

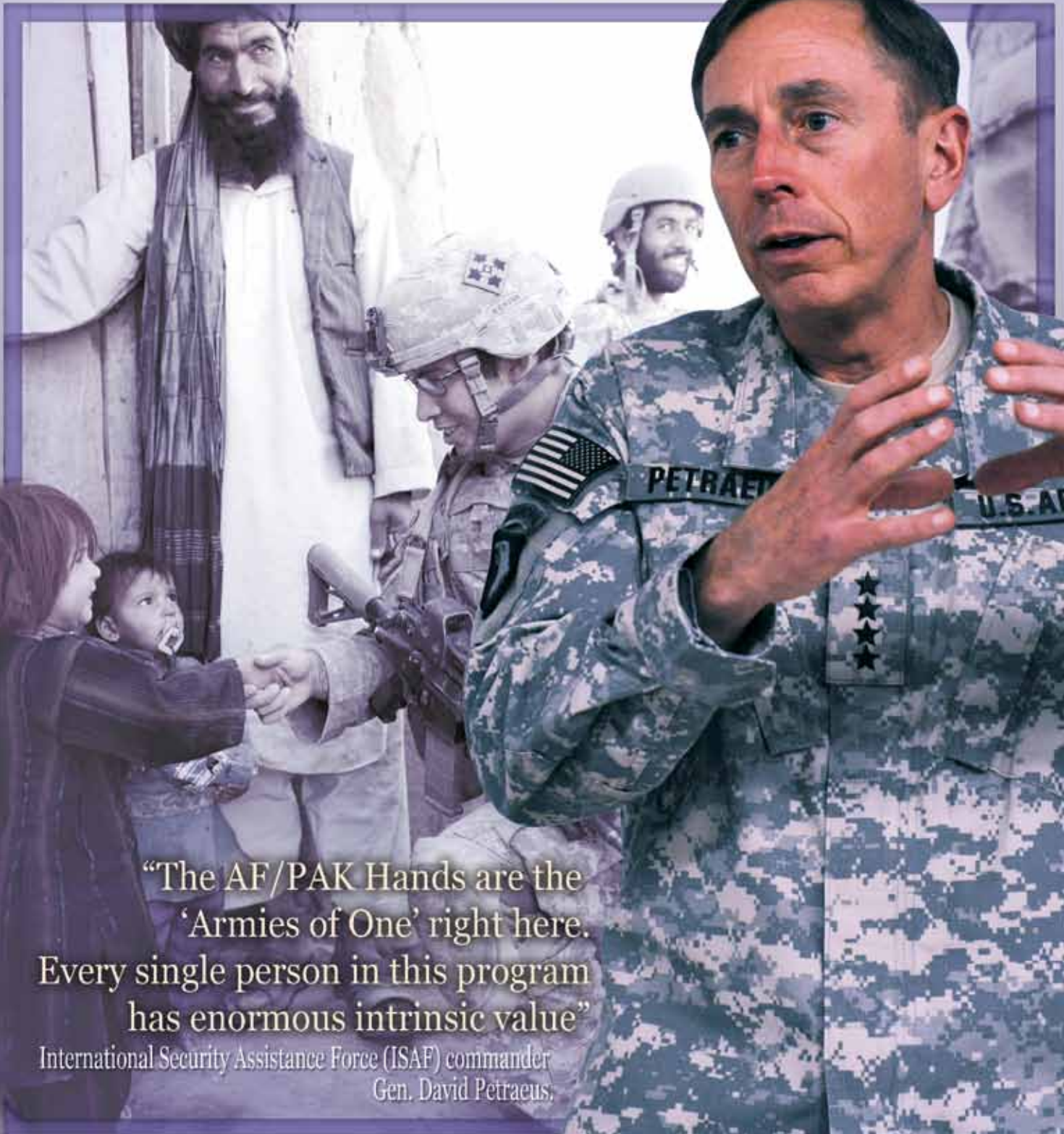
DLIFLC
GLOBE



Winter 2011

Presidio of Monterey, California

www.DLIFLC.edu



*“The AF/PAK Hands are the
‘Armies of One’ right here.
Every single person in this program
has enormous intrinsic value”*

*International Security Assistance Force (ISAF) commander
Gen. David Petraeus;*

Inside



*International Assistance Security Force (ISAF) commander, Gen. David Petraeus, speaks to AF/PAK Hands members at a Shura in Kabul on Oct. 6, 2010.
Photo by Brian Lamar*



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Page 1

From the Top

Page 2

DoD improves personnel language skills, regional expertise, and cultural capabilities

Page 3

NSA's Gen. Keith Alexander observes Levantine course

Page 4

Guard opens language training center in Georgia

Page 5

New Marine Corps commandant visits Pashto class

Page 6

Presidio presents Silver Star Award at Veterans Day Ceremony

Page 7

Air Force lieutenants complete inaugural language training

Page 8

Gen. Petraeus meets with AF/PAK Hands to discuss way ahead

Page 10

Language Enabled Soldier makes allies, saves lives

Page 11

DLIFLC celebrates 69th Anniversary Ball

Page 14

Brig. Gen. MacFarland tours DLIFLC with CAC team & Sen. Blakeslee visits Korean language program &

DLIFLC instructors receive Kiwanis Club awards

Page 15

Female AF/PAK Hand breaks cultural, gender boundaries

Page 16

Changes on the way for DLIFLC's computing network

Page 17

Lt. Gen. Caslen visits DLIFLC; learns about language and culture programs



*Spec. Kevin Chalkley, who took Dari language predeployment training at a DLIFLC Language Training Detachment, stands guard in a village near Herat where his role is vital as a Language Enabled Soldier.
Photo by Brian Lamar*

Page 18

DLIFLC profiles: Dr. George El-Hage & Anastasia Polosukhina

Page 19

New Air Force Senior Language Authority tours DLIFLC

Page 20

Dr. Taba-Tabai receives Association of the United States Army Citation for Exceptional Service

Page 21

DLIFLC student credits Student Learning Center for top-notch French scores

Page 22

Language Training Detachment stands up in Europe & Air Force Maj. Gen. Mark F. Sears visits Presidio of Monterey

Page 23

If you can't take DLIFLC to Israel, bring Israel to DLIFLC

Page 24

Student from language school's predecessor visits DLIFLC commandant

Page 25

Air Force Senior Language Authority and Brig. Gen. Anthony Rock complete Iraqi familiarization course

FROM THE TOP



**Col. Danial D. Pick
Commandant**

Welcome to the winter 2010/2011 edition of the Globe! Fall 2010 proved to be a tremendously busy time for the DLIFLC family. We continued to support the Chairman of the Joint Chief's top personnel priority, the Afghanistan-Pakistan Hands program, by sending a team to a Shura in Kabul and continuing to train Hands at locations in the United States and in Afghanistan.

Inside, you will find an article about the Shura, where Gen. David Petraeus spoke with the gathered Hands and those involved with training them. He reemphasized the critical role these language-trained officers play in accomplishing our mission in Afghanistan.

Meanwhile, DLIFLC General Purpose Forces (GPF) Language Training Detachments (LTD), working closely with local

Commanders at Forts Carson, Drum and Campbell, graduated over 500 Soldiers, or Language Enabled Soldiers, in Dari and Pashto. The Soldiers from the early classes are currently deployed with their Brigade Combat Teams operating in Afghanistan. Inside this issue, the story about Cavalry Scout Spc. Kevin Chalkley shows the important role these Language Enabled Soldiers play in support of full spectrum operations in Afghanistan.

DLIFLC instructors trained future leaders of the United States Air Force (USAF) at Randolph Air Force Base in the USAF's Language Enabled Airman Program (LEAP). See the article on the inaugural class of this program as the Air Force embarks on a comprehensive program to build language and culture competency among its Officer Corps. Air Force leaders set the example for junior officers by taking language training prior to deploying. See the article about Air Force Brig. Gen. Rock, who completed language training in the Iraqi dialect prior to deployment to Iraq. The Air Force Senior Language Authority, Mr. Don Get, similarly completed DLIFLC training in the Iraqi dialect prior to assuming duties as director, Iraqi Ministry of Defense Transition Team. Meet the new Air Force Senior Language Authority, Ms. Barbara Barger, as she tours DLIFLC. We look forward to working with her in the future.

The DLIFLC family and alumni took time out of a busy fall schedule to celebrate the Institute's 69th Anniversary since its founding as a classified Japanese language school at the

Presidio of San Francisco. We had an incredible visit by retired Col. Thomas Sakamoto, one of the first members of the Army Language School, DLIFLC's predecessor.

Faculty and staff from the Institute were recognized for continued excellence in culturally-based foreign language instruction by the Association of the United States Army (AUSA) and the Monterey Chapter of the Kiwanis Club. Read the story on Dr. Tabatabai, who after 51 years of service received an AUSA Citation for Exceptional Service.

Learn about our plans for an innovative cooperative effort with the Naval Postgraduate School to establish an academic network to support the rapidly evolving global mission of the Institute with the best information technology support possible. Our new Chief Technology Officer, Mr. Jonathan Russell, will inform you all about it in this issue.

I continue to be impressed with the team of dedicated professionals that make up DLIFLC here at the Presidio of Monterey and around the world as they deliver the best culturally-based foreign language training and education, anytime, anywhere.



A handwritten signature in black ink, appearing to read 'Danial D. Pick'.

**Col. Danial D. Pick
Commandant**



*Students from the 10th Mountain Division graduate from a Dari class at Fort Drum, N.Y., one of DLIFLC's General Purpose Force Language Training Detachments.
Photo by Brian Lamar*

DoD improves personnel language skills, regional expertise, and cultural capabilities

By David Edwards, Defense Language Office

WASHINGTON - Over the past several years, the Department of Defense (DoD) has made significant improvements in its language skills, regional expertise, and cultural capabilities. In February 2004, DoD could only identify around 180,000 language capabilities; today, there are over 250,000.

Ms. Nancy Weaver, DoD Senior Language Authority, stated that language capabilities are a critical skill for 21st century missions and that “language skills, regional expertise, and cultural capabilities must be part of a warfighter’s capabilities for success.”

Current operations have generated new initiatives for the warfighter to acquire the desired language skills, regional expertise, and cultural capabilities.

These initiatives include the Afghanistan-Pakistan (AF/PAK) Hands program, and language and

cultural pre-deployment training carried out at Language Training Detachments (LTD) located throughout the nation.

The Defense Language Institute Foreign Language Center, as DoD’s premier provider of foreign language, conducted the organization and implementation of language and culture training for both initiatives.

The AF/PAK Hands program was initiated in September 2009 to provide a cadre of experts with knowledge of Afghanistan-Pakistan languages and culture to focus on regional issues for an extended period of time.

In a memorandum on Counterinsurgency (COIN) to support the President’s Afghanistan-Pakistan strategy, Secretary of Defense Robert M. Gates, commented on the importance of the AF/PAK Hands program when

he said that we must “institutionalize and provide sufficient resources to the Afghanistan-Pakistan Hands program to develop and deploy a cadre of regionally aligned, language-qualified experts who are proficient in COIN doctrine.”

To date, over 228 AF/PAK Hands have completed initial language training in Dari, Pashto or Urdu. Another 143 are currently enrolled. Of those who have completed training, 83 percent scored 1/1 (listening/speaking) or better on the Oral Proficiency Interview according to the Interagency Language Roundtable scale. Weaver stated that “our feedback from this (AF/PAK Hands) program is phenomenal.”

The need for language training has expanded from professional linguists to also include the General Purpose Forces (GPF). To assist in this mission, LTDs were instituted to provide enduring, locally accessible language training for both the GPF and professional linguists. Becoming a language enabled servicemember and knowing the basics in language and culture becomes a survivability factor.

There are currently eight GPF LTDs providing Dari and Pashto

language training. To date more than 500 Soldiers have participated in the training.

Soldiers who have studied an Afghanistan-Pakistan language through the GPF LTDs recognize that it helped them build instant rapport with the local population.

Some reports from Soldiers who have received this training include: "The level of trust and friendship that speaking Pashto has allowed me to achieve with the locals, especially the Afghan security guards and ANA (Afghan National Army) that I work with on the gates has really been a blessing." Another Soldier stated, "They have more and instant respect for me when I speak in [their] language."

The GPF LTDs are not the only language and cultural training available to the GPF. Senior leaders have recognized the importance of this capability in theater. As such, language and cultural pre-deployment training is mandatory

for all servicemembers and civilians deploying to Afghanistan.

DLIFLC has developed an online training program called Rapport. All Soldiers and Department of the Army civilians deploying to Iraq are required to complete the Rapport program. Rapport is language and culture training that consists of six to eight hours of instruction available in Dari, Pashto, or Iraqi. This instruction includes cultural orientation discussing religion, tradition, and way of life. Additionally, there are 10 military survival tasks that focus on greetings, introductions, expressions, basic commands, questions, and other topics in the target language.

Rapport is currently available via Army Knowledge Online, Defense Knowledge Online, Joint Language University, and the www.dliflc.edu web site. To complete this training satisfactorily, deploying personnel must score 70 percent or higher. Upon successful completion,

servicemembers and civilians should have a basic understanding of the deploying region, culture, and language.

AF/PAK Hands, LTDs, and language and cultural pre-deployment training are instilling language capabilities across the force to assist the warfighter in achieving operational success. Winning the hearts and minds by being culturally attuned and speaking the native tongue will go a long way in our nation's security cooperation efforts.

Under Secretary of Defense for Personnel and Readiness, Dr. Clifford Stanley, stated at the Central Intelligence Agency World Languages Summit on Dec. 8, "We've done much, but we can do much better. My vision, as the lead for the all volunteer force, is to ensure we have an expanded, qualified pool of people with language and cultural skills."

NSA's Gen. Keith Alexander observes Levantine course

By Natela Cutter, Strategic Communications

MONTEREY, Calif. - Gen. Keith B. Alexander, Director, National Security Agency, Chief, Central Security Service Commander, U.S. Cyber Command, visited DLIFLC Sept. 24, to observe Levantine language training and receive a technology demonstration from students.

The Iraqi and Levantine dialect courses were both developed in close cooperation with personnel from the Fort Gordon Center for Language, Ga.

The curriculum involves learning a dialect from the beginning of the 64-week course, with gradual introduction of Modern Standard Arabic (MSA) vocabulary and the written script, which is used in news reports.

Though user agency needs called

for a Level 2 in listening in the Iraqi dialect, a 1+ in reading for MSA, and a 1+ in speaking for the Iraqi dialect, the Institute retained the Level 2 reading requirement for MSA.

"The progress made in teaching Arabic dialects to native English speakers may profoundly affect the way Arabic is being taught everywhere," said DLIFLC Commandant Col. Danial D. Pick.

The successful graduation rate of students according to NSA standards for the Iraqi dialect called for a request for the teaching of more



Photo by Natela Cutter

(L-R) NSA's Gen. Keith B. Alexander walks with DLIFLC Commandant Col. Danial D. Pick and Assistant Commandant Col. William Bare toward Middle East School I, where a pilot Levantine dialect course is underway.

Arabic dialects.

Today, there are pilot courses running in the three Middle East Schools for the Levantine dialect, while plans are underway for the development of curriculum for other dialects spoken in the Middle East.



Soldiers with the Georgia National Guard's 560th Battlefield Surveillance Brigade receive instruction in Persian Farsi from a native instructor at the Georgia Guard's new language center at the Clay National Guard Center.

Guard opens language training center in Georgia

By Sgt. 1st Class Jon Soucy, National Guard Bureau

ARLINGTON, Va. - The newly constructed Georgia National Guard Language Training Center opened its doors this summer at the Clay National Guard Center in Marietta, Ga., and provides the resources necessary for military intelligence linguists to hone their language skills.

"It's a very perishable skill," said Capt. Abe Gilman, a budget officer in the Army National Guard's Office of Intelligence Proponency.

"You could learn a language and then six months later if you don't practice every single day it's going to diminish by 50 percent; and some statistics say 70 percent within six months."

The new language center, which has been in the works for the past two years, came about as a cost-effective measure to ensure that

linguists in the Guard retain their language skills.

"They get this awesome training at the Defense Language Institute, and then go back to the Guard for one weekend a month and two weeks out of the year," said Gilman, who was one of the chief planners for the new center. "They don't get that (follow-up) training. They don't have the location to go and conduct that training."

The Georgia language center provides a centralized facility, where Soldiers can take part in major training events that feature total immersion in a specific language.

"What we do is we bring these folks into a very strict area and they ... eat, sleep and speak the language all the time," said Gilman. "It provides that area where they can just focus on that language."

Being immersed in the culture is also part of the language road map.

"You understand a language a little bit more when you understand the culture," Gilman said. "They watch the news and not just interpret what is being said on the news in terms of language, but interpret the meaning of it and that's really where you get into that higher level of education."

The Guard has conducted language refresher training at temporary training sites around the country, including one in Washington state. "They do two (language) immersions a year in the summer time, but they've had to rent facilities out and that becomes a little bit more expensive."

So, rather than dividing funding for training resources throughout the 30 states that have a need for

language training, Gilman said it made more sense to centralize it into regional training centers.

"If you gave an equal share to all 30 states, each state is going to get like \$10,000," he said. "Really, that won't provide anything for that state. It actually hinders their ability to perform language training."

"So, if you combine that money and focus it on a regional-type training facility, then more people will benefit. All the states will benefit from this program, rather than just one state benefiting."

Georgia was the right place at the right time. "Georgia was in the middle of remodeling buildings, and it just made sense," said Gilman.

"It didn't take a lot of money to make that building what it is now. It wasn't a build up from scratch, so it made sense to get that one started and up and running."

The Georgia center joins another facility already situated in Utah.

"They have a very robust language lab," said Gilman. "They do a lot of training out of Utah, and they have for years. We're

really trying to emulate that type of model, that type of example."

The center in Utah, which is part of the 640th Regiment (Regional Training Institute), also focuses on a variety of military intelligence courses and programs, but the Georgia center is focused entirely on language skills.

While the language classes being taught in the Georgia center are primarily for linguists in military intelligence units, Gilman said they may expand to non-linguist or non-intelligence personnel and possibly include a tie-in to the Guard's State Partnership Program.

"Georgia just happens to be partnered with (the former Soviet Republic of) Georgia," said Gilman. "So they are going to offer the languages of Georgia at their institute. And that's not just for language-coded billets. That's for whoever they have who needs to go (through that training) as part of the partnership with that country."

Currently, the languages that are offered at the Georgia center include French, Dari, Farsi and

Arabic, said Gilman. The center is not, however, a substitute for attending the Defense Language Institute Foreign Language Center (DLIFLC).

"DLI is the proponent for initial acquisition," said Gilman. "So, when a Soldier comes on board either they go to basic training and then (Advanced Individual Training and then) DLI. They have to complete that initial acquisition training. Then they go back out to their home-station units, and they will do refresher training, sustainment training at one of our regional training institutes like Georgia."

It is another training resource for Soldiers.

"This is an example of taking just a little bit of money and making a lot out of it," said Gilman. "It's a beautiful program for the Guard, and there a lot of active-duty bases down there that can also benefit from the language training we're going to put on."

Printed July 7, 2010
<http://www.army.mil/-news/2010/07/08/41937-guard-opens-language-training-center-in-georgia/>

New Marine Corps commandant visits Pashto class

By Natela Cutter, Strategic Communications



Gen. James F. Amos, Commandant of the Marine Corps, speaks to Maj. Charles Readinger about his language learning experience at DLIFLC and how he will use the language in his future career. Photo by Natela Cutter

MONTEREY, Calif. - On Sept. 24, 2010, the Defense Language Institute Foreign Language Center

(DLIFLC) hosted Gen. James F. Amos, Commandant of the Marine Corps. Amos said he was impressed

with how the Institute teaches language and culture to all members of the military service.

"I am very encouraged by the technology I see," said Amos, referring to the use of interactive whiteboards in every classroom, and the use of tablet PCs and iPods™ by every student.

"It really is (language and culture studies) a growth industry and it is not going to wane. Of all the things that have changed since 9/11, this is the best thing," said Amos, at the conclusion of an orientation brief given by DLIFLC Commandant Col. Danial D. Pick.

Amos visited a Pashto class in the Multi Language School and spoke to servicemembers about their studies and motivation to learn a foreign language and culture.



The Presidio of Monterey held a Veterans Day wreath-laying ceremony on Nov. 10, during which a Silver Star was awarded to World War II veteran Sgt. Sam Redfield. The award was presented to Redfield by retired Brig. Gen. Gerald Griffin for actions taken on Feb. 18, 1945 near Sarreguemines, France.

Presidio presents Silver Star Award at Veterans Day Ceremony

By Joseph F. Morgan
Presidio of Monterey Public Affairs

MONTEREY, Calif. - Staff and faculty from the Defense Language Institute Foreign Language Center (DLIFLC) and the Presidio of Monterey community gathered in honor of Veterans Day and to witness a Silver Star Award presentation and wreath-laying ceremony conducted near the Berlin Wall Memorial Nov. 10.

Sgt. Sam Redfield was formally presented his Silver Star by retired

Brig. Gen. Gerald Griffin, more than 65 years after Redfield's heroic actions near Sarreguemines, France.

On Feb. 18, 1945, Redfield crawled 300 yards to within 20 yards of an enemy machine gun and tossed in a hand grenade which destroyed the enemy position and the crew, saving lives and enabling the 253rd Infantry Regiment to continue the attack.

Redfield expressed his appreciation toward those who attended the presentation, including many of his family members, while saying that the event made for "a very nice day."

Additionally, DLIFLC Commandant Col. Daniel D. Pick laid a ceremonial wreath before the crowd observed a moment

of silence in honor of America's veterans and those currently serving our armed forces.

"Veterans Day is a day when nations around the world pause in a moment of silence with solemn pride in the remembrance of the heroism of those who have served, those who are currently serving, and those who died in our country's service," Pick said. "We don't mark this day each year as a celebration of victory, as proud of that victory as we are. We mark this day as a celebration of those who made victory possible. It's a day we keep in our minds the brave men and women of this young nation - generations of them - who above all else believed in and fought for a set of ideals."

Air Force lieutenants complete inaugural language training

By Maj. Will Cambardella, Air Force Culture and Language Center Public Affairs



Randolph AFB, Texas, Washington Circle (U.S. Air Force photo/Rich McFadden)

RANDOLPH AIR FORCE BASE, Texas (AFNS) - Twenty-five of the Air Force's newest second lieutenants recently completed the inaugural class of focused language training at Maxwell Air Force Base, Ala., as part of the Language Enabled Airmen Program (LEAP).

The Language Intensive Training Event, or LITE, was held at the Air Force Culture and Language Center during the span of four weeks and conducted by resident instructors from the Defense Language Institute Foreign Language Center. Classroom training included the strategic languages of Russian, Chinese, French, German, Modern Standard Arabic, and Spanish.

The focused language training is available to volunteers in LEAP to take advantage of the time between participants' commissioning and arrival at their initial career skills training and builds on language abilities gained as part of their accessions experience through either ROTC or U.S. Air Force Academy.

Through various surveys and examinations, to include the Defense Language Proficiency Test (DLPT),

the improvement in language proficiency by graduates exceeded initial expectations. Seventy-five percent of LITE graduates have shown an increase in DLPT scores since their baseline testing a month earlier.

"The results have been astounding," said Jay Warwick, the Air Force Culture and Language Center director. "This program fills two voids: it strengthens the Air Force inventory for language enabled Airmen and provides them the opportunity to maximize their time in between operational assignments."

Maxwell AFB is one of fifteen locations where LITE training was conducted this summer. Other venues included language schools at Offutt AFB, Neb., Oakland and Monterey, Calif., Brazil, China, Costa Rica, France, Germany, Japan, South Korea, Morocco, and Ukraine.

As volunteers in LEAP, the lieutenants enter a long-term, structured program using a combination of internet-based methodologies and immersion training in order to maintain their

newly enhanced language skills.

"These graduating Airmen are now a part of a social network capable of feeding, motivating and encouraging each other with new ideas about language learning as they move forward in their careers," said Lt. Col. Brian Smith, the deputy director of the language department.

Zach Hickman, the director of sustainment and maintenance, said the toughest part of learning a language is keeping up with a language.

"In the past, Airmen had the opportunity to go on a language immersion, but then were left to their own devices to keep up their new language skills," he said. "LEAP is designed to correct this deficiency by instituting a structured developmental curriculum to ensure participants maintain skills they have gained."

Those who achieve a proficient score on the DLPT can qualify for a monthly stipend, which varies depending on the tested proficiency and the language taken.

In September, the culture and language center conducted its second LEAP selection board for 2010.

Approximately 260 volunteers were selected from more than 400 candidates, which included representation from the Academy and ROTC cadets graduating in 2011 as well as active-duty officers. Program officials plan to select 400 volunteer officer participants each year and continue work on developing a similar program for enlisted members and Air Force civilian employees.

For more information on language qualifications and application procedures for the spring board, visit <http://culture.af.mil/leap.html>.

<http://www.af.mil/news/story.asp?id=123224884>

Gen. Petraeus

meets with AF/PAK Hands
to discuss way ahead

By Brian Lamar, Strategic Communications



KABUL, Afghanistan - More than 100 Department of Defense (DoD) civilians and servicemembers participated in an Afghan-style Shura, or conference, on Oct. 6, to share best practices, focus on the U.S. military's mission and discuss issues found during the first rotation of personnel who are members of the Afghanistan-Pakistan (AF/PAK) Hands program.

"What we are doing is important for our country and of course, to this country (Afghanistan). I also acknowledge how important this group is to the effort," said International Security Assistance Force (ISAF) commander Gen. David Petraeus.

AF/PAK Hands are a specially trained cadre of military and civilian personnel who receive regional language, culture and counterinsurgency training for deployment to key positions in Afghanistan in order to build enduring relationships and positive partnerships with local leaders and the general population.

The Defense Language Institute Foreign Language Center's (DLIFLC) role has been to provide initial language and culture training for the Hands before deployment, followed by an in-country training Phase II, with Phase III and IV taking place at home-station.

Since the inception of the program in early FY10, DLIFLC has graduated 228 Hands: 153 in Dari,

55 in Pashto, and 20 in Urdu.

"The AF/PAK Hands are the 'Armies of One' right here. Every single person in this program has enormous intrinsic value. We have invested in you uniquely," said Petraeus in his address to the Hands.

To highlight the importance of the AF/PAK program's Shura, heavy-hitters such as Maj. Gen. Michael Flynn, ISAF's chief military intelligence officer, and Petraeus spent several hours discussing the way ahead for Afghanistan and how the Hands are a critical component of Afghanistan's counterinsurgency operations.

"I see AF/PAK Hands the same way as I see Army Rangers in that you can never have enough of them and you can never have too many," Petraeus said.

Because a majority of the AF/PAK Hands were present at the Shura, a team from DLIFLC took the opportunity to attend the event and conduct a survey to help streamline future classes of AF/PAK Hands and to ensure that Phase II and III language training will best fit their needs.

"What I am most impressed with is their (the Hands) dedication to accomplishing their mission which is to build relationships with the people of

Afghanistan and Pakistan. They clearly understand the importance of knowing the languages and cultures of those countries in order to do their mission," said AF/PAK program manager Army Lt. Col. Wayne Morris., based in Washington D.C.

"When we started the program we believed it reasonable to establish a goal of 0+/0+ on the Interagency Language Roundtable scale for the 16 weeks of resident training completed before deploying. After testing over 200 personnel, we found that over 80 percent received a 1/1 or better. From my observations, they have exceeded our expectations simply through hard work and a clear focus upon their mission," said Morris.

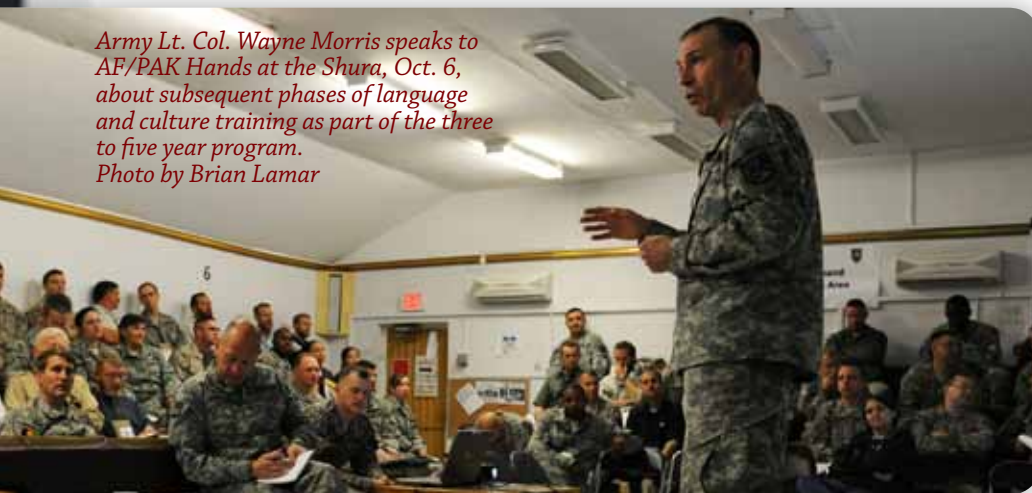
A few AF/PAK Hands with unique positions in Afghanistan were asked to share some of their personal experiences with members of the Shura.

"My personal mission is to try and win the heart of every Afghan I meet," said Marine Lt. Col. Diana Staneszewski, who shared her experience of working as a female Hand in Kandahar City, known for its heightened Taliban presence.

"They (Afghan men) are the most hospitable people I have met," said Staneszewski, adding that being a female has not hindered her mission because she is able to speak the language and communicate her intent.

The first group of AF/PAK Hands are scheduled to return to the United States in April and will be assigned to one of three main hubs in Norfolk, Va., Tampa, Fla. or Washington D.C., where they will receive follow-on training in their language.

*Army Lt. Col. Wayne Morris speaks to AF/PAK Hands at the Shura, Oct. 6, about subsequent phases of language and culture training as part of the three to five year program.
Photo by Brian Lamar*



Language Enabled Soldier makes allies, saves lives

By Brian Lamar, Strategic Communications

HERAT, Afghanistan - In a small village in the Haert Province on the western border of Afghanistan, a platoon of U.S. Soldiers is surrounded by hundreds of miles of desert filled with enemies and no medical evacuation teams or ability of quick resupply. Because of their isolation, this lonely scout platoon understands well the importance of Afghan language skills.

When Spc. Kevin Chalkley, a scout with the 7-10 Cavalry Regiment, 4th Infantry Division, signed up for Dari training at the Fort Carson, Colo., Defense Language Institute Foreign Language Center (DLIFLC) Language Training Detachment (LTD), he thought the classes would simply be a fun way to prepare for his deployment to Afghanistan. He never guessed those classes would create an enduring bond between his platoon, the local Afghan population and the Afghan National Army (ANA) platoon living next door.

“At least knowing a few words in the language has gone a long way in building relationships with the Afghan National Army guys here. I may not be able to communicate perfectly with them, but I think my attempts to communicate with them speak volumes of the respect I have for them and their culture,” said Chalkley.

The overall mission of this platoon is to continue to improve stability in the region; which includes the securing of main roads that are constantly under attack. The vital route they protect every day connects the city of Herat with Turkmenistan and keeps the economy in the region thriving.

“Continuing to build relationships with the Afghans here is not just a good idea or a feel-good mission, but it is critical to our survival and to the stability to this area. The cooperation between us and the

Spc. Kevin Chalkley poses with an Afghan child during one of the platoon's missions to deliver humanitarian aid to needy villagers.

Photo by Brian Lamar



Afghans is the only way to keep this place secure and free from insurgent control. We need all the allies here we can get,” said 2nd Lt. Stephen Astemborski, the platoon's highest ranking member.

The platoon's survival is dependent upon intelligence from local villagers and continued cooperation with their Afghan Army counterparts. This platoon, however, has an additional tool in the Afghan counterinsurgency effort called the Language Enabled Soldier, or more popularly known as the Squad Designated Linguist.

“A Squad Designated Linguist is an assigned person for each section in their platoon and they help bridge the language gap between the Soldiers and the Afghans with whom we work. We work with ANA and ANP and civilians and I help bridge that language gap,” said Chalkley, referring to the Afghan National Police.

Chalkley's Dari skills proved critical on the day that seven Afghan soldiers were severely injured when their vehicle struck an Improvised Explosive Device and there were no contracted translators available to help.

“We were able to use our squad

designated linguist to talk with the casualties and find out what was wrong so we could treat them. Having a linguist there allowed our medics to effectively apply the aid needed and I can say that it saved two Soldiers' lives that day,” said Astemborski.

With contracted translators in short supply, having enough conversational Dari has spawned relationships between Chalkley and Afghan Army soldiers which he will treasure for the rest of his life.

“Without our Afghan National Army counterparts, we would not be nearly as effective. I can honestly say that a lot of these guys are my friends,” said Chalkley.

Because of Chalkley's ability to speak Dari, the platoon also feels a strong connection with their Afghan neighbors. Their favorite past-time is to conduct humanitarian aid missions that directly benefit Afghans.

“Being able to make real relationships with Afghans makes a huge difference in how I view my mission here. I am here as a helper and it shows in the attitudes of the people which helps me be proud of what I do,” said Chalkley.

Go to <http://vimeo.com/16699792> to view a video about Spc. Kevin Chalkley.



DLIFLC

69TH ANNIVERSARY BALL

The Defense Language Institute Foreign Language Center celebrated its 69th Anniversary Nov. 6, 2010, at the Naval Postgraduate School's Herrmann Hall.

The elegant event, hosted by the DLI Alumni Association, was attended by 370 faculty, staff, alumni, and friends. The guest speaker was DLIFLC Commandant Col. Danial D. Pick who took command of the Institute in May 2010.

The spectacular gathering was made special by the presence of the DLIFLC Color Guard and performers from the Chinese, Spanish, and Korean language departments, as well as a Vietnamese group from San Jose, California. Guests danced to the Blues at Eleven band until nearly midnight.

"This was the third year of the DLIFLC Anniversary Ball celebration and attendance was the highest ever," said DLI Alumni Association President Ben De La Selva. "But without our hard-working volunteers nothing would have been possible. Due to their effort, this event has been growing in popularity each year," he said.

"I expect next year's event to be even grander than this year because it is the Institute's 70th Anniversary. We will have guests from all over the United States. I am already excited about this event," said De La Selva.







Special thanks to DLIFLC volunteers:

Noel Unite, coordinator,
Margarita Nguyen,
Bozo Dzakula,
Maida Dzakula,
Stephanie Johns,
Kueilan Chen,
Marissa Ontiveros,
Cynthia Gallegos,
Raja Sharif,
Janet Quenga,

Jacqueline Watkins,
Yerie Han,
Carolyn Sharp,
Michele Neisses,
Dawn Petersen,
Guita Irani,
Meisheng Guo,
John Kaninya,
SGT Marilyn Unite,
Seaman Ken Wilkerson

DLIFLC
69TH ANNIVERSARY BALL
DEPARTMENT OF DEFENSE
INSTITUTE FOR DEFENSE ANALYSIS

Brig. Gen. MacFarland tours DLIFLC with CAC team

By Natela Cutter, Strategic Communications



*Brig. Gen. Sean MacFarland (center) observes a Levantine dialect class at Middle East School II. Dean Montaz Gabriel (left) explains a student presentation.
Photo by Natela Cutter*

MONTEREY, Calif. - Brig. Gen. Sean MacFarland toured the Defense Language Institute Foreign Language Center (DLIFLC) Sept. 9, 2010, from the Combined Arms Center (CAC) where he serves as commanding general of CAC's Leader Development and Education and deputy commandant of the U.S. Army Command and General Staff College (CGSC).

"I am very impressed with what you are doing, the software (you are using) is state-of-the-art. This is all very exciting. I am going to send some CAC experts out here to see if we can learn from you," said MacFarland, referring to the use of technology in the classroom and the number of language products produced by the Institute for professional military linguists as well as deploying servicemembers. "Your mission is so different than all other CAC schools ... you seem so capable."

MacFarland received a command brief from DLIFLC Commandant Col. Danial D. Pick, also attended by Dr. Wendell King, dean of academics at CGSC. Questions raised ranged from the administering of Rapport, a DLIFLC-made mandatory language and culture pre-deployment program for the Department of Defense, to the mechanism

of one of DLIFLC's most popular products, the Global Language Online Support System.

This was MacFarland's first visit to DLIFLC after assuming his new position in July 2010 at CAC, where DLIFLC provides language and culture support to students of CGSC.

Sen. Blakeslee visits Korean language program

By Natela Cutter, Strategic Communications



*State Senator Sam Blakeslee listens to a tablet PC usage presentation given by a student in the Korean program.
Photo by Natela Cutter*

MONTEREY, Calif. - California State Senator Sam Blakeslee spent time observing a Korean language class at DLIFLC Oct. 27, 2010, after which he said he was impressed by the students' enthusiasm, the effectiveness of the instructors and

the way in which technology was incorporated into teaching methodologies. Blakeslee was particularly impressed with DLIFLC's status of a degree-granting institution which is able to award an Associate of Arts degree in foreign language. The Senator was also interested in DLIFLC's distance learning programs and the Defense Language Aptitude Battery, which is an exam administered to new recruits to determine their aptitude to learn a foreign language.

DLIFLC instructors receive Kiwanis Club awards

By Natela Cutter, Strategic Communications



Instructor Su Chun Liu and Tech. Sgt. Matt Cavalieri receive Kiwanis Club awards.

MONTEREY, Calif. - The chapter of the Monterey Kiwanis Club presented its annual Civilian Teacher and Military Language Instructor Award of the Year Sept. 22, 2010 to two DLIFLC instructors. The Civilian Teacher of the Year award was presented to Ms. Su Chun Liu, of Asian School I, while the Military Language Instructor of the Year award was given to Air Force Tech. Sgt. Matt Cavalieri from the Persian Farsi School. Also presented was an International Student of the Year Award given to a Naval Postgraduate School student. DLIFLC Commandant Col. Danial D. Pick was keynote speaker at the event.

Female AF/PAK Hand breaks cultural, gender boundaries

By Brian Lamar, Strategic Communications

KANDAHAR, Afghanistan - Marine Lt. Col. Diana Staneszewski volunteered for the Afghanistan-Pakistan (AF/PAK) Hands program and was assigned near Kandahar City deep in southern Afghanistan which is known as a stronghold of the insurgency.

Since her arrival in Camp Nathan Smith eight months ago, Staneszewski has linked up with the 411th Civil Affairs Battalion and has been liaising with local women, something that her male counterparts are not allowed to do because of the strict Islamic social rules.

"I had the opportunity to go inside some compounds and talk to the women. These women had never seen a western woman before," said Staneszewski.

When Staneszewski arrived to her assignment, she was told that she should use her judgment of whom to work with and what to do with her skills.

"I had to define my own role, my own mission and find some people to work with," said Staneszewski, who now works with the Kandahar Provincial Reconstruction Team, that focuses on stabilizing concentrated populations with assistance projects like constructing schools, digging wells, and distributing aid relief during famine and floods.

"I had to learn how to use money as a weapon system to help the local population through the Commanders Emergency Response Program (CERT)," she explained.

Commanders are also using Staneszewski's skills by tasking her to mentor and advise U.S. servicemembers on the language and culture nuances of the region. While on the ground, Staneszewski also has the opportunity to mentor and train one of the new Army female



KANDAHAR, Afghanistan - U.S. Marine Lt. Col. Diana Staneszewski, a communications officer participating in the AF/PAK Hands Program, visits with Afghan women in a village near Kandahar City. There are nearly 200 military officers and senior NCOs in the program located throughout Afghanistan. (Courtesy photo)

Engagement Teams.

Dealing directly with locals was something that Staneszewski was not sure how she would tackle.

"My personal challenge is to make every Afghan I meet smile," said Staneszewski.

"I really thought going to the conservative south was going to be tough. I thought when I walked up to an old man with a grey beard, he wasn't going to talk to me. But I found the exact opposite is true. There is not one person I've walked up to who has refused to talk with me and it is all because of the language, because I speak a little bit of Pashto. I don't know a lot and I only graduated as a 1/1, but I have a little diatribe that I go through and it opens all sorts of doors," said Staneszewski.

Since getting to know many of the locals in her area, she has worked past her preconceived no-

tions of what to expect.

"They (Afghan men) are the most hospitable people you could possibly meet," she explained.

"When I go into someone's home and I know I am going to be there for a few minutes, I always make sure I have some gifts in my magazine pouch. Women like little bottles of lotion and shampoos. I give pens and pencils and I have stickers and bracelets," she explained.

According to Staneszewski, every day she works with the locals she feels a lasting relationship growing and believes that commanders should use their AF/PAK Hands personnel as much as possible when dealing with locals.

To view Marine Lt. Col. Diana Staneszewski in action, go to http://www.youtube.com/watch?v=gcZA6nkTX_Q0

Changes on the way for DLIFLC's computing network

By Jonathan Russell, Chief Technology Officer, DLIFLC

MONTEREY, Calif. - Students and faculty at the Defense Language Institute Foreign Language Center (DLIFLC) will begin noticing changes to their computer systems in the coming months, as DLIFLC begins the process of establishing a new educational computer network on all of its campuses.

In the spring of 2010, DLIFLC leadership made the strategic decision to establish an educational network in order to ensure that DLIFLC is properly equipped to best meet its evolving mission requirements. The intent of this new network is to enable more latitude in the types of software and computer systems used by the 23 language programs at DLIFLC. The educational, or .edu network, will allow DLIFLC to adopt new technology tools and pedagogical techniques more quickly than otherwise would be possible. The other major advantage of establishing the .edu network is to make it easier for DLIFLC language programs to import and use language materials from native sources that may not be eligible to access from the current DLIFLC network.

What this means to DLIFLC students and faculty is that over the next year, the computer systems at DLIFLC will evolve to something one would expect to see at a civilian university. That is not to say that the .edu network will be any less secure. In fact, the .edu network will be protected using the most up-to-date cyber security techniques through partnerships with both the Naval Postgraduate School (NPS) and the Defense Manpower Data Center.

What changes can students and faculty expect? For one thing, DLIFLC will be able to connect to the Internet the same way that most major California universities do, through the educational network known as the Corporation for Education Network Initiatives in California, or CENIC. This connection will be over four times faster than the current DLIFLC network connection.

The .edu network will also feature a new wireless network that will function at double the speed of the existing wireless network. Students and faculty can also look forward to new open source collaboration tools, a new e-mail address, more e-mail capacity, and the freedom to fully leverage existing learning tools like the iPods™ and computing tablets. Faculty and staff will be able to use alternative content creation tools like Apple computers, new audio-visual systems, and open source tools.

Those who still need to access the existing LandWarNet network will still be able to do so. However, most DLIFLC users will use the new .edu network as their primary network.

The history of this project goes back a long way. While the executive leadership team at DLIFLC committed to the migration to the .edu network a little less than a year ago, the idea of establishing an educational network at DLIFLC has been around quite a bit longer. However, it was not until then Commandant Col. Sue Ann Sandusky hosted the Defense Language Institute Foreign Language Center Technology Roundtable in May of 2009 that the effort really took off. Soon after that meeting, the decision was made to partner with NPS, which established an educational network in 2005.

A new network will also require a new support infrastructure. In order to support the .edu network a new information technology support organization has been created at DLIFLC. The new support organization, Educational and Information Technology Services (EITS) will report to the newly appointed Chief Technology Officer. The first members of the EITS staff have been on site for the past month getting to know the DLIFLC community, its current needs, and perhaps most importantly its vision as to where DLIFLC needs to be in the future.



CTO Jonathan Russell.
Photo by Dusan Tatomirovic

The first step in the establishment of the .edu network will be to conduct a proof of principle with the Dari program within the Multi Language School. Students and faculty within the Dari program will be migrated to an .edu network hosted by NPS in late January 2011.

The work to physically build the .edu network will begin in earnest in the spring of 2011 with the first users expected to be migrated toward the end of summer 2011. Students, faculty and staff will be migrated in groups throughout the fall and early winter of 2011. The schedule for the .edu migration will be published in June.

For those who have questions or would like to become involved, please keep your eye out for invitations to brown bag informational sessions that will be scheduled throughout the year. Additionally, a project web site will soon be established so that the DLIFLC community can keep up-to-date on the progress of the project.



DLIFLC Commandant Col. Daniel D. Pick points out one of the Institute's new instructional buildings on the way to observing class at Middle East School I Oct. 7. Photo by Natela Cutter

Lt. Gen. Caslen visits DLIFLC; learns about language and culture programs

By Natela Cutter, Strategic Communications

MONTEREY, Calif. - Lieutenant General Robert L. Caslen, Jr., the commander of the Combined Arms Center (CAC) at Fort Leavenworth, Kan., visited DLIFLC Oct. 7, 2010, his second visit during the year. DLIFLC is one of the 17 schools and centers that fall under Lt. Gen. Caslen's areas of responsibilities.

Interested in how DLIFLC teaches language and culture as inextricable content in the classroom, Caslen wanted to learn about cooperation between DLIFLC and other CAC institutions and the possible expansion of some programs.

DLIFLC has been providing language and culture training for Command and General Staff College

students as part of Professional Military Education Support (ProMES) since 2006.

"We began offering expanded language programs in Arabic, Chinese, French, and Spanish, as the number of attending students incrementally increased," said DLIFLC program manager in Monterey, Calif., Samir Salam.

"As a result of this growth we are establishing a permanent Language Training Detachment and have hired instructors for Chinese, French, Spanish, Dari, and Arabic," said Salam, adding that having permanent instructors at CAC contributes to more instructor-student contact hours and allows for the training of greater numbers of students. While each program

is specifically designed and tailored to the needs of the students, generally, the programs consist of 30 to 48 hours of language and culture training, either in operational or strategic languages.

In 2010, 729 officers received language training, while nearly 5,000 students have been trained since the inception of the program in 2006. ProMES is also taught at the Air War College and Air Command and Staff College at Maxwell Air Force Base, Ala., the U.S. Marine Corps Command and Staff School at Quantico, Va., and the Naval Postgraduate School in Monterey, Calif.

DLIFLC PROFILES

*Dr. George El-Hage poses in his office for a photograph.
Photo by Deacon Westervelt*



GEORGE EL-HAGE

Dr. George El-Hage discovered he had special abilities at the ripe old age of 12. He discovered he could tap into his imagination and create an entire new world of wonder where all he had to do was speak – and it became so. It sounds like a story that would lie between the pages of a comic book, but for El-Hage, dean of Middle East School III, poetry is his reality.

Just six years after El-Hage made this discovery, he published his first book of poetry. He was 18. Since then, El-Hage has subsequently published seven more books. His website, <http://georgeel-hage.com/> is filled with awards/accolades for his works over a lifetime.

Most of El-Hage's poetry is in his native Arabic tongue, which is a fortunate thing for El-Hage because he can feel more connected to his heritage. "Poetry is the register of the Arabs. In Pre-Islamic Arabia, poetry was regarded in the highest esteem. Poets were heroes," said El-Hage.

According to El-Hage, his work in educating linguists at the Defense Language Institute Foreign Language Center goes hand-in-hand with his passion. For El-Hage everything comes down to an expression about the world through language. Poetry enhances his interpersonal relation skills and in turn this helps him in his career.

Not only does El-Hage use poetry as a higher-level translation device to express himself, but he also realizes poetry's implications in day-to-day life.

"Poetry has been called the language of the gods and poets have to have heightened awareness to the world. There are different levels of poetry just like different levels of communication. Clear poetry equals good poetry. Poetry helps me to communicate more clearly," said El-Hage.



*Anastasia Polosukhina shows a DLIFLC colleague some artwork during an exhibit at the Institute.
Photo by Brian Lamar*

ANASTASIA POLOSUKHINA

For Anastasia Polosukhina, an assistant professor in the Russian department, art is not just her hobby or way of expression. For her, it is a way to create memorable linguistic events in a classroom environment.

Polosukhina can make several lesson plans from one of her paintings or drawings. "Paintings are similar in nature to literature; you can interpret and describe a painting on many different levels," she explained. "For instance, I can ask beginning students to give me a generic description of the colors or subjects that are in a painting or I can go further and explore deeper emotions and feelings about a piece of art like speculation of why an artist chose to do something a certain way, or the meaning behind the colors used, etc. The opportunities with exploring art are limitless," Polosukhina said.

Polosukhina, who has studied at the Academy of Art San Francisco, Willamette College and two hours a week in the Louvre for more than a year, now has a double major in fine arts and French. She began her life-long affair with art at six-years-old. Polosukhina began her artistic development in Russia with what is considered a classical education. At that young age, her parents motivated her to attend schools that taught watercolor, drawing, and charcoal media. In high school, she also took classes such as comic book illustration, car design, and sculpture.

"I think my background in art has improved my teaching abilities because a student is similar to a painting. They start your class as a blank canvas and just like any art form, how much effort and care you put into it, is how much you will get in return," Polosukhina explained.

The leadership in the school has also been supportive of Polosukhina's art innovation in the classroom. "I think allowing the students an opportunity to think out of the box and look at language learning this way inspires them beyond the repeating of phrases in a textbook. Polosukhina's classes inspire creativity and motivation.

"When interpreting art, a student is tempted to tap into what his soul is feeling and to translate that into Russian which is a remarkable feat," said Deanna Tovar, Dean of the European and Latin American Languages School.

New Air Force Senior Language Authority tours DLIFLC

By Natela Cutter, Strategic Communications



New Air Force Senior Language Authority, Ms. Barbara Barger, observes an Arabic language class at DLIFLC on Jan. 13, accompanied by Middle East I dean Hiam Kanbar. Photos by Natela Cutter

The new Air Force Senior Language Authority, Barbara Barger, visited the Defense Language Institute Foreign Language Center (DLIFLC) Jan. 13, to find out in detail about the Institute's language and culture teaching capabilities and expanding mission.

"I had no idea of the outreach beyond the campus and all the things you are doing with technology," said Barger, referring to the Institute's support of the Afghanistan-Pakistan (AF/PAK) Hands program, and multitude of Language Training Detachments (LTD) which instruct professional linguists as well as General Purpose Forces deploying to Afghanistan or Iraq.

Barger had the opportunity to visit an Arabic language classroom and received a technology demonstration given by students who showed her how they integrate the use of interactive whiteboards, tablet PCs, and iPods™ into their daily studies. Impressed with what she saw, Barger said that learning language and culture is a process that needs to begin before reaching the military service.

"We can't just wait until people get to the Air Force. We have to reach out and work with schools, try to help society have a better approach to education in terms of acquiring language and culture throughout their process," said Barger, commenting that visiting DLIFLC has given her a better perspective of how language and culture is taught.

"We can no longer say that a cryptolinguist, or people who work in international affairs," only need language, but that language and culture is important to every career field, she said.

Throughout the day, Barger visited the Directorate of Language Science and Technology where she received a briefing on all of DLIFLC's online products which are available to the public. Her tour of the Institute included a visit to the Directorate of Continuing Education and the Isolation Immersion facility, where students spend one to three days speaking only the target language.

Barger had the opportunity to have lunch with Air Force students who are a part of the Language Enabled Airmen Program (LEAP), a special program managed by the Air Force Culture and Language Center (AFCLC) at Maxwell Air Force Base, Ala., which provides Airmen volunteers with initial intensive language training and a career-long sustain-

ment program plan. DLIFLC provides language support for this program, as well as Professional Military Education language support for other programs at Maxwell AFB.

"We are in a great partnership with you. The support we receive from DLIFLC is wonderful," said Jay Warwrik, AFCLC director who accompanied Barger on her visit.

DLIFLC, which has established an LTD at Maxwell AFB in 2006 and consists of a program manager with six instructors, currently provides support to some 750 students with Arabic, Chinese Mandarin, French, German, Russian, and Spanish language instruction.



Dr. Taba-Tabai receives Association of the United States Army Citation for Exceptional Service

By Natela Cutter, Strategic Communications

MONTEREY, Calif. - There are few departments Dr. Mahmood Taba-Tabai has not worked in at the Defense Language Institute Foreign Language Center (DLIFLC) during his 51 years of service to the Institute, or Army Language School, as it was called in 1959.

The Association of the United States Army Gen. J.W. Stillwell Chapter recognized his efforts throughout the years and has awarded him in October 2010 the Sixth Army Exceptional Civilian Service Award, the highest honor a civilian can obtain.

"I feel truly honored. I did my duty and will continue to do so," he said, with a gentle smile.

His work at the Institute has been diligently recorded by the Institute's command historian, Dr. Stephen Payne.

"Within weeks of the attacks of 9/11, DLIFLC began to support Operation Enduring Freedom. At that time, DLIFLC had no faculty and no curricula covering the languages of Afghanistan. Nevertheless, the Services began asking for more classes in Dari as well as in several other languages. As a native of Iran and an experienced DLIFLC manager, Taba-Tabai was able to quickly select new faculty who spoke languages that were rarely, if ever, taught and was able to start a new program from the ground up," explained Payne.

In January 2002, with students slated to begin arriving in a few months, Taba-Tabai realized that his new faculty would have to develop curriculum from scratch as there was little in the way of existing curriculum materials for

the languages of Afghanistan.

"Dr. Taba-Tabai brought together experienced faculty trainers and curriculum developers from throughout DLIFLC to assist his new organization.

Because of his hard work, mastery of teaching foreign languages, and ability to devise new methods to develop curriculum, when the first students arrived in April 2002 the Dari faculty were able to teach," said Payne.

A few months later, the Pashto and Uzbek faculty began teaching their first classes. Within three years, Taba-Tabai's department was able to provide effective language training in Dari, Pashto, Kurmanji-Behdini (Iraq), Uzbek, Urdu (Pakistan), Hindi, Kurdish-Sorani (Iraq), and Indonesian.

In addition to teaching and basic curriculum development, Taba-Tabai's department also conducted extensive cultural familiarization and basic language training for Army and Marine units deploying to Afghanistan.

In January 2002, the task of developing Language Survival Kits (LSKs) was also transferred to Taba-Tabai. LSKs, a pocket-sized booklet with target language phrases and audio recordings on CD-ROM, were developed in 10 different topical areas, ranging from basic language phrases to specialized vocabulary for medical care and aircrew guides.



Dr. Mahmood Taba-Tabai displays his AUSA Exceptional Service award received in October. Photo by Brian Lamar

In 2003, Taba-Tabai's department shipped more than 75,000 LSKs to units deploying to Iraq or Afghanistan. Today, the Institute ships about 500,000 LSKs annually in 62 languages.

"Additionally, Dr. Taba-Tabai had the Ranger Handbook and Field Manual 7-8, Infantry Rifle Platoon and Squad, translated into Dari which was used for the training of the new Afghan Army," explained Payne.

By early 2005, a thousand copies of the Ranger Handbook in Dari were being used to train host-nation forces in Afghanistan while Pashto and Kurdish versions were also developed. Similarly, Taba-Tabai's faculty translated leaflets, flyers, and worked on other small projects for Army units to help them communicate with local villagers in Afghanistan.

"Tabi, as he prefers to be called, has been a faculty member at DLIFLC since 1959. In over fifty years of service to the United States Army, Tabi has continually made a difference as a teacher and leader. Simply stated, he has led the way," said Payne.



Sgt. Joshua Seymour receives his diploma from DLIFLC Commandant Col. Danial D. Pick. Photo by Natela Cutter

DLIFLC student credits Student Learning Center for top-notch French scores

By Natela Cutter, Strategic Communications

MONTEREY, Calif. - Sgt. Joshua Seymour received a proficiency level of 3/3/2+ on the French language Defense Language Proficiency Test (DLPT) 5, an outstanding score for a basic course student having attended a six-month course.

"I watched movies in French, I listened to broadcasts, I completely immersed myself and became that guy – a French person," explained Seymour, with a broad smile on his face after graduation.

For the Defense Language Community, a 3/3/2+ is the ultimate goal a student should attain, after having studied the language for several years, used it intensively on the job, and most likely experienced an in-country immersion.

When asked how he achieved such high scores in French, Sey-

mour said that he studied hard, but also used the services of the Defense Language Institute Foreign Language Center's (DLIFLC) Student Learning Center (SLC) where students spend their first week at DLIFLC, brushing up on English grammar, finding out their learning styles and strategies, and take general culture and area studies training.

Several months before the final exam, Seymour took a mock French proficiency test. To his dismay, he received a 1+ in reading and listening comprehension, which is not a passing score for DLIFLC graduates.

"I was scared, and thought, 'How is this possible?' I understood everything they said and all the questions. So I decided to go to the Student Learning Center to speak

with an academic advisor," explained Seymour, speaking about the SLC's advising services which give students an opportunity to meet one-on-one with a language professional to work on problem areas.

"And that was the trick. I recommend that everyone go to the SLC because it made all the difference in the world for me," he said.

At the graduation ceremony, Seymour gave a class speech, half in French, half in English, along with another successful classmate. The language rolled off his tongue like a native, complete with fluctuation in intonation at the end of the sentences, facial expressions and a sway of the head.

To his credit, Seymour received a stack of awards, including the Commandant's award, the highest recognition for academic excellence at DLIFLC.

When asked about his method of study, Seymour said, "Firstly, I studied the vocabulary really hard in the beginning. Then, I simply did not shut up. I kept talking and talking with my instructors until they couldn't stand me. I went to every study hall they offered, and if they let me speak for an hour, I did."

Seymour's goal in the future is to continue to use his language skills in the Army, and deploy to a country where French is used. His ultimate dream is to be stationed in Africa, under AFRICOM, to contribute to nation-building in that part of the world.

As for his plans to become an officer, and a general some day, he said, "Many instructors asked me that very question, but I am an enlisted kind of guy, I do well with the troops, I like talking to them, helping them, so maybe someday I will become a Sgt. Major."

Language Training Detachment stands up in Europe

By Donna Miles, American Forces Press Service

WASHINGTON, – With defense leaders emphasizing the importance of language and cultural training to support military operations worldwide, the Defense Language Institute Foreign Language Center (DLIFLC) has stood up a new detachment in Germany to provide follow-on sustainment training for military linguists based in Europe.

The language training detachment, at Patch Barracks in Stuttgart, Germany, will provide “substantive and direct support” to linguists assigned to both U.S. European Command and U.S. Africa Command and their subordinate elements, Dan Rugelbrugge, who oversees the effort, said in an interview posted yesterday on the “EUCOMversations” video blog.

Previously, linguists in Europe had to rely on distance learning or mobile training teams for sustainment training after graduating from DLIFLC at the Presidio of Mon-

terey in California.

With the new language training detachment, “We are going to ensure that the people we initially trained are continually trained at that level, which is a pretty high standard,” Rugelbrugge said.

The detachment will operate like those managed by DLIFLC at more than a dozen military sites in the continental United States and Hawaii to provide operational units recurrent language familiarization and cultural awareness training.

Rugelbrugge, an Army linguist specialist and combat veteran who has served all over the world, arrived at his new EUCOM post about three months ago. He currently is assessing training requirements and plans to hire permanent teachers and other support staff as he slowly grows the program to support demand.

French language training “is constantly requested,” he said, as well as training in German and Russian.

In addition, the detachment is expected to support wartime requirements in Afghanistan and Pakistan, with enhancement training in the Dari and Pashto languages.

Navy Adm. Mike Mullen, chairman of the Joint Chiefs of Staff, emphasized during a visit last year to DLIFLC that no training is more critical to the U.S. military than education in critical foreign languages and culture.

While language opens doors to an exchange of information and ideas, he said it also can be a window into the culture of a foreign people.

“It is really important that we listen to other people, that we listen to other cultures, that we pay attention to how they see their problems,” Mullen told DLIFLC students. “I call that seeing it through their eyes -- putting yourself in a position that actually focuses on what they are thinking about, as opposed to how we think about them, or how we think about, in our Western ways, we might solve their problems.”

Dec. 30, 2010 -- <http://www.eucom.mil/english/blog.asp>



Maj. Gen. Mark F. Sears actively participates in a Spanish class at the European and Latin American School during his visit to DLIFLC Sept. 16. Photo by Natela Cutter

Air Force Maj. Gen. Mark F. Sears visits Presidio of Monterey

By Natela Cutter, Strategic Communications

DLIFLC hosted Air Force Maj. Gen. Mark F. Sears, USAF, Deputy Commander for Mobilization and Reserve Affairs, U.S. Southern Command, on Sept. 16. Sears reviewed DLIFLC’s classroom technologies and best training practices in order to develop a partnership with DLIFLC to support SOUTHCOM language training programs. Sears also met with students in the European and Latin American School, received an orientation DLIFLC’s immersion program and facilities, and had the opportunity to find out more about the Foreign Area Officer program.

If you can't take DLIFLC to Israel, bring Israel to DLIFLC

By Brian Lamar, Strategic Communications



*A Hebrew language student demonstrates videos she made to simulate a virtual immersion environment in the classroom.
Photo by Brian Lamar*

MONTEREY, Calif. - One of the most attractive aspects of learning a language at the Defense Language Institute Foreign Language Center's (DLIFLCs) basic course is the possibility to travel to a country for up to six weeks to participate in an immersion program.

But not all basic course language departments are able to send students on an immersion trip, either due to security restrictions or the small size of the language program, which precludes travel abroad.

In the case of one Hebrew class, not having the opportunity to travel to Israel was not a final blow to their motivation.

"When we got the news that our class would not get a chance to have an immersion, I met with the class and we decided to use tools on the internet to create a virtual immersion for our class," said Hebrew instructor Yaniv Oded.

Students developed their own web sites that resemble super-charged MySpace pages and also set up accounts on sites like Hebrew www.facebook.com and www.Jdate.com, so they could interact on a personal level with real Israelis on a daily basis.

"The types of conversations that we can have on these sites are very different from what we would normally read in text books," said Seaman Jacqueline Wright, a student participating in the "virtual immersion."

To maintain anonymity, the students make accounts with information that would not jeopardize their future as intelligence operators in the military. With invented names, the students are mindful to stay away from topics that are touchy and stick to exchanging information that pertains to their hobbies and interests such as music, film, sports, etc.

"Sometimes we get a couple of pages of text in a response to our posts and it is like a huge homework assignment, but it is okay and fun to read because it is all about you," said Seaman Mary Wilson.

Not all of the "virtual immersion" curriculum is based on socializing. The students also work on projects that have added cultural value. One particular project was to take analytical looks at important documents that make up the very foundation of Israel and the United States.

"I came up with the idea to take a copy of the U.S. Declaration of Independence and a copy of the Israeli Declaration of Independence and compare them," said Seaman Zachary Cose, the Hebrew class leader.

Projects like the declaration translation and comparison showed

the differences and similarities of the beginning origins of both countries.

The students also ran scenarios via teleconference with friends and family members back home and acted as translators. According to the class, this translation exercises were extremely difficult, but helped strengthen their desire to develop their motivation for learning Hebrew.

The students also connected with Israeli culture by translating poems and song lyrics that are popular in Israeli culture.

"I think it's good when we are able to choose songs and stories and poems we like and what we can connect to, so we can study their culture and present it back to the class in a way that we can appreciate personally," said Wright.

The class also wanted to leave a small cultural footprint in the virtual world by writing about their hometown or a town they previously lived in for the Hebrew Wikipedia.

"I got a chance to write about my little "po-dunk" town of Greenville, South Carolina. Now anyone in Israel can read about my little hometown," said Wilson.

According to the students, these exercises online have helped them gain enough confidence to chat in real time to Israelis and has also stirred a desire in them to go to the Holy Land to discover a real world behind the virtual one they have been exposed to in class.

"Someday, I will go to Israel and see all the things I have been learning about for months. I am so interested in their culture," said Wilson.

Student from language school's predecessor visits DLIFLC commandant

By Joseph F. Morgan, Presidio of Monterey Public Affairs

MONTEREY, Calif. - Defense Language Institute Foreign Language Center Commandant Col. Daniel D. Pick was plainly delighted when greeting an afternoon visitor to the DLIFLC Headquarters Building on Oct. 27.

"I'm honored by your presence here today," Pick said. "I'm truly honored to meet you."

The visitor was retired Army Col. Thomas Sakamoto, who in the summer of 1941 volunteered to become a member of the first class to be formed at the Fourth Army Language School (soon to be renamed the Military Intelligence Service Language School, or "MISLS") that was being organized in secrecy at the Presidio of San Francisco. It was a time of heightened diplomatic and economic tensions between the United States and Japan and the school's mission was to turn out linguists with Japanese language skills who would be useful in military operations if war broke out.

It was the first U.S. Army school to conduct foreign language training for military intelligence purposes and Army historians regard it as the predecessor of DLIFLC.

Sakamoto, now 92, is quick-witted with an easygoing sense of humor. He had made the trip to Monterey by car from the San Jose area, where he resides. Longtime friends Fred Kitajima and Brian Shiroyama traveled with him, and at the Presidio they were joined by Rosalyn Tonai, executive director of the San Francisco-based National Japanese American Historical Society.

The visit was a social call, but also an opportunity for the informal



Retired Army Col. Thomas Sakamoto looks through old photographs with DLIFLC Commandant Col. Daniel D. Pick. Observing are (L) DLIFLC Assistant Commandant Col. William Bare and (R) DLIFLC Historian Dr. Stephen Payne. Photo by Natela Cutter

delegation to invite Pick to a Nov. 14 groundbreaking for a Japanese American Museum to be housed in the Presidio of San Francisco's building 640, a former aircraft hangar facing Crissy Field, that was the original MISLS building.

A native of San Jose, who was drafted into the Army in February 1941, Sakamoto remembers arriving at the 10,000-square-foot structure soon after it had been hastily fitted with partitions to create classrooms and living quarters for some 60 volunteers, all but a few of them Japanese Americans. A few months earlier while serving as a buck private he had accepted an offer to join the school from an Army officer who was interviewing Nisei (second-generation Japanese Americans born in the United States) Soldiers stationed on the West Coast.

The interviewer was Capt. Kai Rasmussen, who would become the first MISLS commandant. The headquarters building at the Presidio of Monterey is officially named Rasmussen Hall in his honor, and, by coincidence, Sakamoto's meeting with Pick was arranged in the building's lobby within sight of a memorial plaque that bears Rasmussen's likeness.

Sakamoto not only completed the first MISLS course, he stayed as an instructor after the school was relocated at Camp Savage, Minn. By then, the United States and

Japan were at war and Sakamoto volunteered for combat in the Pacific.

At the end of the conflict Sakamoto was aboard the USS Missouri when Gen. Douglas MacArthur accepted Japan's surrender. Sakamoto was also among the first Americans in Japan at the outset of the U.S. occupation and was one of the first Americans to view the atom bomb destruction in Hiroshima.

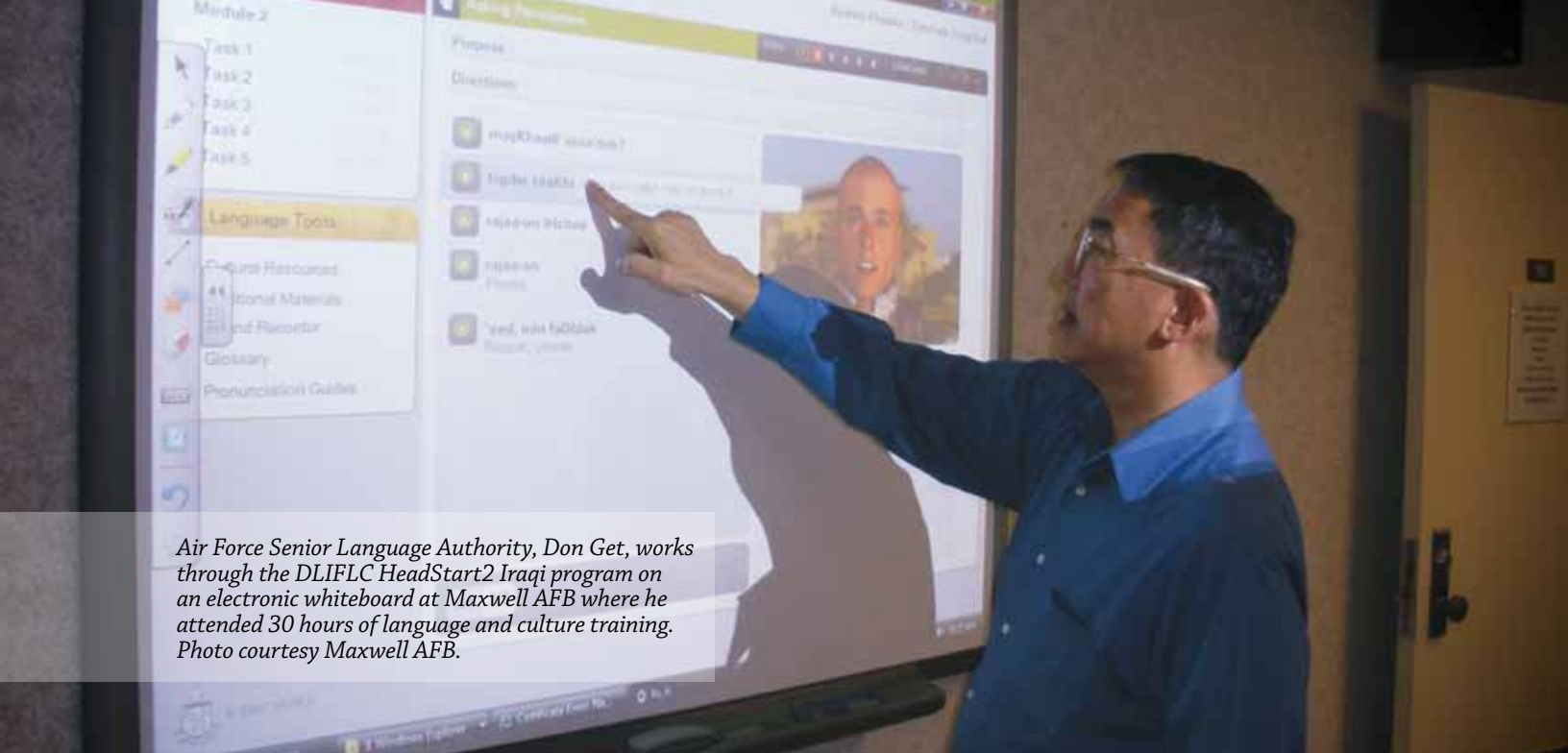
In a 28-year career in military intelligence he completed DLIFLC's Russian Basic Course and Thai Basic Course. He was an instructor of Japanese during 1949-1950 when the Institute was known as the Army Language School.

The construction of the Japanese American Museum at Crissy Field has been discussed nationwide for several years, and Sakamoto has been active in its planning and in fund-raising efforts.

"We visualize many people coming to the museum as tourists," Sakamoto told Pick. "Many thousands of tourists come to San Francisco every year."

Sakamoto expressed hope that the museum will honor the memory of Japanese Americans who fought for the United States in World War II, as well as those who suffered hardships in wartime internment camps.

But, he said, museum visitors will get more than military history. "We don't want to remind them of war," Sakamoto said. "We want the museum to be a learning center."



Air Force Senior Language Authority, Don Get, works through the DLIFLC HeadStart2 Iraqi program on an electronic whiteboard at Maxwell AFB where he attended 30 hours of language and culture training. Photo courtesy Maxwell AFB.

Air Force Senior Language Authority and Brig. Gen. Anthony Rock complete Iraqi familiarization course

By Robert Miltersen, DLIFLC program manager, Maxwell AFB

MAXWELL AIR FORCE BASE, Ala., - Air Force Senior Language Authority Don Get and Air Command and Staff College Commandant Brig. Gen. Anthony Rock completed 30 hours of Iraqi dialect language instruction facilitated by the Defense Language Institute Foreign Language Center (DLIFLC) at Maxwell Air Force Base (AFB) in October 2010.

The class is part of the Air Force's General Officer Pre-Acculturation Course (GOPAC) designed to prepare general officers and other high-ranking officials for command positions in the international arena.

"I just returned from a week in Baghdad where I did my orientation for the command I will assume," said Rock in an e-mail to his DLIFLC language instructor Hussein Hassan. "Your survival level Iraqi dialect was put to good use as I met many very senior and junior officers. I even got a chance to use my 'maacha laazim' and 'ashukurak hawayah' when I was presented a gift by the commander of

the Iraqi Special Operations Forces as a welcome."

"The pace at which they acquired the language was superb. They were very serious about the training which made my job a lot easier with this level of motivation and determination. I think both students learned a good deal of language in this short course," said Hassan, who instructed the two students on a daily basis, establishing close rapport with both.

"I'll continue to treasure the instruction you provided to me and Saydee," said Rock, referring to Get's nick name given in the class, which is customary in the Arabic culture.

In addition to 30 hours of DLIFLC instruction, where language and culture lessons are intertwined, the participants also received culture general and culture specific training from the Air Force Culture and Language Center to further prepare them for their upcoming assignments.

"My approach was to go beyond the syntax level of the language and

analyze the cultural depth behind the phrases and expressions they learned. Language reveals the native speakers' mind-sets, attitudes, and emotions. You cannot learn this from history books," explained Hassan.

In FY10, DLIFLC provided GOPAC language instruction to six general officers heading for various theaters worldwide.

Get has been selected for reassignment as director, Iraq Training and Advising Mission, Ministry of Defense, Deputy Commanding General, Advising and Training, U.S. Forces-Iraq, Baghdad, Iraq and Rock will be reassignment as Director, Iraqi Training and Advisory Mission - Air Force, U.S. Forces-Iraq, U.S. Central Command, and Commander, 321st Air Expeditionary Wing, Air Combat Command, Baghdad, Iraq.

DLIFLC

70TH ANNIVERSARY BALL

WITH COL DANNAE D. PICK, COMMANDANT, DLIFLC

Save the date!

Nov. 5th, 2011

Join us in celebration of DLIFLC's 70th birthday on Nov. 5th, 2011. The Institute will hold its Anniversary Ball in Monterey, California to commemorate 70 years of excellence in teaching foreign language. Faculty, staff, alumni, and friends are invited to participate in this historic occasion. For more information e-mail: dliflcball@gmail.com, call (831) 242-4502 or (831) 242-6989, or visit our website at www.dliflc.edu.



DLIFLC's 70th Anniversary Ball is hosted by the DLI Alumni Association.



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Rapport is mandatory predeployment training for Department of Defense servicemembers and civilians deploying to Afghanistan. Training prior to deployment to Iraq is mandatory for Department of Army civilians and Soldiers. Rapport is currently available in Pashto, Dari, and Iraqi and is accessible via AKO, DKO, Joint Language University and the www.dliflc.edu website.

WHAT IS THE PROGRAM?

- A mandatory eight-hour predeployment language training program.
- Designed to introduce basic language and culture concepts.
- Composed of two parts: Cultural Orientation and Military Survival Tasks.
- Users must receive a minimum score of 70 percent to pass.
- Users can print a certificate of completion.
- Army user scores will automatically be sent to the Army Training Requirements and Resources System, or ATRRS, if completed via AKO.

DLIFLC has released new Post Basic language materials on its www.dliflc.edu site!

The portal, called Post Basic Delivery System (PBDS), is for official use by Language Training Detachments and provides the ability to download Post Basic Course materials by week, as compressed Archive (zip) files. These teacher-mediated lessons are available in Arabic, Dari, Korean, Bosnian/Croatian/Serbian, Russian, Hebrew, and Persian Farsi. PBDS materials consist of eight 6-week courses created in a modular design which focus on Final Learning Objective topics.

Go to www.dliflc.edu today for easily accessible materials.

