability, if any, will be retained and lessons learned for the next time DoD's attention turns toward culture. [Return to first author](#)

Miltersen, Robert

For the first time, our National Defense Strategy/National Security Strategy calls out China specifically as a strategic competitor. Our success at strategic competition hinges on our ability to look back at how China's defense policy and actions have changes over the past decade. President Xi Jinping's policies regarding defense, the militarization of space and the Belt and Road Initiative have put China on a trajectory to dominate world affairs, alter international norms and establish a "world class" military. China has set for herself a specific timeline to accomplish the "China Dream" and is aggressively meeting milestones to meet that end.

If we are to compete with China we must understand, from a cultural perspective, the actions that the PRC is taking today. To best understand this cultural dilemma it is helpful to analyze authentic Chinese writings and official statements. To accomplish this, LREC professionals who can navigate the intricacies of the Chinese culture and language can assist to inform US policy makers.

This presentation will examine China's past decade of actions and policy decisions to unmask the nature of competition with the PRC, and discuss how the LREC community might work towards giving the United States an edge with regards to our NDS/NSS directives. [Return](#)

Mueller, James

In January 2007, the CSAF directed AETC to establish pre-deployment training for AirAdvisors going to Iraq and Afghanistan to assist in development of their respective forces. The resulting training was primarily provided to GPF Airmen on an ad-hoc basis in support of AFCENT

missions, but that support quickly expanded to all COCOMs. Based on student throughput, the Air Advisor Academy was eventually stood up at Joint Base McGuire-Dix-Lakehurst. Curriculum consisted of three pillars of training emphasizing practical applications and team building skills to meet DoD, USAF, COCOM, and Air Component mission requirements. Those pillars were Air Advisor Knowledge and Skills; Language, Regional, and Cultural Studies; and Fieldcraft Skills. Based on Security Cooperation guidance in the 2017 NDAA and the realization that air advising was an enduring mission, a decision was made to institutionalize the air advising enterprise. This forced a drastic change in the Air Advisor training approach that included developing the first-ever Air Advisor occupational competencies and Career Field Education and Training Plan which will serve as the backbone for all future Air Advisor training. Additionally, a new Air Advisor Initial Qualification Course aimed at shifting away from ad-hoc training and producing global Air Advisors is in the final stages of development. [Return](#)

Muhlenberg, Byron K. and Julian Gluck

The world we live in is quickly shifting: former threats are receding while new dangers materialize and growing adversaries begin their assertion or force projection on the regional and global stages. Since the end of the Cold War, the United States has been able to stay ahead of these emerging threats through economic, military, and scientific dominance, as well as mutual cooperation within its strongly-knit alliance network. As American hegemony wanes—particularly in the Indo-Pacific—strength in numbers and diversity will only increase in necessity as the international system begins to reveal potential multipolarity. American politico-military foreign relations have included bilateral U.S.-Japan bases to better coordinate with our allies in the United States Indo-Pacific Command area of responsibility and multinational exercises and arms sales around the globe. However, there are more actions necessary to maintain collective defense security agreements and a norms-based liberal international order for the deterrence of near-peer adversaries. This report will explore the current status of our military and diplomatic relations with allies through various contemporary theaters. We will use anecdotal experiences from working with multinational partners through different assignments, exercises, and distinguished visitor support to highlight Department of Defense successes, failures, and areas for improvement. These qualitative experiences will illuminate how differences in culture that are often seen as detractors can become strengths through mutual understanding. We will provide recommendations on how the DoD can leverage these differences to better cope with emerging threats over the next decade. Our recommendations will focus on key points such as educating our in-theater personnel on culture at the base level, galvanizing involvement in local and regional civic groups, and providing more opportunities for cross-cultural exchange outside of the AFCLC sphere. Only through a deeper cultural understanding can we hope to strengthen our mutual security for the future.

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Naji, Jana

As DLIELC looks to the future of Security Cooperation and English Language Learning, we have moved to drastically change the format of the American Language Course curriculum to meet the burgeoning needs of our partners and our Follow On Training (FOT) sites. Our response to the needs of our partners is the American Language Course 3rd Edition (ALC3).

The ALC3 is a comprehensive, multilevel program for teaching English for vocational and professional military purposes. It is designed primarily for intensive English language training in a classroom setting but can be adapted for different pacing and instructional environments.

The ALC3 will be structured on Task Based Learning and the Flipped Classroom model. A KSA Analysis of various FOT sites strongly indicated that DLIELC students needed to be able to use the English language effectively in task-based environment.

This presentation will cover the ongoing development of the ALC3 within the parameters of designing and developing a curriculum that will produce military professionals both international and American who are skilled and knowledgeable linguistically, technically, militarily, and professionally. [Return](#)

Nastas, Alexander

The last few years saw the United States and its NATO allies embroiled in multiple asymmetric conflicts. By definition asymmetric warfare is warfare conducted between belligerents, one of which is a professional military power, while the other side is an insurgency. History has shown many examples of successful insurgencies. One of the reason for that success is the lack of cultural understanding from the Western standpoint as to why people are attracted to joining insurgencies, recruitment tactics and the shared social, political and cultural traits between a local populace and insurgent groups. Western forces have often neglected to see the local populace worldview and their present reality. In order to have on the ground success, we must be familiar with some of the realities faced by the locals. One way to understand their reality is to familiarize with their ontology. In simple terms relating to this subject, ontology is the deeper knowledge of a human being from a specific culture. It is important to apply this concept in future military operations, and it is imperative to apply it if conducting joint operations with local forces. Knowing the local population and their worldview may potentially harm bad actors recruitment and propaganda. [Return](#)

Neese, Brian and Cara Aghajanian

Security cooperation activities require Language, Regional Expertise, and Culture (known as LREC) to bridge the culture and language divide between our partner militaries. The DOD has long running training pipelines to deliver this LREC human capital. Deploying LREC capable personnel is a powerful force multiplier. However, the joint planning process has gaps that make it difficult to link LREC requirements and capabilities in the operational environment. Changes to the joint planning process can ensure the DOD realizes their full return on investment. Looking at US Southern Command's annual deployment-for-training exercise, New Horizons, as a case study, we evaluate a proof-of-concept planning effort that fully leveraged culture and language to the accomplishment of a security cooperation and operational readiness skills training mission. This analysis informs potential improvements to the joint planning process and ensures we receive the full benefit of our human capital investment.

Two specific gaps in the joint planning process keep operational requirements separated from the DOD's LREC inventory. The combatant commands do not demand this capability in their planning guidance and joint planners are largely unaware of how to identify and task LREC capable personnel. Three deliberate actions to improve the joint planning process can mitigate these gaps. First, combatant commands must demand a more liberal utilization of LREC capabilities in their area of responsibility. Second, LREC needs to be a built-in step in the joint planning process. Finally, language sustainment programs should seek out integration opportunities in combatant commands' recurring deployment-for-training exercises.

The DOD and the military Services consider LREC capabilities to be a key component of global operational readiness. US Southern Command's New Horizons 2018 experience in Panamá implemented a number of proofs-of-concept that leveraged LREC capabilities in ways that

improved operational readiness skills and advanced theater security cooperation objectives. The ability to shape activities to meet commander's intent, to integrate our forces into a partner nation's healthcare system to enhance training, and the mutual trust forged with our counterparts to strengthen partnerships all hinged on LREC competency. In so doing, New Horizons joint medical teams realized the full capitalization of the Defense Department's LREC investment. And those dividends are still paying out. [Return to first author](#)

Ngugi, Mumbi

Enhancing cooperation among nations is one of the most intriguing endeavors in our current times. In hindsight, the Air University Language, Regional Expertise and Culture (AU LREC) has assumed a major role in overseeing the successful enhancement of this cooperation among nations, but it can do more. With the 2020 CoVID-19 pandemic, there has been an increased need for cooperation among nation states. This presentation will explore one of the main challenges the World Health Organization (WHO) has faced in the CoVID-19 response: international cooperation among its 194 sovereign member states in its regionalized organizational structure. I will then compare/reflect on LREC role's in cooperation among countries through its various programs such as eMentor and Language Intensive Training Experience (LITE). This presentation will address eMentor as one of the conceptual frameworks through which course assignments are tailored towards achieving cooperation among nations. LREC brings about cooperation among nations by assisting the Air Force to be a culturally competent organization by teaching culture, regional expertise and language. These are essential skills to effectively participate in nation building, disaster and pandemic relief, and security operations. The emergence of CoVID-19 has been a global reminder for this much needed cooperation in part because the virus knows no borders. [Return](#)

Njoroge Karanja, Daniel

Youth aged 15-25 will form 65% of the African continent's population in the next 10 years. Even before COVID-19, unemployment, corruption, poor governance and weak democratic institutions projected an uncertain future in the next 25 years. Unfortunately the present strategic plans including the NSS don't go far enough to counter the threat of violent extremists who are a powerful magnet that pulls and attracts the bulging unemployed and vulnerable youth. This presentation will make the claim that LREC has missed some critical opportunities "hindsight 20/20". However, a bold moral imagination that defies the 5 year strategic planning cycle and focuses on visioning for the next 75 years could mitigate some of the real regional and international security threats posed by the high numbers of unemployed youth and their vulnerability to violent extremist recruiters, Chinese and even Russian actors who may be interested with recruiting the same youth for ulterior motives. While this is an assumption today, it probably will not be by 2075. Making enduring investments across the rich indigenous environments and directly engaging the youth through a holistic whole person concept could mitigate and keep in check great power competitors with an appetite for recruiting the youth in sub-saharan Africa. [Return](#)

Peifer, Elizabeth

Who are the Boogaloo Boys and why are they ruining Hawaiian shirts for the rest of us? A product of leaderless online radicalization, the Boogaloo Boys have co-opted the Hawaiian shirt as a symbol of their anti-government agenda, appearing at protests wearing colorful Aloha shirts and ammunition vests. Their attire symbolizes their preparation for the "Big Luau" or the coming civil war. Given current domestic

tensions, what does this mean for those who simply enjoy the comfort of these shirts, like so many within the United States military? The presentation examines an emerging new pattern for extremist radicalization and de-centered, leaderless organizing. It also looks at how the Boogaloo Boys deliberately target active duty and former military personnel for recruitment and the potential problems this poses for the US military. [Return](#)

Peltier, Jean-Philippe and Buddhika Jayamaha

This paper proposes an innovative conceptual construct by utilizing an interdisciplinary approach to help practitioners and scholars make sense of complex dynamics in fluid security environments. We use the framework to delve into the inner delta region of Mali to assess its analytical value.

There is a large diversity of active conflict regions (e.g. Mali, Chad, Niger, Cameroon) where micro level dynamics of violence at times defy, contradict and confound interpretations derived from existing macro-level, institutional level, and even micro-level explanatory concepts. Our framework privileges context. It is built on the premise that understanding the intricacies of social structures and their engagement with and relation to geography provides better insights at the micro-level.

We begin our investigation by exploring contextual power relations, their organization and associated constraints. Our focus is on the informal structure given their enhanced salience in an environment where formal structures are on a continuum of contested to collapsed. We pay attention to social structure in search of and to discern patterns and movements. Understanding the intricate webs of power relations that animates a geographically bound social structure allow us to identify elites – contextually defined. Because elite networks of power, we argue, play a defining role in shaping micro-level dynamics and logics of violence.

An elite is anyone from a local marabout to a local politician. A respectable member of the community might be the head of the local human smuggling network. A hereditary elder with no discernible financial and or economic capital may be an elite because he has huge amount of symbolic capital. To help us identify elites we use Bourdieu's frames of habitus, capital, and field, to local contexts.

This investigation looking into the explanatory value of our model focuses on the inner delta region of Mali. The region is multi-ethnic, multi-lingual, with complicated and interwoven localized social structures and a long history of transnational linkages across the Sahel.

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Peters, Sabine

During Operation Iraqi Freedom, particularly between 2006 and 2011, young officers, mostly newly commissioned lieutenants in the Iraqi Air Force, first received intensive English language instruction before being able to continue on to flying training, since all qualified flight instructors in Iraq at the time were members of the U.S. military. The rebuilding of the Iraqi Air Force after the fall of the Saddam Hussein regime was one of the U.S.'s main strategic objectives, even after the U.S.'s combat mission in Iraq came to an end in 2011. One of the most important responsibilities in this endeavor, still today, falls on the Iraqi pilots. Charged with the protection of Iraq's airspace and its borders, they are expected to be the eye in the sky.

Lieutenant General Michael Barbero, then Commander of the Advising and Training Mission in Iraq, noted during a dedication ceremony in 2009: "Once enough pilots are trained and advanced aircraft are added to the growing Iraqi elite, the Iraqi Air Force will be able to control the

airspace of this region. In the not too distant future, the people of Iraq will be able to look up and know that their countrymen are keeping them safe and defending their skies.” This responsibility became even more significant during the rise of the Islamic State of Iraq and Syria (ISIS) that followed soon after the withdrawal of U.S. and coalition forces.

Through close personal involvement in English language training in Iraq during two deployments (2008 and 2010), I experienced first-hand the many challenges surrounding this effort, but also many successes of the program, resulting in several hundred trained new pilots, and even instructor pilots, for the fledgling Iraqi Air Force. While U.S. trainers have left Iraq several years ago, the flying mission is of course on-going. Because of the precarious security situation in their home country, and the tremendous pressure and expectations placed on them to succeed in their training, many young Iraqi aviators had found themselves in a very unique position, particularly those aviators selected for out-of-country training. Having to get the all-important minimum English proficiency score meant everything.

It has been almost 10 years since the end of U.S. combat operations in Iraq. The emergence of ISIS resulted in the destruction of large parts of the country, and the young lieutenants from the early “Train, Advise and Assist” mission days, valiant warriors in this fight, are now lieutenant colonels in their armed forces. Unfortunately, many of their friends have also given their lives the fight against ISIS. This presentation will provide insights into some of these young Iraqi aviators’ perceptions of the impact English language proficiency has had on their careers over the years, and a glimpse into their hopes for the future. [Return](#)

Quijano, Consuelo

Learning the language and culture of a foreign country is critical in a mission, particularly when you have to interact with the local population. Immersion is a learning strategy that is not limited to the traditional classroom. However, it is important to understand that it is not a field experience or hands-on training, but an extension of the traditional classroom. Immersion is an excellent experiential learning tool that occurs inside or outside of the classroom where students observe a situation, engage in the target language to enhance learning, and reflect on the experience. The benefits of immersion, with regard to culture awareness, allow individuals to have a better perception of language, culture, and history. In effective immersions, subject matter experts direct students to step beyond their comfort zones. As challenges occur, a positive attitude is required to build social interaction and take advantage of the opportunities presented by immersions. Therefore, it is paramount to design activities or tasks that really encourage students to participate, enhance knowledge and skills, and develop an unbiased culturally aware mindset. Both the importance and the many challenges presented by immersions will be discussed in the presentation. My focus is understanding cultural and historical events that is essential in learning a foreign language. I would also like to share my students' experiences and challenges during our in-country immersion. Most importantly, how students would benefit from the immersion which includes activities/tasks. [Return](#)

Rasmussen, Louise

"We do not learn from experience, we learn from reflection on experience." (John Dewey)

Developing cultural competence cannot be achieved in a single course, reading, or experience. It takes time and deliberate practice to expand the knowledge, skills, and mindset that makes up a person's ability to get along and work with, as well as learn from people in new cultures. DoD LREC programs have the opportunity to promote generative reflective learning skills to enable cultural competence growth and

promote career-long cultural learning capability in the force. However, to do so consistently and effectively, LREC programs and initiatives need a common, foundational definition and agreement on the reflective cultural learning capabilities to be developed.

Despite agreement that reflection is a useful tool for learning, beyond general definitions, there is little consensus in the literature about what reflection entails in practice. There is some consensus that broadly it involves learning through and from one's experiences in an effort to develop new insights about oneself or one's approaches (see for example Boyd and Fales, 1983; Boud and Walker, 1993; Fook and Gardner, 2007).

However, the specific activities associated with reflective practice are amorphous and up for debate. Questions remain about the extent to which practitioners should concentrate on reflecting on themselves as individuals rather than the larger social context they work in. How, when, where and why reflection should take place is also in dispute. Further, when it comes to actual application of reflection in professional contexts, time is a recurring concern. As Finlay (2008) puts it, "for busy professionals short on time, reflective practice is all too easily applied in bland, mechanical, unthinking ways."

The Adaptive Readiness for Culture (ARC) competency model (Rasmussen, et al., 2013) provides a practical framework for incorporating reflection instruction and practice into training, education, and development programs. ARC describes when, how to apply reflection within time-constrained DoD relevant work contexts.

ARC describes specific knowledge and skills that enable reflective learning prior to and during immersive intercultural experiences. Specifically, ARC outlines capabilities associated with post-hoc reflection on prior intercultural interactions and experiences as well as in-the-moment reflective practices associated with seeking feedback about own actions to continually improve cultural skills and knowledge. ARC further supports instruction and development by defining mastery levels specifying the expression of reflective skills and knowledge at three developmental junctures.

In the proposed presentation, I will discuss the specific strategies for reflective cultural learning described in ARC, providing illustrative examples from our research. I will further provide examples of activities that can be leveraged to develop reflection capabilities within three intercultural learning contexts: Courses, individual practice, and collective sharing at the group, or unit level. [Return](#)

Rew, Kathryn

Increasing Chinese influence in Latin America encroaches upon the competitive space of the United States' periphery and forces traditional security cooperation partners to reconsider the return on investment of favoring the United States over the People's Republic of China (PRC) as the partner of choice. The 2018 National Defense Strategy (NDS) directs that we focus on "sustaining our advantage in the Western Hemisphere", and to add a sense of urgency to the charge, the 2019 USSOUTHCOM Command Strategy emphasizes that "without action, the United States will continue to cede influence to China in the hemisphere".

Conversely, the Chinese Communist Party (CCP) has characterized the past two decades as a "period of strategic opportunity" for the country to focus on building comprehensive national power. The PRC's growing foothold in Latin America is consistent with the strategic tasks designated in China's 2019 Defense White Paper and its expressed ambition to "secure China's status as a great power". According to the American Enterprise Institute's China Global Investment Tracker, over the past 10 years, China has pledged or invested over \$150 Billion USD to sectors such as Latin American energy, logistics, and technology fields. Additionally, the PRC is now Latin America's largest investor and creditor,

while pledging over \$150 billion in loans to the region. Through the vehicles of the Belt and Road Initiative, the Digital Silk Road, and COVID-19 humanitarian response, China is asserting itself in the international arena, but more significantly, close to U.S. borders. Additionally, China's expanded access and control of deep-water ports and infrastructure on both sides of the Panama Canal enhance its operational posturing and global reach, which directly undermines the NDS's goal to "maintain a favorable regional balance of power" in the Western Hemisphere.

As USSOUTHCOM Commander Admiral Faller recognized in his Posture Statement Before the 116th Congress Senate Armed Services Committee this year, "strengthening partnerships is the best way to counter threats, enhance our collective readiness and capability to meet global challenges, and maintain the regional balance of power in favor of the United States". It is the strong cultural, economic, and personal ties to our Latin American partners that will enable the U.S. to more effectively address and counter the growing threats of external state actors such as China. [Return](#)

Roberts, Adrian and Guillaume Allardice

Advancements in Virtual Reality (VR) and Artificial Intelligence (AI) technologies have reached a level of sophistication which now permits application of this medium to training and education in many professions and areas of specialization. In the realm of foreign language education, inexpensive Google Cardboard is a preferred means of immersing students in a 360 degree target language environment, but with no real communicative interaction. Developers have been using the Unity software to create their own Avatar worlds, but a leader in commercially available software for language learning is Mondly - a company based in Romania. The 818 MSAS acquired, with Innovation funds, an Oculus Rift S VR headset and an Acer Predator computer, capable of running the Oculus Mondly language software. We have integrated the Mondly real-world scenarios into our Initial Acquisition French course curriculum as supplement to classroom instruction. The scenarios are at the ILR 0+ to 1 levels and have sufficiently powerful AI capabilities to recognize and accept some verbal responses outside the scripted ones. Because of the limited range and volume of available commercial software, we are currently working with private companies and universities on the leading edge of Virtual Reality and Artificial Intelligence research and application to develop the next level of VR for language learning and immersion. This entails developing higher level language and culture training and scenarios related to the AFSCs and real-world applications encountered by Air Advisors in the field. This presentation will discuss our background research in the field and site visits we conducted to private firms and global leaders in VR/AI technologies in the language and communication arenas - potential partners in future development. We will also illustrate progress toward our goal of developing state-of-the art, leading edge VR/AI foreign language education software, and demonstrate current and potential applications for the US Air Force and other US Government entities through our pilot project. The purpose of the pilot project is to demonstrate the following: AI / VR capability; Speech recognition technology; Natural language understanding technology; ILR 2 language proficiency.

Expected Outcomes: Participants will gain an understanding of the capabilities of state-of-the art Virtual Reality and Artificial Intelligence in improving mission-focused foreign language proficiency and cross-cultural skills. [Return to first author](#)

Santos, Daniel

When a new team is formed that has diverse, or multicultural team members, there are challenges that surfaces, and one of them is language barrier. This presentation addresses the issues of language barriers in a workplace and the possible solutions that can be taken to

manage and overcome them. The overview of this presentation firstly talks about the types of language barriers encountered in a workplace; secondly, it talks about the challenges and consequences when language barriers are significant and not managed properly; thirdly, it describes the ideal, or target culture in a workplace in respect to this topic; and lastly, the propositions and steps that can be taken to manage and overcome language barriers. The findings in gathering facts about this topic includes real life military events, scientific evidences that shows innovation from diversity and inclusion, and the USAF's efforts towards bridging diversity and multicultural gaps in its Airmen. This presentation emphasizes the importance of managing language barriers in a workplace, and it describes existing USAF resources that can be utilized to create programs and systems in order to improve team cohesion and operational practices. [Return](#)

Schnell, James

This presentation will focus on the experiences of former Vietcong leader Le Cong Co during the Vietnam War (1965-1975) as hindsight regarding how the past can help to shape the future. Information summaries will be presented from over 40 hours of videotaped interviews conducted by Jim Schnell. Topics include strategies applied during the war, the role of cross-cultural relations, historical context and the representative experiences of Le Cong Co. Illustrations of the aforementioned will be presented. [Return](#)

Sims, Mornie and Beth Guajardo

The vision and mission of the Defense Language Institute's English Language Center are, respectively, to be "an innovative world-class military organization providing superior English language training around the globe" that provides "effective English language training and maximize[s] resources to enable US and international students to communicate proficiently in support of Department of Defense security cooperation goals." To be effective communicators, regardless of the language being learned, language learners must have intercultural communicative competency (ICC) as well as linguistic competency. DLIELC focuses on incorporating ICC in instructional practices and curricular design in order to maximize our learner's communicative competence. Presenters will provide an overview of key theories underpinning the development and teaching of ICC, including the key principles inherent in the DoD-developed Culture-General Competence Model that forms the foundation for many of our current curricular decisions relating to ICC. We will share experiences and lessons learned from efforts to implement ICC at DLI as well as outline methods of implementing these ideas in the classroom using contrastive analysis, student-led reflections, and thinking routines from Harvard's Project Zero. Symposium content comes from experiences working with students and curriculum at DLI as well as content gleaned from the 2020 Intercultural Competency Conference (Tucson, AZ). [Return to first author](#)

Slassi, Mohammed and Stephen Butler

The OCONUS immersion program provides the learners with the edge to become regional and cultural experts. In this context, the Defense Language Institute Foreign Language Center (DLIFLC) is a pioneer in establishing a sound overseas study abroad program that purveys the learners not only with opportunities to practice their language abilities in real life but also to develop their awareness of geopolitics and the economy of the target Area of Operations (AOR).

In fact, overseas immersion offers many opportunities to develop skills required for conducting and analyzing activities that have economic, social, cultural, psychological, or political impacts and prepares the learners to meet worldwide requirements for persons possessing

regional analysis expertise. Ultimately, the program helps the learners combine regional expertise, language competency, political-military awareness, and professional skills to advance U.S. interests.

It is the intention of the presenters to do the following:

- Detail the DLIFLC OCONUS immersion program with its modalities: length of stay, participants, assessments, and logistics. Case of Hurlburt Field Language Program.
- Explain the curriculum established by the host schools and approved by DLIFLC academic and military leadership.
- Emphasize the benefits generated by the program through analysis of self-assessment and pre and post diagnostic assessment. [Return to first author](#)

Stovicek, Thomas

The Oral Proficiency Interview was developed by the Foreign Service Institute in the 1950s and has since become the standard for measuring speaking proficiency in U.S. Government Agencies. It has also gained increasing prominence in higher education as the push for communicative competence has gained momentum in the language education community.

The DoD Senior Language Authority signed a memorandum in 2019 authorizing the use of the OPI to assign both a speaking and listening score and supporting the development of a new Two-Skill Oral Proficiency Interview. This initiative further solidifies the use of the OPI as the language test of record in the DoD well into the future. It also presents us with an opportunity to review and reflect upon a number of controversies that have arisen in the language teaching and assessment community concerning the validity of the OPI as a test of speaking proficiency as its use has become more widespread and its methodology more closely scrutinized.

This presentation will present a brief overview of the OPI's origins and structure, highlight some of the concerns about its validity that have been published in the decades since its inception, and offer some suggestions as to how the consumers of OPI test scores can use these findings to consider the significance of OPI-assigned speaking and listening scores from a well-informed perspective. [Return](#)

Sullivan, Sujitra

Communicative Language Teaching (CLT) (or The Communicative Approach) can be considered the most prominent contemporary foreign language teaching method, or at least the most effective. The CLT class focuses on creating a student-centered environment, requiring teachers to provide more of supporting role when compared to teacher dominant classroom environments of the past. In the communicative classroom, students use the target language in a variety of cultural-bonding activities that emphasize real-life language use, while appropriate authentic materials are implemented to create native-like learning environments.

To maximize the learning experience, Thai students at the USAF Special Operations School, Hurlburt Field, FL are provided multiple opportunities to interact with the native speakers in the community outside the classroom. This helps them to better understand how the language is actually used and how its various aspects make sense to the community members.

This presentation is intended to share how the community interactions and involvement enrich the CLT and how it entails students learning processes and outcomes. The ultimate goal of this practice is to provide the best authentic language lessons possible, that most effectively prepare the students for future encounters with their partner nations. [Return](#)

Tanbonliong, Timothy

Interoperability is a priority for operational concepts, modular force elements, communications, information sharing, and equipment. It is also a key element for strengthening alliances and partnerships under the 2018 National Defense Strategy. The Air Force Language Enabled-Airmen Program (LEAP) is a valuable tool for deepening interoperability but may be currently underutilized in some regional and cultural settings due to the scarcity of program participants. This presentation will illustrate the importance of building up such a pool of LEAP-trained workforce talent from the perspective of an Intelligence, Surveillance, and Reconnaissance (ISR) mobile training team (MTT) deployed by the Special Operations Command-Pacific (SOCPAC) to drive Philippine military independence on producing actionable intelligence from organic capabilities. It will describe the recruitment and training process; highlight key milestones that were achieved to elevate the ISR MTT's efforts as a benchmark for training other regional partners; address operational gaps; and provide recommendations to diversify the reach and potential of LEAP in support of the expansion of Indo-Pacific alliances and partnerships. [Return](#)

Uber, Richard

This presentation will provide an overview of how China's current AI ecosystem has developed starting from the National Medium- and Long-Term Program for Science and Technology Development (2006-2020), to the 2017 Next-Generation Artificial Intelligence Development Plan (AIDP), and current initiatives for "New Infrastructure" to support future growth of the digital economy. It will focus on the strategic documents and national organizations that make up China's AI development plans/programs.

China's AIDP boldly asserts their aim to lead the world in AI by 2030. Investments in AI have already yielded significant returns, as evidenced through the nation-wide roll-out of technological tools to fight the COVID-19 outbreak. The coordinated national emergency response from government, academia, and private sector elucidates some of the major elements of the emerging technology ecosystem. Significant components of an AI ecosystem include applications, industrial capacity, academic research, private enterprise, talent, and government support. Connecting and integrating these different pieces of a complex puzzle is always a challenge, however professional associations and alliances appear to fill this need. Additional topics discussed will include Chinese governmental stakeholders for AI initiatives, private-industry champions, and the role of other players in this whole-of-nation approach effort to strengthen national AI capacity.

This presentation will define the AI ecosystem; give an overview of Chinese strategic AI documents; discuss stakeholders and professional societies, with examples from Covid-19 response coordination; suggest future growth and infrastructure projects; and why the military should be watching China's tech innovation sector. [Return](#)

Welch, John (Stew)

U.S. Foreign Military Sales (FMS) and Direct Commercial Sales (DCS) constitutes a \$750B industry per year(1). We are the largest exporter of arms in the world, with over 35% of the global share of arms exports(2). American Security Cooperation touches every continent, from providing counter narcotics in South America to missile defense in Europe, from strengthening Naval power in the Pacific to training and equipping partners in the Middle East. Security cooperation is a central component of our National Defense Strategy, and FMS enables us to project power and influence through a wide network of partnerships.

Security Cooperation supports our national interests at the nexus of industry, policy, foreign relations, technology, and open market capitalism. This system relies on hundreds of US military and civilian personnel dealing directly with foreign partners to support and build relationships to advance common goals. So how does culture factor into weapons sales? What do strategic partnerships with Arab nations look like? This presentation will discuss how cultural knowledge helps us build security capacity overseas, and it will focus on the following questions:

What are the cultural aspects that affect our ability to partner with Persian Gulf nations?

How do language and religion color our interactions?

What are the differences in our relationships between European and Middle Eastern nations?

How does the American approach to Arms sales differ from our strategic competitors of China and Russia?

What is the Arab 'shook', and what does this have to do with Foreign Military sales?

What about Israel?

The goal is for listeners to better understand the importance of cultural education and language training in a critical arena of U.S. national defense and foreign policy. People should walk away with an awareness of the challenges of arms sales in the Middle East, and the importance of bringing cultural depth and breadth to the table.

Notes:

1- Defense Security Cooperation Agency - Statistical Summary FY2019

2- Stockholm International Peace Research Institute (SIPRI) Yearbook 2019 - Military Expenditure (World Military Spending, 2018)

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Wernecke, Errick and Zachary Dennis

Over the next decade, AI Enhanced Instructional Design will profoundly change how education and training is delivered in ways unimaginable to most. This presentation will explain how and why these changes are happening in society, explain why it is strategically imperative the military implement these new systems, and present specific examples of how these new systems will shape future institutions related to aerospace-based regional expertise and cultural education.

The current instructional systems design (ISD) process used throughout the U.S. Air Force and DoD is based on two fundamental principles: the Analysis-Design-Develop-Implement-Evaluate (ADDIE) framework and the Continuum of Learning concept. However, the prevalence of affordable networking capability and computing power, big data frameworks, and strides in artificial intelligence application are fundamentally altering society in ways that are enabling the emergence of new paradigms. Two new paradigms are: Rapid-Analysis-Design-Develop-Implement-Evaluate-Evolve (Rapid ADDIE-E) and Comprehensive Intellectual Fitness. These transformational paradigms will disrupt the way education and training is leveraged throughout the military by reducing the cost of instructional design by orders of magnitude.

Rapid ADDIE-E, an AI-enhanced instructional design framework, will reduce the time and cost of curriculum creation and presentation by more than 99%. It will enable all learners to be presented with individualized content that is procedurally generated based on their unique learning characteristics and will be customized for their specific mission sets and duties. This dramatic reduction in curriculum development cost, coupled with an intense focus on student centered learning, will prompt a shift from a Continuum of Learning mindset (which seeks to control organizational costs by ensuring that only minimal essential training and education is presented at the right time and place) to a Comprehensive

Intellectual Fitness mindset (which seeks to maximize organizational capability by actively and broadly developing capabilities for strategic reserve).

An AI-enhanced instructional design process could procedurally generate an entire college-level regional expertise or cultural education course and make it personally customized to an individual's preferred learning styles in 3 calendar days. Compared to the development of a human-made course for a single modality which is not individually personalized, the savings will be measured in months per student. This process change will enable institutions (such as the Air Force Academy, Air University, and the AFCLC) to provide education and training courses on any subject and on demand. They will be made for any environment and tailored specifically for individual missions and units. Finally, those courses will be updated in real-time based on self-evolution and provide enhanced value to students and warfighters. [Return](#)

Williams, Marvin

In the twenty-first century, diversity will be the single most political and social construct in the global arena. Countries such as China are realizing global power and influence is not simply located in the ability to train and build expensive professional armed forces; it is in the ability to leverage language and culture in nation building and disaster relief/humanitarian assistance. As war and international conflict continues to morph into non-traditional ways of executing power, language and culture will become, if not already, indispensable components in the formation and accomplishment of National Defense Strategy. As the economic impact continues to grow for training and preparing the armed forces to fight wars or intervene in international conflicts, language and culture will augment and eventually supplant conventional strategies. This means diversity will be the key ingredient to mitigate international conflict. To understand how language and culture will transform National Defense Strategy in the next twenty-five years or so, we have to explore diversity in its global landscape. In the US, we tend to think of diversity in terms of race or ideology. The international community knows this about US society and utilizes it to their advantage. However, diversity is far more than race and ideology when thinking about its full impact globally. For example, the Coronavirus pandemic is probably one of the best things to happen in rethinking national strategy. COVID-19 transcended all conventional categories for the Department of Defense. The Navy, at least, is looking at how max-teleworking increases competencies in accomplishing the overall mission. The driver behind this success is the ways in which language and culture advances diversity. In this paper, I will examine diversity from a wholistic perspective and the ways in which language and culture intersect to shape national strategy. First, I will redefine what diversity is in its global context over against traditional understandings in the US. Second, I will delineate how war in the twenty-first century is morphing into a cultural landscape, where language is used as an instrument of power. Third, I will explore national defense strategy and show how language and culture will transform how America exerts global influence. Finally, I will present several recommendations for the Department of Defense to consider as it looks to engage a process of transformation. [Return](#)

Wolfel, Richard L., E. John Gregory, Jeffrey Watson, and Adam Kalkstein

The Defense Language Transformation Roadmap (2005) set the stage for a rapid transformation of LREC thinking across the Department of Defense. At West Point, the Roadmap had lasting effects on the education and training of the Corps of Cadets. Starting in 2007, West Point transformed its curriculum and training activities to increase LREC proficiency through additional language courses, culturally and regionally specific grounded training scenarios, increased intercultural encounters and an interdisciplinary curricular thread that aligns region- and culture-

focused classes in the core curriculum. All these changes have been accompanied by a more robust assessment program to assess individual cadet and overall curricular improvement in the LREC domains. In addition, West Point established a research center to provide theoretical and applied research in the LREC domains, both within the Department of Defense and for the larger academic community, interested in LREC development.

Looking back at the past decade, through the eyes of the longitudinal assessment data, we can identify successes and shortcomings in our officer accession program. Over the past decade, we adopted, or developed, several assessment tools to provide long term, longitudinal data. These tools include the Defense Language Proficiency Test, an American Council on the Teaching of Foreign Languages (ACTFL) designed language prochievement test, a tri-service academy language test, the ACTFL Oral Proficiency Test, the Intercultural Development Inventory, a digital storytelling exercise, and a regional profile presentation. In addition to these formal activities, we have used several focus groups and surveys to also assess LREC development. The quantity and quality of intercultural encounters has increased substantially. The cadets have achieved significant improvement in language proficiency, regional knowledge, and cross-cultural competence attainment during the study abroad program. In the core, or general education, curriculum, we have pursued increased cross-disciplinary activities to include a more intentional and broader discussion of culture that expands beyond ethnic or regional cultures to include organizational and military cultures as well as gender- and orientation-diverse cultures. All of this has played a key role in not only increasing our baseline assessment scores, interdisciplinarity, and cross-cultural engagement but also in redefining what Army leaders of character look like. [Return to first author](#)

Yim, Michael

This years' LREC Symposium asks the question, "Are we making a difference in PME and producing total force members who are ready to influence operations worldwide?" I have an answer to this question.

Despite vigorous AFCLC/LEAP programs that reinforce LREC aptitude for the LEAP scholars around the world, not all of us have the opportunity to interconnect with each other or maintain our language readiness. The reasons for this shortcoming include financial, logistical, and circumstantial limitations. It is worth noting that the Ramstein Chapter recognized those limitations and was able to locally provide viable solutions by setting up three priorities: Promote, Sustain, and network. These priorities were the cornerstones of our success over the period from Mar 2019 until now.

First, the promotion of LEAP to the local leaderships and recruitment from the base population was our top priority. Although LEAP has been widely known, its significant impact in our daily operations often underappreciated. We recognized that the more Commanders informed of the importance and its objectives, we can more effectively accomplish the Air Force's global mission in Building Partnership through the use of our language and cultural competencies.

Secondly, our Ramstein Chapter provided learning opportunities while LEAP members are in the "white spaces" between LITE or eMentor. We locally authored "Language Professional Enhancement Event (LPEE)" in six languages in 2019, which allowed participants to practice in their targeted languages by using all modalities, without requiring a registration process. LPEE eventually expanded into 12 different virtual groups and gathered 104 participants in 24 hour period during the recent global pandemic lockdown. We also invited frontline AF linguists and learned their field knowledge in real-time translation, which often lacks in the current LEAP curriculum. The establishment of the KMC LEAP scholarship is another example of promoting education and language sustainment.

Thirdly, our chapter networked intra-LEAP and inter-agencies around the base and the Air Force. We directly assisted in establishing LEAP chapters at eight other military bases, and our program became their benchmark. We also invited keynote speakers, including Wing level Command Chief, Military Personnel Exchange Program Commander, German NCOA Instructor, International Health Specialist, and Cadre of African Bridge Advisor. We connected them with the local LEAP members for both parties' career progression and promoted local mentorship as well.

As Gen Goldfein also emphasized for revitalizing and empowering the AF culture at the squadron level, establishing a thriving local chapter at each military bases would attain a multitude of objectives. It would advocate LEAP mission to the local leadership at closer proximity, bridge the ongoing LREC readiness gap, and facilitate local mentorship opportunities amongst each other. Furthermore, local LEAP chapter programs are a cost-effective and powerful tool with incredible flexibility that can help shape the future of LREC development for our airmen.

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Zartman, Jonathon

In the battle against the Islamic State, both the United States and Iran employed proxies, but in far different manners, and with vastly different results. This presentation examines the conflict in Iraq and Syria to extract lessons on the potential utility of cultural understanding for durable conflict resolution. Iran has employed proxy warfare as part of its distinctive "playbook": funding, training, and guiding a wide variety of groups with different degrees of allegiance to Iran's political ideology. This includes ethnic minorities and even Sunni militants, to build long-term influence over the region. In contrast the United States has tried--and failed--to support Iraq in hopes that it would develop an internally peaceful, representative government. Because the Iran's influence over the Iraqi government precludes that goal, the United States supported Kurdish forces on a short-term, contingent, shared commitment to fight the Islamic State. Real politik considerations drive a policy of forestalling greater conflict with Turkey, and the temporary character of support to the Kurds. This precludes the United States from gaining lasting influence in Iraq and Syria. While the United States has achieved some humanitarian objectives, a policy based on understanding the power of cultural identity, informing humanitarian nation-building, would have yielded more stable benefits. [Return](#)