

# **Recent Innovations in FSI's Online Language Training Program**

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**School of Language Studies**  
**Foreign Service Institute**

# **Our mission:**

**Balance**  
**Structure & Flexibility**  
**To Achieve**  
**Optimal Results**  
**with**  
**Language Learners**  
**in an**  
**Online Environment**

# Our audience:

**Federal government personnel and their eligible family members (EFMs), and members of household (MOHs)**

# When?

**Options are available to study 24/7 and in situations where traditional classroom training options are not available or preferable.**

# Why?

- ✓ **To begin learning a new language**
- ✓ **To refresh existing language skills**
- ✓ **To maintain and improve language skills**
- ✓ **To learn location, event, or job-specific vocabulary**

# **Foreign Service Institute (FSI) offers two options for online language training:**

**1) Independent study**

**2) Mentor-guided courses**

# **Independent Study Options**

- 1) SR041 FSI Online Language Resources**
- 2) SR043 Mango Languages**



# **Independent Study Enrollment Details**

- **No supervisory approval needed**
- **One year of access, renewable**
- **Can enroll at any time**
- **Can use from home**

# SR041 FSI Online Language Resources

- FSI-produced language materials
- Students may view and/or download as many materials as they wish
- Materials are available in dozens of languages, and for a variety of skill levels
- Resources are accessed through the FSI LearnCenter, which is available from any Internet-accessible device
- Content is provided in a variety of formats, including online and downloadable courseware, eBooks, Rapid Rote and Quizlet decks, and mobile apps



## WELCOME TO SR041: FSI ONLINE LANGUAGE RESOURCES

### FSI SELF-GUIDED LANGUAGE RESOURCES

Click the links below to access language-specific materials.

<a href="#">Albanian</a>	<a href="#">Dari</a>	<a href="#">Indonesian</a>	<a href="#">Persian (Farsi)</a>	<a href="#">Thai</a>
<a href="#">Arabic</a>	<a href="#">French</a>	<a href="#">Italian</a>	<a href="#">Polish</a>	<a href="#">Turkish</a>
<a href="#">Armenian</a>	<a href="#">German</a>	<a href="#">Japanese</a>	<a href="#">Portuguese</a>	<a href="#">Ukrainian</a>
<a href="#">Bengali</a>	<a href="#">Greek</a>	<a href="#">Korean</a>	<a href="#">Russian</a>	<a href="#">Urdu</a>
<a href="#">Chinese (Can.)</a>	<a href="#">Haitian Creole</a>	<a href="#">Lithuanian</a>	<a href="#">Slovak</a>	<a href="#">Vietnamese</a>
<a href="#">Chinese (Man.)</a>	<a href="#">Hindi</a>	<a href="#">Pashto</a>	<a href="#">Spanish</a>	

### *FSI Mobile Apps*

FSI-produced mobile applications can be found by clicking the green [FSI Apps](#) button at the top of this page.

If you are interested in a tradecraft language app (e.g. consular, diplomatic security, management) that is not currently offered, you may contact [digitallanguage@state.gov](mailto:digitallanguage@state.gov) to request information about apps in development.

# FRENCH



Resource Title	Information	Online	Downloadable	eBook	Rapid Rote	Quizlet	App
Cap Diplomatie							
French Express							
French Intermediate							
French Listening Comprehension							
French Reading Maintenance, Volume II							
French Consular Phrases							
French Diplomatic Security Phrases							

# SR043 Mango Languages

- Mango Languages is a commercial resource that offers beginning and intermediate level lessons
- Lessons are available in over 70 languages
- Each lesson has grammar and cultural notes, as well as phonetic spellings
- A speech comparison tool allows learners to compare their pronunciation with a native speaker
- Lessons can be accessed via website or a mobile app

# MANGO LANGUAGES



## LANGUAGE OFFERINGS

ASL	French	Kazakh	Swedish
Arabic, Egyptian	French, Canadian	Korean	Tagalog
Arabic, Iraqi	German	Latin	Tamil
Arabic, Levantine	Greek	Malay	Telugu
Arabic, MSA	Greek, Ancient	Malayalam	Thai
Armenian	Greek, Koine	Norwegian	Turkish
Azerbaijani	Haitian Creole	Pashto	Tuvan
Bengali	Hawaiian	Polish	Ukrainian
Cherokee	Hebrew	Portuguese, Brazilian	Urdu
Chinese, Mandarin	Hebrew, Biblical	Punjabi	Uzbek
Chinese, Cantonese	Hindi	Romanian	Vietnamese
Croatian	Hungarian	Russian	Yiddish
Czech	Icelandic	Scottish Gaelic	
Danish	Igbo	Serbian	
Dari	Indonesian	Shanghainese	
Dutch	Irish	Slovak	
Dzhonga	Italian	Spanish, LATAM	
Farsi, Persian	Japanese	Spanish, Spain	
Finnish	Javanese	Swahili	

## MANGO LANGUAGES

Mango Languages offers online language training in over 72 languages, including English for non-English speakers. State Department employees can create a Mango account for free using [this link](#).

Once you create your username and password, you can access Mango from anywhere.

You can also download the [Mango App](#) for free with your login information.

Choose from over 70 languages



Learn through practical, real-world conversations



Sound out words with pronunciation pop-ups



Match your accent to native-speaker audio



## Advance your skills with Listening Activities

Listen Apply

37 Words 29 Unique 2 New

Speaker 1

Speaker 1

Speaker 2

Speaker 1

Speaker 2

1 of 7

## Build your vocabulary with Reading Activities

Read Apply

37 Words 29 Unique 2 New

Speaker 1  
¡Uff! ¡Qué día tan **largo!** Estoy cansada. ¿Cómo está usted?

Speaker 2  
Yo también estoy cansado y la noche está tan fría.

Speaker 1  
Está fría y lluviosa. **Tenga cuidado.**

Speaker 2  
Gracias. Nos vemos mañana.

Speaker 1

1 of 7

## Make review your daily activity

Exit Review

What a cold and rainy afternoon!

¡Qué tarde tan fría y lluviosa!

Did you get it right?

Yes No

## Culture Notes give you context

Culture Note

Most countries in Central and South America have Spanish as their main language.

Other countries like Brazil, for example, speak Portuguese.



# Distance Language Learning (DLL) Program

- Mentor-guided courses (one-on-one)
- Enrollment requests are routed to the employee's supervisor, training officer, DLL admin staff, and Registrar's office for approval
- Over 80 courses are available in 20 languages
- Courses are offered three times per year, and have set start and end dates
- Courses are 4, 10, or 14 weeks long

# What Mentor-Guided Courses are Offered?

Express (0-1)	Introductory (0-1)	Intermediate (1/1+)	Contemporary Topics (Level 2 and up)	Consular Tradecraft (2+)	Diplomatic Security (2+)	People to People (Level 3)	Conversion (Level 3)	Just-in-Time
Arabic Chinese Dari French German Greek Haitian-Creole Japanese Polish Portuguese Russian Spanish Urdu	Korean Persian-Farsi	French German Spanish	Arabic Azerbaijani Chinese French German Greek Hindi Italian Korean Japanese Persian-Farsi Polish Portuguese Russian Spanish Turkish Ukrainian Urdu	Chinese Russian Spanish	Portuguese Spanish	Russian	Russian to Polish Spanish to Portuguese	Arabic Chinese French German Greek Haitian-Creole Italian Japanese Korean Persian-Farsi Polish Portuguese Romanian Russian Spanish Turkish Ukrainian Urdu

# Course Participation Requirements



- ✓ Students independently study online course content for about 6-8 hours per week
- ✓ Each week students have a 45 minute session with their Mentor to review assigned content
  - Sessions are conducted via Adobe Connect, but may use telephone, Skype, Google Hangouts, Facetime as backups
- ✓ Contemporary Topics students also have optional weekly group sessions and are required to submit homework weekly
- ✓ Express, Introductory, Intermediate, and Conversion students are required to submit a final project
- ✓ Students are graded based on attendance and content completion

# What is a Mentor?



- ✓ Mentors guide a student's learning experience, but students learn the majority of the course content independently
- ✓ Mentors give students experience speaking with a native speaker, correct for pronunciation and grammar errors, and provide students with information the course content might not include or not explain thoroughly
- ✓ Mentors provide regular feedback and verify that a student has mastered the course objectives
- ✓ More administrative work and record-keeping is required than usual due to the long-distance nature of the program

# Who are our Students?

- ✓ **Foreign Service Officers (FSOs) – 76%**
  - Who cannot take classroom training
  - Who would like a head start on classroom training
  - Who would like to maintain prior language training
- ✓ **Civil Service Officers (with job-related need) – 12%**
  - Require language training for domestic work
- ✓ **Eligible Family Members (EFMs)/Members Of Household (MOHs) – 10%**
  - EFMs and MOHs accompanying sponsor to post
- ✓ **Employees of other gov't agencies and military – 2%**
  - USAID, DOD, DOJ, CDC

**What helped  
us to  
grow?**

**Increasing program  
flexibility  
while maintaining  
structure**

**How have we increased**  
**flexibility?**



# Compatibility

- **Operating Systems**
- **Browsers**
- **Devices**



# Policies

- **Makeups**
- **Withdrawals**
- **Extensions**

# Availability

- **Skill levels**
- **Course types**
- **Content access**
- **Mentoring schedule**
- **Review session platforms**

# Conducting Review Sessions with Adobe Connect

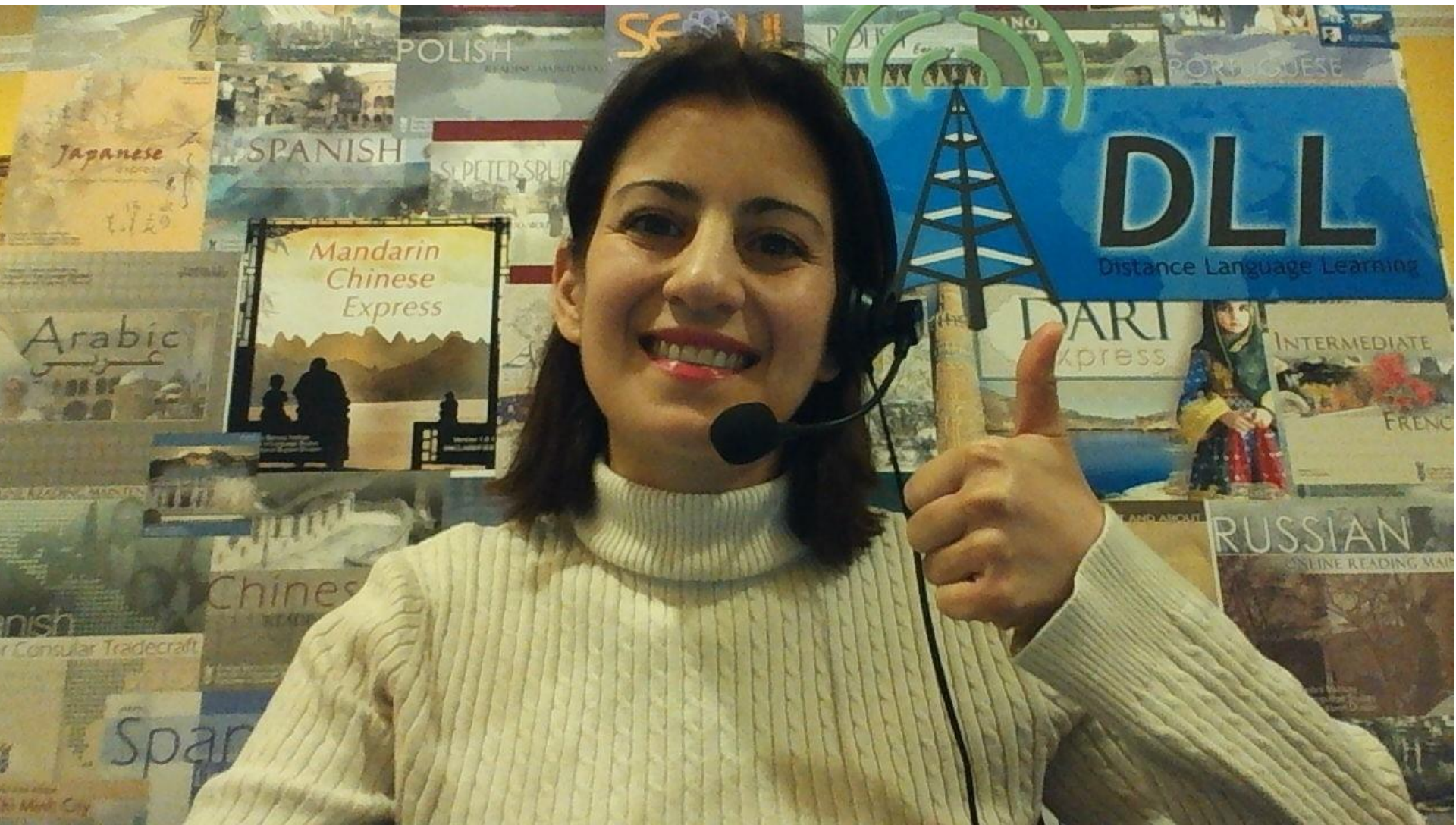
The screenshot displays an Adobe Connect interface. On the left, a video window shows two participants: 'Online Language' and 'David'. Below the video is a 'Mentor Notes' section and a 'Chat' window. The chat window contains the following messages:

- Online Language: cada semana
- Online Language: cada día
- Online Language: cada fin de semana
- Online Language: cada mes
- Online Language: todos los veranos
- Online Language: anteayer

The main presentation area on the right shows a slide titled 'Entrevista' with the following text:

Entrevista

Ayer, ¿usted compró en el supermercado?  
El sábado, ¿usted escribió informes de la escuela?  
¿usted vivió en NY?  
Ayer, ¿usted comió pizza?  
Anoche, ¿usted leyó las noticias?



# Mentors

- **Flexibility**

- **Can tailor course to student's learning style, interest, needs**
- **How and when review sessions take place**

- **Structure**

- **Hold students accountable**

**How have we maintained  
structure ?**

# Syllabi

- **Defines success**
- **Provides pacing**



# **Student Participation Assessment**

## FSI Distance Language Learning Student Participation Self-Assessment

Category	5	4	3	2	1	Score
<b>Student Attendance</b>	I am always on time for review sessions	I am usually on time for review sessions	I am sometimes on time for review sessions	I am rarely on time for review sessions	I am never on time for review sessions	Select a score.
<b>Cancelling Review Sessions</b>	I always provide at least 24 hours' notice before cancelling review sessions	I usually provide at least 24 hours' notice before cancelling review sessions	I sometimes provide 24 hours' notice before cancelling review sessions	I rarely provide 24 hours' notice before cancelling review sessions	I never provide 24 hours' notice before cancelling review sessions	Select a score.
<b>Homework Submission</b>	I always submit assignments at least 24 hours prior to review sessions	I usually submit assignments at least 24 hours prior to review sessions	I sometimes submit assignments at least 24 hours prior to review sessions	I rarely submit assignments at least 24 hours prior to review sessions	I never submit assignments at least 24 hours prior to review sessions	Select a score.
<b>Mentor Feedback</b>	I always read and acknowledge mentor feedback provided in the SPP	I usually read and acknowledge mentor feedback provided in the SPP	I sometimes read and acknowledge mentor feedback provided in the SPP	I rarely read and acknowledge mentor feedback provided in the SPP	I never read and acknowledge mentor feedback provided in the SPP	Select a score.
<b>Student Preparation</b>	I always prepare adequately for review sessions	I usually prepare adequately for review sessions	I sometimes prepare adequately for review sessions	I rarely prepare adequately for review sessions	I never prepare adequately for review sessions	Select a score.

What I am doing well and will continue: Click to type response here. \_\_\_\_\_

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Some of the obstacles to my learning are: Click to type response here. \_\_\_\_\_

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What I need to improve and how I will adjust: Click to type response here. \_\_\_\_\_

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# eHomerooms

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**One-stop-shop  
for everything  
course-related**



Course Content

Syllabus

Virtual Classroom

Weekly Review Schedule

Supplementary Materials

Student Progress Portal

LJA421 Discussion Board Search All Topics

Create Thread Edit Forum Edit Widget  Total topics: 15

<input type="checkbox"/>	Title	Replies	Visits	Rating	Unread	Last Message	Total Participants
<input type="checkbox"/>	<b>Week 14: Final Project Due</b> <span style="color: green;">NEW</span> mariko price, Nov 15 2018	Replies: 0 Visits: 1	0	Rating: ☆☆☆☆☆	Unread: 1	Mariko Price 11/15/2018 2:56:34 PM	0
<input type="checkbox"/>	<b>Week 13: Review</b> <span style="color: green;">NEW</span> mariko price, Nov 15 2018	Replies: 0 Visits: 1	0	Rating: ☆☆☆☆☆	Unread: 1	Mariko Price 11/15/2018 2:41:11 PM	0
<input type="checkbox"/>	<b>Week 12: Unit 4 Telephone: Honorifics</b> <span style="color: green;">NEW</span> mariko price, Nov 15 2018	Replies: 0 Visits: 0	0	Rating: ☆☆☆☆☆	Unread: 0	Mariko Price 11/15/2018 2:36:24 PM	0
<input type="checkbox"/>	<b>Week 11: Unit 4 Telephone: Summary &amp; Practice **Course 80% Point**</b> mariko price, Nov 02 2018	Replies: 0 Visits: 4	0	Rating: ☆☆☆☆☆	Unread: 0	Mariko Price 11/2/2018 11:28:16 AM	0
<input type="checkbox"/>	<b>Week 9: Unit 4 Telephone: Emergency Call</b> mariko price, Oct 19 2018	Replies: 1 Visits: 6	1	Rating: ★★★★★	Unread: 1	Mariko Price 10/30/2018 10:58:53 AM	1

**Helpful Links**

- Course Chat / X
  - [Course Chat \(IE COMPATIBLE\)](#)  
Course Chat
- Miscellaneous
  - [Electronic DLL Flashcards](#)
  - [News Web Easy](#)  
Read and listen to Japanese News
  - [Japanese learning website in school setting](#)  
Useful to learn real conversation through anime

[Add New Link](#) [Remove All](#)

**Contact Information**

Mariko Price, Japanese Mentor

# Student Progress Portal

Welcome to the...  
Dis  
Stud

Welcome to the SPP Training Goals Wizard

**START**

- Question 1
- Question 2
- Question 3
- Question 4
- Question 5
- Student Profile
- FINISH

**Let's Get Started!**

**Step 1** Select course:

- Brazilian Portuguese for Diplomatic Security... **Incomplete Training Goals**
- Spanish to Portuguese Conversion Part 1 **Submitted Training Goals**

**Step 2** Click the "Click Here to Get Started!" button below.

**Step 3** Enter your training goals and details via the prompts that follow.

[Click Here to Get Started!](#)

# Learning Expectations Agreement

- **Outlines Student/Mentor responsibilities**
- **Lays ground rules**
- **Acknowledgement of student's role in this training experience**

## WELCOME TO THE SPP TRAINING GOALS WIZARD

START

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Student Profile

**Acknowledgment**

FINISH

Within 48 hours of each review session, they will post feedback on your progress in the *Student Progress Portal*. This feedback usually includes a review of your strengths and areas needing improvement. Feedback may also include new vocabulary learned during your session and links to helpful resources. If you have questions about feedback, or if you would like more feedback on a particular aspect of your progress, please let your mentor know.

### III. Articles of Agreement

I understand I am responsible for my own learning.

I understand the course participation requirements, and agree to notify my mentor of factors that affect or may affect my ability to participate in this course as expected.

I understand my mentor's role is different from a language instructor and review sessions are my opportunity for my mentor to assess what I have learned through independent study.

I understand the course withdrawal and review session makeup policies, and will do my best to meet the attendance and content/assignment completion requirements for this course.

In acknowledgment, check the box below.

- I have reviewed, understand, and agree to adhere to the course participation guidelines as outlined in the Distance Language Learning Expectations Agreement.

Cancel

← Previous

Next →



## WELCOME TO THE SPP TRAINING GOALS WIZARD

START

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Student Profile

Acknowledgment

FINISH



# All Done!

*LAD420 - Arabic Express I Part 1 - v4.0 (2019/DL/DL02)*

To review your goals, click on the "Question" or the "Previous" button.

**VERY IMPORTANT:** To proceed, click "Submit Training Goals"

**i** A verification email of the acknowledgement will be sent to the email addresses entered in the Student Profile when you submit your training goals.



View/Print Acknowledgement

Cancel

← Previous

Submit Training Goals





From: SPP LearnCenter <DoNotReply@state.gov>  
To: Smith, Christopher M; Smith, Christopher M  
Cc:  
Subject: SPP Training Goals Acknowledgement

Sent: Mon 7/29/2019 12:02 PM

Dear Emily Ferlis

This email is being sent to notify you that you have acknowledged reviewing the Learning Expectations Agreement for the course LAD420 - Arabic Express I Part 1 - v4.0 (2019/DL/DL02).

Below is a copy of the acknowledgement for your records.

Sincerely,  
The DLL Program

---

### Distance Language Learning Expectations Agreement

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Once you have read this Distance Language Learning Expectations Agreement, please check the box to acknowledge that you have read it and agree to its terms. Don't worry, it's nonbinding legally, but it lets your mentor know that you will follow the course participation requirements to the best of your ability. This document contains three sections:

§ I explains the expectations of the learner. *That's you!*

§ II explains the expectations of the mentor.

§ III is a series of statements to summarize your acknowledgement of this Agreement.

#### I. Learner Expectations

##### Internet Access

Nearly all interaction for this course takes place online. You are responsible for making sure you have access to a computer with a consistent Internet connection so that you can regularly access the *FSI LearnCenter* website and communicate with your mentor. Your course content and supporting resources are found on your mentor's page on the *FSI LearnCenter*. You and your mentor will conduct weekly review sessions using a video conferencing application (e.g. Adobe Connect, Skype, Google Hangouts, etc.). Telephone sessions may be conducted if video conferencing is not a viable option. Review sessions should be conducted from a quiet place with minimal distractions. Conducting sessions from noisy places (e.g. restaurants, airports, taxis, etc.) is

# Welcome to the... Distance Language Learning Student Progress Portal



Please select the "Academic Year" and "Course Name" to be able to view course details.

Academic Year:  ⓘ

Course Name:  ⓘ

## SPP HOME: STUDENT VIEW

ⓘ  
  
My Profile

ⓘ  
  
Training Goals

ⓘ  
  
Attendance

ⓘ  
  
Course Objectives

ⓘ  
  
Messages

ⓘ ⓘ  
  
Assignments

ⓘ  
  
Certificate

ⓘ This field is required

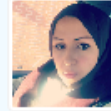
## My Profile



Student Name:  
Email:  
Alternative Email:  
Skill Level: C

Edit Profile

## Mentor Profile



Mentor Name: Marwa M Abdelbaki  
Phone:  
Email:  
Adobe Connect:

Please select the "Academic Year" and "Course Name" to be able to view course details.

Academic Year:\* 2018 ⓘ

Course Name:\* LAD455 - Arabic: Contemporary Topics (2018/DL/DL03) ⓘ



Training Goals

Attendance

Course Objectives

Messages

Assignments

**REMINDER:** Please do not use sensitive information such as **Social Security Numbers, Date of Birth**, etc. in your Training Goals.

Training Goal	My Training Goal Response	Status	Actions
* Why are you taking this course?	I'm trying to maintain the skills I acquired at FSI in this language		 EDIT VIEW
* What level of proficiency do you hope to achieve by the end of this course?	I have tested at 4/4 level in 2013, and I am interested in maintaining a high		 EDIT VIEW
* What languages have you studied in the past, when did you study them, and	Russian = 4/4 Arabic = 4/4 French = 3+/3+ Spanish = 3+/3+ Turkmen = 2/2		 EDIT VIEW
* If you have studied this language in the past, what language skills do you hope	I hope to improve on Vocabulary, Listening Comprehension, Reading, and		 EDIT VIEW
What name do you prefer to be called?			 EDIT VIEW
* How do you like to be corrected?	Immediately upon making an error		 EDIT VIEW
Is there anything else you would like your Mentor to know about you?	Looking forward to this program. Thank you for your patience.		 EDIT VIEW

Please select the "Academic Year" and "Course Name" to be able to view course details.

Academic Year: \* 2018 

Course Name: \* LAD455 - Arabic: Contemporary Topics (2018/DL/DL03) 



Training Goals

**Attendance**

Course Objectives

Messages

Assignments

### Attendance Progress

Sessions Attended: **8** Attendance Status: 



80% or higher is required to achieve 'Complete' as final attendance status.

### Course Objectives Progress

Points: **80** /100 Final Grade: 




80% or higher is required to achieve 'Pass' as final grade.

All **9**

Completed Makeup **0**



**NOTE:** Review your Attendance records regularly to ensure that you are on track to complete your course participation requirement.

Weeks	Attendance	Date Held	Notes
1	Phone Session	10/01/2018	
2	Phone Session	10/01/2018	
3	Phone Session	10/05/2018	
4	Phone Session	10/09/2018	
5	Phone Session	10/12/2018	
6	Phone Session	10/19/2018	
7	Phone Session	10/26/2018	
	Session Not Held	11/02/2018	
9	Phone Session	11/09/2018	
10			

Please select the "Academic Year" and "Course Name" to be able to view course details.

Academic Year:\* 2018 

Course Name:\* LAD455 - Arabic: Contemporary Topics (2018/DL/DL03) 

- 
- Training Goals
- Attendance
- Course Objectives
- Messages
- Assignments

### Attendance Progress

Sessions Attended: **8** Attendance Status: 

80% Complete

80% or higher is required to achieve 'Complete' as final attendance status.


### Course Objectives Progress









Points: **80** /100 Final Grade: 

80% Complete

80% or higher is required to achieve 'Pass' as final grade.

All **20** Completed **8** Incomplete **12**

 **NOTE:** Review your course objectives to ensure that you are on track to complete your course objective requirement.

Lesson Objective	Unit	Points	Date Completed	Notes
Unit: Submission of Reflective Recording on Assignments Tab in Student Progress Portal				
 Week 1	Submission of Reflective Recording on Assignments Tab in Student Progress Portal	10	09/30/2018	
 Week 2	Submission of Reflective Recording on Assignments Tab in Student Progress Portal	10	09/30/2018	
 Week 3	Submission of Reflective Recording on Assignments Tab in Student Progress Portal	10	10/05/2018	
 Week 4	Submission of Reflective Recording on Assignments Tab in Student Progress Portal	10	10/05/2018	
 Week 5	Submission of Reflective Recording on Assignments Tab in Student Progress Portal	10	10/02/2018	
 Week 6	Submission of Reflective Recording on Assignments Tab in Student Progress Portal	10	10/19/2018	
 Week 7	Submission of Reflective Recording on Assignments Tab in Student Progress Portal	10	10/26/2018	
 Week 8	Submission of Reflective Recording on Assignments Tab in Student Progress Portal	10	11/09/2018	

## Attendance Progress

Sessions Attended: **4** Attendance Status: **-- Select Progress --** ⓘ

28% Complete

80% or higher is required to achieve 'Complete' as final attendance status.

## Course Objectives Progress

Points: **50** /100 Final Grade: **-- Select Grade --** ⓘ

50% Complete

80% or higher is required to achieve 'Pass' as final grade.

All **21**

Completed **7**

Incomplete **14**



**NOTE:** Review your course objectives to ensure that you are on track to complete your course objective requirement.

Lesson Objective	Unit	Points	Date Completed	Notes
Unit: Unit 1 – Alphabet: Lesson 1 – Letters and Sounds				
<input checked="" type="checkbox"/> Recognize the names of Arabic letters	Unit 1 – Alphabet: Lesson 1 – Letters and Sounds	10	05/13/2019	
<input checked="" type="checkbox"/> Recognize the Arabic letters in all positions – independent, initial, medial and final	Unit 1 – Alphabet: Lesson 1 – Letters and Sounds	10	05/20/2019	
<input checked="" type="checkbox"/> Recognize the sounds of the Arabic alphabet	Unit 1 – Alphabet: Lesson 1 – Letters and Sounds	10	05/27/2019	
<input type="checkbox"/> Practice sound-symbol correspondence	Unit 1 – Alphabet: Lesson 1 – Letters and Sounds	0		
<input checked="" type="checkbox"/> Recognize Arabic letters in some words	Unit 1 – Alphabet: Lesson 1 – Letters and Sounds	5	05/27/2019	
<input type="checkbox"/> Use the on-screen Arabic keyboard to copy Arabic words	Unit 1 – Alphabet: Lesson 1 – Letters and Sounds	0		
Unit: Unit 1 – Alphabet: Lesson 2 – Words and Diacritics				
<input checked="" type="checkbox"/> Recognize long and short vowels	Unit 1 – Alphabet: Lesson 2 – Words and Diacritics	5	06/03/2019	

Please select the "Academic Year" and "Course Name" to be able to view course details.

Academic Year:\* 2018 

Course Name:\* LAD455 - Arabic: Contemporary Topics (2018/DL/DL03) 




Training Goals

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 **REMINDER:** Please do not use sensitive information such as **Social Security Numbers, Date of Birth**, etc. in your Messages.

 + Add Message

Author: Marwa M Abdelbaki

FRIDAY, OCTOBER 26, 2018 AT 3:12 PM 

Dear Joshua,



It was very nice speaking with you today, and thank you for your hard work before and during the session. Today we reviewed week 7 homework (Terrorism) and you did very well with explaining the video. You did great with the article as well, and you answered all my questions perfectly. It would be great if you review the new words for today.

Here are some of them:

هياكل عظمية    Skeleton  
كان مُتأكد    He was sure

Our next session will be on Friday, November 2nd at 12:00 PM (EST) During this session we will review week 8 homework (Women's rights). I have attached the whiteboard if you want to review it.

Keep up the hard work!

 Attached files:  10\_26\_2018\_13\_58\_Snapshot.png

Author: Marwa M Abdelbaki

SATURDAY, OCTOBER 20, 2018 AT 10:57 AM 

Dear Joshua,

As always, it was very nice speaking with you yesterday, and thank you for your hard work before and during the session. Yesterday we reviewed week 6 homework (Refugees), and you did very well with explaining everything in the video and the audio and even more perfectly. Keep this up as you are doing, and it would be great if you practice the new words for yesterday.

Here are some of our new words:

امتصاص    Absorb  
تحرش    Harassment  
إقناع    Convincing

Our next session will be on Friday, October 26th at 12:00 PM (EST) During this session we will review week 7 homework (Terrorism). I have attached the whiteboard if you want to review it.

Keep up the hard work!

Please select the "Academic Year" and "Course Name" to be able to view course details.

Academic Year:\* 2018

Course Name:\* LAD455 - Arabic: Contemporary Topics (2018/DL/DL03)



Training Goals

Attendance

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REMINDER: Please do not use sensitive information such as Social Security Numbers, Date of Birth, etc. in your Assignments.

+ Add Assignment

Author: Joshua

THURSDAY, NOVEMBER 15, 2018 AT 11:29 PM



يريد الكاتب أن تكون هناك إستراتيجية للدولة بعيدة المدى للتهوض بالتعليم. هل توافق على هذا الرأي؟

يشك الكاتب في أن الحكومات العربية لديها خطة شاملة للتعليم وخلق فرص العمل. الحكومات العربية تستثمر في التعليم أكثر من الأغلبية الساحقة من الحكومات الأخرى. المشكلة ليست في الاستثمار في التعليم. الم مشكلة هي أن هناك انفصالا بين سياسة الحكومة حول خلق الوظائف والتعليم. الأشخاص الذين لديهم شهادات جامعية غير قادرين على العثور على عمل. المجتمعات متعلمة ، ومع ذلك فهي غير قادرة على إيجاد عم ل مفيد.

Attached files: Week 9 Recording 5 minutes.m4a

Author: Joshua

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هل بطالة حملة الشهادات هي قنابل موقوتة؟

البطالة عامل خطر في المجتمع. يجب على الحكومات العمل مع المجتمع المدني والقطاع الخاص لخلق المزيد من الفرص للشباب لإيجاد وظائف. لا أعتقد أن بطالة حاملي الشهادات هي أكبر تهديد للاستقرار. البطا لة على جميع المستويات أمر خطير. البطالة بين الفقراء والشباب هي قنبلة موقوتة. تسمح التكنولوجيا ووسائل الإعلام الاجتماعية للمجتمع المدني بمواجهة الحكومات مباشرة. بالإضافة إلى ذلك ، تعد وسائل الإعلام الاجتماعية أداة قوية لتشجيع الشفافية ومكافحة الفساد.

Author: Joshua

FRIDAY, NOVEMBER 09, 2018 AT 7:06 AM



هل هناك إجراءات إضافية يمكن القيام بها لتشجيع دخول المرأة سوق العمل؟

من المهم جدا مساعدة النساء على دخول سوق العمل. من المهم أيضا مساعدة النساء على البقاء في سوق العمل ، أو إعادة إدخال سوق العمل بعد الحمل. تختلف الولايات المتحدة عن الحكومات الأوروبية والحكوما ت العربية الأخرى في مساعدة النساء في مكان العمل. هذا صحيح بشكل خاص فيما يتعلق بتوفير تدابير خاصة لدعم الحوامل والأمهات العاملات. تحتاج الولايات المتحدة إلى توفير إجازة مدفوعة الأجر للأمهات و الآباء. بالإضافة إلى ذلك ، فإن القدرة على العمل من المنزل هي إحدى الطرق لتشجيع النساء والرجال على البقاء في سوق العمل حتى لو كان لديهم أطفال صغار.

Attached files: Week 8 Recording 5 Minutes.m4a



# **Student Interaction with Administration**

- **Questionnaires**
  - **At beginning, middle, and end of term**
- **Monthly Newsletters**
  - **Highlight success stories, best practices, include reminders**
- **Weekly Announcements**
  - **On LMS landing page**

# **Mentor Interaction with Administration**

- **Observations**
- **Audits of Student Progress Portal**
- **Participation Reminders**
- **SharePoint Workflows**



# Distance Language Learning Program

+ New ▾    ✉ Send by email    ⚙ Page details



## Important Dates

+ Add event

- SEP 27** L\_480 (DL08 section) Courses End 🗓  
Fri, Sep 27, All day
- SEP 30** L\_480 Courses Begin 🗓  
Mon, Sep 30, All day
- OCT 2** Mentor Meeting 🗓  
Wed, Oct 2, 11:00
- OCT 2** Virtual Mentor Meeting 🗓  
Wed, Oct 2, 14:00

See all

## Program Resources and Requests

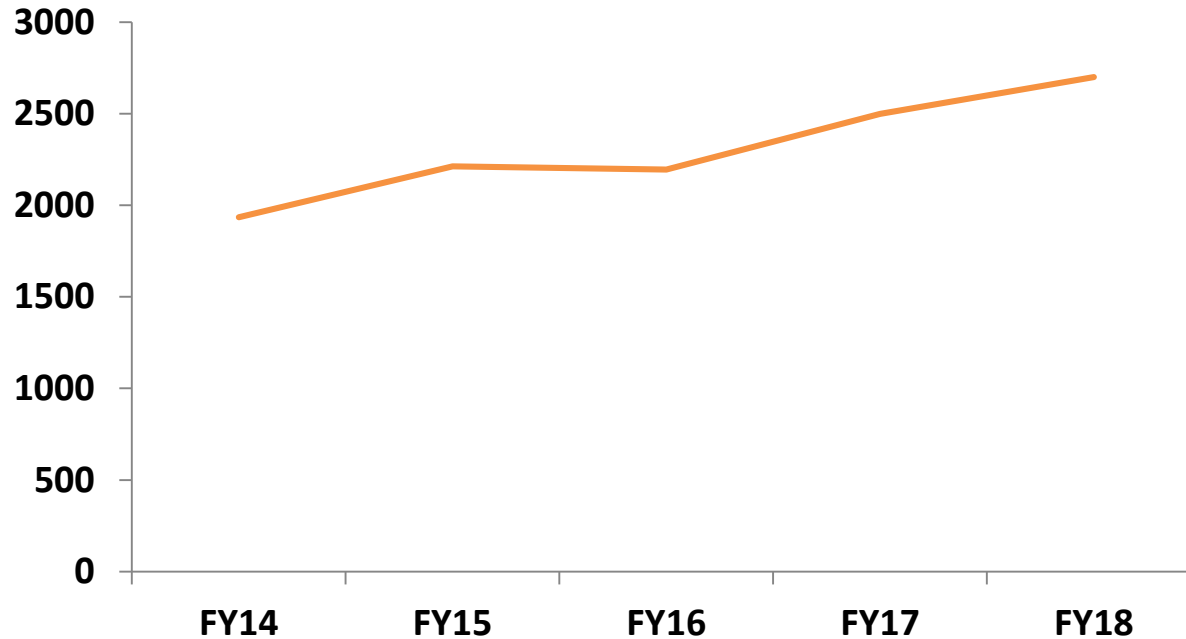
DLL Calendar	Meeting Minutes	Mentor Handbook	Leave Requests	Staff Directory	Participant Reminders
L_455 CT Resources	Language Resources	Makeup Requests	Extension Requests	Program Documen...	Helpful Links

## Assessments

L_480 Pre-Course Assessments	L_455 Pre-Course Assessments
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# Results?

# Enrollment



**41%** increase over last 5 years

**74%** student pass rate  
**+4%** from FY14

**17%** student withdrawal rate  
**-3%** from FY14

**9%** student fail rate  
**-1%** from FY14

# Coming Soon...

- **New LMS**
  - **Single sign-on**
- **Refreshed Courseware**
  - **Mobile responsive**
  - **Apps for offline use**
  - **High frequency vocabulary**
  - **Relevant scenarios**

# Questions?



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