

DLIFLC

GLOBE

Serving the military and civilian communities of the
Defense Language Institute Foreign Language Center and Presidio of Monterey
SUMMER 2006

Language Day 2006 attracts 3,000 visitors



INSIDE: • DLIFLC holds memorial for fallen Soldier • DLIFLC instructors receive MA Degrees



Page 6

Sgt. 1st. Class Brett Rudman carries the U.S. flag across Soldier Field to Col. Tucker Mansager who presented it to Mrs. Margaret Corpuz, the mother of the fallen DLIFLC graduate, Cpl. Bernard Corpuz.

Front Cover

Airman Jacquzette Dunn, a student of Pashto, a dialect spoken in Afghanistan, proudly shows off the national costume of the country. Dunn is one of the top Pashto students in her class at DLIFLC.


GLOBE
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Inside
GLOBE

Page 3
From the top

Page 4
DLIFLC has new Command
Sergeant Major

Page 5
Some 3,000 visitors enjoy Language Day

Page 6
Memorial Day parade on Soldier Field
honors 13 DLIFLC graduates

Page 7
DLIFLC graduates killed in war on terror

Page 8
DLIFLC holds memorial for fallen Soldier

Page 9
Memorial service photo collage

Page 10
Students get first-class treatment at new
Student Learning Center

Page 12
Enhancing Proficiency: PEP curriculum
and teamwork in the Arabic schools

Page 14
DLIFLC forms partnership with
Kazakhstan counterpart

Page 16
Command Language Program Managers
keep DLIFLC students "up to speed"

Page 17
DLIFLC Military Language Instructor
receives Bronze Star

Page 18
DLIFLC sweeps rivals off feet in
Chinese Mandarin competition

Page 20
DLIFLC Washington plays important role

Page 22
A tale of two linguists – An effort to
rectify a war account

Page 24
DLIFLC's digital conversion project

Page 26
DLIFLC instructors receive MA Degrees



Page 5

Lance Cpl. Kyle Johnson, a DLIFLC French student and member of the Marine Corps drill team, shows his skills to the audience on Language Day, May 18, 2006.



Page 5

Sgt. Tommay Lockridge, an environmental health specialist for the Preventive Medicine Service at the California Medical Detachment, shows visiting students a Pakistani rat snake, called Abo. Lockridge showcased snakes, scorpions and tarantulas on Language Day to teach students how to identify poisonous creatures, while introducing them to an exciting career in Army environmental health.

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From the top...

By Col. Tucker B. Mansager

Over the past year we have evolved in how we evaluate our progress, as well as how we report it. We now have a system in place that integrates our Five Year Command Plan with our Accreditation Self-Study to ensure the military and academic aspects of the Institute are synergistic. With the Five Year Command Plan as our overarching document, we now use its architecture to provide yearly Command Guidance to all units affiliated with the Institute for medium term planning. Then, each quarter, we update and revise that guidance by first reviewing our progress in a forum that includes all service unit commanders, the Chancellor and all the vice chancellors, as well as the Institute staff and representatives from Garrison, then publish guidance for the next three months. It is critical that you understand this structure and the timelines that follow so that you can contribute meaningfully to the accomplishment of our mission.

This August, we will gather the senior leadership of the Institute to take a look at our mission and vision statement again, to make sure both are still accurate and current. At the same time, we will stretch our strategic planning time line out to FY13, to align it with the Army's budgeting process so we can accurately reflect our true resourcing requirements. Our detailed focus will be on FY09, the year upon which the Army's budgeting process is currently focusing. I strongly encourage all of you to project into the future and help shape our long-term planning by sharing these ideas with your supervisors.

This past year has not been without challenges, many of which had to do with generating resources to support the war. While the fiscal year starts in October, we received our approved Budget Guidance in March and have been faced with a restriction on hiring and contracting from the Secretary of the Army. We gained an exception to policy in order to move forward with our Proficiency Enhancement Program, only to be slowed again by an Army-level immediate spending restriction in May. We recently established a system to work within the slowdown in order to continue to meet our requirements. Thus, despite these challenges, some of which are quite formidable, we continue to move forward and work through the problems. I urge all of you to work likewise through the problems you may face at your level. Do everything you can, legally, morally and ethically, to accomplish your mission, and do not be dissuaded by those who would say it is too hard or not worth it. Never accept defeat! Never quit!

Thank you for all your efforts. I stand in awe of the immense talent and dedication here at DLIFLC. Keep up the great work!

One Team, One Fight!



Sincerely,

Tucker B. Mansager
Colonel, U.S. Army
Commandant



Col. Tucker B. Mansager
DLIFLC & POM Commander



"We here at DLIFLC continue to make great progress towards attaining our vision:

The acknowledged leader in all aspects of defense foreign language education, DLIFLC is an innovative, transformed, and continually adapting organization, operating on the cutting edge of language instruction and technology.

Our progress is sometimes measured in inches and sometimes in miles, but it is all forward progress, thanks to your indomitable spirit and will to succeed."

DLIFLC has new Installation Command Sergeant Major

By 1st LT. Carlos M. Dedios, DLIFLC

On March 31st the Defense Language Institute Foreign Language Center (DLIFLC) held a change of responsibility ceremony for its Installation Command Sergeant Major. The position is reserved for the top enlisted Soldier on the installation serving directly under the Commandant, Col. Tucker Mansager.

The new Installation Command Sgt. Maj. is Nicholas Rozumny, a native of Stow, Ohio. He began his career as a graduate of DLIFLC's German Basic Course and speaks two additional languages.

"He brings a fresh set of combat-honed eyes to the Institute and Installation and serves as an indispensable and integral member of the command team," said Mansager.



Installation Command Sgt. Maj. Nicholas Rozumny (left) and DLIFLC Commandant Col. Tucker Mansager stand side by side at the change of responsibility ceremony at the Presidio of Monterey.

The duties of the Installation Command Sgt. Maj. are to advise DLIFLC senior leadership and maintain complete oversight of enlisted personnel issues at the Installation. His most recent assignment was as Command Sgt. Maj. of the 101st Military Intelligence Battalion, 1st Infantry Division, known as "The Big Red One." His duties included direct support missions during Operation Iraqi Freedom II. While in Iraq, Rozumny advised and guided company commanders and intelligence Soldiers in missions.

Aside from being a German linguist, Rozumny graduated from the Russian Basic Course in 1983 and is a heritage speaker of Serbian/Croatian, which he brushed up while attending a short course at the DLI Washington branch of the Institute in 1996.

During operations in Bosnia-Herzegovina, Rozumny was assigned as the Force Protection team leader, Brigade S5, and interpreted for the Commander, 1st Infantry Division, from April 1996 to January 1997.

"I want service members to remember that we are a nation at war. Their weapon in this war is the foreign language they are studying. While they are studying a foreign language, every attempt must be made to become an expert on that weapon," said Rozumny. "This is not a fire and forget Institution. Service members must insist on language maintenance throughout their careers. Commanders in the field are relying on our graduates to perform in many

different environments and under varied conditions."

The former Installation Command Sgt. Maj. was Michael P. Shaughnessy who proudly served for 30 years in the U. S. Army. More than 100 service members and local distinguished visitors attended the ceremony at the Presidio's Price Fitness Center. The event ended with a rousing performance by the Ft. Huachuca 36th Army Band. A reception welcoming the new Installation Command Sgt. Maj. followed at the Presidio's Weckerling Center.

Command change at Presidio's Marine Corps Detachment

By Joseph Morgan

Presidio of Monterey Public Affairs Office

The Marine Corps Detachment of the Presidio of Monterey and the Defense Language Institute Foreign Language Center (DLIFLC) bid farewell to Commanding Officer Maj. Karl C. Rohr and welcomed his successor Maj. Gilbert A. Barrett III in a formal change of command ceremony May 18 at the Presidio's Soldier Field.

Rohr, who had served as the detachment's commander since August 2003, will report to a new assignment at the Marine Corps Recruiting Station, Des Moines, Iowa.

Barrett took command of the detachment after serving as its executive officer since June 2005.

"Today, as you receive the colors of the Marine Detachment, Presidio of Monterey, you can be extremely proud of the magnificent accomplishments and unprecendented legacy of the command you are inheriting," said Brig. Gen. J. B. Laster, commanding general of the Marine Corps Training Command, in a message that was read to attendees and to the detachment's Marines, who stood in massed formation at close interval for the event.

Barrett was promoted to his current rank on May 1st, 2006. His personal awards include the Navy Commendation Medal (3), Navy Achievement Medal (2), Good Conduct Medal (2), National Defense Service Medal (2), and the Sea Service Deployment Ribbon (6).



Newly assigned Commanding Officer Maj. Gilbert A. Barrett III (left) and departing Commanding Officer Maj. Karl C. Rohr at the Marine Corps Detachment change of command ceremony.

Some 3,000 visitors enjoy Language Day at Presidio of Monterey

By Natela A. Cutter

Presidio of Monterey Public Affairs Office

The Defense Language Institute Foreign Language Center (DLIFLC) celebrated its annual Language Day event with great success this year on May 19th. Some 3,000 visitors from middle schools, high schools and colleges enjoyed a full program of entertainment, cultural displays and foreign language classroom demonstrations representing the 22 languages taught at the Institute.

“It was awesome to see the multi-cultural aspect of the school and to realize that the students are actually becoming fluent in a foreign language,” said Jessica Boyce, a junior from Monterey High School. Boyce visited on Language Day with her Spanish class, along with about 20 other classmates.

DLIFLC students participated in over 30 stage performances that included Arabic, Pashto, Dari and Kurdish dances, Korean fan dancers, and Japanese martial arts. Visiting students could attend dozens of demonstration classes in various languages or even be tested for proficiency in a language by professional DLIFLC testers.

DLIFLC students participated in the preparation of cultural displays in over 20 classrooms located near the main event, signing “passports” and “diplomas” given to visitors

in order to have their names written in foreign languages.

“It was inspiring to see that such a place like DLI exists in Monterey because no one really thinks much about it when driving by,” said Melissa Badger, also a Monterey High School student. With the closure of Institute gates following the 9/11 attacks, residents can no longer drive through the Presidio. Language Day is thus a unique opportunity for all to visit the nation’s largest language school.

Each year DLIFLC instructors diligently bring their most treasured cultural and religious relics to display for visitors in classrooms. Artifacts from papyrus drawings to Persian rugs are displayed in classrooms while many teachers prepare delicacies from their countries to share with guests.

“We really want to show people what our culture is like, and what better way than to treat them to some of our food, such as baklava,” said one of the Arabic instructors.

The event also included the presence of over 20 local food vendors, giving guests an opportunity to taste different ethnic foods from the Middle East, Asia and South America. Attendees also had an opportunity to purchase T-shirts in various languages from the DLI Alumni Association. (www.dli-alumni.org)

Over five thousand invitations are sent out each year to schools and universities throughout California for this event, which normally occurs toward the end of May.

For more information on next year’s Language Day, you may call the Presidio of Monterey’s Public Affairs Office at (831) 242-5104, and visit our website at www.dliflc.edu



Turkish language students perform traditional folk dancing.



Memorial Day parade on Soldier's Field honors 13 DLIFLC graduates

By Bob Britton

Presidio of Monterey Public Affairs Office

The Defense Language Institute Foreign Language Center (DLIFLC) and the Presidio of Monterey (POM) honored 13 fallen graduates during a Memorial Day ceremony at Soldier Field on May 25th. Retired Col. Joseph Ameel, a 1964 DLI Vietnamese language graduate, was the guest speaker.

"During our ceremony today, we will take time to honor the legacy, patriotism and sacrifice of those DLIFLC graduates who have lost their lives in the Global War on Terror," said First Sgt. Frank Everson, the program's narrator. "Their selfless service and final sacrifice will never be forgotten."

The names of the 13 alumni who were killed in action since Sept. 11th, 2001 were engraved on a polished wooden plaque which reads: "In Memoriam: DLIFLC graduates killed as a result of hostile action in the war on terror." The commemorating plaque was unveiled by DLIFLC Commandant and Commander of the Presidio of Monterey Col. Tucker Mansager, Command Sgt. Maj. Nicholas Rozumny, Col. Ameel, and Benjamin De La Selva, DLI Alumni Association president.

"We brothers and sisters-in-arms will remember our own and pay them proper tribute," said Mansager.

"Many of you have heard me say that, in this long war, we cannot measure our contributions to the mission by the proximity of the objective," said Mansager. "DLI graduates contribute directly to the defense of our nation as it defeats this scourge of terrorism."

Mansager recognized the presence of several family members of the fallen alumni, who included Lisa Vance, the wife of West Virginia National Guard Staff Sergeant Gene A. Vance Jr., and Gina Nason, sister of Chief Warrant Officer 2, Christopher G. Nason.

Vance came from West Virginia to witness honors rendered to her husband, who was killed by small arms fire in Afghanistan while serving with the 2nd Battalion, 19th Special Forces Group on May 19, 2002. "I didn't even know he was a Soldier until he showed up at my house in uniform

on his way to drill one day," said Vance, describing their initial dating days.

The couple had plans to spend their honeymoon in Monterey, but deployment to Uzbekistan and then to Afghanistan in November 2001 interrupted these plans.

Gina Nason, the sister of Army CW2 Christopher Nason, traveled from Los Angeles for the ceremony. Her brother was killed in a vehicle accident in Mosul, Iraq on Nov. 23, 2003, two weeks after having been on leave in the U.S. to attend his father's funeral. Nason was an Arabic linguist working with contract linguists in Iraq and Kuwait. Two other contractors died in the accident.

On this solemn occasion, advice given to soldiers by Ameel to maintain their language skills and remain vigilant during their overseas tours was well taken. His knowledge of the language saved his life during his first combat tour when a Vietnamese girl threw a grenade at the unit and a soldier shouted in Vietnamese, "Grenade, get inside!" He understood the warning, which saved his life. His Vietnamese translator and mentor told him he no longer needed help when he could vent his anger in Vietnamese, mentioned Ameel, who served two combat tours in 1965 and 1969.

He told DLIFLC students to always expect the unexpected in combat.


"In your first experience in combat, you're going to be surprised and you're going to be slow to react," Ameel said. "Rely on your sixth sense. If you sense something's wrong, you're usually right."

A roll call was performed by Installation Command Sgt. Maj. Rozumny, who first called out the rank and names of three servicemen present at the parade. Each service member responded with a loud "Here, Sergeant Major." Rozumny then read out the names of the 13 fallen graduates three times: first by rank and last name, then by rank, first name, and last name, and finally by rank and full name. Silence resounded on the field.

The roll call was followed by the rendering of honors, carried out by three soldiers, each with an M-16 rifle who fired in unison, three times at short intervals, for a total of nine shots. To conclude the ceremony, the military bugle call "Taps" was sounded.

DLIFLC anticipates adding names of future linguist heroes at each year's Memorial Day remembrance. Upon knowledge of any such demise, readers are asked to submit names of the fallen to the DLIFLC Public Affairs Office by calling (831) 242-5104 or by writing to the webmaster at www.dliflc.edu.

The commemorating bronze plaque was donated by the DLI Alumni Association (www.dli-alumni.org), which raised the funds from membership donations and memorabilia sales. The plaque is on display on the second floor of Rasmussen Hall, the DLIFLC headquarters.



DLIFLC GRADUATES KILLED AS A RESULT OF HOSTILE ACTION IN THE WAR ON TERROR

David A. Defeo, 37, an employee of Sandler O'Neil, a Polish linguist, class of 1983, was the first casualty. He died in the attack on the New York World Trade Center on Sept. 11, 2001.

Staff Sgt. Gene Arden Vance Jr., 38, a Persian-Farsi linguist, class of 1998, serving with 2nd Battalion, 19th Special Forces Group of the West Virginia Army National Guard, was killed by enemy small arms fire in Afghanistan on May 19, 2002.

Army CW3 Mark Steven Osteen, 43, a Spanish linguist, class of 1986, serving with D Company, 1st Battalion, 160th Special Operations Air Reconnaissance unit, was killed in an air crash in Afghanistan Jan. 30, 2003.

Navy Petty Officer 1st Class David Martin Tapper, 32, a Persian-Farsi linguist, class of 1997, was serving with the Commander, Naval Special Warfare Group, when he was killed by enemy small arms fire in Afghanistan Aug. 20, 2003.

Army Specialist Alyssa Renee Peterson, 27, an Arabic linguist, class of 2003, serving with Company C of the 101st Airborne Division's 311th Military Intelligence Battalion, died of a gunshot wound in Telafar, Iraq, Sept. 16, 2003.

Army CW2 Christopher Gregg Nason, 29, an Arabic linguist, class of 1996, was killed in a vehicle accident Nov. 23, 2003, while serving with the 306th Military Intelligence Battalion in Iraq.

Marine Corps Gunnery Sgt. Ronald Eric Baum, 38, a Spanish linguist, class of 1994, was killed by an

improvised explosive device in Iraq on May 3, 2004, while serving with the 2nd Intelligence Battalion, 2nd Marine Division, 2nd Marine Expeditionary Force.

Navy Petty Officer 1st Class Brian Joseph Ouellette, 37, a Spanish linguist, class of 1996, was killed by an improvised explosive device May 29, 2004, while serving with Navy Special Warfare Group 2 in Kandahar, Afghanistan.

Jamie M. Michalsky, 24, a Russian linguist, class of 2000, was killed by a suicide bomber while working as a civilian with Worldwide Language Resources in Kabul, Afghanistan, Oct. 23, 2004.

Army Sgt. Joseph Michael Nolan, 27, an Arabic linguist, class of 2002, was killed Nov. 18, 2004, by an improvised explosive device in Baghdad while serving with C Company of the 101st Airborne Division's 311th Military Intelligence Battalion.

Army Sgt. Cari Anne Gasiewicz, 28, an Arabic linguist, class of 2003, was killed by an improvised explosive device Dec. 4, 2004, while serving with B Company, 202nd Military Intelligence Battalion, 513th Military Intelligence Brigade, in Ba'qubah, Iraq.

Navy Senior Chief Petty Officer Daniel Richard Healy, 36, a Russian linguist, class of 1997, was killed in a plane crash in Afghanistan June 28, 2005.

Army Reserve Sgt. Myla Lumayag Maravillosa, 24, a Tagalog linguist, class of 2003, was killed by an improvised explosive device Dec. 24, 2005 while serving with the 203rd Military Intelligence Battalion in Iraq.

DLIFLC holds memorial service for fallen soldier

By Natela A. Cutter

Presidio of Monterey Public Affairs Office



He was described by instructors who knew him well as an extremely dedicated student of French, who studied the language with passion and read French literary and religious books with zeal.

On Thursday, June 22, a memorial service was held at the Presidio of Monterey chapel for **Cpl. Bernard Corpuz**, who was killed in Afghanistan on June 11, while traveling in a convoy of vehicles conducting a village assessment in the town of Ghanzi. His vehicle was struck by an improvised explosive device and then came under small arms fire. He died in the arms of a chaplain at the age of 28.

Corpuz graduated from the Defense Language Institute Foreign Language Center (DLIFLC) April 28, 2005 at the top of his class.

“Bernard was one of my best students,” said Laurent Paget, one of the several French instructors who teach the six-month intensive course at DLIFLC. “We corresponded via e-mail in French and I was amazed at his near perfect French,” said Paget, having exchanged the last e-mails just after Memorial Day. “I told him that we were praying for his safety and quick return home. He said that he would stop by to visit us at the school when he came back.”

Only days after these e-mail exchanges, Corpuz volunteered to go on a reconnaissance assessment mission with his fellow soldiers. Sadly, Corpuz never returned.

The memorial service was attended by over 150 family members, friends and service members who came to show their respect to the family and pray for a young man who was remembered so fondly by all who met him, and those who grew to know him through stories about his extraordinary life and accomplishments.

“I did not know Bernard personally...but I have grown to know him as I read about him,” said DLIFLC Commandant and Commander of POM Col. Tucker Mansager. “Let me highlight just a few of the words that were used in the writings by people who knew him and loved him: quality, outstanding, eager, hero, funny, gregarious, brave, inspiration, passion, uplifting, Integritas, honorable, fast, heart of a lion, vibrant, priceless, fun-loving, kind-hearted, and unique.”

In less than two years, Corpuz rose four ranks in his Army military intelligence battalion. He received 10 medals: the Bronze Star, the Purple Heart, the Army Good Conduct Medal, the Overseas Service Ribbon and the Combat Action Badge. He earned the National Defense Service Medal, the Iraq Campaign Medal, the Global War on

Terrorism Service Medal, the Army Service Ribbon and the Weapons Qualification Badge for being an “expert” shooter.

“It is clear that there was no half-way with this young man, it was all or nothing. Inspiration, passion: he was a leader... younger soldiers looked to him for maturity and guidance, not only because of his age, but because of the clear quality of his character,” said Mansager.

Corpuz joined the Army in July of 2004. Upon graduating from DLIFLC, he deployed to Afghanistan with the 303rd Military Intelligence Battalion, part of the 504th Military Intelligence Brigade, in December 2005.

The end of the ceremony, attended by Corpuz’ mother Margaret, aunt and other family members, moved to Soldier Field, in front of the chapel, where a ceremonial salute was fired. The American flag, which had been flown over the Presidio cemetery that morning, was then presented to Mrs. Corpuz by Col. Mansager.



Command Sgt. Maj. Mark Sinnard presents Cpl. Bernard Corpuz' belongings to his mother during a memorial service at Soldier Field.

Present was also Corpuz’ Command Sgt. Maj. Mark Sinnard who flew from Fort Hood, Texas to present Mrs. Corpuz with some of her son’s belongings: his helmet band, rank insignia, shell casings from the battlefield on which Corpuz fell and perhaps, most poignantly, her son’s identification – or dog – tags.

A final gift of the State flag was presented by California Highway Patrol Lieutenant Mark Badovinac on behalf of Governor Arnold Schwarzenegger, ending with a solemn salute to Corpuz’ mother.

Following the ceremony, family, friends and service members gathered in the Weckerling Center for refreshments and an opportunity to view a special video collage of photographs and readings from the online legacy book remembering Corpuz, combined with music prepared by the Presidio of Monterey’s military staff, in memory of a young man who gave his life for his country.

Memorial Day parade May 25th

Memorial service June 22nd



Students get first class treatment at new Student Learning Center

By Staff Sgt. Michael L. Martinez

Military Language Instructor, Student Learning Center

Have you ever wondered how students fresh out of high school and Basic Training make the transition to the intense learning environment found at the Defense Language Institute Foreign Language Center (DLIFLC)?

Well, so did many military leaders involved in evaluating military language training programs. Something had to be done about climbing student attrition rates as field units were demanding more and better qualified linguists from DLIFLC.

In response to this need, DLIFLC began an extensive evaluation and overhaul of its support agencies resulting in the creation of a program whose intent was to prepare students for the intensity of military language training.

In October 1996, DLIFLC launched a cutting edge initiative known as Student Motivation and Retention Training (SMART). The SMART program aimed to achieve its goal by providing students with lessons in English grammar terminology, global learning skills commonly required in college level programs, and area studies lessons directly related to the language they would be learning.

The program provided the basic tools Soldiers, Marines, sailors, and airmen needed to begin their language studies and successfully graduate from their language course. Once piloted, the effect of the SMART program was immediate and overwhelmingly positive; attrition rates dropped and test scores rose. While many factors contributed to this increase in student success, the SMART program played a key role and was poised to expand. SMART took full advantage of this opportunity to make new advancements in the field of foreign language acquisition and the program has since evolved with a new vision and has been extensively updated.

In October 2005, SMART was recast as the new Student Learning Center (SLC). The SLC also provides workshops tailored to audiences upon request. Student academic advising is available for both the struggling student and the successful student. The program also provides an Autonomous Language Sustainment seminar designed to educate students on how to become masters of autonomous language learning to maintain their language skills while in the field.

Beginning October 1, 2006 every new student at DLIFLC will attend the Introduction to Language Studies course at the SLC as the first week of their language program. Consequently, every language program at

DLIFLC has been extended by one week to accommodate this change. The 30-hour course will focus on three main areas: *Grammar Terminology and Concepts*, *Target Language Cultural Terrain*, and *Language Learner Skill Development*.

By learning English grammar terminology and concepts, language learners are able to see how grammar relates to communication and language in a familiar setting. Students will then be able to take this terminology and experience and apply it to the target language learning concepts, which will in turn greatly enhance their ability to learn the target language. Students will also be given some other tools of communication in the foreign language through the Target Language Cultural Terrain portion of the Introduction to Language Studies course. Topics covered in this area are: cultural do's and don'ts, current events, political/military situations, relevant historical background, target language TV/Internet broadcasts, and geographic familiarization. Covering a variety of topics will help motivate students, as well as provide insight as to why they are learning their particular target language.

As a final piece of the Introduction to Language Studies course, each student will develop a learner portfolio. This portfolio will be a collection of tools and resources for the student to use throughout their language training. Some of the subjects covered will be Team Building/Group Dynamics, Stress Management, Action Plans, Self-Efficacy/Confidence Building, Learning Styles, Time Management, Learning Environment Adaptation, Emotional Intelligence, and Academic Resiliency. These tools are essential to language-learning success and are designed to help students acclimate to the intense nature of the DLIFLC basic course program. Once the students have been given the fundamentals, the SLC will continue to aid them through a Student Workshop Initiative.

Student workshops will be focused on reviewing, reinforcing and expanding the DLIFLC student's basic skill set through targeted and in-depth workshops. The workshops will be conducted on military training days, when students are normally released from class, during class leader meetings, evening study halls, and upon request by a faculty member at a particular schoolhouse.

All of the items covered in the Introduction to Language Studies course will have a workshop equivalent for those students who need a refresher on a particular topic, or perhaps were not able to gain full benefit of instruction due to an absence or other obstacle.

There will also be new topics of interest included in the SLC: *Study Planning*, *Forming and Managing Study Groups*; *How to Tutor*; *How to Get the Most from Being Tutored*; *Speaking Groups*; *Making Class Presentations*, including *PowerPoint and Smart Board* (an interactive

white board) *Training; Using the Internet for Classroom Presentations, Using the Internet for Foreign Language Study, and Regional Current Affairs*. The goals of these programs are aimed at enhancing the learning process for groups of students.

Students at DLIFLC are able to take advantage of Student Academic Advising through the SLC by requesting assistance on their own or via the request of a faculty member. In both instances, students will receive one-on-one assistance to help them identify methods they can use to improve upon their personal language learning processes. If a student requests assistance on his own, the advising session will not be reported to the schoolhouse or to the

to become masters of autonomous language learning, as completing a DLIFLC language program is just the first step in becoming a military linguist. Once they have left the Institute they will have a working knowledge of the language, but will still need further study to advance beyond this level.

The SLC will help transition students into their roles as linguist war-fighters, stand by and support them throughout their time at the Institute and ensure they are prepared to meet the challenges ahead.

By utilizing its four components, the Introduction to Language Studies Course, Student Workshops, Student Academic Advising, and the Autonomous Language

Dr. Randy Haney teaches the Korean Target Language Cultural Terrain course to incoming students



unit, to ensure discretion. If the request for assistance comes from a staff member, either from the schoolhouse or the unit, an advising report will be given to both the requesting staff member and the student, as a record of performance. The advising resource, as well as the workshop program, is available to sustain students while they learn their target languages, to ensure the success of linguists trained at DLIFLC.

Before departing DLIFLC, the students will receive one final tool kit. During the last week of language instruction, students will receive a four-hour block of instruction focused on maintaining and improving language proficiency. The primary goal of the Autonomous Language Sustainment Seminar is to give the students what they need

Sustainment Seminar, the SLC will support and facilitate the language learning process. By cultivating the *linguist weapon system*, the SLC helps DLIFLC put the student first and ensures that they hear and understand that we are “One Team” with “One Fight.”

The SLC mission: prepare and sustain the linguist warfighter with essential knowledge, skills and abilities through focused language learning programs leading to success at DLIFLC and beyond.

With contributions from: Dr. Phillip Bralich, Dr. Kate de la Fuente, Mr. Don Harootian, Dr. Marguerite Jackson, Mr. Mike Love, and Capt. Chuck St. Pierre.

Enhancing Proficiency: PEP Curriculum and Teamwork in the Arabic schools

*By Sahie Kang, Raul Cucalon, Christine Campbell,
and John Shannon, Middle East Schools*

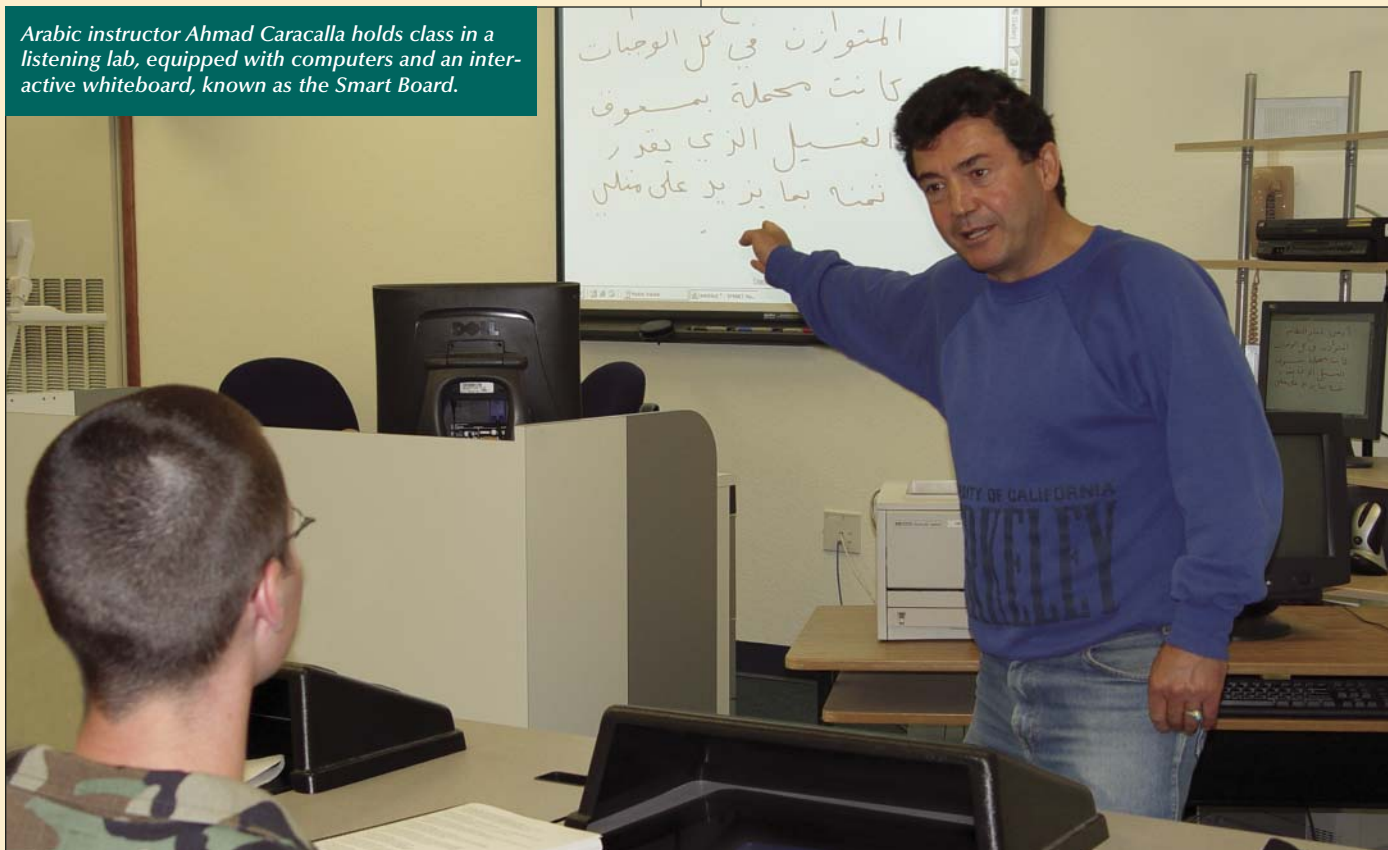
The most important initiative in the Arabic basic course this past year has been the implementation of a revised curriculum for the Proficiency Enhancement Program (PEP).

PEP was introduced at the Defense Language Institute Foreign Language Center (DLIFLC) in response to the heightened need for highly proficient military linguists after the 9/11 terrorist attacks. This need has manifested itself through the acknowledgement that our graduates need to achieve higher proficiency levels in Arabic; therefore, the Defense Language Proficiency Test score goal of

In addition to the reduction in class size, the rewriting of curriculum for PEP has had a tremendous impact on the faculty and staff. The entire curriculum of the three Middle East Schools had to be revisited, reviewed, and revised in order to offer students materials that match the higher proficiency levels being required of them. To that end, the Arabic schools have spent almost two years developing the curriculum to fit the new goals engendered by PEP.

A PEP taskforce consisting of over 30 civilian and military faculty and staff across the three Middle East schools was launched in order to reshape the curriculum to enable students to reach the new language proficiency goals. This task force compressed the existing three-semester curriculum into two semesters by weeding out ineffective or out-of-date materials. They supplemented the curriculum with additional authentic, learner-centered materials. By the start of the third semester, our new

Arabic instructor Ahmad Caracalla holds class in a listening lab, equipped with computers and an interactive whiteboard, known as the Smart Board.



2/2/1+ is being raised to 2+/2+/2.* To reach that higher level of proficiency in Arabic, class sizes have been reduced from 10 students to six. This reduction in class (section) size has had a major impact on faculty numbers, since the total number of students arriving has increased since 9/11. By reducing the section size from 10 to six students, the number of sections expands 1.6-fold, increasing the need for new faculty members.

students will be exposed to activities and materials previously not reached until the end of the course.

The third semester of the PEP curriculum was completely revamped and now consists of a variety of activities incorporating meaningful tasks and higher-level thinking skills, along with different assessment tools. To that end, 46 four-hour bridges dealing with real-life, task-based language activities have been developed, and over 50 structured and

integrative two-hour lessons focusing on reading or listening have been created. Furthermore, students are required to complete individual and group projects, participate in formal debates, read short stories and novels, perform skits, produce video projects, write essays, and give oral presentations, to name a few of the new changes.

One of the exciting parts of the revised curriculum is the alternative assessment measures that have been added to the existing classroom tests. For example, daily homework assignments are now graded, with grades making up five percent of the final grade for each course. Grading homework adds credibility to each assignment, making it more important for students to give their best effort.

The introduction of graded writing assignments, both in class and in homework, is a first at DLIFLC. Exposing students to this important language skill provides them with opportunities to use the language productively, creatively, reflectively (on take-home assignments), and spontaneously (on in-class essays). The take-home assignments in particular reinforce their abilities in the other skills as they conduct research on their topics (reading), discuss them with fellow students (speaking and listening), and search for appropriate words (dictionary skills and vocabulary expansion). Each writing assignment will count as five percent of the final course grade.

Another new feature of the assessment package is the addition of one oral presentation each semester. These presentations will be graded and count as 10 percent toward the final course grade in the speaking class. This type of assessment gives students credit for their on-going efforts toward their own learning.

Incorporating iPods into the PEP curriculum is the result of the efforts of Middle East School I (MEI), which embarked on a series of pilot studies last year to determine the effectiveness of the use of iPods in the classroom for the development of listening comprehension and speaking skills.

The first pilot study involved one section of students that used iPods for select activities several times per week. The second and third pilot studies examined iPod use in three and six sections, for specific activities during one hour per day. In the first pilot study, one teacher learned how to use the iPod and then created materials around it. In the second and third studies, one team of six teachers and two teams of six teachers each, respectively, received training on the iPod and then incorporated it in their daily lesson plans. Due to the success of the pilot studies, MEI made a recommendation to the DLIFLC leadership to purchase iPods for all students at DLIFLC.

Aside from the effectiveness of iPods for the development of listening comprehension and speaking skills, they are also an excellent portable resource for DLIFLC students, giving



them easy access to materials in the basic course. As new students are allocated iPods, they will be able to listen to course materials while walking down the street, waiting for a bus, traveling by plane, or while deployed.

The PEP curriculum was finally put into place with the arrival of a class of students in MEI in November 2005. MEII and MEIII began the implementation of the revised curriculum in January 2006 and now all new classes are following suit.

As we proceed with the process of implementing the PEP curriculum, the three-school PEP task-force continues their weekly meetings, with discussions focused on three major areas: 1) finalizing all of the 3rd semester materials with a sample schedule for the users, 2) completing the detailed rubrics and guidelines for assessing the various projects and assignments, and 3) discussing implementation issues and following up with a plan for any adjustments.

Although we expect to travel down some bumpy roads with the implementation of PEP, we are all very proud of the teamwork and collaboration of the PEP task force across three ME schools. The faculty and staff in the task force have truly exhibited a rare kind of professionalism and dedication that the people from all three Arabic schools should take great pride in. It is also a great honor and pleasure for the Deans to be a part of it. One team, one fight!

* For information about DLIFLC testing levels please visit the Interagency Language Roundtable website at www.govtilr.org.

DLIFLC forms partnership with Kazakhstan counterpart

By Natela A. Cutter

Presidio of Monterey Public Affairs Office

Most American connoisseurs of fine dining have never tasted horse meat, horse milk or fermented camel milk. Colonel Daniel Scott, assistant commandant of the Defense Language Institute Foreign Language Center (DLIFLC) has dined in many exclusive restaurants, but he had to travel to Kazakhstan for a taste of this country's delicacies.

"I could handle the horse meat, it tasted like smoked beef, but the horse milk was a bit too much. It was sweet tasting," said Scott with a slightly embarrassed look on his face, adding that the United States military "lived off" horse meat just 100 years ago, and was thus also an American tradition.



Col. Daniel Scott dines with Lt. Col. Yerlan Talasbayev, at a restaurant in Almaty, Kazakhstan.

In a return visit that solidified the partnership formed between DLIFLC and the Kazakhstan Defense Institute of Foreign Languages, Scott traveled to the capital Almaty in May to take a first hand look at the former Soviet republic's newly formed language institute.

In April, a delegation of officials and teachers from the Kazakh Institute made their second visit to Monterey to examine the inner workings of DLIFLC to apply some of the same techniques in foreign language teaching.

"Our goal coming here was to see if we can exchange ideas and find useful areas of cooperation for both institutes," said Lt. Col. Yerlan Talasbayev, commandant of the Defense Institute of Foreign Languages, during his visit to Monterey in April.

The Kazakhstan Defense Institute of Foreign Languages was formed in 2004 with the idea that the five-year academy would teach cadets foreign language, area studies,

science and math, along with a rigorous schedule of military training, all in a tightly controlled environment, reminiscent of Soviet era military training.

"The cadets live on the grounds in barracks, and unlike our own students who live two to a room, they have 49 cadets in one bay," said Scott, who explained that the all-male cadets shared one bathroom and lived in a compound where living quarters and classrooms were co-located. "When they graduate, they will essentially serve as Foreign Area Officers for the Ministry of Defense and at the embassies."



Col. Daniel Scott observes students in listening labs, set up similarly to what can be seen at DLIFLC. Col. Scott is accompanied by Lt. Col. Yerlan Talasbayev, Zhanat Bisenbayeva, head of the English language department, and a military officer as translator.

"I was impressed with their facilities," said Scott, who explained that the 49 cadets were the first iteration of students to attend the Institute, located in a beautiful old building, which used to be the Soviet Army's Commanding Headquarters of the Ministry of Defense. "The area where the Institute is located is beautiful and everything looked great," he said, commenting that the structure of the classrooms was similar to that of DLIFLC, with six students per class, using authentic materials and the target language at all times.

At the Institute, cadets must first demonstrate their proficiency in the Russian language, as well as Kazakh, both of which are official languages. Because of the disintegration of the Soviet Union in the 1990's and subsequent independence of the Soviet republics, each nation was able to decide on their official language. The Kazakh government maintained Russian as the official language, but also added the native Kazakh language to be used in correspondence and documents.

As Kazakhstan gained its independence in December 1991, an entire generation of students have, more or less, had the option of not entirely concentrating on one language or the other, depending on their national origin. The

Institute is ensuring that students master their two official languages first, and then press on with the option of learning English or Chinese.

“The first language will be English or Chinese for all cadets,” said Scott, explaining that the students will study one or the other language for up to two years, after which they will study yet another language: Turkish, Persian-Farsi, French, German or Korean. These languages are slated to be taught in 2007, while the variety of languages taught is expected to increase in time.

“They (Institute) will be a regional education center for language teaching for Partnership for Peace, the NATO training program,” said Scott, referring to the North Atlantic Treaty Organization (NATO) program that was created in January 1994, in the aftermath of the collapse of the Eastern bloc. The program, joined by Kazakhstan in May 1994, aims to create trust between NATO and other states in both Eastern Europe and the Asian part of the former Soviet Union.

“In addition to the cadet language school program and the Partnership for Peace program, this Institute will also offer a Masters Degree in area studies and language studies for up to 100 officers per year,” said Scott. This program will be available as of 2008 and will include officers from neighboring countries such as Turkmenistan, Uzbekistan, Tajikistan and Kurdistan. The officers will attend courses for one to two years, as opposed to cadets who have committed to five years.

Plans are also under way to create five distance learning education centers, called Self-Access Centers by the Kazakhstan Defense Institute of Foreign Languages. “The centers will provide language training to Soldiers, airmen and sailors throughout the Kazakh military,” said Scott, explaining that initially the program will be taught by teachers at these various centers, until the Institute is able to acquire more sophisticated technology and a viable Internet connectivity infrastructure to support distance learning.

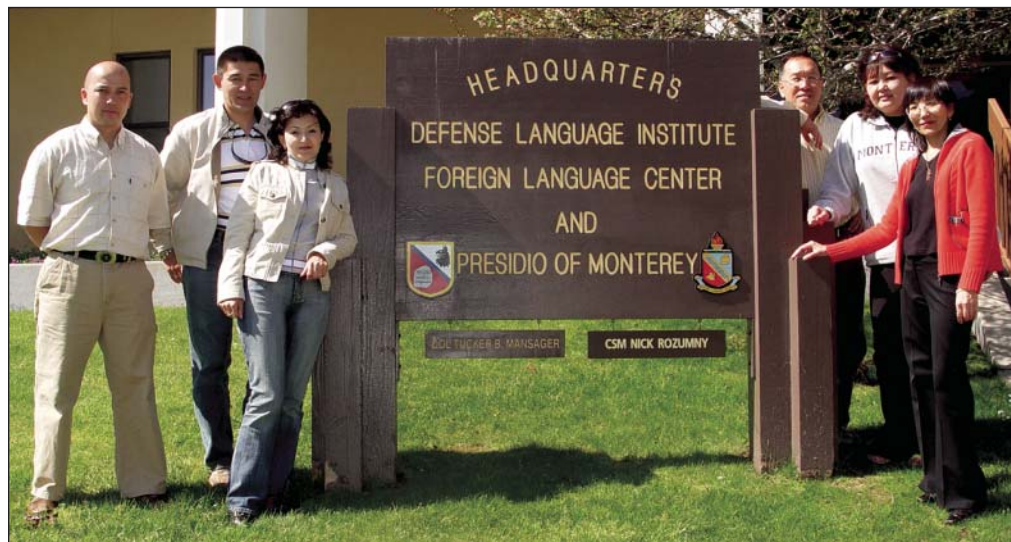
Scott said that the partnership formed with the Kazakh Institute would possibly involve an exchange of teachers. “We talked about the possibility of exchanging faculty. In particular, he (Lt. Col. Talasbayev) would like some of his faculty to be trained in Oral Proficiency Interview techniques ...and have a group of teachers come here to learn Smart Board teaching techniques,” he said, referring to the high tech interactive white boards DLIFLC uses to teach language.



Col. Daniel Scott receives memento from Lt. Col. Yerlan Talasbayev during his visit to Monterey in April.

The Kazakhstan Defense Institute of Foreign Languages aims to create partnerships with similar language teaching institutions, such as DLIFLC. “They have a formal partnership with DLI English Language Center, and would like to form a formal memorandum of agreement with us here...” said Scott, adding that these partnerships enabled the Kazakhs to receive two interactive white boards and English teaching materials from the United States. Great Britain provided critical help with the establishment of Self-Access Centers while the Germans have provided a few teachers to kick off the program. The Kazakhstan Defense Institute of Foreign Languages hopes to receive similar support from France, Turkey, China and South Korea.

“I would like to send some of our teachers there, as part of an annual visit,” said Scott.



The visiting delegation from Kazakhstan stands before DLIFLC headquarters. (from left to right) Maj. Ruslan Seidalin, Zhalgas Ospanov, Meruert Alimbekova, Lt. Col. Yerlan Talasbayev, Prof. Zhanat Bisenbayeva and Prof. Sandugash Malikova.

Command Language Program Managers keep DLIFLC students “up to speed”

By Anna Kordecki

CLPM Trainer, Continuing Education Directorate

Those who are not familiar with the inner workings of the Defense Language Institute Foreign Language Center (DLIFLC) often wonder how graduates keep up their language skills once they leave the Institute. The Field Support Branch within the Directorate of Continuing Education provides a number of services that help to address language maintenance and sustainment training at the unit level.

The Directorate of Continuing Education, located at the Ord Military Community, provides assistance to commanders in the field by advising and providing training to unit Command Language Program Managers (CLPM). This training, a week-long course for newly appointed CLPMs, is aimed at giving them practical information about establishing and maintaining an effective unit level program for the linguists assigned to their unit. The program today consists of over 300 CLPMs stationed worldwide serving the needs of active duty or reserve component units that have a language-related mission with linguists assigned. This unique group of people is charged with keeping linguists current in their language proficiency and ready to engage in language related work at any given time.

Throughout the course, CLPMs apply their newly acquired knowledge by creating a series of documents based

on a given Command Language Program (CLP) scenario. Working in groups they develop Standard Operating Procedures, come up with ideas for a marketing plan, create snapshots of a database and prepare input for their CLP budget. On the last day of the course, they present their work in the form of Power Point briefings for their “commanders.”

The course offers valuable information about different kinds of training and sources of high quality language and cultural materials available at low, or no cost at all. One such source is DLIFLC’s website link at <http://www.LingNet.org/>. LingNet.org allows linguists to take on-line language courses, download Language Survival Kits used for deploying troops, or work with authentic newspapers, radio and TV broadcasts containing exercises developed by DLIFLC’s expert curriculum developers.

When asked about the most valuable aspect of the CLPM course, participants usually mention the opportunity to network and learn from others about free or inexpensive training resources, swapping slots at language courses, exchanging ideas about incentive awards or the availability of sharing CLP newsletters.

If you are a CLPM and would like DLIFLC to help you evaluate both the administrative and academic aspects of your program, or you need advice in those areas, DLIFLC can send a team of specialists to your site for a field assistance visit. CLPM courses are conducted several times a year both at DLIFLC and at other sites. Commanders who would like to have their new CLPMs trained can find the necessary information in the on-line ATRRS schedule, under school number 215, course number 00ZZ. For more information about this program, you may call (831) 242-7175.

Anna Kordecki, CLPM Trainer at the Continuing Education Division, works with students to set databases up of their linguists in order to better manage their language program.



DLIFLC Military Language Instructor receives Bronze Star

By Natela A. Cutter

Presidio of Monterey Public Affairs Office

Staff Sgt. Mark Halliday, a Defense Language Institute Foreign Language Center (DLIFLC) Military Language Instructor (MLI), received a Bronze Star on May 25th in recognition of his work while deployed in Iraq from June 2005 to May 2006.



Staff Sgt. Mark Halliday receives certificate and the Bronze Star medal from DLIFLC Commandant Col. Tucker Mansager, in recognition of his work while deployed in Iraq.

Halliday was deployed as a part of a military transition team that worked directly with the Iraqi officers in their battalion staff sections, in particular with the head of the Intelligence and Security (S-2) section.

The award was presented by Col. Tucker Mansager, commandant of DLIFLC and commander of the Presidio of Monterey. “I congratulate you on this very significant achievement in a war where there are no borders,” said Mansager, describing Halliday’s contributions to the War on Terror while stationed in Iraq.

Halliday’s primary duties were to teach and mentor the Iraqi officers and non-commissioned officers, and work with the staff Soldiers to teach them basic analytical skills, including how to plot incidents on maps, and create databases of people and events.

“I taught them basic 96B skills which is the job of a regular (ie. Non-SIGINT) intelligence analyst,” said Halliday. “I had to spend a lot of time teaching them things that most U.S. soldiers would already know. They (Iraqis) lacked most basic computer skills and read maps in the old Soviet style.”

Halliday said that he spent a lot of time teaching the Iraqis Microsoft Word, Excel, and other programs.

“I was able to teach them how to manipulate tables and images, and teach them how to make a whole database of people they interrogated.”

Stationed in Iraq when the first free parliamentary elections were held in 2005, Halliday also spent time on combat patrols with Iraqi battalions in Mosul and surrounding areas. “We worked with the Second Battalion, Second Brigade, Second Division Iraqi Army, the “triple deuce” 2-2-2-Iraqi Army, as we called it,” said Halliday, explaining that the main mission was to teach the 2-2-2 to “assume their own battle space from the Americans,” which they did this January. During combat missions in and around Mosul, Halliday manned the M2 or M240B machine gun, or acted as a body guard/radio man for the team chief.

During his off duty time, Halliday found time to participate in other activities such as singing karaoke for troops, playing the keyboard and guitar, or composing lyrics.

Halliday entered the Army in 1987, enlisted to be a 98C, Electronic Warfare Signals Intelligence Analyst with language, and graduated from DLIFLC as a Russian linguist.

In 1995 Halliday finished the “Turbo-Serbo” introductory Serbian and Croatian course in Darmstadt, Germany, and three subsequent refresher courses at the Foreign Language Training Center Europe, George C. Marshall Center at Garmisch-Partenkirchen. During this period he supported National Security Agency missions in the Balkans and was deployed with the United Nations to Macedonia for four months in 1998.

Halliday came to DLIFLC as B Company, 229th Military Intelligence Battalion Training non-commissioned officer in charge in 2003, became a Russian MLI for a few months, and then worked as a Serbian/Croatian MLI for 18 months. Halliday also taught French for four months at the Multi-language School. After his tour in Iraq, he returned to being a French MLI and currently handles three classes with 42 students.



Staff Sgt. Mark Halliday works with Iraqi soldiers, teaching them how to read maps, make databases and automate collected information.

DLIFLC sweeps rivals off feet in Chinese Mandarin competition

By Natela A. Cutter

Presidio of Monterey Public Affairs Office

When Airman 1st Class Jonathan Roe stepped off the tour bus in Beijing last Christmas and bought a People's Liberation Army hat from a street peddler, he never thought the souvenir would become the cornerstone of a speech, and lead him to taking first place in a Chinese Mandarin Speech Contest.

Roe is among the 65 Defense Language Institute Foreign Language Center (DLIFLC) Chinese students who participated in the 31st Chinese Mandarin Speech Contest held in San Francisco, Calif. April 29th.

According to the Speech Contest Organizing Committee's official results, of the 65 DLIFLC students, 23 outperformed their rivals in the category of non-native speakers: six students won first prize, five won second and three won third prize, while nine attained fourth prize, called Honorable Mention.

"We are extremely proud of our students' achievements," said Patrick Lin, Academic Specialist for the Asian I school at DLIFLC. "What is really amazing is that our students from first semester compete with students from Stanford, UC Berkeley and UC Santa Barbara who have spent an entire year studying Chinese," he said.

The duration of the Chinese Mandarin program at DLIFLC is 63 weeks and is divided into three equal semesters, each lasting 21 weeks. Thus, one DLIFLC semester is considered the equivalent of one entire year of college level language study at some of the best universities in the nation.

Roe swept the judges off their feet taking first place in the second year college level by telling them an elaborate, interactive story about a hat he bought from a street peddler while on vacation in China.

"The whole story started when I began speaking Chinese to the girl who was selling the hats. She told me that she came to Beijing to sell old uniform items to foreigners because her family needed the money...I felt sorry for her and bought all the hats she had, five total," said Roe, with a big smile on his face.

Roe's teacher Lai Wong, thought the story was so good that she encouraged Roe to use it as the main topic of his speech for the Chinese Mandarin Speech Contest.

"We worked on the story quite a lot, practiced speaking, then asked the audience questions....I had him put the hat on, and turn to the audience to ask them if they liked his new hat," said Wong, smiling at her student with great pride.

One of the highlights of Roe's story was his near-instant

celebrity status in the Summer Palace garden, where he said he became a "Hollywood Star," within moments of starting to speak Chinese to the vendors. "They couldn't believe their ears and started crowding around me to see the American guy speaking Chinese," said Row, who had embarked on his first journey to China with his father and two siblings.

"Just this April, I went back with my mother to visit again, and we stayed with our tour guide," said Roe, who has developed a close relationship with China and the Chinese people, thanks to his language training at DLIFLC.

But not all DLIFLC students were as confident as Roe when entering the competition.



Airman 1st Class Jonathan Roe demonstrates his hat to a judge during the Chinese Mandarin Speech Contest held in San Francisco. A total of 712 students participated from various colleges in California.

"I was afraid to compete against Stanford and Berkeley, but once we got there, it appeared to be a lot easier...we immediately realized that our teachers had prepared us well," said Seaman Apprentice Michael Jackson, who won second place in the first year non-native competition. "We didn't realize how much ahead we were compared to other university language students."

Though the entire Chinese school participated in preparing the students for the speech contest through engaging the students in more speech exercises, they could not afford to spend more than two weeks in doing so.

"Our curriculum is so intense that we cannot simply decide to stop teaching new chapters or stop giving tests," said Heping Xu, chairperson of Chinese Department E, Asian I School, who explained that one semester at DLIFLC easily encompasses one full year at the university level, mostly due to the six hours per day spent in the classroom, topped by two hours or more of homework.

"Learning Chinese is very hard, but going to the speech contest really gives them the confidence they need and

makes them understand how far they have really come. They also need to have a bit of fun while learning, and this is the perfect opportunity,” Xu said.

“The best reward though was seeing the smile on our teacher’s faces when we won. You could see the sense of triumph. Its nice for them to get recognition as well...and I think they feel good when they see how well we do in this competition,” said Jackson.

Over 50 DLIFLC teachers participated in the preparation of students, the organization of the event, coaching and even served as judges on the panels.

“Of course, our teachers did not judge our students,” said Xu. “They just made sure their own students won, but through hard work,” he said with a twinkle of satisfaction in his eyes.



Airman 1st Class Jonathan Roe warms up for his speech contest in Mandarin Chinese April 29 by speaking with his teacher Lai Wong who accompanied him to San Francisco to coach and encourage him at the contest.



Chinese students and teachers pose for a group picture in front of their classrooms at the Defense Language Institute Foreign Language Center, Presidio of Monterey, sporting trophies and certificates of their achievements in a Chinese Mandarin Speech Contest. Twenty-three of the 65 DLIFLC participants won first, second, third and fourth place in the annual competition held in San Francisco on April 29th. Yan Wang, Seaman Jonathan Roe, Elaine Pang, Ye Ma, Airman 1st Class William Chae, Seaman Jeff Glenn, Pfc. Stephanie Halterman, Seaman Apprentice Michael Jackson, Spc. Javen Owen, Airman 1st Class Andrew Wing, Shu Fen Yang, Spc. Joshua Williams, Capt. Laura Renner, Seaman Kristina Ferris, Seaman Robert Kyle, Jing Zhen Yuan, Capt. Robert Widell, Jin Jiang, Seaman David Ellis, Cathy Lee, Leo Lee, Pfc. Trevor Jones, and Airman Alan Broodine.



DLI Washington plays important role

By Scott McGinnis
Academic Advisor

In the days and weeks immediately following the catastrophic events of Sept. 11, 2001, the Defense Language Institute (DLI) Washington Office served as the center of activity for a significant shift in the ways in which language needs for the Department of Defense were being met. Just days after 9/11, service representatives met at the DLI-Washington office in Arlington, Virginia to try to formulate new language requirements. The meeting resulted in the establishment of immediate training needs in about 26 languages, most of which had never been taught at the main campus of the Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, Calif.

The new languages to be taught included the immediate needs for the Afghan dialects of Pashto and Dari, which had been rarely taught even at DLI-Washington. At the meeting of service representatives it was decided that Azerbaijani, Kazakh, Somali, Tajik, Tigrinya, Turkmen and Uzbek languages also needed to be taught. In most of these languages, materials were scarce and what was available was not appropriate for DoD needs, both qualitatively, e.g., proficiency-based design, and quantitatively, that is, sufficient to provide a full basic course.

Within 10 days after 9/11, familiarization courses were being developed for service personnel in Pashto and Dari in proprietary schools under contract to DLI-Washington. Several iterations of such classes were followed by more sustained courses, while DLIFLC prepared to assume this task. Yet, even after classes were initiated at Monterey in these languages, to include Georgian and Uzbek, DLI-Washington continues to provide basic, familiarization, refresher, and conversion courses in the many languages of South, Southeast, and Southwest Asia.

Established in 1975 as DLIFLC was closing its Washington activities and reorganizing at the Presidio of Monterey, DLI-Washington remained an extension of DLIFLC, not a “mini-Monterey.” DLI-Washington complements, rather than competes with, the programs offered at the Presidio of Monterey.

Today, the staff of a dozen civilian and military personnel at the DLI-Washington office continue to serve an essential role in fulfilling DLIFLC’s instructional mission. The DLI-Washington staff coordinates academic in- and out-processing for its students, advises the training facilities on DLIFLC needs and objectives, oversees student progress and tests students at the end of their scheduled training.

The student population at any one time fluctuates

between 250 and 300, ranging in pay grades from E-4 to O-10, while most of the students follow individualized foreign language training schedules that attempt to not interrupt their current assignments.

There are four basic components to the DLI-Washington mission, the most important being foreign language training. In fiscal year 2005, DLI-Washington was responsible for the language and cultural training of over 500 students in 61 languages. Under the Contract Foreign Language Training Program, DLI-Washington coordinates full-time resident instruction in low enrollment languages not offered in Monterey, ranging from Afrikaans to Vietnamese.

In addition, DLI-Washington arranges language training for personnel in the Defense Attaché System. The school out-sources all training, issuing contracts with a group of proprietary schools which can provide training on demand. In addition, some DLI-Washington students attend training at the Department of State's Foreign Service Institute, along with personnel from other foreign affairs-related agencies. DLI-Washington students are not assigned to DLIFLC; rather they are assigned to service elements in the Washington, D.C. area.

The DLI-Washington office and personnel play an important role as representatives of DLIFLC in establishing interagency requirements and determining resourcing needs through a number of Washington-area organizations and agencies, including the Center for Advanced Study of Language at the University of Maryland, and the Interagency Language Roundtable (ILR). The ILR is a Federal interagency organization established for the coordination and sharing of information about language-related activities at the federal level. DLI-Washington personnel also represent DLIFLC in meetings of academic and institutional organizations such as the American Council on the Teaching of Foreign Languages, the Joint National Committee for Languages, and the Modern Language Association.

DLI-Washington manages an important Russian language program commonly known as MOLINK, which provides two Russian language professors to teach advanced Russian language and translation to linguists maintaining the Moscow-Washington direct communication link, also known as the "hotline."

The office also provides non-standard language training support when requested by DLIFLC, which can include providing contract instructors to staff DLIFLC-based Mobile Training Teams, and to augment DLIFLC faculty to meet time-sensitive resident course requirements.

In DLI-Washington's primary mission of foreign language training, DLIFLC support has been essential to the capital office's success. Nowhere has this been clearer than in the development of what has come to be called the annual

series of "orientations" for both the commercial schools and DLIFLC's counterpart institution for the Department of State, the Foreign Service Institute. These orientations are essentially workshops of a very short duration, between two and six hours. Since 2003, DLI-Washington has coordinated four of these orientations annually, with DLIFLC personnel attending from Faculty & Staff Development, Evaluation and Standardization, Continuing Education, and the Student Learning Center (formerly the "SMART" program). Orientation topics have included the teaching of non-participatory listening comprehension, text typology, diagnostic assessment, designing meaningful activities for the small classroom, and demonstrations of the DoD model Oral Proficiency Interview.

In its attempt to provide better service to all of its students, during the course of the past year DLI-Washington personnel completed a thorough updating of the Washington office website, directly connected to the DLIFLC site at <http://www.dliflc.edu/dliw/DLI%20Washington%20Home.htm>. The site provides a wide range of resources of particular use to incoming, current and former DLI-Washington students, including the student handbook, academic information and resources, government and military links, and general information about the Washington area.



*Main entrance to DLI Washington Office
located at 201 12th Street S. Suite 507, Arlington, VA.*

A tale of two linguists – An effort to rectify a war account

By Ben De La Selva

DLI Alumni Association President

The years 1990 and 1991 were not the best or the worst of times for Michael Landolfi, a native of Santa Rosa, California. In April 1990 he successfully graduated from the prestigious Defense Language Institute Foreign Language Center (DLIFLC), after undergoing 47 grueling weeks of studying Modern Standard Arabic and another 16 weeks of learning the Egyptian dialect.



Michael Landolfi sits in his makeshift room in Iraq, circa 1990.

After a few weeks with the 101st Airborne Division in Fort Campbell, Kentucky, Landolfi was deployed in February 1991 to the front lines in Iraq as an Arabic translator during the first Gulf War. As the only linguist “officially” attached to the 1st Battalion, 187th Infantry Regiment, he performed the standard tactical duties of a combat unit linguist, i.e., prisoner interrogation, document exploitation, liaison work with other units, etc.

On one of those “fine” exhausting afternoons, an Associated Press reporter came into the Regiment’s area looking for the Arabic linguist who was responsible for the recent surrender of 450 Iraqi soldiers. Mistakenly, the reporter was escorted to Landolfi’s tent to meet the unit’s “linguist.” The reporter, naturally, proceeded to interview Landolfi at some length and just assumed that he was talking to the one and only linguist on location.

As it happened, the reporter had already heard the details of the deed, and assuming Landolfi was the one who “scored” the massive prisoner surrender, did not verify if Landolfi was the central figure of the story, but

assumed this was the case, and merely glossed over the information offered to him during the interview.

Landolfi did not find out for some time that both the Associated Press and the Army Times had published articles with the mistaken information. The headline in the Associated Press article, dated February 28th, 1991 read: **“Megaphone was prime weapon for Army’s Arabic speaker – Specialist Michael Landolfi’s main weapon wasn’t an M-16. It was a megaphone.”**

The article went on to say that Landolfi had helped his unit to induce more than 450 Iraqi soldiers to surrender by using a megaphone from an Apache helicopter gunship. Supposedly, Landolfi told the soldiers (in Arabic) they would be killed if they didn’t give up.

The Army Times published the account as part of a special Desert Storm issue entitled **“How we kicked his butt,”** dated 11 March 1991. The Army Times article was somewhat shorter and contained the sub headline **“Surrender Specialist,”** but basically contained the same information.



Sgt. 1st Class John Doe resting after action in the 1990 first Gulf War.

Unsure of how to go about it, Landolfi for years had been intending to rectify the reported story. In an email to the DLI Alumni Association (DLIAA) in September 2003 he stated:

“It’s ironic: I am currently a graduate student in history at Catholic University and have become acutely aware of the need for an accurate historical record, yet I myself am at the center of sloppy reporting and an incorrect account! Has this tale become part of “official” DLI folklore? If so, I should probably contact the POM (Presidio of Monterey) historian and give him the real story...”

But Landolfi became busy with other issues in life and somehow the story “fell” to the back burner, and he himself disappeared from DLIAA’s radar screen when he changed his email address. With a stroke of luck, recent DLIAA attempts to reach Landolfi succeeded and the “megaphone surrender” story resurfaced, retold this time perhaps the right way.

But our story is not over yet. In a bizarre twist, the true hero of this incredible feat has come to the forefront, he had been “hiding” in the mist of DLIFLC itself!

Sgt. 1st Class John Doe was the unheard-of champion whose name had been shrouded in anonymity. Though Landolfi had identified him as one of the other linguists assigned to the 101st to the Associated Press reporter, Doe remained anonymous, that is, until now.

Doe first arrived at DLIFLC in July 1988 and 63 weeks later, in November 1989, graduated from the Modern Standard and Egyptian dialect basic course. Similarly to Landolfi, Doe reported to 311th Military Intelligence Battalion, 101st Airborne Division in Fort Campbell, Kentucky and prepared for deployment when Saddam Hussein invaded Kuwait on August 2, 1990, triggering a U.S. response dubbed as Operation Desert Shield.

Doe was assigned to Bravo Company, 1st Battalion, 187th Infantry Regiment, 101st Airborne Division and was immediately deployed to Kuwait along with another dozen Arabic linguists.

With the beginning of the ground war in late January 1991, many of the initial assaults were carried out by paratroopers in UH-60 Blackhawk helicopters, with Apache Gunship helicopters flying in air support.

As the story goes, in one of these air assaults, Doe and several other linguists rushed into the area as support combat troops and found many Iraqi soldiers walking around somewhat confused.

Doe’s company commander handed him a megaphone and told him to talk to the soldiers in Arabic. The message they received was clear: “If you do not give up immediately, you will be annihilated.” The result was the surrender of 450 Iraqi soldiers. For his performance with the 187th, Doe received an Army Commendation Medal.

“When it happened, we laughed about it,” said Doe. “I remember that Landolfi called his family and told them what had really happened... I thought it was exciting to have done it and it was a good story.”

Doe went back to Fort Campbell in April 1991, and years later found himself on another assignment in Iraq with the 3rd Armored Cavalry Regiment in 2003.

“The first Gulf War was very different from the second,” said Doe, speaking in his Presidio office with schedules, numbers and names scribbled all over the white boards behind him. “Soldiers now have more interaction with



Sgt. 1st Class John Doe writing on an interactive whiteboard in a classroom at DLIFLC.

Iraqi people as the mission is a more humanitarian one in nature.”

He said that students are expected to graduate from DLIFLC with a higher proficiency rate than ever, as their skills are more crucial to the success of troops deployed. “Students have to learn more than we did.” With a big smile on his face, Doe says he has an opportunity to tell students this “every day” at DLIFLC.

And so, in the end, the real hero was recognized for being the protagonist of the feat. Landolfi said he thinks Doe should have received a higher award for the extraordinary deed.

Where are they now? Landolfi is a civilian and currently works for the federal government on the East Coast. Doe is a Sgt. 1st Class serving at DLIFLC, Monterey, Calif.

Due to force protection measures, and in accordance with DoD policy, the identity of some military personnel cannot be revealed.

DLIFLC's Digital Conversion Project team changes nature of course writing

By Megan Lee

Assistant Project Manager, Arabic Basic Course

Digitally rendered Basic Course materials are an ever-increasing reality at the Defense Language Institute Foreign Language Center (DLIFLC) and will soon impact nearly every project, classroom, student and teacher.

"All of the new courseware is going to be digitized and put into digital format so that it could be downloaded from our servers onto computers, iPods, MP3 players and other devices," said Goran Markovic, one of the digital production programmers in the Curriculum Development Division at DLIFLC.

Basic Course materials which are currently being developed for Arabic, Chinese, Persian-Farsi, Russian, and Serbian/Croatian, will immediately be produced in digital format by using eXtensible Markup Language (XML)*, which makes the content flexible for importing into different formats such as printable PDF documents or web-delivered materials.

"This is important because the *digital shift* in production has given us an opportunity to speed up not only the current production, but also to improve the course materials being produced," said Markovic, explaining that the team, in addition to organizing the courseware in the proper format, also identifies particularly successful activities and drafts templates in order to use these ideas in future production.

"As a second phase of the project, we are building a template-based Learning Object Generator, for basic course writers to use for developing recurring activity types, not only in the pedagogical sense, but also concerning the technological approach and learning/teaching styles," added Markovic.

The push to introduce a new system of writing textbook materials, via the Learning Object Generator (LOG) templates, can be challenging for those opposed to change and reluctant to adapt to new ways of producing materials. The question often posed in the schoolhouses is "What is wrong with Microsoft Word and the current method of production?"

"Nothing (is wrong) per se; only there are faster and better ways of producing better courseware," said Markovic. "In some cases, notably in Arabic and Farsi, production coordinators struggle with numerous incompatibilities between MS Word and Adobe InDesign."

Markovic says the ultimate goal is to simplify the production by eventually eliminating course production in

MS Word. Future course writers will input the content directly into the LOG templates, and the XML content will be rendered in digital format, as well as imported into Adobe InDesign, for the printed version of the basic language courses.

Curriculum development experts say that LOG templates will eliminate poorly-designed activities that later require rewriting, revisions and other time-consuming interventions that slow production. Any good activity ideas can be added by developing additional templates, so the overall pedagogical quality is increased and production time is lessened.

"There are many intricate changes required to simplify and standardize the content for the more spartan digital version, in order to export the content into the XML format and facilitate the integration of the external media (audio, video, interactive computer-based activities)," said Branka Sarac, another member of the digital conversion team. "I then organize these media files in the folder hierarchy that the browser-based version can access."

From a more technical perspective, Markovic said that his tasks involve working on two program components: JavaScript plug-ins for Adobe InDesign, which automates the handling of predictable, frequent and repetitive tasks, as well as working out the bugs in InDesign (e.g., positioning of certain diacritics in Arabic and Farsi); and converting the information into Hyper-Text Markup Language (HTML)** Cascading Style Sheets, and JavaScript that puts the content of XML files into the form of a well-designed web site.

While creating a set of scripts and programmatic routines (engines) for each course, new challenges are revealed that require an assessment of whether the adjustments are necessary for an entire engine or specific only to a few situations. That assessment is crucial in deciding how each exception will be handled, or adapted in Adobe InDesign.

"Many technical challenges lie ahead, but we are confident that we will work through them and that digital production of courseware will be a breeze," concluded Markovic.

What are the benefits of converting the courses into a digital format?

◆ **Increased speed of the revision/correction process** – Minor changes can be made within minutes, instead of days or weeks required by re-printing textbooks. Dated content and activities can also be quickly updated and delivered.

◆ **Portability and ease of use** – Navigating through a well-structured web site is faster and more efficient than through a series of textbooks. Students can access web-based materials from their classroom and home computers. Additionally, the web-oriented format allows for distance and off-site training, which is another important aspect of DLIFLC's mission.



Branka Sarac demonstrates how she creates new templates for Serbian/Croatian curriculum using Adobe InDesign.

◆ **Learning efficiency** – Homework tasks can provide immediate feedback to every student, and, depending on DLIFLC’s network settings, enable instant messaging and collaborative learning.

◆ **Time and cost reduction** – Through standardization and automation of content and layout design, trial-and-error writing is reduced, resulting in faster production that is focused on proven and accepted activity designs.

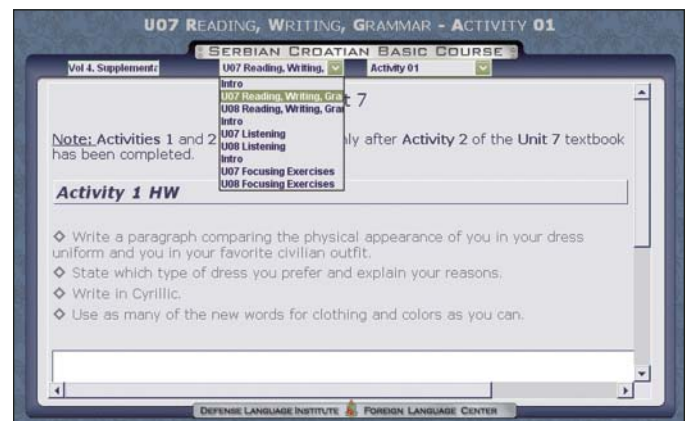
◆ **Re-purposing** – Storing materials digitally makes it relatively easy to reformat the content without re-writing for future platforms, such as portable devices, cell phones, or any device that reads XML, a widely-accepted industry standard.

◆ **Contemporary format** – Today’s students’ preferred medium for learning and information exchange is the Internet, and therefore, it is vital for academic institutions to be able to easily convert to digital formats and devices, without the strain of retraining entire faculties in digital activity design.

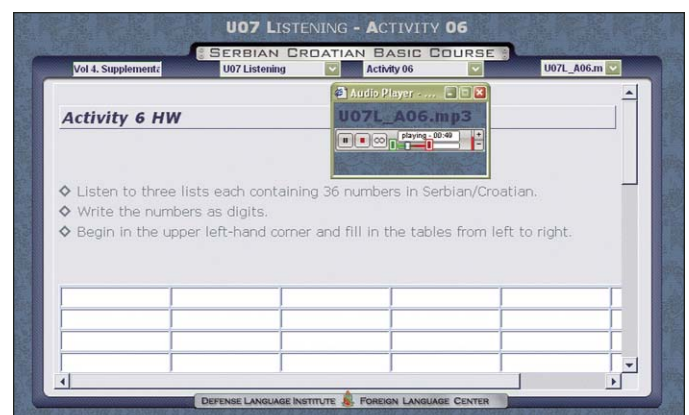
◆ **Innovation** – With the full implementation of the conversion with digitally produced and oriented materials, DLIFLC will become the first institution with highly structured, pedagogically sound language learning software for intensive, long language courses.

* XML – eXtensible Markup Language - a programming language used as the industry standard method of organizing and delivering content in all major web formats.

** HTML – Hyper-Text Markup Language - the programming language used for web development.



The digital version of a textbook assignment in Serbian/Croatian courseware.



Twenty-one DLIFLC instructors receive higher education degrees

By Natela A. Cutter

Presidio of Monterey Public Affairs Office

Thirteen years ago, Bozo Dzakula was desperately trying to get his family out of Mostar in war-torn Bosnia-Herzegovina, as shells pummeled his apartment complex and warring factions fought over every inch of the city in street-to-street combat.

Fast forward 13 years, and an image of a tall, handsome man crossing the stage to receive a Bachelor of Arts in Social Science from Chapman University in Monterey, Calif. appears before your eyes, his wife and two children crowded around him with flowers, hugs and kisses. No, this is not a good Hollywood movie – but real life – and how working at the Defense Language Institute Foreign Language Center (DLIFLC) can make your wildest dreams come true.

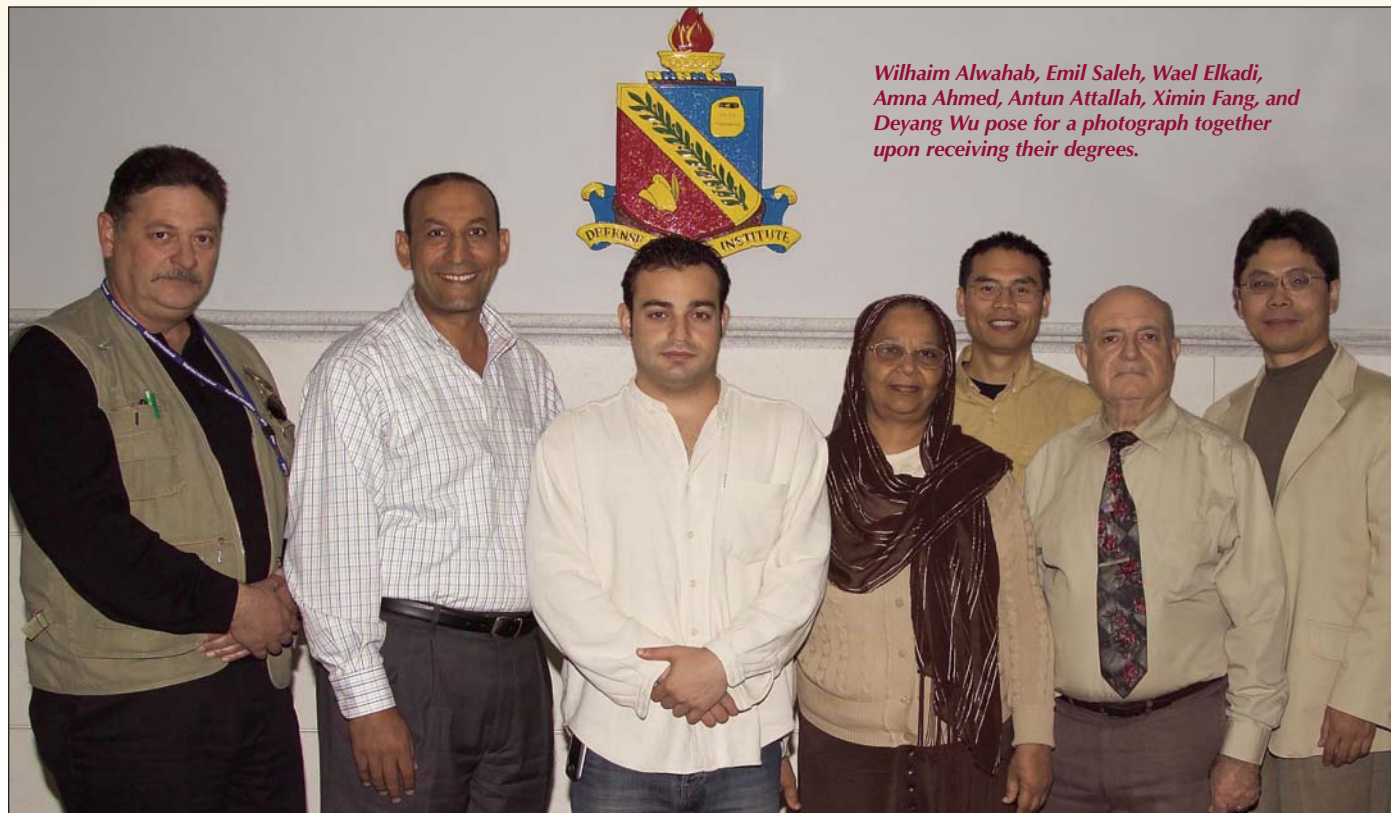
Because of DLIFLC's unique teaching environment and in-house production of teaching materials, the Institute has partnered with several local universities, to offer faculty the opportunity to receive higher education degrees in foreign language acquisition and teaching. The Institute provides full tuition for faculty to attend the Monterey Institute of International Studies (MIIS), California State University Monterey Bay (CSUMB), Chapman University, Monterey Peninsula College (MPC), etc.

This year alone, 20 DLIFLC instructors received Masters Degrees in the field of foreign language teaching, while Mr. Dzakula received his Bachelor Degree in social science from Chapman University and immediately enrolled into a Masters Degree in Instructional Science and Technology at CSUMB.

"It is hard for me to believe that I have two grown children in college and that I have just received my Bachelor Degree and that I am now back in school, studying for a Masters Degree. It is good for me, but also shows my kids what hard work can do," said Dzakula, whose daughter Ivana is in her second year of studies at the University of California-Berkeley and his son Boris is attending CSUMB.

Today both Dzakula and his wife Maida work in DLIFLC's Curriculum Development Division, and are writing new curriculum for the Serbian/Croatian department. Until a few months ago, they had been teaching the 47-week-long intensive language course, and gained valuable experience in the classroom which they are now able to apply in their new jobs.

"We both have better GPAs than our children, imagine that! And they speak perfect English," said Mrs. Dzakula teasingly, with a big smile. She is attending MIIS for her Masters Degree. "I am very proud of my husband and my children," she said, explaining that the family was able to come to the U.S. through World Relief, an international organization that facilitates the immigration of thousands



Wilhaim Alwaha, Emil Saleh, Wael Elkadi, Amna Ahmed, Antun Attallah, Ximin Fang, and Deyang Wu pose for a photograph together upon receiving their degrees.



Bozo Dzakula on graduation day (center) with his family. From left to right, son Boris, wife Maida, and to Dzakula's right, his daughter Ivana.

of refugees from war-torn countries. The family came to the United States in Sept. 1993, to Georgia, and then moved to North Carolina where they worked as Serbian/Croatian language instructors for the Army.

“We concentrate on facilitating opportunities for our faculty to develop as professionals in the field of foreign language teaching. When our faculty attend programs and courses offered by MIIS, CSUMB, Chapman and MPC, they bring their newly-acquired knowledge and skills back to their work here,” said Lt. Col. Jean MacIntyre, dean of students at DLIFLC, explaining that this is an immediate gain for the Institute. “We are extremely proud of our graduates.”

Wael Elkadi came to the United States from Lebanon when he was only 16 years old, to attend university and study computer technology. Some four years ago, he ended up in the Monterey Bay area, attended CSUMB and heard of the language institute. His first job at DLIFLC was teaching Arabic, but his technical skills soon led him to a promotion, and he became an Information Technology Officer.

“Getting a Masters Degree taught me how to develop professionally and intellectually,” said Elkadi, who works

in one of the three Middle East schools. His degree in Instructional Science and Technology led the school to rethink Elkadi’s position, and instead of having him upkeep the department’s computers and install programs, they created a new department called the Instructional Technology Center which Elkadi now heads.

“We saw value in making this position because we can better use his (Elkadi’s) skills by having him find ways to use available technology and apply it in the classroom,” said Maj. Robert Sholl, associate dean of Middle East School I.

Other instructors who received a Master of Arts in Teaching Foreign Language from MIIS are: Patrick Anynie, Giuseppe Grillea, Seoyoung Krabbe, Saekyun Lee, and Marko Semiz.

Recipients of a Master of Arts in Instructional Science and Technology from CSUMB are: Adel Ahmad , Amna Ahmed, Sandro Alisic, William Alwahab, Antun Attallah, Kyunbin Baik, Wael Elkadi, Ximin Fang, Mohammed Ibrahim, Branislav Indjic, Stretna Ivanov, Hojin Kang, Sung Kpook Pak, Pablo Rios and Emil Saleh.

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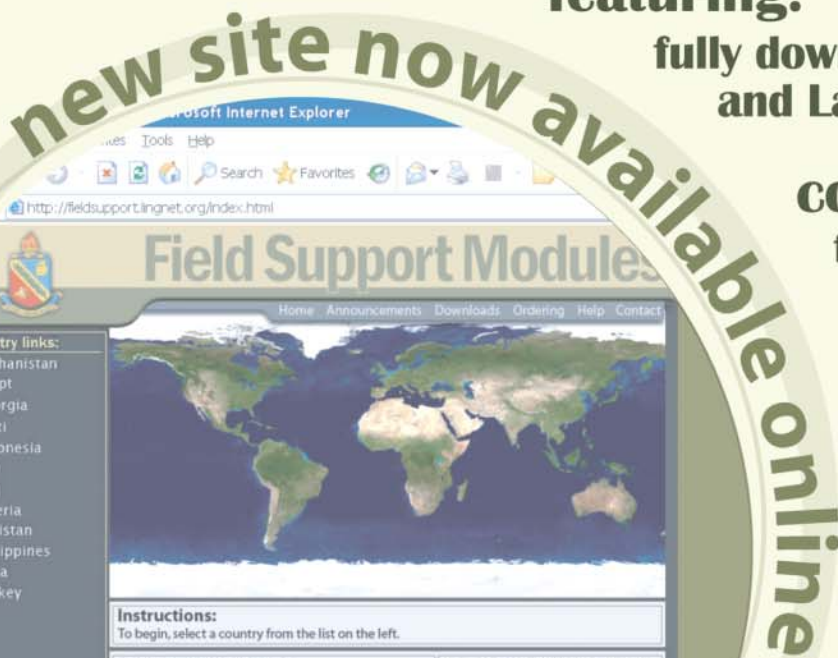
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