

DLIFLC

GLOBE

Serving the military and civilian communities of the
Defense Language Institute Foreign Language Center and Presidio of Monterey
FALL 2008



DLIFLC celebrates 67th Anniversary



Hyatt Regency Monterey, November 1, 2008

Front Cover

The cutting of the 67th Anniversary cake signaled the beginning of festivities in what was the Institute's most successful gathering to date of leadership, faculty, staff, friends, and alumni. L-R: Dr. Kueilan Chen, Col. Sue Ann Sandusky, youngest service member Seaman Courtney Holloway, retired Col. Thomas Sakamoto, Dean Mahmood Taba-Tabai, Dr. Brij Mansi, Ahmad Caracalla, Mathur Kusum, and Sameera Sharif.

Col. Sue Ann Sandusky honored DLIFLC volunteers, publically thanking them for helping organize the event which numbered over 300 participants. L-R: Col. Sue Ann Sandusky, Andrea Symansky, Sameera Sharif, Marissa Ontiveros, Michelle Neisess, Christina Manuel, Rosemary Khofman (back), Margarita Nguyen, Mathias Kim, and Adma Khoury.



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SOUTHCOM Commander James Stavridis speaks with Installation Commander and Commandant Col. Sue Ann Sandusky about partnering with DLIFLC in an office call Sept. 29.



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Army Capt. Nathan Iglesias, a fluent Dari speaker who helped the Afghan Army established their first INTSUM report, takes a break for a photo in the Shinwar district, Nangarhar Province, while on foot patrol.



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Army Capt. D. J. Skelton, instrumental in advising Deputy Defense Secretary Gordon England on Wounded Warrior program issues, plays with his dog Mattie in Monterey, Calif.

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From the top...

By Col. Sue Ann Sandusky

As the festive season at the end of the year approaches, we can look back with pride on our accomplishments in 2008.

Academically, the Defense Language Institute Foreign Language Center continues to be one of the leading centers of language learning in the world. Our Associate of Arts degree is increasingly recognized as an exceptionally rigorous program. Authorized by Congress in 2001, we have now awarded more than 3,500 degrees.

We continue to implement the Proficiency Enhancement Program and, as of Oct. 1, 2008, we began measuring our success against a new standard – the percentage of basic language course graduates who exceed the standard of 2/2/1+ on the Interagency Language Roundtable scale. Across the Institute, we have adopted the goal of maximizing the language proficiency of each and every student. Through this pioneering effort, DLIFLC students and faculty are pushing the envelope and proving that dedicated, motivated learners, with a world-class faculty behind them and cutting-edge technology in their hands, can achieve extraordinary things.

Indeed, doing the extraordinary is DLIFLC's legacy. This issue of the Globe highlights some of our history with stories of our 67th Anniversary celebration and alumni Open House. We were honored to have two general officer graduates return to participate in the events with us: Marine Maj. Gen. Mike Ennis and Army Maj. Gen. John Custer. In addition, retired Army Col. Thomas Sakamoto, a member of the very first language class at the then secret Army Language School, helped a group of current and former students and faculty cut DLIFLC's birthday cake. Please take time to read about efforts to preserve the building that housed the first class at the Presidio of San Francisco.

Our people continue to make DLIFLC an exciting place to work, train, study, teach and learn, and I know we will have even greater success in 2009!



Sue Ann Sandusky
Colonel, U.S. Army
Commandant



Col. Sue Ann Sandusky
DLIFLC & POM Commander



Our Associate of Arts degree is increasingly recognized as an exceptionally rigorous program... we have now awarded more than 3,500 degrees.





Language institute remains responsive, adaptable to nation's needs

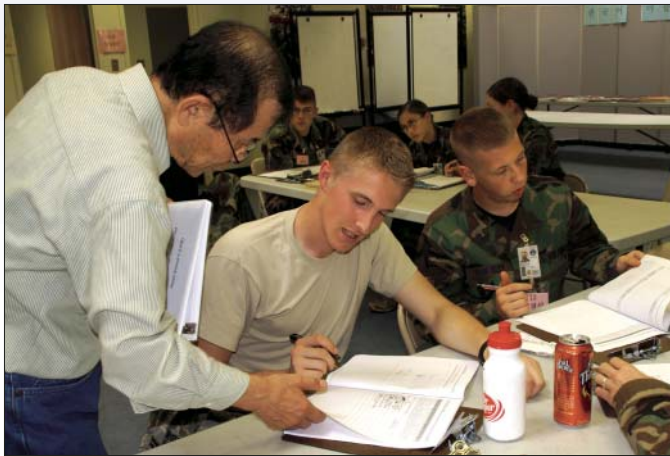
By John J. Kruzel
American Forces Press Service

After the terrorist attacks of Sept. 11, 2001, the Defense Department's premier language school, like many of the more visible elements of national security, underwent major changes.

As it became clear that future U.S. foreign policy would become increasingly linked to the Middle East, the area where the attacks that claimed nearly 3,000 lives germinated, the Defense Language Institute Foreign Language Center responded to the nation's need for regional experts and linguists.

"For years, we taught the same languages; we had a pretty steady population, our budget was flattening," said Clare Bugary, deputy chief of staff for operations at the Institute. "And all that changed in 2001."

Post-9/11 restructuring at DLIFLC turned the Institute from a basic language school for professional linguists into a closed military post. It boosted the number of Arabic and Dari students and instructors and began implementing rigorous training that would aid those deploying as part of operations in Iraq and Afghanistan.



DLIFLC Korean language students work on materials with the aid of their instructor in an informal setting during an immersion program.

DLIFLC also established the Emerging Language Task Force, which is responsible for adapting to national security directions as dictated by the Defense Department and the service branches, and dropped some less-critical languages from its course offerings.

"There was a sense over the years that we were a sleepy little school on the hill in Monterey," Bugary said. "And the truth is that we are pounding the pavement."



Arabic language students practice speaking with their instructor while sipping a cup of traditional Arabic coffee at the DLIFLC immersion facility.

One of the more conspicuous changes is the influx of funding the Institute received. Its fiscal 2001 budget was \$77 million. It now boasts a projected fiscal 2015 budget of \$345 million, an increase of more than 400 percent.

Currently, the Institute trains about 3,000 students representing all military services and employs more than 1,700 international faculty members, 98 percent of whom are native speakers, and with about half holding advanced degrees. DLIFLC generally teaches 24 languages at any given time – a figure that is subject to change depending on department requirements.

"DLIFLC is requirements-driven with regard to the languages we teach," said Army Col. Sue Ann Sandusky, commandant of the Institute. "That's how we keep up with the changing, geo-strategic times."

After the fall of the Berlin Wall, the Eastern European and Warsaw Pact language programs shrunk and made way for languages essential to the Persian Gulf War, the current operations in Iraq and Operation Enduring Freedom in Afghanistan, which demands mainly Dari and Pashto. The Institute also added languages of South and Central Asia, and continues to maintain robust Korean training that began with the Korean War.

Sandusky said DLIFLC anticipates that the U.S. Africa Command, which recently stood up as the newest combatant command, will generate its own language requirements, which it will pass to the service branches and eventually become Institute curriculum.

A former Africa foreign area officer, Sandusky said she expects these requests to come in the form of the "big three" languages on the continent: Arabic, French and Portuguese. Though Africans speak thousands of languages and dialects, 95 percent of African nations use at least one of those languages as their official language, she said.

Another change that occurred at DLIFLC in the wake of the Sept. 11 terrorist attacks and subsequent budget



increases was a ramped-up effort to develop cutting-edge technology to administer the Institute's unique curriculum.

One major contrast between DLIFLC and academia is that courses taught at the Institute deal in some languages that are obscure to native English speakers, so often no training materials exist. This is where DLIFLC's Curriculum Development department, in an arrangement with instructors, steps in to create the coursework from scratch.

"This is much more difficult than in academia, because you can't go out and buy the books," said Steve Koppany, dean of Curriculum Development. "You need the buy-in from the professors."

The nature of training at DLIFLC emphasizes instruction that is geared toward job-specific language and relevant cultural exposure that will assist graduates as they pursue defense-related jobs after leaving the Institute. This philosophy helps to drive the way curriculum is developed.

"So if you have literature on advanced crocheting or transporting weaponry," Koppany said, "you are going to take the latter and push the other aside."

In courses beyond the basic level, lessons are administered through electronic media instead of textbooks. This format offers the obvious advantage of reducing overhead, but it also provides the added benefit of allowing the material to stay fresh by letting instructors update it regularly with relevant material.

One of these digitally based programs is the Global Language Online Support System, or GLOSS, which is accessible to both students and the general public. This Web-based technology comprises more than 5,000 hours of language training, conveyed in hour-long chunks. Sessions can be organized by topic, difficulty, modality – speaking, listening and writing – and by specific areas of language.

Other curricula offered include Language Survival Kits: pocket-size booklets with audio CDs in more than 30 languages that outline common greetings, military commands, medical vocabulary and other useful phrases in the native tongue of the students' destination. DLIFLC has shipped a million of these products to troops overseas.

The Institute also offers Headstart language DVD programs that use cutting-edge technology and computer animation to teach 80 hours of self-paced lessons and are designed to teach survival phrases in Iraqi Arabic and in Afghan Dari and Pashto.

"With these things, they can put their DVD into a laptop and get basic greetings and basic interactions," said Dr. Donald Fischer, provost of DLIFLC.

"Once you have that," he said, referring to basic language foundation, "you can be empathetic to the people you're dealing with." ♦

DLIFLC and POM celebrate Iftar

By Hiro Chang

Presidio of Monterey Public Affairs

The Defense Language Institute Foreign Language Center and Presidio of Monterey community was treated to an intimate gathering considered sacred to the Islamic faith; Iftar, or the breaking of the fast, during Ramadan on Sept. 19.

This year, Ramadan was celebrated from Sept. 1 to Sept. 30. During this time Muslims fast from sun up to sun down, and during the day do good things, said Sidi Qadiri, a chairperson with Middle East III school.

"Fasting is our sacrifice to God," Qadiri said. According to Qadiri, the month is used as a period of atonement. Iftar is the time when family and friends gather together to eat after sundown.

To share the event with the DLIFLC staff and faculty was a natural thing for the Muslim community who work at the POM. "The Presidio has been gracious to give such attention to this occasion," Qadiri said. "It was only right to have this event."

The event, traditionally celebrated at the Weckerling Center, gathered nearly two hundred faculty and staff members, family, and friends. "This has been going on for the last five years," Qadiri said.

"One of the more interesting things is the fact that my students assume that we will lose weight during Ramadan," Qadiri said. "But quite the opposite happens, because we eat a lot after sundown and go to sleep with no activity to burn the calories," he said with a chuckle.

Qadiri also appreciates the support the Muslim community has received from the various cultures at DLIFLC.

"The United States is open to all religions," Qadiri said. "And we use this opportunity to educate non-Muslims on the month of Ramadan." ♦



Sidi Qadiri, a chairperson at Middle East School III, feeds his son Amir during Iftar, the communal breaking of the fast for Ramadan.



Ex-spy recalls Cold War exploits; returns to Presidio for DLIFLC gathering

By *Kevin Howe*

Monterey County Herald Staff Writer



Retired Army Capt. Wilfred Toczko graduated in 1955 from the then Army Language School Japanese course and attended class in barracks that were located on today's Soldier Field parade grounds.

The Cold War was a war of words as well as deeds, said a retired cold warrior who waged his share of battles in a half-dozen languages.

Retired Army Capt. Wilfred Toczko looked back on a career that began as a young enlisted soldier whose first shots in World War II were fired from his .45 caliber pistol at Japanese planes while guarding Hickam Field in Hawaii on Dec. 7, 1941.

He later flew heavy bombers over Germany and used his language skills – Polish, German, Russian and Japanese – to interrogate refugees and watch for potential defectors as a military intelligence officer and as a civilian agent into the 1960s.

Toczko, 87, of Sierra Vista, Ariz., returned to the Presidio of Monterey, where he learned Japanese and later served as the installation's intelligence officer, to attend the Defense Language Institute Foreign Language Center's Open House for alumni Oct. 31.

Language, he said, is crucial to intelligence work.

"I don't care if you just learn a few simple greetings," he said. "It's important to get a friendly face out there."

Most people can get through the day, coping with the demands of everyday life, with a vocabulary of 600 words, he said.

Toczko learned Polish from his immigrant parents, and German and Russian by immersion courses in Germany during the post-World War II occupation.

Russian was already familiar to him, he said. He lived in Poland for six months as a teenager, where the local dialect was similar to Russian.

Toczko was one of six linguists "interviewing" refugees, displaced people, and those seeking visas to the United States, screening them for information that might be useful for intelligence purposes.

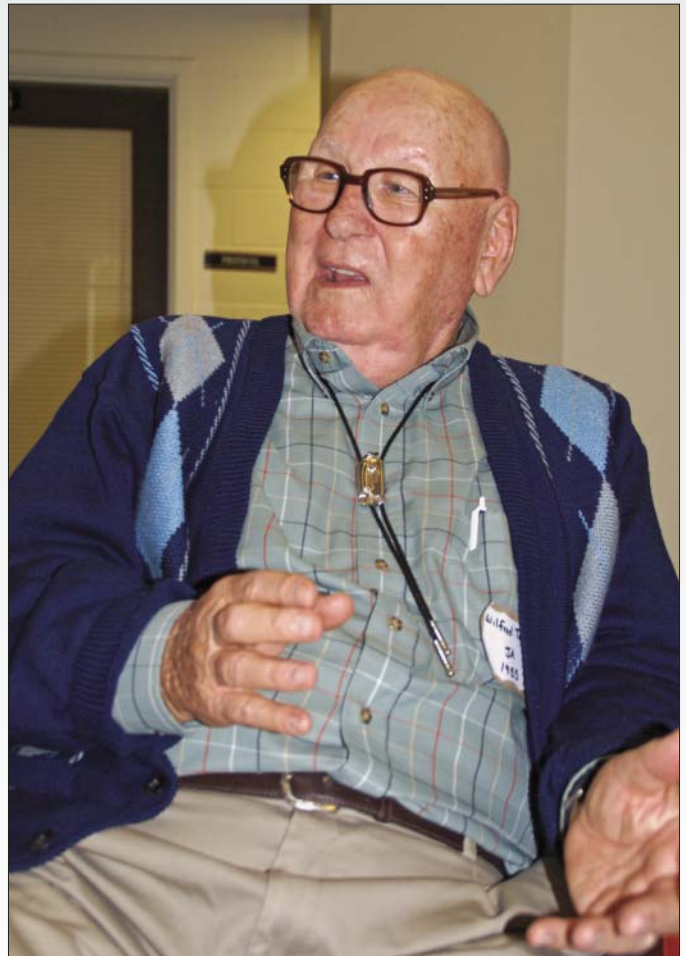
"We had a chart, EEI – the Essential Elements of Information – we used."

One linguist was "a defrocked Catholic priest" who spoke Romanian and Hebrew, another was a Frenchman who spoke Arabic.

"We would sit and watch when people came through the door, and bet on who would do the interview," he said.

Toczko served two assignments at the Presidio in the 1950s. He served as treasurer of the Monterey Peninsula Yacht Club when stationed at the Presidio. He organized a Sea Scout "ship" using a boat donated by the Navy in Monterey.

After a Japanese course at the Presidio in 1953-54 at



Retired Army Capt. Wilfred Toczko speaks with Installation Commander Col. Sue Ann Sandusky during his visit to DLIFLC's open house Oct. 31. Armed with four languages, Toczko worked abroad and at home as a military intelligence officer and civilian agent until the 1960s.

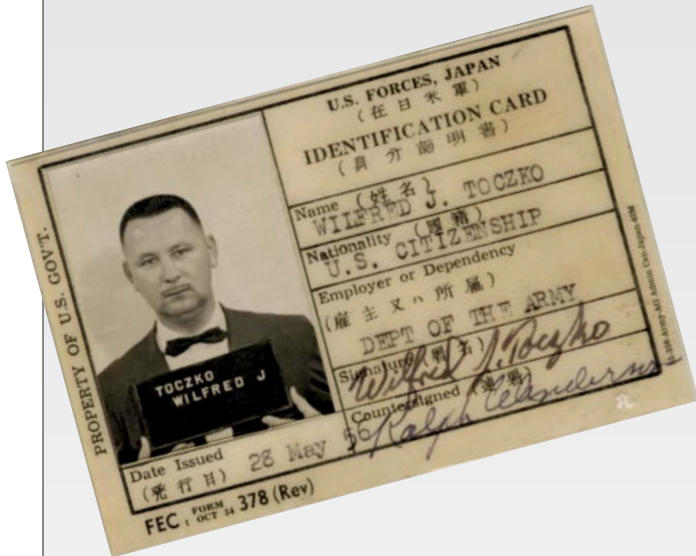


what was then the Army Language School, he served with the Army Counterintelligence Corps in Tokyo.

His Polish and Russian came in handy.

“My Polish informant was another defrocked priest,” Toczko said, “who was raising pigs in the Tokyo area. He had contacts all over Japan. An excellent informant.”

The ex-priest and a number of Polish nuns were working in Japan and could connect Toczko with “a lot of Russian girls who had married Japanese men in Manchukuo (Manchuria under Japanese rule before the war) and my main job was to keep track of all the Russians.”



The former priest was able to give Toczko blueprints for the new Polish consulate in Tokyo when its communist government opened that diplomatic post.

An assignment to intercept a potential defector from the Soviet Embassy in Tokyo took him from Japan to Okinawa to Hong Kong.

Another case involved a Polish-born U.S. soldier coming to Tokyo from Korea on rest-and-recuperation leave whom superiors believed was on the verge of defecting.

Toczko said he donned a sergeant’s uniform, met the soldier at the R&R center in Tokyo, struck up a friendship, speaking to him in Polish. The two spent the young man’s leave in Tokyo with Toczko serving as surveilling agent and tour guide. The youth turned out to be merely homesick.

Toczko is credited with planting an informer in the Soviet Embassy in Tokyo and with the arrest of an Army sergeant attempting to sell classified papers to the Russians who turned out to be a German who had come to the United States under a false name and enlisted in the Army.

Toczko finished his career at Fort Huachuca, Ariz., working on classified communications equipment and unmanned surveillance drone developments. Until a few years ago, Toczko said, he continued flying as a private pilot and kept his plane at his own airstrip. ♦

SOUTHCOM commander says servicemembers need more language

By Natela Cutter

Strategic Communications

In a brief visit to the Defense Language Institute Foreign Language Center Sept. 29, Southern Command Commander Adm. James Stavridis held an office call with Installation Commander Col. Sue Ann Sandusky, received a command brief, and inquired about ways SOUTHCOM could partner with DLIFLC.

“Unfortunately, we don’t have the luxury of putting people through a six month course,” said Stavridis, referring to the length of the DLIFLC Spanish course. The admiral questioned Col. Sandusky about the options for DLIFLC to deliver shorter, more tailored courses to servicemembers in Spanish, French, and Portuguese.

Stavridis was eager to find out what type of short courses the Institute could provide through Mobile Training Teams, and/or the production of self-paced language programs such as DLIFLC’s new DVD avatar-based 80-hour Headstart programs, currently available in the Arabic Iraqi dialect, Dari, Pashto, Persian Farsi, and Chinese.

With a new SOUTHCOM headquarters in Florida, Stavridis said a language lab was being planned, but that any courses provided would be shorter than what is offered at DLIFLC, and would include the use of distance learning tools, such as Video Tele-Training and the Broadband Language Training System, which is similar to virtual classroom teaching, and perhaps DLIFLC Mobile Training Teams.



SOUTHCOM Commander James Stavridis speaks with Installation Commander Col. Sue Ann Sandusky in an office call on Sept. 29.

Upon departing DLIFLC, Stavridis reiterated his belief that studying “Romance languages will be a good return investment several years down the road,” and agreed to try one of DLIFLC’s Spanish Headstart programs. ♦



Experts in Russian language, culture join Defense Threat Reduction Agency

By John J. Kruzal
American Forces Service Press

The Defense Department agency tasked with securing and dismantling weapons of mass destruction in the former Soviet Union has added a new crop of cultural and linguistic experts to its team.

The Defense Threat Reduction Agency, in a decade-long partnership with the Defense Language Institute Foreign Language Center, has added more than 950 Russian specialists, including seven who earned their diplomas on Oct. 22.

“For me, this is the realization that all the training that I’ve received up to this point, I’ll actually be able to use,” Air Force Tech Sgt. Paul Shoop said after the graduation ceremony. “I’ll be able to use my language in such an auspicious way in the reduction of nuclear weapons and nuclear materials, and for me, that is the most important [thing].”

When the Iron Curtain receded, Moscow left behind a lethal legacy in the former Soviet bloc – arsenals filled with chemical, biological and nuclear weapons. But in the wake of the Soviet collapse, the U.S. joined a multilateral effort with Eurasian counterparts to reduce the number of these weapons, an achievement made possible in part by America’s cadre of skilled linguists, said James Tegnella, director of the Defense Threat Reduction Agency.

“There’s a lot more to DTRA and to these programs than simply a smart bunch of technical people,” Tegnella said in an

interview at the Pentagon in October. “The treaties were set up around military-to-military contacts – U.S. military with Russian military – and so you needed to have somebody who spoke the language, understood the culture and could communicate with Russian and former Soviet Union countries.”

One of the programs DTRA oversees is the Cooperative Threat Reduction Program. Established in 1992, the initiative has drastically cut the number of leftover weapons, dismantling more than 2,000 intercontinental missiles, eliminating 1,000 missile launchers and deactivating 7,000 nuclear warheads in former Soviet Union states.

Graduates of the joint DTRA-DLIFLC Russian program often are tasked to work with their foreign counterparts in overseeing weapons facilities inspections, act as interpreters and escorts, and often provide useful insights into the lay of the land, Tegnella said.

“It takes a very special person, in my mind, who can speak Russian, who’s willing to live in Kazakhstan for two years and who’s willing to build rapport with the community to make the ‘cooperative’ part of ‘cooperative threat reduction’ work,” he said.

Top graduates from intensive Russian instruction at DLIFLC may qualify for employment at DTRA. If accepted, they return to the Institute for a more focused, job-specific 47-week training session. The entire curriculum, which is considered one of the most difficult offerings at the Institute, comprises nearly three years of rigorous study.

For those who complete that regimen, known as the Russian Arms Control Speaking Proficiency Course, their diploma marks the end of their training. But it also signifies the beginning of their careers as lifelong learners of Russian culture and language, said Commandant and Installation Commander Col. Sue Ann Sandusky.



Seven students total graduated from the DTRA program during the ceremony, which also commemorated the 10th anniversary of the organization and its fruitful relationship with DLIFLC. From L-R, Tech. Sgt. Paul Shoop, Tech. Sgt. Olga Yefremenkova, Sgt. Vladimir Tchekan, Staff Sgt. Kyle Coker, Sgt. Maria Sergeeva, Staff Sgt. Dmitriy Dneprov, and Senior Airman Martin Thorson.



Air Force Tech Sgt. Paul Shoop, left, a graduate of the intense Russian language course, interprets from Russian to English the address his classmate, Air Force Senior Airman Martin Thorson, delivered Oct. 22. DoD photo by Samantha Quigley

“As the great graduates of this class have demonstrated ... it’s a bar that’s set very high. But it’s a bar that committed students with inspiring faculty can achieve, and you’re going to contribute directly to our national defense,” she told the graduates.

Before the group received its diplomas, two students delivered remarks to their Russian professors. In one of the ceremony’s highlights, Air Force Senior Airman Martin Thorson spoke to the audience in Russian as Shoop provided a parallel interpretation in English.

Revealing the crowd’s multilingual makeup, about as many members of the audience laughed at the jokes embedded in Thomson’s remarks as did those who had to wait for Shoop’s translation. In response to the poignant, bilingual speech that both showcased the students’ aptitude and recalled their memories of the nearly dozen professors from whom they learned at DLIFLC, their schoolmasters beamed with pride. One even dabbed tears from under her glasses.

Providing the day’s closing remarks was Ronnie Faircloth, the director of DTRA’s on-site inspection component of the operations enterprise. The On-Site Inspection Agency was one of three activities – along with the Defense Special Weapons Agency and the Defense Technology Security Administration – that merged on Oct. 1, 1998, to form DTRA.

Describing the high-intensity work that the graduates face in their new roles as DTRA personnel, Faircloth told the groups they can expect to deploy for about a third of the year in various parts of the world carrying out the agency’s mission.

“You will be doing extremely [high-level] work, often with no or very little preparation. They are going to be challenging topics,” he said. “But the work, we guarantee you, is going to be rewarding.” ♦

Presidio pauses for solemn Veterans Day observance

By J.F. Morgan

Presidio of Monterey Public Affairs

The Presidio’s Air Force, Army, Marine Corps and Navy contingents joined with representatives of local city governments and other guests for a late afternoon ceremony on Nov. 7 on Soldier Field in an observance of Veterans Day.

Presidio Installation Commander and Commandant of the Defense Language Institute Foreign Language Center, Col. Sue Ann Sandusky, served as host, while DLIFLC Chief of Staff, Lt. Col. Steven Sabia, served as Commander of Troops.

“They served with a sense of duty, with courage and with honor,” Sandusky told the gathering. “Their deeds, large and small, have shaped our country, have preserved our freedoms, and defined who we are. Today the men and women of our armed forces continue that tradition.”

Guest speaker, retired Navy Lt. Cmdr. Marvin Quaid, noted that the 1914-1918 World War took the lives of some 11 million servicemembers.



DLIFLC Assistant Commandant, Air Force Col. William Bare, guest speaker retired Navy Lt. Cmdr. Marvin Quaid, and Army Command Sgt. Maj. Kenneth Clark, salute the troops on Soldier Field.

“Bear in mind how we got here,” Quaid told the gathering. He praised students attending the language institute as “educated and motivated,” giving them advice to “Be proud of yourselves.” Quaid urged servicemembers to “read up on your predecessors,” – the historical figures who shaped America’s armed forces.

Quaid said all U.S. servicemembers deserve recognition on Veterans Day.

“Not only those in Afghanistan and Iraq, but the troops on the DMZ (Korean demilitarized zone), the Marines in some turbulent Third World nation guarding their embassy, the Air Force people on the hot pad ready to go, the people all over the world who are a thin line between us and those who would do us harm. God bless them and God bless you,” he said. ♦



Military linguists learn language skills vital to operations

By Samantha L. Quigley

American Forces Press Service

Foreign languages are vital to an effective military force, the Defense Language Institute Foreign Language Center's provost said in an interview Oct. 24. "It's absolutely vital that we have people on the ground who can speak [the native language]," said retired Army Col. Donald Fischer, former DLIFLC commandant and military linguist.

To ensure the military has those resources, DLIFLC instructs military student linguists in 24 languages requested by the services. Many of those languages must be taught beginning with the most basic concepts, said Madhumita Mehrotra, a native of India and a Hindi language instructor at the Institute.



Hindi instructor Madhumita Mehrotra works with a student in the classroom. She was a TV anchor in Lucknow, India, for more than 10 years before coming to the United States in 2003.

"We started with basic sounds and script, [and] within three weeks, they begin to understand it," she said of her current class, which is 33 weeks into its 48-week program.

Mehrotra is particular about how her students learn her native language.

"I'm very much particular with their pronunciation, because Hindi is such that one additional ... hard vowel attached to the consonant, it changes the whole meaning of the word," she said. "So they have to be very, very particular with what ... kind of sound they are making. It makes the whole word change."

"They're doing pretty good," she added. "They are at the level where they should be at this time."

Despite the difficulty of learning the language, Air Force

Airman 1st Class Chelsye Shaffer said she is enjoying the challenges it presents.

"It's a great language," she said. "The teachers are awesome, [and] they help a lot."

Air Force Airman 1st Class Alvertis Bishop agreed, but showed his hand when he explained why he likes studying Hindi. "I've been telling people that I wouldn't want any other language, because we get all the festivals," he said with a smile. The two Hindi students sang and Shaffer recited a Hindi poem during an August celebration of Indian culture for their 11-student class.

It's one thing to study a language in a classroom setting, but quite another to put it, and a knowledge of the culture, to use in real life, a former Marine who's now a Soldier has learned.

The Army staff sergeant, who requested his name not be used for security reasons, served a tour in Iraq with the 1st Marines. On patrol near Baghdad one morning, the members of his unit reached the location where they'd been told to establish a roadblock and wait for trucks to come and pick them up.

A group of Arabic-speaking men approached them and began talking. None of the Marines spoke or understood Arabic, but they soon learned the men had been relaying information back to counterparts. Suddenly, the group of men was gone, and three rocket-propelled grenades landed near the Marines, starting a "full-on fight," the staff sergeant said.

"If we would have known any Arabic, we would have caught on to what they were doing before it started," he said. "So I just didn't want to go back without knowing Arabic."

But it's not easy for a Marine to switch from infantry to linguistics, which is classified as an intelligence job, he said, so he decided to switch to the Army with the intent of studying Arabic at DLIFLC.

Now about a year into the 18-month Arabic program, he said he realizes how important it is for servicemembers to understand both the language and the culture of other lands.

"When I went there, I had no clue," he said. "I was completely ignorant to the Middle East. I had no knowledge of it [or] the culture of Islam. There's a lot of things that if you do wrong [in] their culture, then they can take that really offensively. It can antagonize them, and it can actually create a fight that didn't need to happen."

Just a little bit of knowledge and understanding on a servicemember's part goes a long way, he added, noting that DLIFLC conducts culturally based instruction that includes cultural immersion activities.

"Just understanding them, I think, allows them to respect us more," he said. ♦



Kazakhstan models language institute after DLIFLC

By Kevin Howe

Monterey County Herald Staff Writer

Imitation is the fondest form of flattery.

Five years ago, Kazakhstan established a combination military academy and language school modeled after the Defense Language Institute Foreign Language Center at the Presidio of Monterey, the country's first such institution since the dissolution of the Soviet Union.

"The entire world knows about the existence of DLI," said Maj. Gen. Bakhtiyar Syzdykov of the Kazakh army, who headed the six-member delegation from the Kazakhstan Military Institute of Foreign Language that included Capts. Daulet Kenzhebayev, Maulen Mugalov and Ruslan Isseyev, Sgt. Danagul Babalykova, and civilian linguist Nelya Jamiyeva.

The Kazakhstan Military Institute prepares cadets to become officers and teaches foreign languages to cadets and military officers who want to learn them, he said. The Institute, with a student body of about 600, is about to graduate its first class, which is completing its five-year curriculum this year.

The Institute has adopted many of the techniques used at DLIFLC, including recruitment of native speakers as instructors, Syzdykov said. Also, Kazakh students learn English at the DLI English Language Center's San Antonio, Texas, facility.

The main languages instructed are English, German, French, Chinese, Persian and Turkish, as well as Korean and Urdu. Arabic, he added, is taught in civilian universities.

The Institute invites military attaches from different embassies to visit and lecture, Syzdykov said.

Isseyev noted that Kazakhstan President Nursultan A. Nazarbayev said that, in the near future, all government employees will be required to speak three languages: Kazakh, Russian, and English.

Kazakh is the republic's official language, he said, and Russian the language for "inter-ethnic communication" in the country. That goal may be reached in 10 to 15 years, Isseyev said, and the Military Institute will be the agency that makes it happen.

Isseyev, who has served at a number of posts in the United States, including liaison with the U.S. Central Command, noted that Kazakhstan is the only Central Asian country with an Individual Partnership Action Plan with NATO, an umbrella document that outlines areas of mutual military, political, economic and social cooperation.



Maj. Gen. Bakhtiyar Syzdykov gives a traditional Kazakh hat as a gift to Air Force Assistant Commandant Col. William Bare. According to Kazakh tradition, the taller the hat, the greater the prestige.

"We have no expectations or intentions for full NATO membership," he said, but "we look for areas of cooperation with mutual benefit." ♦

Maj. Gen. Bakhtiyar Syzdykov and his six-member delegation from the Kazakhstan Military Institute of Foreign Language pose for a photo before DLIFLC headquarters. From L-R, back row: Capt. Ruslan Isseyev, Diagnostic Assessment Specialist Inna Sabia, civilian linguist Nelya Jamiyeva, and U.S. escort Capt. Randal Allen. Second row: Russian Chairperson B Dept. Leonid Slutsky, DLIFLC Provost Dr. Donald Fischer, Chief of Staff Lt. Col. Steven Sabia, and Sgt. Danagul Babalykova. Front row: Capt. Daulet Kenzhebayev, Maj. Gen. Bakhtiyar Syzdykov, Assistant Commandant Col. William Bare, and Capt. Maulen Mugalov.

DLIFLC celebrated its 67th Anniversary Nov. 1, at the Hyatt Regency Hotel, Monterey, to honor the accomplishments of the Institute's faculty and staff, enjoy camaraderie, and set the standard for future annual anniversary events.

"Our 67th Anniversary Event was a complete success due to the hard work of the faculty volunteers and DLI staff. I hope that this event will become tradition and that we will have even more participants next year," said DLIFLC Commandant and Installation Commander Col. Sue Ann Sandusky. Guest speaker, Marine Maj. Gen. Michael Ennis, a DLIFLC Russian graduate and deputy director for Community HUMINT with the Central Intelligence Agency, spoke of the increased need for language training. "The need for language... has increased, and what is important is the quality of the translation."

The event was attended by more than 300 guests, leadership, faculty, staff, community leaders, friends, and alumni. Sandusky recognized with a Commander's Coin more than 20 volunteers who participated in the preparation and organization of the festivities, including ticket sales, advertising, and preparation of cultural displays and performances. "This was a wonderful experience," said Sameera Sharif, an Urdu instructor from the Emerging Languages Task Force. "It really



67 Anniv Eve





7th Anniversary Event



allowed me to meet some very interesting people, network, and it gave me the opportunity to learn what is involved with preparing an event at the Institute."

Entertainment performances included a Korean Fan Dance, Lebanese dances, Chinese soloist Huichu Hsu, and a Vietnamese Traditional dance. DLIFLC's Alumni Association announced the establishment of the Walter Scurei scholarship fund of \$1,000 per year for four years, for up to four individuals.

The scholarship was created for the spouse or child of a former DLIFLC graduate whose death resulted from any situation caused by direct involvement in any U.S. armed conflict, or in an act of terrorism against the United States.

Mr. Scurei, though not a DLIFLC graduate, has established a special relationship with the Institute and in 2006 donated three panels of the Berlin Wall to DLIFLC. Today the panels serve as a reminder of the Cold War and the political changes in the early 1990s which altered the balance of power in the world.



Soldiers from the 11th Armored Cavalry Regiment, along with Arabic-speaking role-players at the Fort Irwin National Training Center, take part in the filming of an advertisement to recruit speakers of languages the Army considers important for current missions.



Lt. Col. Andrew Cooper (center), commander of the Regimental Support Squadron, 11th Armored Cavalry Regiment, unfurls the guidon of the newly activated 51st Translator Interpreter Company at Jackrabbit Park Oct. 23, as Capt. Luis Diaz (left), the first commanding officer of the 51st TICO, takes part in the ceremony. 1st Sgt. Thomas Gustason, the 51st TICO's new first sergeant, is at right.

Army's first language company activated at NTC

*By John M. Wagstaffe
Fort Irwin Public Affairs*

In an activation ceremony Oct. 23 at Jackrabbit Park, the Army's first language company, the 51st Translator Interpreter Company, unfurled its guidon as the newest unit at the National Training Center at Fort Irwin, Calif.

The company provides uniform-wearing interpreters and translators to units deploying to places like Iraq and Afghanistan. While not yet fully manned, the unit will eventually include more than 158 speakers of languages such as Arabic, Farsi, Pashtu, Kurdish, and Dari.

"The Jackals [the nickname of the 51st TICO] are chartered to provide commanders and other leaders the exceptional degree of translation, interpretation and cultural advice, or one might say 'navigation,' in targeted languages and dialects," said Lt. Col. Andrew Cooper, commander, Regimental Support Squadron, 11th Armored Cavalry Regiment, during the ceremony.

Stateside, the Soldiers of the 51st TICO are providing cultural and language training to the brigade-combat teams that train at NTC. Overseas, these same Soldiers work as translators and interpreters.

The 51st TICO is manned by Soldiers from the military occupational specialty 09 Lima. The Military Occupation Specialty is filled with native and "heritage" speakers of the languages the Army considers important for current missions. Heritage speakers are those who have learned to speak a particular language by conversing at home with family members. Soldiers in the unit often are recruited

from communities in the United States, where many of the residents speak the same foreign language and share a common ethnic background.

Errol Smith, assistant deputy for foreign language programs, Office of the Assistant Secretary of the Army for Manpower and Reserve Affairs, was on hand to witness Capt. Luis Diaz take command of the new unit.

Smith was tasked in February 2003 with establishing a pilot program focusing on recruiting native and heritage speakers of Arabic, Dari, and Pashto, to meet critical foreign-language requirements. He then launched the 09 Lima program. The results of his efforts include the activation of the 51st TICO at NTC and the activation of the 52nd TICO at Fort Polk, La., sometime in 2009.

Smith said, "Given they are native in those languages, they provide a lot of cultural awareness skills to the Army. An 09 Lima can walk into a room and identify by body language and gestures whether it is a safe environment for his commander and his Soldiers."

"There is a nationwide recruiting effort, and we have certainly built a strong relationship with the Arab-American community as far as reaching out to them," added Smith.

The 11th ACR has played a role in that recruiting effort. Twenty Soldiers from the 11th ACR, along with 20 Arabic-speaking NTC role-players, took part in the filming of an advertisement to recruit speakers of languages the Army considers valuable for conducting current missions. The ad, filmed outside the town of Medina Wasl in NTC's training area, will play in Arab-American communities throughout the United States to help recruit 09 Limas. ♦



Nisei museum planned for historic Hangar 640

*Story and photos by J. F. Morgan
Presidio of Monterey Public Affairs*

A former aircraft hangar at the Presidio of San Francisco's Crissy Field that is revered by both the Defense Language Institute Foreign Language Center and Japanese Americans everywhere is well on its way to restoration as a museum and learning center to honor Nisei, (Japanese Americans born of immigrant parents) Soldiers of World War II.

Now empty and in disrepair, the corrugated metal structure known as Hanger 640 is distinguished by only a granite marker that was placed near the front entrance in 1993 that identifies it as "the site of the first class of the Military Intelligence Service Language School." Here, in secrecy, the Army brought 60 volunteers in November 1941 to build up their Japanese language proficiency for intelligence-gathering purposes against a potentially hostile Japan.



At Hangar 640 U.S. retired Army Col. Thomas Sakamoto addresses "Return and Remembrance" attendees.

If the National Japanese American Historical Society and the Presidio Trust have their way, the hangar will be renovated and opened to the public within the next 36 months as the Military Intelligence School Historic Learning Center.

A "Return and Remembrance" partnership ceremony on Nov. 22 brought Nisei veterans to the site, along with many others who want the restoration project to succeed. Seated outdoors in rows in front of Hangar 640 on a sunny mid-morning were some 300 visitors and representatives of the National Park Service, the Japanese American Citizens League, DLIFLC, and the government of Japan.

Col. Sue Ann Sandusky, DLIFLC Commandant and Commander of the Presidio of Monterey, was on hand to pledge support for the restoration.

"We remember the Military Intelligence Service Soldiers every day at the Presidio of Monterey," she said, noting that three of the Presidio's academic buildings – Hachiya Hall,

Mizutari Hall and Nakamura Hall – are named for MIS graduates who each received the Silver Star award posthumously for wounds received in action in the Pacific during World War II.

"We also have an academic building named Nisei Hall to remember this linkage," Sandusky added. "And our library is named for John Aiso, the first MIS chief instructor."

The audience stood to applaud Col. (Ret.) Thomas Sakamoto, a 28-year veteran of the U.S. Army, when he approached the podium. Listeners soon realized that his account of personal experiences at the outset of his Army career was essentially the story of the startup of the MIS itself.

Drafted in February 1941, Sakamoto was in training in late summer of that year as a scout in an anti-tank unit in a bivouac exercise at Hunter Liggett Reservation near King City, Calif.

"Unexpectedly, a friendly looking man with a heavy Swedish accent wearing civilian clothes called me aside to a nearby tent," Sakamoto recalled. "He proceeded to have me translate a Japanese Imperial Army training manual. Having just graduated from middle school in Japan in 1938, this translation was not difficult."

The man was Kai E. Rasmussen, then an army captain. About a year later Rasmussen would begin four years of service as the first commandant of the MIS Language School, shaping the school into a forerunner of DLIFLC. At the Presidio of Monterey the building that houses DLIFLC Headquarters is named for him.

So impressed was Rasmussen with the translation that he promised Sakamoto a commission in the Army in exchange for joining other Nisei Soldiers for one year of intensive Japanese language study at a secret school.

"It is ironic," Sakamoto said, "that as we, the first class, began intensified Japanese-language training at this airplane hangar, just a few blocks away in Building 35 (on the main post) Lt. Gen. John DeWitt of the 4th U.S. Army was drafting plans to implement Executive Order 9066, forcibly evacuating 120,000 members of our families to detention camps in remote areas of the United States."

At the time, Sakamoto's family owned a 43-acre farm north of San Jose, Calif.

"Seeing my parents and family forced to abandon farm equipment and crops to be evacuated to lower Arkansas was indeed hard to endure," he said. "Those were trying times for all Japanese Americans."

Forty-two Japanese Americans and two Caucasians graduated from the school in May 1942, Sakamoto said, and most of them were shipped to the Pacific where they would serve at Attu, Kiska, Tarawa, Guadalcanal and elsewhere.

"When our first class graduated," Sakamoto said, "little did we realize that we had given birth to a concept that became the present permanent Defense Language Institute, where today 24 languages are taught." ♦



Army Captain's recovery delivers perspective, contentment

By Fred W. Baker III

American Forces Press Service

Spend the day with Army Capt. D. J. Skelton and you may just get a little jealous.

Skelton lives near the beach in northern California and spends his off-duty time camping, rock climbing and learning to surf. His sunrise runs take him five miles along the beautiful Monterey coastline.

He speaks fluent traditional Chinese and, at 30, Skelton is a company commander with a promising future that includes graduate school and a tour in China as a foreign area officer.

Life is short, Skelton says, and he feels blessed for a second chance. His first chance ended in November 2004, when a rocket-propelled grenade smashed into his chest during a patrol in Fallujah, Iraq.

It was the coalition's second battle for the city, and Skelton, an infantry platoon leader, was hit on the first day of the offensive when his 50-man patrol was ambushed. Skelton had dismounted the vehicle when the RPG struck. Instead of exploding, it shattered, sending shards of shrapnel into his face and body. Before his body even hit the ground, Skelton was sprayed with rounds from an enemy AK-47 assault rifle. He doesn't know how many bullets hit him – he didn't count them, he jokes now.

Skelton's left eye was blinded as it served as an exit point for the pieces of metal that blasted through the roof of his mouth. Shrapnel nearly amputated his left arm. As he faded out of consciousness, Skelton said, he heard the voices of his platoon's radio man and medic.

"Oh my God, the lieutenant's dead! The lieutenant's dead!" they shouted.

But Skelton wasn't dead. He awoke weeks later at Walter Reed Army Medical Center in Washington, D.C. He could bend his left arm, but could not control his left hand. His left eye was destroyed, as was the roof of his mouth, and he had no bone between his right knee and ankle. The doctors worked to rebuild his body, repairing muscles, replacing his eye and mouth with prostheses and rebuilding the lower half of his leg.

"It was like being a real-life version of Mr. Potato Head," Skelton said. But the limitations of Skelton's body didn't hold back his recovery, he said, as much as the damage to his attitude did. For the next five months Skelton would not leave his hospital bed, and he went to physical therapy only the week before he left the hospital, he said.

Skelton now admits he couldn't accept being disabled, because it didn't equate with his ideas of success and good looks.



Army Capt. D. J. Skelton, commander of Company E, 229th Military Intelligence Battalion, stands in front of his company with his first sergeant, Sgt. 1st Class James O. Bishop.

"I spent 27 years looking the other way from the same population that I was now a part of – the disabled population," Skelton said. "When was the last time that someone said 'Hey, that person with one arm is good looking?'"

Skelton said his mother asked his comrade one day how he could be so happy after suffering the loss of both legs. The Soldier responded, "At least I didn't lose an eye. I don't know what I would do," Skelton recalled.

"And here's a kid that lost both his of legs," Skelton said. "It kind of grounds you. The situation might not be ideal [for you], but there is always something worse. So let's be grateful for what we do have."

The lessons from that Soldier and others at Walter Reed shifted Skelton's perspective and left him feeling somewhat ashamed, he said.

"Here I am supposed to be a leader in the United States Army, and I'm learning lessons from all ranks," he said. "From young Americans who don't have a lot of experience in life, but who have learned some amazing lessons right off the bat."

Still, Skelton said, he struggled with the idea of being disabled until the examples of those around him finally sank in.

"I woke up one day and was like, 'What am I doing?'" he said. "Why am I so negative, and why can't I look at the positives of what I do have? I still have life. I still have my family who was there the whole time. And friends that came and visited me, and strangers that came and took care of my family."

But while Skelton's attitude toward recovery began shifting, what he didn't know was another struggle loomed ahead. Skelton began his recovery early in the war, when Walter Reed was getting flooded with wounded. The support systems were overloaded and, eventually, all but ineffective, he said.



“There was really nobody there to help out my family outside of the family and communities that I had created,” Skelton said.

For most of the time that Skelton was in the hospital, he couldn’t write, because both of his arms were being operated on. He couldn’t speak, because his mouth was being repaired. So for months, he said, he sat quietly, just listening and taking mental notes as families talked about their problems.

Skelton left Walter Reed in April 2005 to return to his home post of Fort Lewis, Wash., where he checked into the rear detachment because his unit was still deployed. All he knew about the medical board process was that it took a long time, Skelton said, so he volunteered to help at the unit.

“I could still function. I still wanted to contribute,” he said. “I didn’t want to sit in a hospital for six months or a year and do a medical board and just sit there. At least I could have that sense that I was contributing, that I was helping my unit.”

Skelton learned to walk and talk again. When he wasn’t in therapy, he helped out the rear detachment with whatever was needed. He also used the time to create a program for the brigade to track its wounded Soldiers. With his remaining down time, he began writing down all of the mental notes he had taken at Walter Reed.

One day, Skelton said, one of the wives from the family readiness group approached him and asked what the group could do to help the troops. They were tired of bake sales and fundraisers, she told him, and the group wanted to do something that would really make an impact.

In response, Skelton gave her the list he’d compiled from the conversations he’d heard at Walter Reed. “Here’s 500 questions,” he told the family readiness group representative. “Help me answer them.”

At the end of the project, the group had developed the “Hero Handbook,” the first comprehensive consolidation of material explaining how to traverse the Army’s recovery system and transition process. The group has since distributed 50,000 copies and made the handbook available electronically.

By then, Skelton was into his medical board process, and his prospects didn’t look good.

“Everyone along the way said, ‘Thanks for playing, but

you’re too broken. There’s no way you can stay in the Army,” he said. But during his recovery, Skelton said he had met many injured troops who were going on to do amazing things in the civilian sector after being discharged. Skelton said he knows the Army “isn’t a charitable organization” and that it can’t keep people in uniform if they’re physically incapable of being Soldiers. But, he added, capable wounded warriors were being discharged.

“I was frustrated that we weren’t trying to keep Soldiers in,” he said.

Skelton had crossed paths with others who were seriously injured, but stayed on active duty and continued highly successful careers. Skelton points to Soldiers such as Retired Army Gen. Eric Shinseki, a partial-foot amputee, who served as the Army’s 34th chief of staff, and Army Gen. Frederick Franks, who commanded the Gulf War coalition’s 7th Corps and is a below-the-knee amputee.

But they and others had simply found ways to stay in, Skelton said, because the Army had no system in place for seriously injured Soldiers to petition to stay on active duty. Skelton’s evaluation board determined he could not be retained, and he couldn’t understand why.

“I want someone to explain to me why I can’t contribute to any mission in the U.S. Army,” Skelton said he told officials. “I’ll go wherever you want me to go. I’ll do whatever job you want me to do. But the last I checked, I do have a degree. ... I do have a good military career, and I speak Chinese fluently. How can you tell me that you’re going to invest this

much time, effort and money in training me and then you’re going to let me go?”

“No one could answer that,” he said.

Not yet ready to leave the Army, Skelton said, he found a commander in missile defense who would give him a job. He drove to Alaska, checked into Camp Greeley, called Department of Army officials and told them he was there. It wasn’t the infantry, so it wasn’t a perfect solution, but Skelton knew it would buy him some time, he said.

Then, an opportunity opened for him to travel to the Pentagon and talk with then-Defense Secretary Donald H. Rumsfeld. His homework had paid off.

“I could very effectively point to where some of these issues were,” Skelton said. “If we didn’t act on it then, it was just going to grow worse, because our population was not dwindling any time soon.”



A life-long rock climber, Army Capt. D. J. Skelton had to re-learn how to climb after combat injuries in Iraq shattered his left arm. He went on to host a rock-climbing clinic for other amputees.



Army Capt. D. J. Skelton, center, meets with battalion leadership at the 229th Military Intelligence Battalion on the Presidio of Monterey.

After the meeting, Skelton was offered a job in Rumsfeld’s office as the first person at his level to look hard at the gaps in care. Skelton sat on multiple committees and served as a military advisor to Deputy Defense Secretary Gordon England.

Skelton had a front-row seat to history-making changes in wounded warrior care that swept across the Defense Department and, to an extent, the Veterans Administration. He regularly spoke with top DoD and congressional leaders, and even the president.

Skelton said officials appreciated his blunt, educated, straightforward recommendations. But he still had no promise of a career. “There was no plan,” Skelton said of his career. “I would do whatever it took to buy more time.” Though he thought that eventually he would be forced out of the Army, he said, “I wasn’t ready to quit.”

obligation that I had and those promises that I made when I was first commissioned,” he said.

But despite his successes, Skelton said, he woke up in October 2007, looked at his life, and felt kind of down.

With his physical limitations, Skelton said, he knew he couldn’t return to the infantry. He was a former enlisted interrogator and had a passion for American-Chinese relations, so he decided he wanted to return to the Army in the foreign area officer program.

When Skelton approached Army leadership about staying on active duty this time, he received a different response. The request was granted almost overnight.

“It wasn’t a charity decision. It wasn’t ‘Give the wounded guy a break and put him over there to make him feel good,’” Skelton said. “It made sense.”

Skelton now commands Company E, 229th Military Intelligence Battalion, at the Defense Language Institute’s Foreign Language Center. When Skelton finishes his command, he said, he likely will move on to study advanced Chinese, or learn another language, and then go on to in-country training. From there, he said, it will probably be graduate school and then he will qualify as a foreign area officer.

Skelton said he still feels the pain of his injuries every day. He has to have a neighbor or a friend button his sleeve, because his left hand will never improve. He doesn’t wear an eye patch, he said, because he wants people to see the scars of war.

Still, life is good, Skelton said.

“I’m having fun. I’m being challenged intellectually. I’m being challenged physically and mentally,” he said. “I look forward every morning to putting on the uniform and coming to work.” ♦



Army Capt. D.J. Skelton performs routine work in his office at E Co.

And, he added, he was giving back to an organization he loved.

“I couldn’t give back as a platoon leader in the infantry ... so this is one way, indirectly, that I could fulfill the



Fort Huachuca's Arabic Language Course graduates first group of Soldiers

By Jennifer Vollmer

Fort Huachuca Public Affairs

Fifteen Fort Huachuca Soldiers graduated from an inaugural fast-track Arabic language course in a ceremony Nov. 19 at Riley Barracks.

"We are very proud of all the students who completed this course and the instructors who worked so tirelessly to develop and teach the curriculum," said David Villarreal, program director for the 35M Arabic Basic Course. "It's always difficult to be the 'first,' but it seemed this group managed to excel because of it."

Normally, soldiers are sent to Monterey, Calif., for language training at the Defense Language Institute Foreign Language Center, but because demand for interrogators is so high, officials developed a fast-track program to meet the demand. Currently, Fort Huachuca is the only military installation to offer this course.

The course, which began Feb. 4, is based on DLIFLC's 64-week curriculum, but has been cut down to 41 weeks and enriched with new materials developed by in-house language instructors who are on loan from the Monterey institute.

According to Villarreal, the new program will get linguists out to the field faster with the skills oriented towards their jobs. The course focuses on listening and speaking, Villarreal said. Students used newspapers, satellite television, and the Internet, in addition to basic language study, in order to become more familiar with specific dialects and cultures.

"The students of the 41-week Arabic course will be prepared to operate effectively, bridging the gap through cultural knowledge and language; therefore, enhancing the overall mission of the Army," he said.

All of the Soldiers in the course were selected following their completion of Advanced Individual Training at Fort Huachuca. Soldiers completing the Arabic language course will become 35M interrogators for the Army.

Another class is scheduled to begin Jan. 19. That class will be abbreviated even further, lasting only 23 weeks. ♦



The 15 human intelligence collector Soldiers stand with instructors and staff to commemorate their graduation. The students are now in an Arabic-speaking country for one month experiencing full immersion.



DLIFLC has made SCOLA – an educational U.S.-based international media content provider – available to you at any time in any place, providing you have Internet access. SCOLA provides a wealth of source material in more than 95 languages, including six channels of television equaling more than 52,000 hours per year of foreign language programming, hundreds of publications, audio broadcasts, pictures, and innumerable unique language learning resources.

All of this is accessible online, or via cable, by contacting SCOLA at contact@scola.org through your .gov or .mil e-mail address.

For more information visit SCOLA at www.scola.org



New language lab to help Soldiers bridge cultural divide at Fort Riley

By Dena O'Dell

Fort Riley Public Affairs

For several members of the 1st Infantry Division G-2 staff, the recent opening of a language lab and cultural center on Custer Hill marked the moment they had been working toward for the past year, and one Brig. Gen. Perry Wiggins, 1st Inf. Div. commanding general, said would pay big dividends for U.S. Soldiers nationwide in the future.

With the assistance of G-2 officers, civilian personnel, and others instrumental in the facility's opening at Fort Riley, Kan., Wiggins used an oversized pair of scissors to cut a red ribbon Oct. 3, signifying the grand opening of the 1st Infantry Division Language Lab and Cultural Awareness Center.

"First and foremost, it's an honor and a privilege to be here today to represent the division and this post in an initiative that's going to pay big dividends, not only for our Soldiers standing on the front lines, but our Soldiers throughout the world," Wiggins said.

The decision to establish a centralized language facility at Fort Riley came on the heels of the activation of the 4th Infantry Brigade Combat Team and the return of the Big Red One to Fort Riley, said Dan Matthews, G-2 language coordinator.

The original intent of the facility was to meet the needs of linguists stationed at Fort Riley, but soon expanded to include the Cultural Awareness Center, with full-time Arabic language and cultural instructors, enabling the division to also train nonmilitary intelligence linguists and language-enabled Soldiers within brigade combat teams.

The structure, that once served as a dining facility in the 1960s and 1970s, was extensively renovated last year and

now offers a 14-station computer lab; a large classroom that can seat 20 people; a small classroom with a maximum capacity of 10 people; as well as an administration office, once used as a large walk-in refrigerator.

A wide range of programs are offered to all Fort Riley Soldiers, including language and culture instruction with two Arabic/Iraqi dialect linguists; online training via the Defense Language Institute Foreign Language Center website www.LingNet.org; DLIFLC Language Survival Kits, the use of the Tactical Iraqi video game; Rosetta Stone language program; live foreign language television broadcast via SCOLA in Arabic, Korean, Chinese and Spanish; as well as iPods for language sustainment.

When looking at the operations environment Soldiers face today, Wiggins said, an important aspect of being successful is learning the language and culture of the people servicemembers work with.

"This is our opportunity for our Soldiers who are deploying and are on point for this nation in the Global War on Terror, to be able to learn a few key phrases and learn a language, so they can be ambassadors and build credibility for our nation," Wiggins said.

Lt. Col. Paul Norwood, 1st Inf. Div. G-2 responsible for the command and language program, began initiating plans for the establishment of the center upon his arrival at Fort Riley in September 2007.

"What's unique about this facility is that it's not just a language lab, but it's also a cultural setting," he said. "As we found from the counterinsurgency operations, you've got to have the ability to understand the culture and a little bit of the language. If you have a little bit of language and understand the culture, you can make a connection with the folks you're trying to work with."

Although language skills have been taught in previous wars like Vietnam, Norwood said, they probably weren't taught to the extent of how they are being taught today.

"The reason for that is globalization. We are interconnected in a way we never were in the 1950s and 60s," he said. "Now, everybody is going everywhere, whether you're getting on an airplane and taking a vacation or you're in the military going overseas for a deployment," said Norwood. ♦



Brig. Gen. Perry Wiggins, 1st Inf. Div., and Fort Riley commanding general cut the ribbon during the grand opening of the 1st Inf. Div. Language Lab and Cultural Center Oct. 3.



NPS co-hosts first educational film symposium

By *Kellie Arakawa and Jacqueline Kiel*
Naval Postgraduate School Public Affairs

To promote global awareness among the military and local community, the Naval Postgraduate School this fall partnered with the Defense Language Institute Foreign Language Center, and the Monterey Institute of International Studies to host “Windows to the World,” an educational film symposium that showcased 15 documentaries from more than a dozen countries.

The four-day symposium, hosted by a different institution each day beginning Oct. 16, highlighted international themes of political activism, democracy, cross-cultural conflict and economic struggle through documentaries provided by the Independent Television Service International’s Global Perspectives Project.

body, not just to the military community.”

On Friday, Oct. 17, Windows to the World hosted a community screening of “Iron Ladies of Liberia” at the Golden State Theater in Downtown Monterey. Filmed in 2006, the documentary followed the inaugural year of Ellen Johnson-Sirleaf, the first female president ever to be elected in an African nation, and the challenges her predominantly-female administration faced as they worked to rebuild the war-torn country of Liberia.

Immediately following the screening, Army Col. Sue Ann Sandusky, Commandant of DLIFLC, moderated a discussion with Jonathan Stack, the film’s Emmy award-winning executive producer.

Sandusky said the film presented an important view into the realities of governing a failed state – a concept unfamiliar to most Americans. “The phrase ‘failed state’ is frequently used in the press and foreign policy discussions, and I think that seeing ‘Iron Ladies’ was important so American audiences could get a little glimpse of what it means to be a



Under the leadership of Windows to the World Executive Director Paula Jordanek and NPS Provost Leonard Ferrari, committee members from DLIFLC, NPS, and MIIS selected and screened films that covered a myriad of political and social topics ranging from child labor in Bolivia to multi-party elections in Egypt.

Retired Navy Capt. Bill Shewchuk, the executive assistant to the dean of the Naval Postgraduate School of International Graduate Studies, said the symposium was intended to enhance the educational experience students receive while at NPS, DLIFLC and MIIS, and to share a cultural learning program with the local community.

“A major emphasis from the Department of Defense today is increasing partnership capacity, and the way to do that in a more effective manner is to be aware of the culture and language in the environments which you’re operating,” he said. “And cultural awareness is important for every-

failed state and all the difficulties that the president had to face – lack of institutions, a government that can’t govern for all the various reasons depicted in the film, the problems of poverty, and the difficulty of having to handle constituents when you don’t have resources,” she explained.

Stack said he was excited to bring the film to a new audience, particularly one with such a significant role in global matters. He believes that understanding international affairs and the reality of life in other cultures is important for all Americans, “because the country cannot claim the mantle of world power if it does not know what is going on.” ♦





Army intel officer builds bridges in Afghanistan

By John J. Kruzal
American Forces Press Service

Every Afghan soldier on a base in Jalalabad, Afghanistan, wants to shoot at Army Capt. Nathan Iglesias.

Luckily for Iglesias – a proficient speaker of the Afghan language Dari – these volleys come in the form of questions, not bullets.

“For me to walk across the base 300 meters can take over an hour, because all the Afghans want to talk to me,” Iglesias, an embedded trainer with the 2nd Brigade, 201st Afghan National Army Corps, said in an interview during his mid-deployment leave. Iglesias has since returned to Afghanistan, where his deployment will continue until May 2009.

Prior to his deployment in April, the captain studied Dari in an intensive 47-week course at the Defense Language Institute’s Foreign Language Center. He attributes his popularity, and his success as an intelligence officer, to his ability to speak to foreign counterparts in their native tongue.

“It’s like instant rapport,” the 26-year-old Soldier said. “They know that I have interest in their culture. They know it’s more than just lip service to them, because I know their customs, I’m familiar with their culture, their history – I’ve studied them.”

“This is more than just job for me,” he continued. “It’s a passion. And I think that that’s conveyed simply by my ability to communicate with them in their own language.”

Dari is one of the more difficult languages students learn at the Institute. It uses phonetic components that are awkward for native English speakers, a construction that places the verb at the end of the sentence, and a writing system that bears no resemblance to the Latin alphabet. That Iglesias,



Capt. Nathan Iglesias stands before Korengal Outpost in Konar, Afghanistan.

a native of Pacific Grove, Calif., can converse in Dari provides an endless source of wonder to local forces.

With insatiable curiosity, Afghans ask him about American culture, and especially about religious pluralism in the United States. Some are surprised to learn that the United States has mosques and millions of Muslims who worship inside them – it debunks their belief that they would be forced to convert if they relocated to America. Others inquire about what it’s like to have Jewish friends.

“I tell them ‘Not only do I have Jewish friends, but I have Jewish friends fighting in Afghanistan for their country,’” Iglesias said. “And that just boggles their mind.”

In fact, the captain’s comprehension of Dari so fascinates Afghans that in some instances it even trumps their desire for basic necessities.

“When I go on humanitarian assistance missions, they don’t even care about what I’m giving out any more,” Iglesias said. “We just sit down, we drink chai together, and they have nonstop questions for me.”

In addition to earning him the respect and admiration of Afghans, Iglesias’ linguistic and cultural training has allowed him to communicate with his Afghan National Army intelligence counterparts.

During one conversation, Iglesias explained to Afghan intelligence operators how the U.S. military’s intelligence summary, or INTSUM, is compiled and distributed up the chain of command. To compose this daily briefing, intel officers like Iglesias aggregate intelligence from subordinate units and security units, vet and compare the various sources and create a document that informs commanders’ decisions on the battlefield.

“I asked them ‘What is your experience with this?’ They said, ‘We’ve never done it,’” Iglesias recalled. “So I said,



Army Capt. Nathan Iglesias, an embedded trainer with the 2nd Brigade, 201st Afghan National Army Corps, poses in Jalalabad City, Nangarhar, with Afghan children.



“This is what we’re going to start doing.”

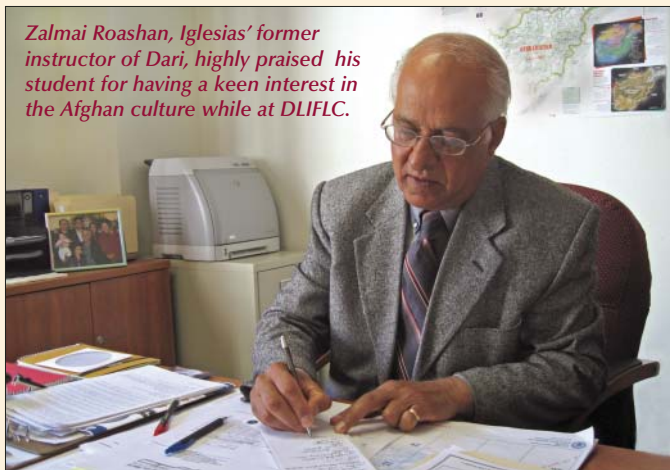
The captain declassified his own INTSUM and, in Dari, explained it to the Afghans. He incorporated some of their ideas into their layout, and what quickly emerged was the first Afghan intelligence summary, which is now a staple of the Afghan military forces.

“They were the first ones to do it in the country, and theirs would go all the way to the minister of defense,” Iglesias said. “It’s a daily product.”

Zalmai Roashan, one of Iglesias’ instructors at DLIFLC, suggested that his former student’s ability to connect with Afghans may be due to his understanding of Afghanistan’s etiquette of respect. This certainly allowed him to help implement the intelligence briefing, he said.

“He was able to frame it in such a way that they were not threatened by this initiative,” the professor explained. “When the reports kept on coming, and with the degree of accuracy and perhaps depth of information, everybody was happy, and so was he.”

“Once you have the foothold then you – not necessarily push – but present your ideas,” Roashan continued. “And that is exactly what Captain Iglesias has been doing. And I attribute the success to his ability to communicate, not only verbally, but culturally, with the Afghans.”



Zalmai Roashan, Iglesias’ former instructor of Dari, highly praised his student for having a keen interest in the Afghan culture while at DLIFLC.

The professor expressed pride in Iglesias’ accomplishments in Afghanistan, and said the captain’s ability to communicate in Dari exceeds his expectations. Roashan added that Iglesias’ training has allowed him both to perform his military mission in Afghanistan and create bridges between the Afghan people and the U.S. military, an assertion with which the young captain agrees.

“A lot of people think we’re very centered on ourselves, that [we think] the world revolves around the United States,” Iglesias said. “If we show that we’re willing to devote time and resources and energy to studying their culture and their language, that just means so much to them, as well as it would for anyone.” ♦

Alumni visit DLIFLC’s Open House

By Natela Cutter

Strategic Communications

The Defense Language Institute Foreign Language Center held an Open House event Oct. 31 for alumni who wanted to visit their old stomping grounds, take a history tour of the Presidio of Monterey, or visit classrooms to see how much technology innovation has changed the way instructors teach foreign languages.



Col. Sue Ann Sandusky shows Maj. Gen. John Custer a DLI Alumni Association license plate frame which says “I am a DLI graduate.” Custer toured the Presidio of Monterey and visited classrooms Oct. 31.

“The use of technology in the classroom not only helps us as teachers but it also maintains the interest of the students who are accustomed to living in a multimedia world,” said Vatche Ghazharian, language technology specialist at the Emerging Languages Task Force. “Our teachers make a great effort to create interactive lessons in order to keep the students engaged.”

Nearly 20 alumni visited DLIFLC Friday, as well as Maj. Gen. John Custer who graduated from the Institute’s Russian course in 1975. Alumni were able to view classroom technology demonstrations, see a Virtual Convoy Operations Trainer demonstration, tour the Presidio of Monterey, visit the DLIFLC Hall of Fame and Berlin Wall Memorial. Three panels of the original wall were donated to the Institute in 2006.

The event was organized as a prelude to the DLIFLC 67th Anniversary Event, enabling alumni to visit the Institute before participating in the annual celebration.

The event was advertised by the DLI Alumni Association which made available DLIFLC T-shirts, cups, license plates, and other items for alumni to purchase. For more information visit www.dli-alumni.org ♦

New Iraqi, Dari, Pashto, Persian Farsi, and Chinese Headstart programs available NOW!



DLIFLC has released four new Headstart language programs. Dari, Pashto, Persian Farsi, and Chinese Headstart join Iraqi in this revolutionary new program. The 80-hour self-paced interactive lessons teach service members to read signs, pronounce basic phrases, understand cultural nuances, and give deployed war fighters an edge in understanding what is going on around them. All five Headstart programs are available for download at www.lingnet.org and can be ordered at www.dliflc.edu

Folktales and legends embedded in a specific culture provide an opportunity to explore and teach rich and fascinating social lessons.



Taj Mahal, The Dove & Peace, Troy, Queen Elissar, The Camel in the Sky, Almond Tree, The Lion's Whisker, The Legend of Chijchipa, The Legend of Queen Pokou, Popocatépetl & Iztaccíhuatl, The Legend of Furatena, The Silver & the Great Wall and etc.

Legends & Folktales