

Recent Innovations in FSI's Online Language Training Program

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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.

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



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 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 dozens of 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



LANGUAGE OFFERINGS

MANGO LANGUAGES

Choose from over
70 languages



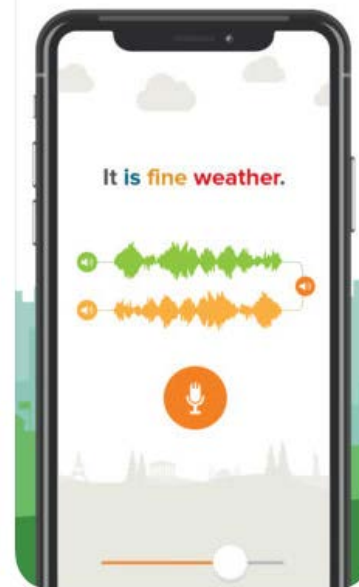
Learn through practical,
real-world conversations



Sound out words with
pronunciation pop-ups



Match your accent with
native-speaker audio



Gain unique insights
with culture notes



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 19 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 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 Japanese Korean Persian-Farsi Polish Portuguese 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

What is the key to
flexibility?

Accessibility!

Compatibility

- Operating Systems
- Browsers
- Devices



Availability

- Skill levels
- Course types & schedule
- Content access
- Mentor interaction



Conducting Review Sessions with Adobe Connect

The screenshot shows an Adobe Connect interface during a review session. The main content area displays a presentation slide titled "Entrevista" (Interview) 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?

The left sidebar contains the following elements:

- Video (2):** Shows two participants: "Online Language" and "David".
- L_421 Mentor Notes:** A section for taking notes during the session.
- L_421 Chat (Everyone):** A chat window displaying a list of language frequency phrases:
 - 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

Mentors

- **Flexibility**

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

- **Structure**

- Hold students accountable

Makeups, Withdrawals, And Extensions

What is the key to
structure ?

Syllabi

- Defines success
- Provides pacing

Learning Expectations Agreement

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

I understand I am responsible for my own learning.

I understand all documentation related to successful course participation, 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, type your name into the statement below, and copy and paste it in the *Assignments* section of the *Student Progress Portal* on the *FSI LearnCenter*.

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

Student Participation Assessment

FSI Distance Language Learning Student Participation Self-Assessment

Category	5	4	3	2	1	Score
Student Attendance	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.
Cancelling Review Sessions	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.
Homework Submission	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.
Mentor Feedback	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.
Student Preparation	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. _____

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

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

Communication from Administrative Staff


- Questionnaires
 - At beginning, middle, and end of semester
- Monthly Newsletters
 - Highlight success stories, best practices, include reminders
- Weekly Announcements
 - On eHomerom


eHomerooms


=


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


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...

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!](#)

 Cancel

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

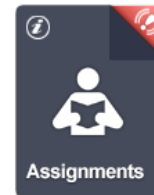
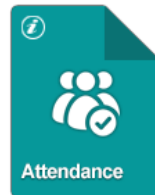
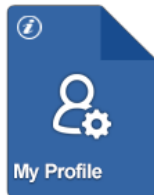


Please select the "Academic Year" and "Course Name" to be able to view course details.

Academic Year: * 2018 

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

SPP HOME: STUDENT VIEW



 This field is required

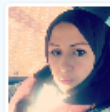
My Profile



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% 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 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	
	8 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

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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

Attendance

Course Objectives

Messages

Assignments



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 متأكد 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

Course Objectives

Messages

Assignments



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 للنهوض 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. المشكلة هي أن هناك انفصالًا 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 عمال مهنيين.

Attached files:



Week 9 Recording

5 minutes.m4a

Author: Joshua

THURSDAY, NOVEMBER 15, 2018 AT 11:29 PM



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. البطالة 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 جدًا مساعدة النساء على دخول سوق العمل. من المهم أيضًا مساعدة النساء على البقاء في سوق العمل ، أو إعادة إدخال سوق العمل بعد الحمل. تختلف الولايات المتحدة عن الحكومات الأوروبية والحكومات 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 والآباء. 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:

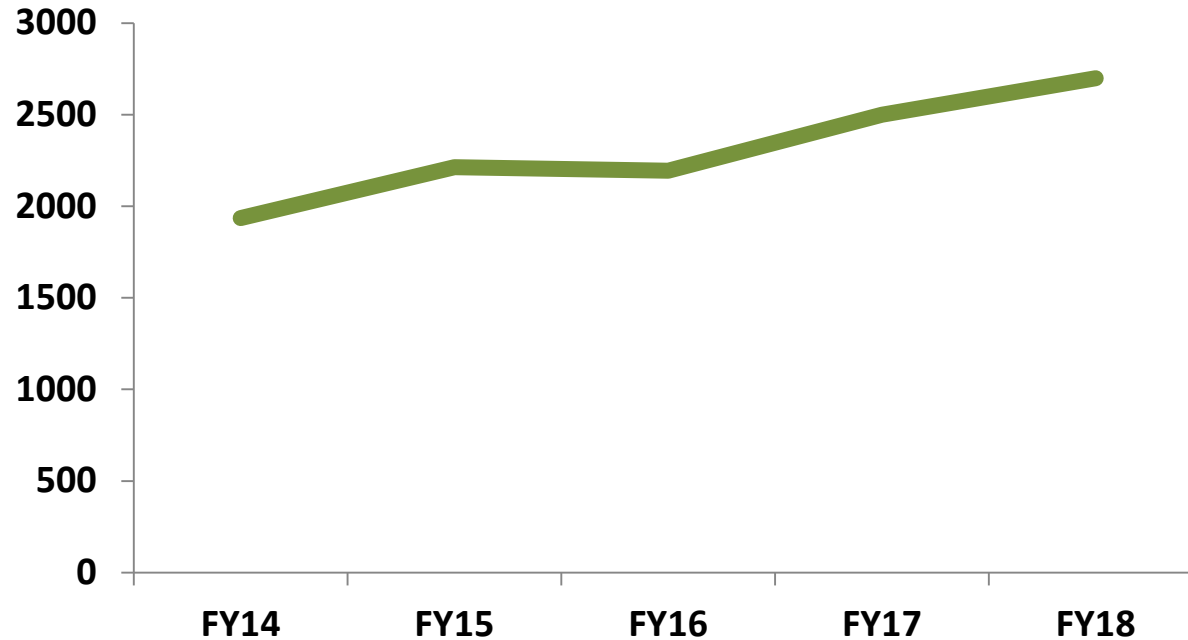


Week 8

Recording 5 Minutes.m4a

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

Questions?

Kristen E. Mulligan - Walters
Distance Language
Learning Coordinator
School of Language Studies

MulliganKE@state.gov