

DLIFLC

GLOBE

Serving the military and civilian communities of the
Defense Language Institute Foreign Language Center and Presidio of Monterey
SPRING 2007



“DLI is the best language institute in the country, perhaps
in the world... that’s a fact.” GENERAL WILLIAM S. WALLACE



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Iraqi instructor Ibrahim Marogy works with students in the listening lab at Fort Riley, Kansas. Service members learn basic Iraqi phrases and cultural awareness before deploying to Iraq or Afghanistan.

Front Cover

Gen. William S. Wallace, commanding general of the U.S. Army Training and Doctrine Command, shakes the hand of Staff Sgt. Oliver Kirkham, during a meeting with Foreign Area Officers and other DLIFLC students where they discussed an array of topics, including language studies, housing, healthcare, etc.



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From the top...

By Col. Tucker B. Mansager

As I read through the draft of this Globe, it truly brought home to me what a busy and diverse organization the Defense Language Institute Foreign Language Center is, and what an essential role we play in the defense of our nation.

This is not the DLIFLC of 20 or even 10 years ago. We are heavily involved in preparing our nation's combat forces for deployment in harm's way, be that in Iraq, Afghanistan or any of the other myriad of places our military is deployed today. Our Directorate of Continuing Education, home to resident intermediate and advanced language courses, as well as video tele-training, is on the forefront of preparing military transition teams for their challenging duties in Iraq and Afghanistan by providing them survival Iraqi and Dari language skills at Fort Riley, Kansas. For those without the time for formal language instruction, or those en route to another global hotspot, we develop and distribute language survival materials with phrases and cultural points of interest to help them accomplish their mission. Most recently, we completed a computer-interactive tool for learning Iraqi that can be run on a laptop so service members can study the language as their schedule allows; this is Iraqi Headstart.

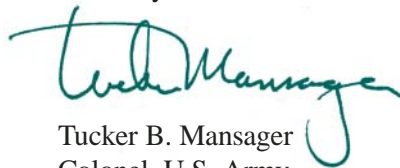
At the same time, we continue to improve on how we teach our language professionals here at the Presidio of Monterey. Isolation immersions provide a great opportunity to practice the target language in a simulated foreign environment all day for several days. Our Student Learning Center not only prepares students to succeed in language study, but provides them with the tools to continue their study throughout their careers as they strive for the 3/3/3 goal.

And we still take time to host senior visitors and give them a taste of what DLIFLC is doing for the war effort, as well as pause to remember those who have left us, either by retirement or death. We are a great organization because we are composed of great, dedicated people, and it is proper that we pause to thank and recognize people for their great work and years of service.

We are busy, and we will stay busy, because what we are doing is important and contributes to the security of our great country. Keep up the outstanding effort, strive to be innovative in whatever your job may be, and never give less than your absolute best. Many, many people are counting on you, and lives depend on what we do here.

One Team – One Fight!

Sincerely,



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



Col. Tucker B. Mansager
DLIFLC & POM Commander



*Most recently, we completed a computer-interactive tool for learning Iraqi that can be run on a laptop so service members can study the language as their schedule allows; it is called **Iraqi Headstart.***





What is Defense Language Transformation?

By Natela Cutter
Strategic Communications

Many of you know that The Defense Language Institute Foreign Language Center (DLIFLC) had its inception during WWII, and is striving to meet the demand for foreign language in today’s ever challenging world. However, not many people are aware that the Department’s Defense Language Transformation Roadmap, a.k.a. “the Roadmap,” has a lot of influence over DLIFLC.

At DLIFLC the Roadmap has put the traditionally “sleepy” little seaside school on the United States map, with big arrows pointing toward Monterey, Calif. DLIFLC went from an Institute with a budget of \$77M in fiscal year 2001 to \$203M in 2007, with a twofold increase in staff, faculty and student-load.

The Under Secretary of Defense for Personnel and Readiness, Dr. David S. Chu, leading the effort in Washington D.C., advises policy on the state of military readiness, career development, pay and benefits for 1.4 million active duty military personnel, 1.3 million Guard and Reserve personnel and 680,000 Department of Defense (DoD) civilians, and is responsible for overseeing the state of military readiness. He was asked by the Deputy Secretary of Defense to appoint a DoD Senior Language Authority who would be in charge of overlooking the transformation of the Defense Language Program.



Dr. David S. Chu

That person today is Mrs. Gail McGinn, deputy under-secretary of defense for plans, in the Office of the Deputy Undersecretary of Defense for Personnel and Readiness. She advises Chu on language preparedness and future language requirements of our defense forces. Because of this, the Roadmap falls into her many responsibilities.

As the largest foreign language school within DoD and the country, the Roadmap reiterates that DLIFLC is the nation’s primary foreign language provider.

“DLI is the chief language training institution that supports the requirements, not only for training, but pre-deployment training, and testing. It is really the core of

the (Defense) Language Program,” said McGinn, DoD’s Senior Language Authority.

“Within the big picture – the Defense Language Program – DLI is the language school that supports it, so we look to DLI to do the Initial Entry Training, sustainment of language and to help us with pre-deployment training, as well as help us with other kinds of things which are important to moving forward with the Defense Language (Transformation) Roadmap,” said McGinn, during one of her visits to Monterey.



In terms of advancing the Roadmap, DLI’s role is clear; it is really an essential player.

GAIL MCGINN

The Roadmap calls for some important changes that will ensure that foreign language training will stay at the forefront of military readiness planning in the future. For example, the creation of positions for Senior Language Authorities (SLAs) within the Military Departments, the Joint Staff, the Combatant Commands, the Defense Agencies, and Defense Field Activities was required. Each SLA is responsible for assessing foreign language needs and capabilities in their organization.

A Defense Language Steering Committee was established, composed of SLAs from the above-mentioned agencies, to provide senior level guidance in the transformation effort and future development of DoD’s foreign language capabilities. In addition, the document calls for screening, or assessment, of all military and civilian DoD personnel for language skills.

Another significant Roadmap directive was the publishing of an annual “Strategic Language List,” which “will outline prioritized languages for which DoD has current and projected requirements and for which training and testing will be provided, incentives applied, and other resources allocated.”

The incentive referred to is the Foreign Language Proficiency Pay (FLPP), whereby service members receive a bonus for maintaining proficiency in strategically important languages. In order for qualified members to receive proficiency pay, they must certify through the Defense Language Proficiency Test (DLPT) each year.

“The Roadmap is really a set of ... intersecting parts. We had to have the Strategic Language List to (teach) ... we have to have the self-assessment in order to know how to apply the FLPP, we have to have the Combatant Commands identify requirements to roll them into a language readiness index so that we can tell the Department, as a whole, how ready we are in terms of foreign language. We have to have the DLPT5 to test people’s proficiency – so it is really a set of intersecting parts, all of which lead to ultimate goals,” explained McGinn.

Though DLIFLC plays a major role in implementing

aspects of the Roadmap, the plan contains many more “intersecting parts” than mentioned in this article. For example, the Roadmap calls for the implementation of a National Flagship Language Initiative that provides programs designed to “produce university students with advanced competency in languages critical to the nation’s security.” In essence, it is designed to assist graduate-level and undergraduate students to achieve a high-level of language proficiency.

The overall intent of the Defense Language Transformation Roadmap is to ensure that our services have foreign language capability and regional expertise to meet the demands of the Global War on Terror. However, the Roadmap has a widespread effect by promoting the learning of foreign languages and the understanding of other cultures throughout the United States. The time has come to bring this message into all aspects of our society and encourage children and students of all ages to learn foreign languages to enhance their understanding of others, and continue the success of our country. ♦



Continuing Education Directorate helps prepare service members for deployment

By Natela Cutter

Strategic Communications

The Defense Language Institute Foreign Language Center (DLIFLC) provides military transition teams with survival Iraqi and Persian-Afghan instruction at Fort Riley, Kansas, to help prepare service members for their challenging duties as embedded advisors to the Iraqi and Afghan militaries.

“This program is a good start. I am more culturally aware and know that I should put my hand over my heart when I say Salem Aleikum,” said Maj. Mark Fisher, sitting in a listening lab, working through a Tactical Iraqi program that teaches simple phrases and gives students cultural awareness tips.

The DLIFLC program at Fort Riley includes 30 hours of instruction in the classroom with teachers, and 12 hours of self paced work in the listening labs, assisted by instructors. The course is given as a part of their 60-day training period when service members are put into 10 to 15-man groups, with whom they will be assigned when deployed and integrated into the Iraqi or Afghan battalions.

“Talking with the instructor is better than software. We need to learn the culture,” said Maj. Ari Claiborne. “It is a

good introduction and a way to get your feet wet.”

DLIFLC sends up to six instructors at a time to Fort Riley, who are a part of the Continuing Education Directorate (CED), which maintains Mobile Training Teams (MTT) in various languages. The MTTs are dispatched to conduct sustainment, refresher and cultural awareness courses throughout the nation. In addition, a Military Language Instructor, who normally speaks one of the languages being taught, acts as a program manager, augmenting the teaching teams.

At Fort Leavenworth, Kansas at the U.S. Army Command and General Staff College (CGSC), DLIFLC instructors are conducting language familiarization courses in Iraqi and Pashto.

“We are generally scheduled to be there (Fort Leavenworth) twice a year, but this year it will be four times,” said CED Dean for Field Support and Special Programs, Steve Collins. “Our next class will start up in May with 177 students in Iraqi and Pashto, supported by four Iraqi and two Pashto instructors,” explained Collins.

“The Army now understands how important culture and language familiarization are. It is crucial to learn a bit of the language because it maintains the authority of the leader – this is the motivation behind this idea,” said Matthew Broaddus, assistant professor of Military Leadership in the Department of Command Leadership at CGSC.

The Arabic/Iraqi or Afghan/Pashto courses at Fort Leavenworth are broken down into two different types. There is a 48-hour and a 24-hour course conducted in two-hour blocks at a time. These courses are offered to officers who are expected to deploy to Iraq or Afghanistan within 12 to 18 months.

“Most officers receive 48 hours of DLI instruction. They study the functional language over six weeks, which is part of the curriculum. The DLI component involves the instructors, while Rosetta Stone materials are used as a vocabulary builder,” said Broaddus. CGSC students who do not expect to be deployed in the immediate future are urged to work on their own by using Rosetta Stone materials available through Army Knowledge Online.

Broaddus said that most students were very enthusiastic about their studies and wanted to learn more. “Some 95 percent say that they plan to continue studying the language because they feel it is important,” he said. ♦



Iraqi instructor Ibrahim Marogy works with students in the listening lab at Fort Riley, Kansas helping them work through the program and practice pronunciation.



DLIFLC provides support to the warfighter and linguist

By Natela Cutter

Strategic Communications

In the aftermath of the 9/11 terrorist attacks, the Department of Defense took a closer look at the linguistic and cultural preparedness of our nation's military and more precisely, at the Defense Language Institute Foreign Language Center, the government's premiere provider of foreign language training.

A landmark institution since 1941 when Japanese-American Soldiers were first trained to become translators and interpreters in WWII, DLIFLC has transformed several times and today teaches 24 languages with courses lasting from 26 to 64 weeks, depending on the difficulty of the language.

"Our military missions are so different today," said DLIFLC Chief of Staff, Lt. Col. Deborah Hanagan, speaking about the Cold War era, when Russian and other East European languages were the largest programs at DLIFLC. "It is no longer the case where we have to defend Germany from invading Russians coming across the Fulda Gap. Now we have to interact with the populations in Iraq and Afghanistan."

teaching languages such as Urdu, Kurdish, Uzbek or Hindi, I would have told them they were crazy," said Hanagan. But today, a Strategic Language List is issued each year by DoD, a Language Transformation Road Map has been implemented and structural changes were made to create Senior Language Authority positions within all the Services, Joint Staff, Combatant Commands, and Defense Agencies to analyze and guide the military's linguistic needs.



Students of Arabic participate in a Joint Language Training Exercise at Ft. Ord's "Impossible City" where they must use the target language to communicate and resolve problems on the spot.



Hindi instructor Mehrotra Madhumita teaches DLIFLC students a new lesson on transportation at the Emerging Languages Task Force.

Basic language programs at DLIFLC fluctuate with changing international situations and the needs of DoD. In the post 9/11 era, the largest program is no longer Russian, but Arabic. What has really changed at the DoD level, and thus the Institute itself, is the realization that our armed forces need to be ready at any given time with linguist capability in many less commonly taught languages.

"If someone had told me six years ago that we would be

Only months after the 9/11 tragedy, DLIFLC set up a task force to build courses and train linguists in the major languages of Afghanistan, (Dari and Pashto), as well as Kurdish, Uzbek and Georgian. The Operation Enduring Freedom Task Force has since transformed into the Emerging Languages Task Force (ELTF), where languages of strategic importance, such as Hindi, Urdu, Kurdish, and Indonesian are taught.

"We no longer wait for a region to fall into crisis," said Capt. Angi Carsten, Associate Dean of ELTF. "We need to be proactive, not reactive. We need to anticipate what languages will be needed in the future and start building course materials now. As soon as a language program matures in our department, meaning that the course has been built, we move it out to one of the eight schools and focus on something new. Dari and Pashto are examples of maturing programs," she said.

On the DoD level, the need to increase military language training called for an infusion of money into the Institute to be used on technology, curriculum development, and hiring new staff, as well as ramping up the production of language survival, and cultural familiarization materials, needed for deploying service members.

"We have basically doubled the size of our faculty, staff and student load, while our budget has tripled," said Warren Hoy, Chief of Mission Support for the Office of the Deputy

Chief of Staff for Operations. DLIFLC's budget was \$77 M in 2001, while fiscal year 2006's budget was \$197 M.

DLIFLC today has over 1,500 professional language instructors and is expecting to hire another several hundred teachers in 2007. The student load has grown since 2001 and is now over 3,500 at any given time. Linguists come from all four branches of the military, the U.S. Coast Guard and other DoD agencies. The Institute graduates more than 2,000 students per year and has degree granting authority whereby qualified students can receive an Associate of Arts Degree in Foreign Language.

"Technology plays a big role in the classroom because the younger generations are used to having access to information at the tip of their fingers. We now have interactive white boards in every classroom, issue MP3 players or iPods to students and are in the process of providing them tablet PCs," said Associate Dean of one of DLIFLC's Middle East Schools, Maj. John Hoffmensch.

But DLIFLC's work does not stop with the Basic Course. The Institute also teaches intermediate, advanced and refresher courses to returning students at the Directorate of Continuing Education. When units are not able to send linguists back to DLIFLC, teachers are sent to them, via Mobile Training Teams. These teams are sent to outlying regions to teach courses for weeks at a time. Distance learning has also become a popular means of keeping linguists' language skills current. The Institute provides Video Tele-Training courses, whereby teachers in Monterey can converse with students located around the world. In addition, DLIFLC maintains 12 permanent Language Training Detachments located throughout the continental United States and Hawaii.

Aside from producing basic language course materials, the Institute's Curriculum Development Directorate has

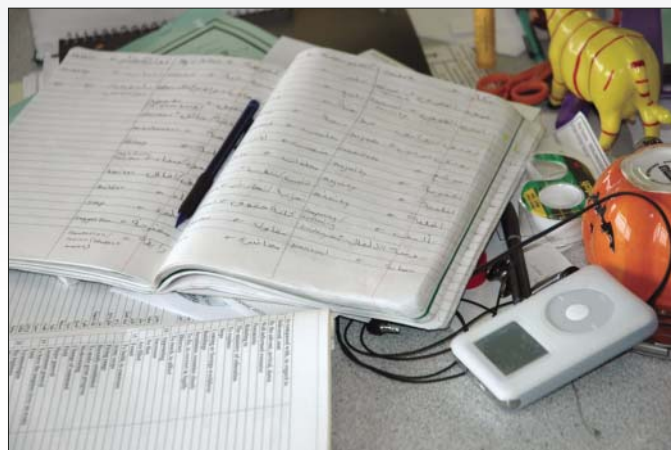


been turning out Language Survival Kits (LSK) since the crises in Somalia and Haiti in the early 1990's. The LSKs are built for the non-linguist and in 2006, more than 200,000 were sent to deploying service members. The LSKs are available in over 50 languages and consist of pocket-size booklets with a CD. They cover emergency survival phrases and most languages have additional modules ranging in topics from search and rescue to medical terminology to civil affairs. Products can be ordered by going to www.dliflc.edu

"It is absolutely vital that every Soldier know a little bit

about the culture, the do's and don'ts and know some words and phrases just to get by," said the Chief Military Language Instructor (MLI) of one of the Middle East schools, who asked to remain anonymous. MLIs are Non-Commissioned and Petty Officers who have gone through the basic course, speak the target language fluently, have served a tour using their language, and have returned to teach at DLIFLC. "I did a lot of translation, for commanders, doctors, locals, etc., and knowing the culture was very helpful, especially when there were misunderstandings," she said about her tour in Iraq and experience in Afghanistan.

The newest product to hit the streets this spring will be the Iraqi Headstart program. Using computer animation and cutting-edge technology, this product consists of a 10-lesson course that teaches survival phrases in the Iraqi dialect. The program is a more powerful teaching tool thanks to the student's ability to work on interactive exercises, hear and repeat phrases, and test his/her knowledge at the end of the 10-lesson program.



Students use iPods for their listening exercises and to record authentic materials in the target language such as a radio program or ethnic music.

In addition to LSKs and Iraqi Headstart, there are other useful web-based materials available to linguists and the general public, located at <http://www.LingNet.org> Information on the site includes area studies called "Countries in Perspective," providing information on history, geography and socio-political settings of nations. There are online language courses available and over 100,000 reading and listening lessons in a dozen languages under the Global Language Online Support System.

Why put so much emphasis on language learning and culture? "It is all about winning the hearts and minds of the citizens (Iraqi and Afghani, etc.)... because we don't want them to harbor terrorists within their ranks. It is a whole new way of using our military force," said Hanagan. ♦



Rising to the challenge – women in leadership positions

By Natela Cutter
Strategic Communications

When a five foot one inch woman walked into a large events hall at the Defense Language Institute Foreign Language Center (DLIFLC), no one really noticed her, save for the fact that she sat in the front row, where the school’s leadership normally sits.

Halfway through the Women’s History Month celebration on March 29, DLIFLC Commandant Col. Tucker Mansager, introduced the little, unassuming woman – and the show began!

“When I was in the military,” she said, as a couple hundred students looked at her doubtfully... “(for women) there was no accessions process to become an officer, you



had to be directly commissioned. I had the dubious distinction of standing in front of the board in maternity clothes,” said **Dr. Betty Lou Leaver**, associate provost of the Continuing Education Directorate.

What Leaver was about to describe was the beginning of an amazing career that would break down barriers for women not only in the U.S. military and NASA, but also in nations all over the world where she worked and built language programs. The crux of her story? Though life may appear difficult, as if sailing through uncharted waters, the main thing to remember is to remain flexible, get your education, and use the opportunities presented to you well.

Today, women make up nearly one-sixth of the active duty force and almost two-fifths of the Department of Defense civilian employee population. DLIFLC is no exception to this rule. Women compose roughly half of all faculty and staff positions at the Institute, many of which occupy important leadership positions for the first time.

To illustrate her interesting career in leadership positions, Leaver offered a series of anecdotes which made one realize that having a good sense of humor is also an essential part of breaking down barriers, and getting the job done.

Leaver, pregnant, found herself standing in front of an all male officer interview board, where she was questioned not about leadership questions, but about family questions. Having found out that she had a husband, one daughter, and was about to have another child, the officer in charge finally asked: “So, what condition will you be in if your husband dies?”

“Well, I know I will be in better shape if my husband dies than you will be if your wife dies!” Leaver said, as

the room roared with laughter.

“But I did get commissioned, and then I was astonished again because I got this little paper that said ‘Congress has appointed you an officer and gentleman’ in the U.S. Army – oh my goodness! I didn’t know that Congress had all those powers,” Leaver exclaimed, the room once again erupting in laughter.

Though truly an amazing woman, having earned a Ph.D. from the Pushkin Institute in Moscow, Russia, published over 18 books and countless articles in the field of foreign language teaching, and worked in over 20 countries, DLIFLC is an institute rife with well-educated women in leadership positions.

Take for example Col. Mansager’s Chief of Staff, **Lt. Col. Deborah Hanagan**, the first female to occupy this position at DLIFLC. She applied to West Point because it was free and with four other siblings, her parents could not afford to send her to college. “I never intended to stay in the military beyond the five years I owed them for college,” Hanagan said.



Throughout Hanagan’s career new and interesting opportunities were repeatedly offered to her which convinced her to continue to serve. She was commissioned as a Military Intelligence officer in 1987 which took her to Germany to serve in a tactical intelligence brigade. Her dream of studying French materialized in 1992 when she was awarded an Olmsted Scholarship, which sends officers abroad to obtain a Masters degree. She was sent to DLIFLC to study French, and then studied at the Political Science Institute, Aix-en-Provence 1993 to 1995, receiving the equivalent of a Master of Arts (MA) in French Military History.

“After France I was sent back to DLI to be a company commander,” she said. By the time Hanagan left Monterey for a second time, she had completed her training to become a Foreign Area Officer by obtaining an MA degree in International Policy Studies (Europe) at the Monterey Institute of International Studies.

“The key is to take the opportunities given to you, run with them and don’t look back. Life is a series of opportunities – I never thought that I would ever have the opportunity to go to Europe, let alone live there for 10 years,” she said, adding that she may end up in Europe again because her time in Monterey is nearing an end, while assignments for European Foreign Area Officers are mainly in that part of the world.



Air Force **Col. Marilyn Rogers** at DLIFLC heads the 311th Air Force



Training Squadron and takes care of the well being of nearly 2,000 Air Force students.

Her decision to join the military came as a direct result of her experiences while working on the police force in Panama City, Florida, where there were few female officers at the time. One night she was working in an area which was not her beat.

“A Sheriff’s Deputy approached my vehicle at about 2 a.m. just to pass the time. When he realized it wasn’t his normal buddy in the city police vehicle... he couldn’t think of anything to talk about and asked me (literally), “So, who’s your daddy?” said Rogers.

The implication was that unless she was “connected” to someone in the town through family, she could not possibly be a police officer.

“It was at that point that I knew the best place for a woman to excel on equal footing with a man – was in the military,” she said.

“Excel academically in the field that you chose and expect to be taken seriously for your credentials,” says Rogers, adding that the most important thing is to “always explore and keep your doors open. You won’t have just one career, but a series.”

Rogers began her career as a DLIFLC Russian Area specialist in 1990-91. She studied National Security Affairs, Soviet and East European Studies at the Naval Postgraduate School. Throughout her career she was able to use her language in Russia, and was deployed to Bosnia twice, where she used Russian to communicate with Russian United Nations forces.

“The key is to be able to plan to be flexible, so you can react to change. Maybe you can’t plan what will happen, but if you learn how to deal with it and be positive about change, you will succeed,” Rogers recommends to young women.

Luba Grant, dean of Asian School I, remembers the time when there were no deans at DLIFLC, but group chiefs and then school directors. She came to Monterey in the mid 1970s, becoming a supervisor in a few short years, and later, one of the Institute’s first deans.



“Colleagues told me that I was too young to be a supervisor,” said Grant, but added she did not feel the comment was gender-based, though few female supervisors were around at the time. “I always enjoyed all the positions I held and never thought of ‘climbing the ladder,’ but how I can contribute to DLI. It is important to work as a team, whether male or female because it is not about one individual, but about what is good for the organization and its people.” ♦

International educators get tips from DLIFLC

By Natela Cutter

Strategic Communications

A group of international educators from 21 different countries visited the Defense Language Institute Foreign Center (DLIFLC) March 26, as a part of the International Visitor Leadership Program run by the U.S. Department of State.



International educators peer over a DLIFLC student’s shoulder to get a better view of the tablet PC which is issued in certain language programs. The tablet PC allows students to write in non-Latin alphabets such as Arabic, Korean or Chinese.

“I am impressed by the strength of the technology you have here, and together with the training you have for your teachers, I am surprised how structured it is and good for the teachers,” said Cezar Azcarate Calle, academic director of the Piuria Binational Center in Peru.

The goal of the visit, organized by the Institute of International Education, was to have the visitors examine the host organization’s teaching methodology, give an opportunity to primarily English language teachers to meet with professional colleagues, and to discuss current trends and developments in the field, covering topics from distance learning to multimedia classrooms.

“We are lucky in Bahrain,” said Hana Mohamed Zaid Alkhathlan, “Because it is a small country with only 33 secondary schools and we can afford technology. We have Smart Boards, computers... students go to the listening labs, as well as to an E-lesson every week in both English and Arabic.”

Alkhathlan was especially impressed with the multitude of simultaneous tasks DLIFLC teachers give students.

“The students rearranged five sentences to make a story and it was not an easy task! They ordered the sentences and comprehended the story. Afterwards they answered questions too, and I told them they are doing a good job,” she said with a big smile. ♦



POM Marine nabs military hero of the year award

By Ann Johnson

Presidio of Monterey Public Affairs

A student assigned to the Marine Corps Detachment at the Presidio of Monterey was named the 2007 Military Hero of the Year by the Monterey-San Benito county chapter of the American Red Cross for his extraordinary courage in rescuing a 25-year-old woman and her 4-year-old nephew from an undertow on Monastery Beach near Point Lobos.

Twenty-two year old Lance Cpl. Justin Wallace was presented with the award at the 2007 Heroes Breakfast at the Embassy Suites Hotel in Seaside on March 28. Nine other "ordinary people, extraordinary heroes" were also honored by the Red Cross for their lifesaving exploits at the 2007 Heroes Breakfast.

Wallace was nominated for the prestigious award by California Department of Parks and Recreation/Point Lobos State Reserve Lifeguard Kevin Brady who said, "He (Wallace) risked his own life to save two lives. He reacted quickly and the situation turned out on a happy note, rather than a sad one."

Wallace, in fact, saved three lives, according to Lovina Roundy, the 25-year-old near drowning victim the Marine rescued that summer day in June 2006.

"I was two months pregnant at the time," Roundy said, adding that she and her spouse had not yet told their families of her pregnancy. "They found out at the hospital." Roundy was hospitalized overnight for hypothermia suffered as a result of her attempted rescue efforts.

"He (Wallace) risked his life to save ours," Roundy said, adding she was extremely cold and completely disoriented when she heard someone telling her to kick, and remembered being dragged to her car by Wallace and another individual. The other person was Marine Lance Cpl. Jeremy York.

Wallace said he and York were walking nearby when they heard "horrific" screams coming from "our left side while we were looking at the water."

At that point, Wallace said he knew he was going to have to go in so he threw his cell phone, wallet and keys down and started running in the direction of the screams. York, who was still suffering the physical affects of a long illness and severe weight loss, did not have the physical strength to make the attempt, Wallace said.

"I spotted the boy and the woman in the water," he said. "I paused to assess the situation. The family members were hysterical and none of them were able to get to the boy and his aunt, so I knew I had to go in. I got a running start and jumped into the wild water, swam out and reached the boy first even though the woman was closer."

Wallace said he was later told that 4-year-old Camden thought he was being rescued by a dolphin. "I think it was because I was holding him up above the water with my arm."

After rescuing Camden, Wallace said he was so cold he could barely breathe, but knew he had to go back into the violent water to save the woman despite the fear he himself was feeling at the time.

"I was scared I was going to drown, and so cold and so tired, but it was one of those moments when you know you have to keep pushing.... while in the water, I could see my life flashing by... I knew I was riding a thin line, but I kept pushing."

"Real courage is not the absence of fear," Marine Maj. Gilbert Barrett said. "It's the ability to take action in the face of fear."

Barrett, the Commanding Officer of the Marine Detachment at the Presidio of Monterey, who nominated Wallace for the Navy and Marine Corps Medal, said that Wallace's actions reflect not only the physical endurance, but the moral fortitude Marines are trained to exhibit.

What makes this ordinary person an even more extraordinary hero for his courage in the face of danger is his own near-drowning experience while a young man growing up in Manassas, Va.

At 16 years of age, Wallace and two friends jumped fully-clothed from a 60-foot high cliff into a rock quarry; one friend drowned, and Wallace came close to drowning.

"I had all of my clothes on, including my shoes, and I felt myself being dragged under. My friend John tried to help our friend Kevin, and it looked like he would be okay, but he was dragged under and drowned."

While many lessons were learned from that tragedy, the one that stands out for Wallace is that you do not swim fully-clothed. Clothing and shoes act as anchors in the water.

Wallace credits God, his Marine training and strong swimming skills for the successful rescue. ♦



Lance Cpl. Justin Wallace receives recognition from the Monterey-San Benito Counties chapter of the American Red Cross and the Navy and Marine Corps Achievement Medal from his Commanding Officer, Marine Corps Detachment Major Tony Barrett, for saving the lives of two people from the treacherous waters of Point Lobos.



DLIFLC's "BRAC defender" retires

By Natela Cutter

Strategic Communications

Two years ago the Defense Language Institute Foreign Language Center (DLIFLC) was unexpectedly put on the Base Realignment and Closure (BRAC) list again. The move sent DLIFLC leadership into a tail-spin.

"I remember being recalled from a trip to Ft. Jackson... to come back and prepare for the BRAC Commission visit," said DLIFLC Assistant Commandant Col. Daniel Scott. What saved the day and turned the tide for DLIFLC, according to Scott, was a brief given in the Emerging Languages Task Force (ELTF) department, by Capt. Angi Carsten.



Capt. Angi Carsten receives a gift from Bob Winchester, Defense Intelligence Senior Executive Service-5, Army Intelligence Liaison to the US Congress, and guest speaker at Carsten's retirement ceremony.

"The ELTF visit was the first we had scheduled for the Commission and Angi was so effective that it changed their minds. In fact, they were so impressed that they did not stop talking about it, even after they moved on to other briefings," said Scott.

On April 5, 2007, DLIFLC held a retirement ceremony for Carsten, marking the end of her 20-year career in the Air Force, nearly four of which were spent at DLIFLC.

In a nutshell, as associate dean of ELTF, Carsten led the administration of eight languages and was project manager for the Office of the Department of Defense Strategic Language Surge Capabilities program. She was responsible for building the foundation for the new language acquisitions programs for emerging, low-density, high-demand languages critical to the Global War on Terror. Additionally, she authored the Concept of Operations which created the Department of Defense (DoD) framework to build DLIFLC's capabilities in 21 additional languages that were incorporated into DoD's Strategic Language List, a vital part of the Defense Language Transformation Roadmap.

"As associate dean of ELTF, Capt. Carsten worked tirelessly to guarantee that DLI developed courses for those GWOT-critical, low-density, high-demand languages and dialects, not-already taught at DLI," said Defense Intelligence Senior Executive Service-5, Army Intelligence Liaison to the US Congress, Bob Winchester, who was guest speaker at the ceremony.

"Angi has had a huge impact on the United States Congress," said Winchester, explaining that Carsten conducted ELTF briefings on numerous occasions to members of Congress, using the latest interactive whiteboard technology as a tool to deliver a message that "Congressmen took back to D.C." Carsten also briefed generals, admirals, members of the House Defense Appropriations Committee, House Armed Services Committee, House Permanent Select Committee for Intelligence, and traveled to Washington D.C. to deliver briefings to congressional staffers.

Carsten's career began in 1987 at Airman Basic Training, after which she was selected for Officer Training School on active duty and was commissioned as an officer in 1999. During this time she was able to earn an Associate in Applied Sciences Degree in Telecommunications Management, a Bachelor of Science in Human Resources, and is currently finishing up a Masters of Business Administration in Marketing.



Capt. Angi Carsten gives an Enduring Freedom Task Force brief to former Secretary of the Army Francis Harvey, using state-of-the-art interactive whiteboard technology.

What does Carsten have to say about all this? "I'm glad I could affect an important global mission. I've come a long way," she said. Carsten now plans to work in Public Relations and spend more time with her 15-year-old son, Dominic.

Carsten received a Certificate of Appreciation from President George W. Bush, a Joint Service Commendation Medal, a Defense Meritorious Service Medal, and an entry into the congressional record marking her successful Air Force career and significant contributions to DLIFLC, as well as DoD.

The ceremony was attended by nearly 100 DLIFLC military, staff and faculty, as well as Carsten's parents, Diane and Rich Furmaniuk of Pensacola, Florida. ♦



Gen. Wallace says cultural language knowledge essential to the fight

By Natela Cutter
Strategic Communications

Commanding general of the U.S. Army Training and Doctrine Command, Gen. William S. Wallace believes that technology will never replace human interaction and that understanding a culture can be as important as learning a foreign language.

“Just giving everybody an iPod and locking them (Soldiers) in a room for six months or a year... may have them coming out speaking all kinds of neat stuff, but their ability to actually operate in the battlefield is diminished,” said Wallace, “because they haven’t actually had that human interaction that the faculty give them (DLI students), and more importantly, (expose them to) the cultural aspect.”

Wallace visited the Defense Language Institute Foreign Language Center March 23 where he toured several schools, had an opportunity to observe classes, and viewed state-of-the-art technology used as sophisticated teaching tools and machine language translation devices.

“I believe that the culture one learns is as important as

the language itself,” he said, explaining that he attended two six-week preparatory courses for Vietnamese before deploying to Vietnam in the early 1970s. Wallace said the most important lesson he learned at the time was the ability to interact and communicate with locals, even with limited linguistic abilities.

“People around the world, regardless of culture, appreciate that you can speak their language because they don’t expect Americans to speak a foreign language,” he said.

As head of TRADOC, the organization in charge of Army training, Wallace expressed great interest in the variety of programs demonstrated to him in briefings. The general was particularly interested in the voice recognition ability of both the Institute’s new Iraqi Headstart program and the machine language translation devices.

“We had nothing like I saw today being used, such as iPods or laptops. The ability to see your voice patterns and compare it to that of a native speaker’s is all important for learning,” he said, expressing his amazement at technological advancements since he had been a student.

But Wallace stressed that technology, though useful as a learning tool and for rapid access to information, cannot replace human interaction and communication, even if a person does not speak a foreign language well.

Gen. William Wallace, aided by Col. Tucker Mansager, examines one of DLIFLC’s latest products called Iraqi Headstart. The program has voice recognition features which allows the student to record and match his/her voice with that of the native speaker.



DLIFLC Director of Language Technology Mike Emonts and Language Technology Specialist of Middle East School II William Alwahab, demonstrate a two-way Iraqi Arabic speech-to-speech translation device to Gen. William Wallace. DLIFLC evaluates the capabilities of machine translation devices for the Department of Defense.



Since 9/11, the military has been seeking hand-held translation devices that will allow non-linguists in the field to communicate with local populations. Though the devices can translate simple sentences which are programmed, they cannot translate random non-military phrases. “Machines,” he said, “may be able to say the words, but they don’t say the words in context,” and lack the touch of human interaction, a smile on a service member’s face, or firm handshake.

When asked what he thought of DLIFLC’s efforts to train as many linguists as possible, as rapidly as possible, Wallace was of the opinion that more is not necessarily better.

“I would like the faculty to really appreciate that it is not the volume of people that move through the school, but the fact that one of those people could have a great impact on world events. The one translator that provides the right information to the commander to make the right decision at the right time in the right place, will create a strategic advantage that we need... this is a big deal.”

Having been the Army’s V Corps Commander leading the Operation Iraqi Freedom attack on Baghdad, Wallace has had an opportunity to see first hand what an impact

cultural understanding and the knowledge of language, or lack thereof, can have in war-time.

Asked if he could have any wish, Wallace took a deep breath and sighed.

“If I had a blank piece of paper, I would like every officer who gets commissioned into the United States Army to be able to speak a language with some degree of proficiency.”

He noted that it would be unrealistic to demand a high level of proficiency but that “Soldiers who know how to gesture, who understand culture, can break down communications barriers,” and ultimately save their own lives and the lives of others. ♦

DLI is the best language institute in the country, perhaps in the world... that’s a fact. There are more languages taught and greater numbers of graduates here at DLI than in any single university in the country. It is done in the context of the military environment which is, of course, important to the services. GEN. WILLIAM S. WALLACE



Living in Korea, one slice at a time

By John Miller

Academic Specialist, Asian III

Imagine enjoying a morning in the duty-free section of the Incheon International Airport in South Korea with about \$100 in Korean cash and a credit card-courtesy of the United States government-to spend on gifts. In the afternoon, you interview prospective host families for a study-abroad experience in the city of your choice.

Fast forward four months: You are back in Korea as an aid worker for the typhoon-ravaged peninsula. During the day you assist victims of Typhoon Mamie and fight back the tears as you listen to their stories. At night you play Korean games, learn how to cook traditional holiday dishes, watch a Korean movie, and sleep in comfortable billeting designed just for you.

Two and a half months later, Korea beckons once more. This time you are in-country for three days and two nights of nearly non-stop activity, culminating in a contest for a cash prize worth nearly \$11,000 (10 million Korean won). Your mission? Create a marketing campaign to attract investment and tourism to one of three Korean cities. You and your teammates work feverishly and in a matter of hours...Voila! You present your infomercial, slogan, promotional song, and brochure to judges at a trade fair in the heart of Seoul.

There is one small catch. During each visit you must pledge to speak only in Korean. Sounds too good to be true? Maybe, but it is precisely what is happening these days with Korean Basic Program students in Asian School III. Although the students during these events, known as "language immersions," do not actually set foot on Korean soil, from an experiential perspective they are actually in Korea.

Asian School III, like most other schools at DLIFLC, conducts one, two, and three-day language immersions. Two and three-day events are held at the Isolation Immersion Facility located at the Ord Military Community (OMC). The so-called Iso-immersion building is an ideal facility for such exercises, with a large open space in its center, surrounded by small satellite rooms for small group work, allowing for seamless movement between activities. Movable partitions allow teachers to create a variety of venues, transforming the look of the space quickly. Activities move from board-room, to trade fair, to an open market, at lightening speed.

Drawing inspiration from the immersion designs of other schools and from half-day immersions performed in our own departments, the program has even added some

new ideas. The marketing campaign and trade fair is just one item designed to further advance the immersion experience at DLIFLC. Since March 2006, the Korean Immersion Program has held 27 immersions and has served approximately 750 students.

Immersion, Asian III-style, have become a full team effort. The dean of the school comes to the immersion site to kick off each event and visits periodically throughout. Chairs have made the immersion site their duty station for the duration, while most are able to linger on after sundown for evening activities. Meanwhile, the immersion coordinator and academic specialist are at the site from set-up to tear-down while Military Language Instructors (MLIs), when needed, have stayed overnight with students.



Airman 1st Class Robert Hanley proudly shows off the new suit and tie he just bought with some of the fake Korean money he received for per diem as a disaster relief volunteer.



Airman 1st Class Ryan Fine bargains with Ms. Junghee Lee, an Asian III teacher, attempting to purchase her goods at a reasonable price.

In August 2006, Asian III was the first school to utilize the Iso-Immersion Facility's overnight capabilities. Students found the housing comfortable and the Korean-only dictum challenging. Through the cooperative efforts of teachers, MLIs, and students, a simulacrum of Korea at DLIFLC has emerged at each immersion event.

It should be noted, however, that the creation of this simulated reality is no easy task. Asian III teachers and the school's immersion coordinator spend several hours before each immersion to make the site look like Korea. The results are visually stunning. The walls of the Ord immersion facility's main room are covered with Korean TV and movie posters, while gift shops, car rental booths, real estate agencies, video stores, coffee shops, clothing stores, and game rooms are created with racks of clothing, posters, rental forms, dozens of Korean DVDs, and traditional game boards. Such regalia draws the students into the Land of the Morning Calm through their eyes and ears. Their noses also get a work out when Korean sample food arrives to supplement one of their lunches. With each successive immersion, students have the opportunity to internalize not just the language, but also the culture and begin the process of developing a Korean identity.

Yet creating a visual simulation of Korea is only window dressing without an innovative academic program that

differs from the everyday classroom grind. With this in mind, the Asian III immersion curriculum focuses on task-based instruction in which students play roles and work together to complete tasks that culminate in tangible products.

Outstanding student performers receive awards at the end of each immersion. The teachers, meanwhile, wear a variety of hats, both literally and figuratively. Although much of their time is spent as facilitators, they also play a variety of complex roles. These roles range from host family representative, to disaster victim, to Red Cross official, testing teachers' versatility and flexibility. In the evening, they play game show hosts or help students do voice-overs of Korean television dramas. Such non-traditional teaching demands make the immersion experience a physically and emotionally draining one. Yet Asian III teachers have been more than up to the challenge.

All in all, an immersion can be an exhausting experience for teachers and students. The exhilaration and enjoyment evident on student faces as the immersion draws to a close more than offsets the enormous energy that such an event demands from everyone. Immersions do more than simulate a slice of Korea for the participants. Perhaps the most valuable outcome for the students is to help create a slice of Korea inside each of them. It is a product they will carry with them long after graduation. ♦



Iraqi Headstart: savvy new language program for service members

By SSG Brian Lamar

Strategic Communications

One of the most stressful times in a service member's career is the gap between getting orders to go to war and actually getting there. Once on the ground, training kicks in and according to some service members, this is when feelings of doubt and anxiety begin to fade.

Lack of training can double the tension that is placed on a service member going into battle. The Curriculum Development Division (CDD) of the Defense Language Institute Foreign Language Center (DLIFLC) worked long hours for four months this winter to develop an innovative and interactive Iraqi Headstart language program, hoping to alleviate some of that tension.

"This program is another tool in the kitbag for our service members to prepare for a deployment," said DLIFLC Commandant Col. Tucker B. Mansager.

The state-of-the-art Iraqi Headstart program is designed for the non-linguist. This learning tool teaches 250 of the most commonly needed phrases by troops on the ground in Iraq, according to the project leader and CDD Educational Technology, Director Pamela Combacau.

"The product that we came up with is tied into combat proven phrases the services use while deployed," said Mansager.

This revolutionary computer based language program uses human to avatar interaction, games, and other types of interactive software to draw the service member into the learning program. Troops are introduced to the alphabet in lesson one. The rest of the ten-lesson course gradually brings the participants up to a level in which they can read street signs, understand basic greetings, and even ask and answer basic questions. The course also provides self-assessment tests, allowing the learner to find out exactly how much knowledge they have retained after each lesson.

"This program was designed close to the model the Army wants everyone to use as far as instructional design goes," said Combacau.

The project tasking was issued in August 2006. In October, a concept was built and the idea was adjusted and readjusted to better fit the needs of the troops. Only four months had passed from the time the project was accepted by Col. Mansager until a final product was ready.

"Normally, the program would take one year (7,416 hours) to produce. That is with a team of eight people, without working weekends and holidays," said Combacau, who explained that the program was immediately sent out for beta testing upon completion.

Soldiers at Fort Benning, Georgia, who had combat experience in Iraq within the last six months, provided most of the beta testing of the program. DLIFLC also enlisted the help of seven officers who had just returned from Iraq. These two groups confirmed the correctness of the learning material and added 40 more phrases to the curriculum, according to Combacau.

"Fort Benning was the most enthusiastic in helping with the program," she said.

Aside from the challenging parts of programming the Iraqi Headstart program, there were also fun times for the graphic designers who worked under a tight deadline.

"I did a lot of graphics and some of the language parts," said Feyruz Rubeyi a CDD graphic designer and flash animator, who also speaks Turkish and Iraqi Arabic.

"The most interesting part for me was animating the letters, when they convert from English to Arabic. I liked making the graffiti, finding the text, the images and implementing them," she said.

"While there is always room for improvement, I think we did a great job, since we had done nothing like this before. We combined cutting-edge computer technology with our (DLIFLC) language expertise to produce a high quality product," Mansager said.

"There is nothing else like it on the market. It is so complete. This is the best product we have," said Combacau proudly, reiterating that the achievement could not have been possible without her incredible team of course writers, graphic designers and technology-savvy programmers.

"This was really a joint effort. I am very luck to have such an incredible team," said Combacau.

Additionally, DLIFLC produces Language Survival Kits (LSK), which are pocket-sized booklets accompanied by a CD that cover essential phrases in over a dozen languages. The LSKs are designed for deploying service members and treat several different topics in a given language, ranging from cordon and search, to specialized medical phrases. These materials can be ordered by going to DLIFLC's website at www.dliflc.edu, and clicking under **Products**. The Iraqi Headstart program is also available at this site. Other online DLIFLC materials can be found at www.LingNet.org ♦



Curriculum Development Educational Technology Director Pamela Combacau receives the Distributed Learning Maverick Award nomination from Army Training Support Center Executive Director Luciano Iorizzo. Combacau received the nomination for her team in Williamsburg, Virginia on March 3rd of 2007, for producing the Iraqi Headstart program in record time.



Foreign Language Proficiency Pay: 20 years in the making

By SSG Brian Lamar
Strategic Communications

With a growing need for foreign language capabilities and cultural awareness by deploying service members, the Foreign Language Proficiency Pay (FLPP) for linguists has been increased to reward those who are already linguists, or give financial incentive to others to self-identify their language skills.

The latest augmentation of FLPP took place in 2006, allowing linguists to receive maximum pay of \$1,000 per month for the languages they speak proficiently. Just 20 years ago, the most one could have received for speaking multiple languages was \$100 per month!

The Army is largely credited for having initiated the beginning of incentive pay for linguists in 1986. As the story goes, then Secretary of the Army, John Marsh, tasked



the Assistant Chief of Staff for Intelligence, Lt. Gen. William Odom, to establish a language proficiency pay mechanism that would be similar to what the CIA, NSA, and State Department had. Subsequently, a young Defense Language Institute Foreign Language Center (DLIFLC) Foreign Area Officer and Russian graduate, Maj. James Cox, was given the assignment to gather information and prepare a draft legislative proposal.

Less known in history is the role which DLIFLC's leadership played in attaining the well deserved bonus pay for linguists across the services. Among them was DLIFLC's Commandant Col. David S. McNerney.

McNerney, commandant from 1981 to 1985, was instrumental in the pushing of the FLPP incentive because he understood that the only obstacle to achieving this goal was the lack of solid criteria to award the bonus.

"This changed when we categorized the languages into four major groupings based on difficulty for English speaking individuals and then developed a comprehensive proficiency test for all personnel, said McNerney, who emphasized that former DLIFLC chancellor Dr. Ray Clifford, and former dean of Testing and Evaluation, Dr. Martha Herzog, played an instrumental role in the categorization.

The second step was relatively easy, according to McNerney, because the Institute built a "simple matrix based on language difficulty on one axis, and proficiency on the other."

"It was approved by Congress without change probably because of the directness and simplicity of the proposal, in addition to the obvious need to encourage serious language study and identification of available assets," he said.

Congress subsequently passed the legislation in October 1986, allowing the Department of Defense (DoD) to start paying linguists "language pay." The initial pay given was modest and incremental, depending on the service member's proficiency and difficulty of the language. It amounted to \$25, \$50, \$75 or \$100 per month. In 1999, Congress updated the law to allow services to award a top end cap of \$300 per month to linguists who possessed a language capability in critical languages.

With the Global War on Terror ongoing, military commanders have recognized the need for service members to understand culture and language in order to win. Additionally, a new emphasis on recruiting "heritage" speakers of strategically important languages has once again caused policy makers to reassess the FLPP program.

On June 1, 2006 Congress enacted new legislation that allows linguists to cap out their language pay at \$1,000 per month for proficiency in multiple languages. The highest maximum pay rate for single-language proficiency increased from \$200 to \$500 per month, while the maximum pay rate for multiple-language proficiency increased from \$300 to \$1,000 per month.

However, DoD identified several languages as being "dominant in the force," for which sufficient strategic capability already exists, and thus FLPP is not paid. For example, Russian and Spanish are considered "abundant" languages for which an extra bonus is not given, unless the service member occupies a language dependent job. Each service uses a different scale to determine who receives FLPP and who not. Typically, a score of 2/2 (2 in listening and 2 in reading) on the Interagency Language Roundtable scale is the minimum to receive the payment. Service members must retest each year to continue receiving the payment.

The languages that are considered in the FLPP program are subject to change, but the underlying theme of keeping language readiness and proficiency at a high level in the United States Armed Forces is, and will continue to be, the main focus. ♦



DLIFLC celebrates 65th Anniversary

By Natela Cutter
Strategic Communications

The Defense Language Institute Foreign Language Center celebrated its 65th Anniversary at the Presidio of Monterey with the induction of the first ten members into the Institute’s Hall of Fame.

“DLIFLC’s mission of providing foreign language instruction, evaluation and sustainment to Department of Defense personnel is perhaps more critical to the success of ongoing military operations than it has been in the 65–year history of this Institute,” said former Secretary of the Army Francis J. Harvey, who was guest speaker at the retreat ceremony on Nov. 8, 2006.



Former Secretary of the Army Francis Harvey speaks with Dari and Pashto instructors from Afghanistan during a tour of cultural displays set up for DLIFLC’s 65th Anniversary celebration.

Selections for the DLIFLC Hall of Fame were based on each individual’s lasting and significant contributions to language training or linguist employment in the Department of Defense (DoD). Those inducted into the Hall of Fame were: Col. William P. Fife, USAF, retired; Lt. Col. Rick C. Francona, USAF, retired; Shigeya Kihara; Maj. Gen. Roland Lajoie, USA, retired; Maj. Gen. Doyle E. Larson, USAF, retired; Hugh G. McFarlane; Col. David A. McNerney USA, retired; Glenn H. Nordin; Leon E. Panetta; and Whitney E. Reed.

“Every single assignment I had was because I could speak the Arabic language... and I learned it right here,” said Francona, who graduated from the DLIFLC Vietnamese Basic Course in 1971, the Arabic Basic Course in 1974 and the Arabic Intermediate Course in 1978. Knowledge of the Arabic language led Francona to

Syria as a military attaché and to Iraq as a liaison officer, where he had an opportunity to meet the family members of former Iraqi President Saddam Hussein.

The day of celebration ended with an Anniversary Banquet at the Monterey Marriott Hotel commencing at 7 p.m., where Gen. Bryan Brown, Commanding General, U.S. Special Operations Command, was guest speaker.

“In language training, the Defense Language Institute is the bright spot in DoD, and quite frankly, the entire United States. The ability to maintain this world class language training school over the past 65 years, often with austere budget constraints, has simply been remarkable,” said Brown.

He reminded an audience of over 150 guests that our nation is in a global conflict that it did not ask for, but in order to be successful it must have a *global perspective*, along with *regional understanding*. “We must reach out to willing partner nations, and it is our language speakers who will be critical to enabling this international dialogue.”

Following 9/11, the Institute rapidly established a new language department called the Operation Enduring Freedom Task Force that began teaching the Afghan languages of Dari and Pashto within a few months of the tragedy. Today, this department is called the Emerging Languages Task Force and is designed to proactively develop and teach strategically important languages which are vital to the nation’s national security. ♦



DLIFLC Commandant Col. Tucker Manger presents retired Air Force Lt. Col. Rick Francona with an honorary Associate of Arts Degree in Foreign Language.





DLIFLC Hall of Fame inductees: (L–R, front row) Col. David McNerney, retired; son of Shigeya Kihara, Ron Kihara; Glen Nordin; daughter of Maj.Gen. William Fife, Dr. Caroline Fife; Leon Panetta. (L–R second row) Whitney Reed; Lt. Col. Rick Francona, retired; Hugh McFarlane; Maj.Gen. Roland Lajoie, retired; Maj. Gen. Doyle Larson, retired.

THE HALL OF FAME INDUCTEES

Colonel (USAF, Retired) William P. Fife – Father of airborne intercept for the U.S. Air Force; set the standard for employment of linguists in the Air Force that continues today.

Lieutenant Colonel (USAF, Retired) Rick Francona – Arabic language translator for Gen. Norman Schwarzkopf during the Persian Gulf War; diplomat in the Middle East; currently military analyst for NBC News.

Mr. Shigeya Kihara – One of the Founding Fathers of DLIFLC; began teaching Japanese in 1941 at Crissy Field, San Francisco, using orange crates as tables; graduated thousands of students during his 33–year career.

Major General (USA, Retired) Roland Lajoie – Military diplomat dealing with the Soviet Union and post-breakup countries for over 30 years; in civilian capacity served as the Deputy Assistant to the Secretary of Defense for Cooperative Threat Reduction.

Major General (USAF, Retired) Doyle Larson – Developer of a career linguist force within the U.S. Air Force; created the precursor of DLIFLC’s Linguist of the Year competition.

Mr. Hugh McFarlane – Designer of the military linguist program for the National Security Agency; mentored more than 15,000 cryptologic linguists.

Colonel (USA, Retired) David A. McNerney – Former Commandant of DLIFLC; initiated the building of 25 new buildings; developed the system of the Faculty Personnel System and the Foreign Language Proficiency Pay.

Mr. Glenn Nordin – Nationally–known advocate for universal language education and employment; known as the “conscience of language” in the Pentagon.

Mr. Leon Panetta – Former Congressman and White House Chief of Staff; instrumental to capital improvements at DLIFLC; driving force behind the National Security Education Program.

Mr. Whitney E. Reed – Former Commandant of the National Cryptologic School; instrumental in bringing computer technology to language teaching in the classroom; developed Final Learning Objectives for the basic course.



The Student Learning Center: *Vive la différence!*

By Dr. Leah Graham

Assistant Dean, Student Learning Center

The Student Learning Center's (SLC) main mission is to prepare Defense Language Institute Foreign Language Center (DLIFLC) students for success in language learning by recognizing and acknowledging students as individuals. This is achieved by training students to become language-learning strategists who are able to consider their personal learning styles and preferences while monitoring and adjusting the way they approach their language learning.

The SLC has four programs to support this mission: The Introduction to Language Studies program (ILS), the Autonomous Language Sustainment program (ALS), the Individual Study Management program (ISM), and the Workshops and Seminars program (W&S).

Recently, two of the SLC programs have been made mandatory for all military linguists at DLIFLC: the ILS and the ALS. Both focus on how language learners can capitalize on their individual differences in order to approach foreign language learning in a way that is valuable, effective and efficient for them.

During the students' first week at the Presidio of Monterey, the ILS provides an introduction to foreign language learning at DLIFLC by making them aware of how personal, linguistic, and cultural differences affect their language training. ILS classes on learning styles, learning strategies, critical thinking, and problem solving help students understand how a well-planned personalized approach to language learning can allow them to become efficient and effective in the schoolhouses. The ILS program also raises students' awareness of how such differences in approach can affect performance on tasks such as listening, note-taking, summarizing, gisting, and transcribing.

Moreover, ILS addresses the effects of cultural differences on language learning in the Cultural Terrain course. This course uses a staff of Military Language Instructors (MLIs), civilian language teaching professionals, and DLIFLC foreign language professors as resources to help motivate students to learn the target language by presenting the first picture of the culture(s) in which their languages are spoken. In addition, ILS's Grammar Terminology course reviews English grammar vocabulary to provide students with a frame of reference for understanding the grammar terms that their target language instructors will use.

Likewise, the ALS program helps students to continue capitalizing on their individual differences by advocating a strategic approach to language maintenance in the field by offering a mandatory pre-graduation course for students

during their last week at DLIFLC. The course helps language learners construct a clear and achievable plan for maintaining and even enhancing their language skills once they leave DLIFLC. Students come away with a personalized plan for target language sustainment and enhancement, based on their preferred learning styles and approaches, and are informed about the resources available to them in the field such as the Command Language Program, the Global Language On-line Support System (GLOSS), LingNet, and SCOLA.



Students at the Student Learning Center work on a tablet PC during their introductory class to Korean culture. SLC students learn their specific learning styles and brush up on English grammar before starting a language course.

In addition to the two mandatory programs, the SLC provides support to DLIFLC students by offering academic advising and workshops. ISM offers personalized, one-on-one language learning advising. Advisors actively listen to students and offer personalized advice and suggestions for effective strategies, skills, and approaches to foreign language learning. Visiting an SLC advisor can help students become more effective foreign language learners, increase their awareness of available resources, and improve learning effectiveness. The W&S program further supports DLIFLC language learners by offering workshops and seminars such as the DLPT5 Test-Taking Strategies and Vocabulary Strategies for Foreign Language Learning which are designed to help learners maximize their potential. The SLC also helps instructors understand their students and their language learning struggles here at the Presidio by offering workshops such as the American Student and Learning Styles and Study Strategies for Foreign Language Learning.

In short, SLC asks students to consider the different ways in which they learn effectively and use that knowledge to maximize their language learning potential both at DLIFLC and in the field. *Vive la différence!* ♦

To contact the SLC team you may e-mail:
slc@monterey.army.mil or call (831) 242-6490.
(DSN 768)



The “DLI” Ho Chi Minh Trail: A path of enlightenment

By *Dan Harrell*

Master Sgt. US Army (Ret.)

As a four-time former student and military retiree, I was once asked about my experiences in Monterey. Fortunately, I can report that there were many fond and interesting memories from my days as a student.

In retrospect the most special period of my four trips to Central California was the very first year at the Defense Language Institute (DLI) and in the Army as a Basic Russian Language student and private. Although there were fun dates, great friends, and hilarious moments in class, one of my fondest memories of life at DLI was the simple process of getting to class each morning after breakfast.

Like students of every generation, we all worried about memorizing vocabulary or sweating out grades and test scores. I always tried to optimize my walk to class by finishing my homework. This necessity required confronting as few distractions as possible.

Many students were able to effectively avoid on-coming foot traffic and distracting, but necessary, greetings to officers, by taking a direct, but rarely used in the opposite direction, pathway straight down the hill. Our daily trek started at the exit of the Bravo Company barracks, which are now the Marine Corps barracks. We proceeded past the Air Force dormitories and (what was) Charlie Company barracks, then across Franklin Street to the Ho Chi Minh Trail.

The trail meanders a quarter mile or so along the southern boundary of the school, ending directly above High Street, just above the Russian School. I often puzzled how the trail could be named after Ho Chi Minh, and how on earth the name seemed to stick year after year. After all, we had never seen the real Ho Chi Minh trail and for all I knew, the darned thing didn't actually exist. Not to mention that Ho Chi Minh was at one time 'the enemy.'

The questions went unanswered, and quite blissful in our ignorance, we always got maximum value of our morning trek to class. Strangely, it seemed to me that a trail named after the infamous Ho Chi Minh, might normally connote some unpleasantness like bamboo or landmine booby traps.

However, the actual experience was typical Monterey: the Ho Chi Minh trail was almost always more preferable to the permanent sidewalk routes down the hill. In addition, Ho Chi Minh had other benefits for young enlisted students. First, walking along the Ho Chi Minh trail, one almost never encountered officers, requiring salutes. Also, fewer people meant no distractions from what I long considered to be the biggest benefit and most serious endeavor while on the Ho Chi Minh. The quiet but brief daily sojourns allowed

students to more easily focus on dialogue memorization, new vocabulary word lists, and the new grammar endings for accusative case.

A direct benefit of using the trail frequently meant better test scores and higher grades. Besides, the trees provided a canopy of shade or filtered light, and the scent of pine could leave one with the impression of being on a peaceful, contemplative stroll through the woods.

For some it could be argued that the time spent was almost like a meditation therapy session. Now older, we know all too well the benefits of stress relief. Only on rare occasions was the Ho Chi Minh not an automatic choice; after a strong rain, or when we anticipated an in-ranks inspection. It was a small price to pay for the benefits of stress therapy and higher grades.

After too many years of wondering how the name Ho Chi Minh stuck to the trail, I happened recently to come across the answer. Over the years it always seemed mysterious to me why everyone seemed to know the name of the trail, yet had no idea how it was so.

During a recent reunion at DLI, I casually asked a former student of the 60's era if he had any idea how the trail was named. He responded matter of factly that the trail was widely used by students studying French and Vietnamese throughout the 1960's. French and Vietnamese are of course, the predominant languages used in Vietnam.



DLIFLC students walking along the Ho Chi Minh trail.

Moreover, the students studying those languages were most likely to be assigned to South East Asia. In the minds of those students, their daily stroll to class really meant they were taking a direct route to Vietnam. They were literally taking the Ho Chi Minh trail to Vietnam every day they walked to class! As the inimitable Paul Harvey would conclude, “Now you know the rest of the story.” ♦



DLIFLC and POM bid farewell to union leader Alfie Khalil

By Natela Cutter
Strategic Communications



Presidio of Monterey – Over 400 family members, friends, faculty, staff, and leadership of the Defense Language Institute Foreign Language Center and Presidio of Monterey bid farewell to DLIFLC and POM union leader Alfie Khalil at a memorial service Nov. 30, 2006. Khalil died Nov. 18 at his home in Monterey.

“He was a good, caring, generous man. I miss him,” said DLIFLC Commandant Col. Tucker B. Mansager, who said his relationship with the union and Khalil had been good and productive.

Khalil came to DLIFLC as an Arabic language instructor in 1979. He joined the union about a year later, and in 1988 was elected union president of the American Federation of Government Employees, Local 1263, a position he held for 17 years.

Khalil's tenure as union president saw an unprecedented cooperative spirit between the Union and DLIFLC management, which ultimately led to the successful implementation of the Faculty Personnel System (FPS). The FPS allowed teachers to rank advance and get promoted in the classroom where they were best qualified, as opposed to moving up into supervisory non-teaching positions.



Alfie Khalil and Dr. Donald Fischer testifying before the House Armed Services Committee, March 1992.

When the installation faced the very real possibility of closure, the Union worked tirelessly to provide statistical information to the Base Realignment and Closure Commission (BRAC) when the commission was considering moving the Institute to Ft. Huachuca, Arizona in 1993 and again in 1995.

“If it were not for Alfie, DLI would not be in Monterey right now, but maybe Arizona. When DLI was on the closure list, Alfie was at the center of the efforts to keep us

here... he would get up at 4 o'clock in the morning to go to San Francisco or Sacramento to testify,” said DLI Alumni Association President Ben de la Selva, a long-time friend of Khalil. “Thanks to Alfie we don't live in the desert, but in paradise.”

In 1993, Khalil cooperated with the City of Monterey to conduct a survey of faculty asking if they would relocate out of Monterey, should the Institute move. Over half said they would stay in Monterey and the BRAC commission decided not to move the Institute.



Alfie Khalil's brother Ragaei Khalil, who traveled from Egypt to attend the funeral and memorial service, receives the United States flag that had been flown over the Presidio of Monterey.

“He was always the one who had the passion, everybody else had the figures,” said Congressman Sam Farr, a personal friend of Khalil, who worked with the Union for years on various issues regarding the Institute. Farr said that Khalil told the BRAC Commission “You just can't do it! The faculty will not move to Ft. Huachuca, it will destroy the ability of the military to have a language school.”

Farr said that possibly one of Khalil's biggest accomplishments as union leader was his fight to gain a locality pay raise for government employees in Monterey County.

“We were able to get locality pay because of Alfie Khalil,” said Farr, adding that the two working together found a formula that allowed government workers to gain a one-time pay increase that would put them on par with areas such as San Francisco.

“I never got to give him a medal, so I went to the floor of Congress and wrote a memorial to him... this resolution is in print and Alfie is recorded in history for the great deeds he did and we are thankful that he came to Monterey,” said Farr, who said that he was so devastated by the news of Alfie's passing that he cried when he received the phone call.

“My dear, sweet brother, I will miss you for ever,” said

Ragaei Khalil, his brother who traveled from Egypt to attend the funeral and memorial service. Family members present at the service included Khalil's second brother Hani Khalil, brother-in-law Reda (Ray) Beshai, sister-in-law Esis Beshai, niece Diana Khalil, step-son Miles (Wally) Masters, Master's wife Vanessa, and step-daughter Judy.

Khalil was famous at DLIFLC for his big smile, warmth and genuine interest in helping each person he knew, regardless of union membership. As testimony to his friendship and good working relationship with DLIFLC manage-

ment throughout the years, several former commandants came to the service, David McNerney (1981-1985), Daniel Devlin (1996-2000), and Kevin Rice (2000-2003). Also present was former DLIFLC chancellor, Dr. Ray Clifford.

The United State's flag, flown over the Presidio of Monterey, was presented by Mansager to Khalil's brother Ragaei. A shadow box for the flag was presented by the Union. The Institute's staff honored the family with flowers, wreaths, and memory books, as well as beverages which were served during a repast provided by the Khalil family. ♦



Vance Barracks dedicated at Presidio of Monterey

By Natela Cutter

Strategic Communications

A Ribbon-Cutting Ceremony marking the official opening of Vance Barracks took place on Friday, Aug. 25, 2006 at the Defense Language Institute Foreign Language Center (DLIFLC) and Presidio of Monterey.



"I can't think of anything more appropriate for such a great patriot... It is beautiful here atop the mountain with a view of the bay. He loved DLI," said Lisa Vance, widow of Staff Sgt. Gene Arden Vance Jr., a 38-year-old Persian-Farsi linguist killed by enemy small arms fire in Afghanistan on May 19, 2002. Mrs. Vance, along with Staff Sgt Vance's mother June Steele, and several other family members, attended the official unveiling of the plaque bearing the name of her husband, thus marking the official opening of the barracks.

"We here at the Presidio are committed to remembering our fallen brothers and sisters in arms. Naming a building in honor of one of our fallen is perhaps the most enduring and obvious way we can honor those who have gone before us," said Commandant and Commander of DLIFLC and POM, Col. Tucker Mansager.

The distinguished guests attending the ceremony included Vance's mother, sister Ms. Jamie Vance-Minc,

brother Master Sgt. William Vance, Mr. Fred Meurer, city manager of Monterey, Lt. Col. James Porter of the Army Corps of Engineers, which oversaw the construction of the barracks, Maj. John Hess, commander of Vance's unit, the 2nd Battalion, 19th Special Forces Group, 2nd Lt. Greg Carden and Sgt. Maj. Kevin Harry, two Soldiers of the 19th Special Forces Group, Mr. Carlos Garcia, representing Garcia Construction, and 17th district representative Congressman Sam Farr as guest speaker.

"The Global War on Terrorism is a new war. It is unlike conventional warfare, it is asymmetrical. It requires the military to think out of the box, to think differently, to develop capability and forces that can adapt quickly to the new challenges of unexpected circumstances," said Farr. "DLI students represent the new capability that the military needs to win the Global War on Terrorism."

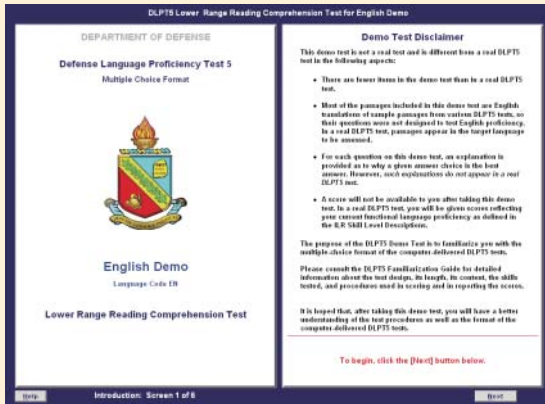
To honor Vance and his family members, Farr presented Vance's widow with the United States flag which had been flown over the nation's capitol.

Following the unveiling of the Vance Barracks plaque, featuring Vance's face sculpted in bronze with an inscription dedicated to his life and achievements, family members, Farr, Garcia, Garrison Commander Col. Pamela Martis, Spc. Vanessa Fantasia, a 229th soldier who lives in the barracks, performed the official ribbon cutting and opening of the barracks.

"It is important for us to know that he will not be forgotten," said Master Sgt. Vance. ♦



DLPT5



If you would like to take a “dry-run” of the **Defense Language Proficiency Test 5 (DLPT5)** in English, go visit your Command Language Program Manager (CLPM) or Language Training Detachment (LTD) director to take the mock exam. The Defense Language Institute Foreign Language Center has provided each CLPM and LTD director with copies of the mock test, in order to familiarize you with the mechanics of this computer-driven exam. To find out more about the DLPT5 in your specific language, please go to www.dliflc.edu and click on the drop-down menu in the left hand corner of the screen.

Join us at the Defense Language Institute Foreign Language Center and Presidio of Monterey for a fun-filled day of music, dance, food, and a cultural experience you will never forget! DLIFLC is celebrating its annual **LANGUAGE DAY** event May 18, 2007 from 9 am to 3 pm. To enter the installation and find out more about Language Day, please call (831) 242-5104/6429.



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