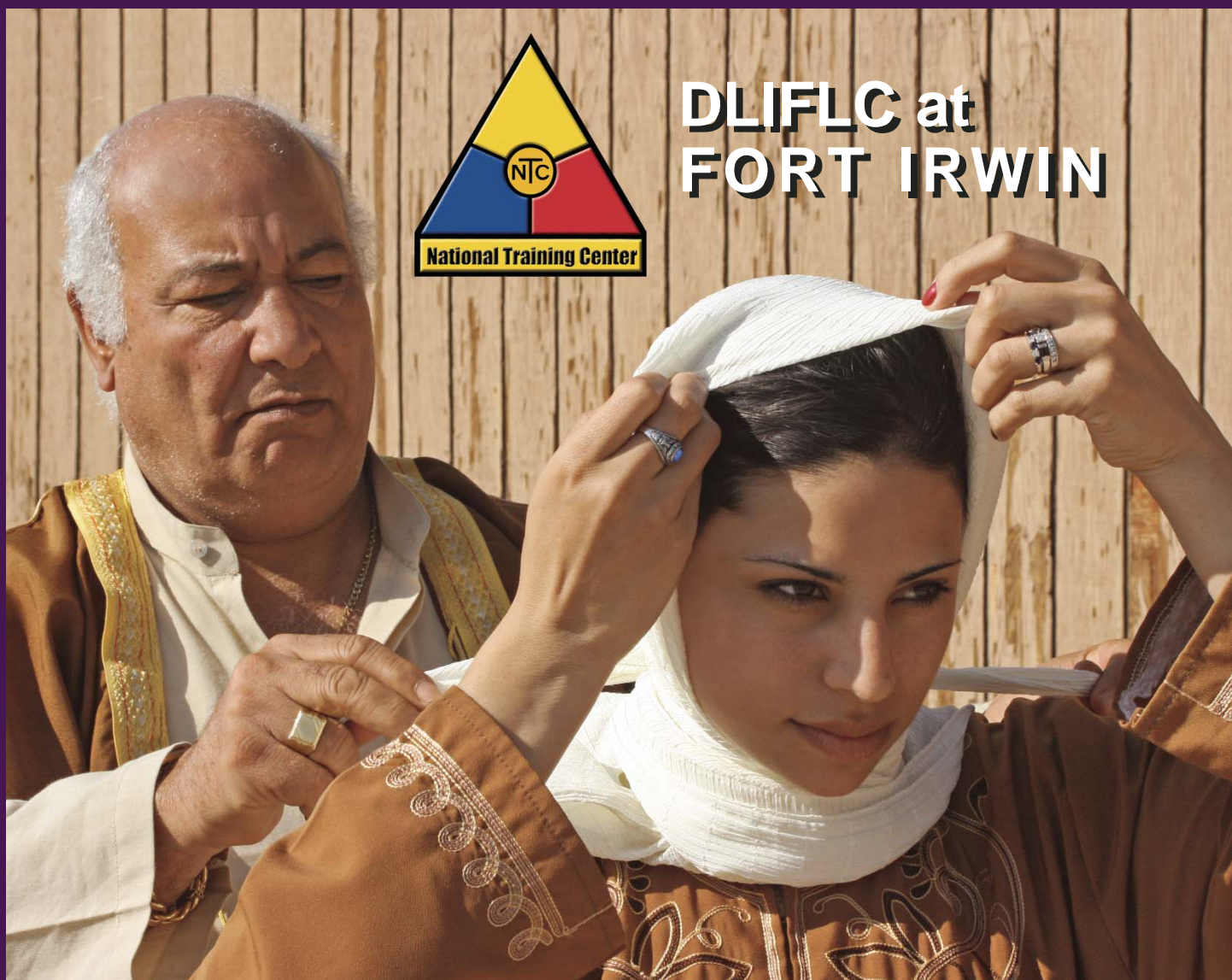


DLIFLC

GLOBE

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



DLIFLC instructors and students teach cultural awareness at NTC Page 14

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www.DLIFLC.edu



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DLIFLC releases an updated version of its Modern Standard Arabic (MSA) Defense Language Proficiency Test 5 (DLPT5).



Front Cover

Seif-Elmaseh Gattas, an Egyptian-American DLIFLC instructor, helps a student put on an Arab headscarf in preparation for a bilateral negotiations exercise with deploying unit commanders at Fort Irwin, Calif.

GLOBE
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Instructor Salem Abutruseh participates in a negotiations and translation exercise at Fort Irwin's National Training Center (NTC). DLIFLC instructors and students help teach deploying troops cultural awareness and negotiation skills at NTC each month.



DLIFLC holds APR conference



DLIFLC held its Annual Program Review conference April 9 at the Presidio of Monterey, gathering senior civilian and military leaders to discuss important issues in foreign language acquisition. *Brig. Gen. RICHARD LAKE* speaks with DLIFLC's Marine Corps Detachment Commanding Officer *Maj. JAMES MANEL*, and DLIFLC Hall of Fame inductee, Defense Intelligence Senior Level Language and Culture Advisor *GLENN NORDIN*, at a reception hosted by DLIFLC Commandant *Col. Sue Ann Sandusky*.

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From the top...

By Col. Sue Ann Sandusky



Col. Sue Ann Sandusky
DLIFLC & POM Commander

Spring has come to the Monterey Peninsula, but there is no “spring break” and no “summer vacation” at the Defense Language Institute Foreign Language Center (DLIFLC). We work year round to ensure that the Department of Defense (DoD) has the language capability needed for our national security – now, and in the future.

DLIFLC resident basic course graduates are the backbone of DoD’s corps of language professionals, but professional linguists are not the only individuals we train. Thousands of troops preparing for deployment have completed language familiarization and cultural awareness courses taught via DLIFLC Mobile Training Teams and have been issued Language Survival Kits. Our new Iraqi, Dari, and Pashto Headstart interactive materials are also designed to give deploying forces a jumpstart on learning to read various scripts and practice proper pronunciation of words.

This issue of the Globe captures just some of the ways the talented DLIFLC faculty, staff, and students are accomplishing these and other aspects of the DLIFLC mission, making an impact throughout DoD.

Our Institute is moving in exciting new directions, supporting new demands. This Globe edition highlights a couple such initiatives. One is our language “surge” capability project through which we are proactively developing curricula today for languages that may define the strategic landscape tomorrow. Another is DLIFLC’s work in support of the new technology of language translation machines. Our technology division gives us an intriguing look at how the machines are tested and vetted.

You will find articles in this edition of the Globe about the comings and goings that mark the life rhythms of the Institute – change of command for the Navy detachment, teacher retirements, and inauguration of our new Board of Visitors.

Graduations are part of the academic rhythm and May is commencement month at many colleges and universities. Here at DLIFLC, we have graduations nearly every week. We recently reached the milestone of awarding our 3,000th Associate of Arts degree. Check out the report on changes to the requirements for obtaining a DLIFLC AA degree in foreign language – one step on the path of life-long learning for many of our graduates.

May is also the month when we reinstate the lower-range Modern Standard Arabic (MSA) Defense Language Proficiency Test 5 (DLPT5). MSA was the first test to go through an external review that will now be part of the test development process. An article in this Globe gives additional information on DLPT5.

Our Institute as a whole is reaching a “tipping point,” where the momentum of our collective efforts will help us achieve even greater success. We cannot stop. We must continue to move forward together to meet the increasingly rigorous standards that real-world requirements demand of our linguists and the growing need for culturally-based language familiarization training to non-linguists across the force. It is a tall order, but it is no exaggeration to say that the security of our country rests, in part, on our ability to accomplish this mission.

Sincerely,

Sue Ann Sandusky
Colonel, U.S. Army
Commandant

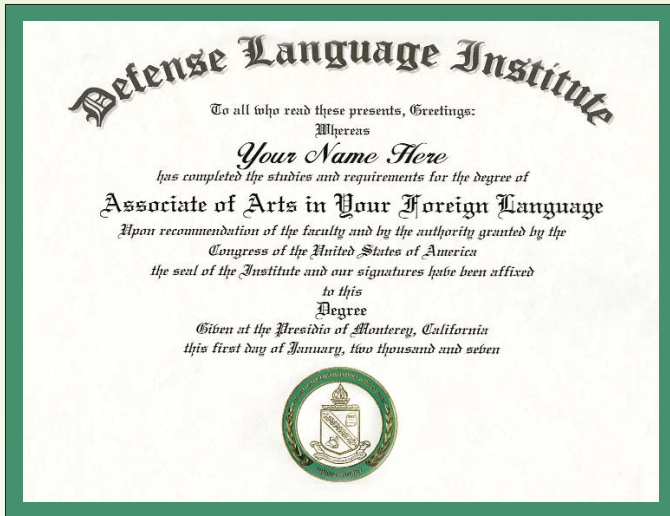


New opportunities for DLIFLC AA Degree Candidates: DLIFLC Associate of Arts in Foreign Language Degree

By *Kalyn Shubnell*
Directorate of Academic Affairs

Starting in early 2008 students who graduated from the Defense Language Institute Foreign Language Center (DLIFLC) basic language course, and were enrolled on or after Oct. 1st 1991, or were enrolled in an intermediate language course as of Feb. 1998, are eligible to apply for an Associate of Arts (AA) degree in their foreign language. Until recently, students could apply to obtain their degree only within 10 years of graduation.

“We recently reviewed our academic policies and found that certain improvements were necessary,” said Dr. Robert Savukinas, the Directorate of Academic Affairs Registrar’s office head.



Additionally, DLIFLC is now authorized to award multiple AA degrees to eligible students who have returned to learn a second or third language through the basic or intermediate programs. General Education (GE) credits will now transfer to each AA degree gained.

“We are very happy to be able to offer more opportunities for current students and alumni of DLIFLC to obtain their degree, or multiple degrees,” said Savukinas.

Because DLIFLC does not offer all courses required to earn an AA degree, the final policy change involves the transfer of GE credits to obtain a diploma. The areas affected by the changes are: mathematics, natural science, social science, and technology.

- **Mathematics:** The mathematics requirement will be expanded to include not only college level algebra



and calculus, but also statistics, logic and quantitative business mathematics.

- **Natural Science:** While a natural or physical science course is still required, a lab component is optional.

- **Social Science:** The social science requirement includes courses in U.S. History I or II, Western Civilization I or II, and American Government or World History. This has now been expanded to include courses in anthropology and archaeology, economics, ethnic studies, gender studies, geography, history, political science, and other social science courses.

- **Technology:** The technology requirement is now expanded to better reflect current trends in technology education. In addition to basic introductory computer applications courses the program now considers programming and networking courses including computer aided design programming (CAD) and graphic arts. As technology has rapidly evolved and is expected to continue to do so, this requirement must be completed within five years of degree conferral.

“The intent of these policy changes is to better respond to DLIFLC’s student needs while maintaining the academic rigor and quality of this prestigious degree. As testimony to the quality of the degree, higher education institutions have accepted all AA degree credits toward their academic program,” said Savukinas.

The AA degree program requires successful completion of the basic or intermediate language program at DLIFLC, qualifying Defense Language Proficiency Test scores, and completion of the GE transfer courses/credits.

To consider a transfer course, the following requirements apply: three or more semester credits per course from a regionally accredited academic institution, a final grade of “C” or better, a freshman or sophomore level course in the offering institutions general catalog (developmental or remedial courses are not transferable).

For additional information, alternate methods of credit, application forms, and complete program details, please visit www.dliflc.edu, under Academics, then Academic Affairs Office. Students with questions about their AA degree application should contact the AA Degree Program Office at pres.aadegree@conus.army.mil ♦



DLIFLC hosts Board of Visitors

*By Spc. Kenneth Thomas
Strategic Communications*

For those studying and working at the Defense Language Institute Foreign Language Center (DLIFLC) it is easy to forget that this Institution does not stand alone, but that there are a myriad of agencies, organizations, standards, and advisory committees to which the Institute adheres.

On December 12 and 13, 2007 a new Board of Visitors (BoV) met for the first time at DLIFLC. Although academic advisory groups and steering committees have existed in the past, the new BoV is the first to operate as a subcommittee of the new Army Education Advisory Committee (AEAC), governed by the Federal Advisory Committee Act (FACA) of 1972, as amended.

“The Board’s primary role is to serve as an advisory panel and independent sounding board, furnishing constructive input to our Institute’s leadership through the Army Education Advisory Committee,” said DLIFLC Commandant and Commander of the Presidio of Monterey, Col. Sue Ann Sandusky. “At the same time, the Board serves as a guardian of institutional integrity, assisting the Commandant in ensuring that DLIFLC continues to fulfill its stated mission.”

Additionally, the BoV is an element of DLIFLC governance required by the accreditation authority, the Accrediting Commission for Community and Junior colleges, Western Association of Schools and Colleges.

“The Board members will be in a position to advocate for DLIFLC. Their expertise, access to government and private sector leaders and their understanding of the Institute’s mission and vision make them natural links to external audiences,” said Sandusky.

“They are a very accomplished group of individuals with a variety of expertise in language and the use of language in military operations. We look forward to their insight, advice and recommendations,” said DLIFLC Assistant Commandant Col. Daniel Scott.

“This group is much more involved with helping the whole Institution with the ability to navigate real world military and intelligence establishments as well as the academic community,” said BoV member Executive Director of the Center for Advanced Study of Language, Dr. Richard Brecht, commenting on the board’s highly qualified members.

The BoV is composed of distinguished individuals from academic, business, military, and other professional backgrounds and will provide DLIFLC leadership with advice on matters related to the Institute’s mission, academic policies, staff and faculty development, educational and instructional methodology, research, etc.

“We hope they will be able to advocate for us both within DoD and outside to other institutions who are interested in what we’re doing and eventually the academic world.” stated Sandusky.

“There is this perspective that the government language learning world and the academic language learning world have been at odds totally unnecessarily and counterproductively for many decades, and we have an opportunity right now to bring the two together,” added Dr. Nina Garrett who has published extensively on computer-assisted learning, language pedagogy, and other areas in second language acquisition.

“We are extremely fortunate to have 10 very distinguished academic and civic leaders who have a tremendous breadth of experience, are all very high quality leaders, very deep thinkers, and wonderfully nice people. We hit the jackpot,” claimed Sandusky. ♦



The Board of Visitors, from Top L: Dr. Richard Brecht, Dr. Galal Walker, Dr. John Petersen. From Bottom L: Dr. Deborah LaPointe, Dr. Nina Garrett, Dr. Irvine Rokke, Dr. Robert Gard, Dr. James Keagle, and retired Vice Adm. Lowell Jacoby (not pictured: Kenneth Nilsson).



Continuing Education plays critical role in supporting linguists and the general purpose force

By Lt. Col. Mark Witzel

Continuing Education Directorate

Although geographically separated from the Presidio of Monterey, the Directorate of Continuing Education (CE), located at the Department of Defense (DoD) Center Monterey Bay on the former Fort Ord, plays a critical role in the Defense Language Institute Foreign Language Center's (DLIFLC) mission.

Established in 2000 to meet the proficiency enhancement needs of the DoD language professional population, CE's mission has dramatically grown to embrace some of DLIFLC's highest visibility mission areas, such as providing language familiarization training to forces deploying to Iraq and Afghanistan, and managing satellite DLIFLC training detachments around the world.

In January 2005, DoD published the Defense Language Transformation Roadmap, establishing four goals for language transformation including creating language and cultural capability within DoD, creating a surge capacity for language training, maintaining a cadre of language specialists possessing a 3/3/3 proficiency level, and establishing a process to track the careers of language professionals and Foreign Area Officers. This document identified the transformation of DLIFLC to be a "critical implied task" in meeting these goals. For CE, the Roadmap meant not only the expansion of the post-basic instruction mission, but the assumption of new missions to spread language training beyond the language professional community to all DoD personnel.

Under the leadership of Associate Provost Dr. Betty Lou Leaver, CE reorganized itself in August 2006 to better meet the requirements set forth by the Defense Language Transformation Roadmap. CE was divided into three divisions: Post-Basic Instruction, Field Support and Special Programs, and Educational Support Services.

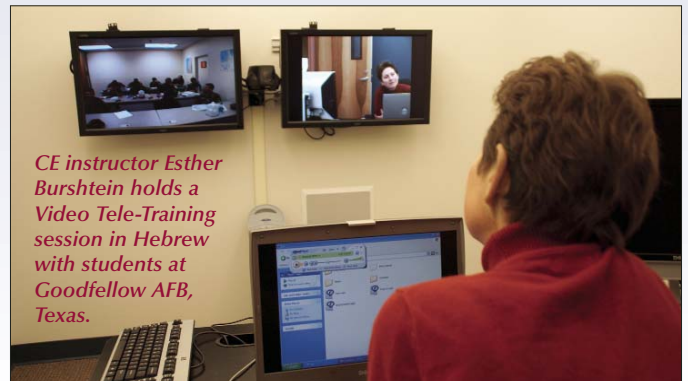
"We had found ourselves hamstrung in efficient completion of missions because we were organized by delivery method and not by the nature of the mission. Essentially, we have two kinds of missions: post-basic and field support," said Leaver.

Post-Basic Instruction, lead by Dean Mike Vezilich, maintained the classic mission of CE, which is to provide post-basic instruction to language professionals. This division maintains a resident program, a distance learning program, and an extension program. The resident instruction program teaches intermediate, advanced, and refresher courses in Korean, Chinese, Spanish, Russian, Hebrew, Arabic, Persian Farsi, and Serbian/Croatian to over 100

students per year at the DoD Center. These languages may vary over time and represent the high-density requirements of the moment.

Despite the greater demand for post-basic language training, language professionals in the field can often not find time, in the face of their demanding real-world mission, to spend almost a full year at CE to improve their skills. To meet this demand, while at the same time supporting mission requirements in the field, CE established Distance Learning and Extension Programs; these were consolidated together with the Resident Instruction Program in 2006 under the Post-Basic Instruction Division in order to bring Monterey and field based instruction in concert with each other in terms of course content and teaching methods.

Distance Learning is comprised of a cadre of instructors who use Video Tele-Training and the Broadband Language Training System to deliver online training to students around the world. Additionally, Distance Learning instructors travel in Mobile Training Teams (MTTs) to teach language professionals face-to-face.



CE instructor Esther Burshtein holds a Video Tele-Training session in Hebrew with students at Goodfellow AFB, Texas.

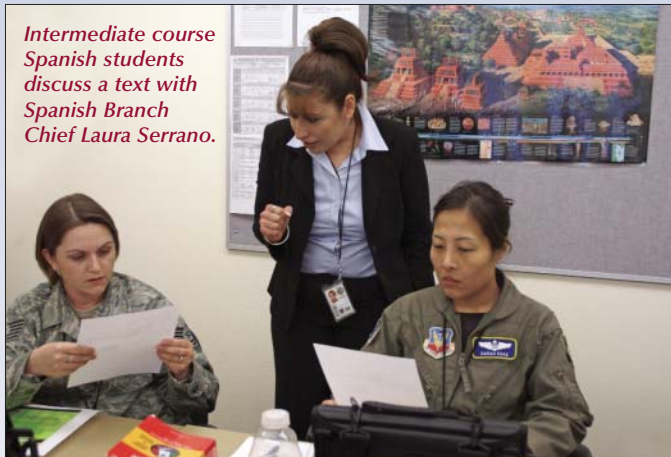
DLIFLC's Extension Programs thus emerged as an outgrowth of Distance Learning, which led to the establishing of permanent Language Training Detachments (LTDs) at seven bases with heavy concentrations of language professionals. By bringing language training to its students around the world, CE supports worldwide DoD language missions, while at the same time minimizing stress on the units and families of language professionals.

"It was more practical for the units to establish a permanent LTD with instructors stationed locally, rather than for us to constantly send CE faculty on temporary duty to the same site. It is more cost efficient this way and provides some continuity for our customers," said Vezilich.

The greatest change in the CE mission came through the growth in Field Support and Special Programs (FSSP), an organization designed to bring together an array of different DLIFLC initiatives to provide familiarization or specialized language training to non-language professionals throughout DoD.



FSSP, led by Dean Steve Collins, currently consists of six distinct programs: Language Familiarization and Area Studies Team (LFAST), Professional Military Education Support (ProMES) for Officers Program, Command Language Program Office, Russian Arms Control Speaking Proficiency Course, 09L Advanced Individual Training Support Program, and Operational Unit Support Language Training Detachments.



Intermediate course Spanish students discuss a text with Spanish Branch Chief Laura Serrano.

“Our emphasis is primarily on reaching out to the deploying units and service members that require some highly focused, basic level of foreign language capability in order to get their mission accomplished. We teach over 20,000 military service members face-to-face in classrooms each year around the world,” said Collins.

Language Familiarization and Area Studies Training (LFAST) FSSP’s highest visibility program, provides language familiarization training to deploying military formations of all services. All services have responded favorably to LFAST, which delivered language instruction to 21,000 personnel in 2007 alone.

The Professional Military Educational Support (ProMES) program provides language training to military officers as part of their professional military education (PME). ProMES teams teach at PME venues for all the services and have graduated nearly 600 officers since its creation.

FSSP also manages the Army’s 09L Program Advanced Individual Training at Fort Jackson, South Carolina, providing language-specific instruction to Army Combat Interpreter-Translators. This program graduated 156 Soldiers in 2007, ensuring the pipeline of native speakers, serving as interpreter-translators in Iraq and Afghanistan, is maintained.

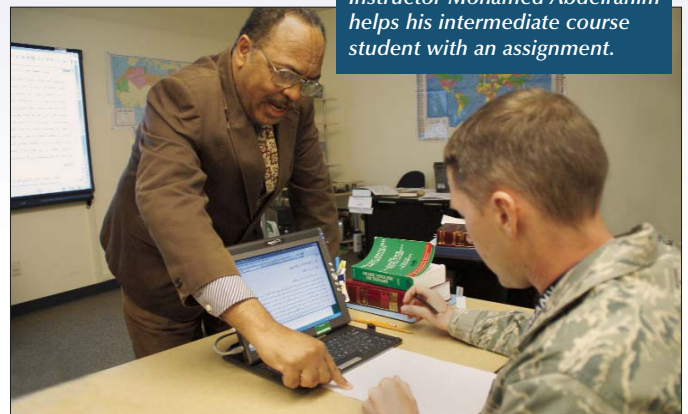
The FSSP runs the Russian Arms Control Speaking Proficiency Course for Defense Threat Reduction Agency (DTRA) language professionals, possibly the most difficult course at DLIFLC. DTRA teaches students to understand the nuances of arms control negotiations and routinely graduates students at the R3/L3/S 2+ proficiency level in Russian.

While the DTRA course takes place at the DoD Center, FSSP manages five LTDs under its Operational Unit Support branch, delivering on-site tailored language training to units with special requirements.

Rounding out the FSSP organization is the Command Language Program (CLP), which delivers full-spectrum support to more than 250 Command Language Program Managers who handle unit language programs throughout DoD. These managers receive initial training, links to DLIFLC resources, and field assistance visits as part of the program. Additionally, the CLP supplies field units with Language Survival Kits and Familiarization guides in the form of CD ROMs.

“Last year, our Command Language Program Office sent out a quarter of a million different types of multimedia foreign language products to units and individuals,” said Collins.

The third and newest division at CE is Educational Support Services (ESS) which is responsible for delivering educational support to faculty and students and is divided into the Diagnostic Assessment Center, the Academic Support Center, and the Educational Technology Center. Although similar programs exist at the Presidio, CE’s ESS is designed to address the intricacies of achieving higher levels of foreign language proficiency at both the instructor and student levels.



Instructor Mohamed Abdelrahim helps his intermediate course student with an assignment.

Though a new member of the CE family, ESS has made exceptional progress in establishing a robust Diagnostic Assessment program which trains personnel from all over DLIFLC and at the Language Training Detachments to help students understand their strengths and weaknesses in the classroom and offer teaching solutions.

CE’s reorganization has placed it squarely at the vanguard of DLIFLC’s efforts to bring language training to language professionals and language-skilled personnel throughout DoD. As U.S. forces continue to face new missions and threats, CE will stand ready to respond to these new challenges with a dedicated cadre of instructors prepared to teach anywhere, anytime, and at any level. ♦



DLIFLC instructors retire with 628 years of collective service

By Bryon K. Boehmke
Strategic Communications

The Defense Language Institute Foreign Language Center (DLIFLC) honored 27 retiring foreign language instructors Jan. 31, whose combined time supporting the United States military and civilian linguists exceeds 628 years of outstanding language training.

“These people today have experienced turbulent times, layoffs, down-sizing, and the closure of Fort Ord, yet they taught Americans about their own (native) language and culture and they’ve learned ours,” said DLIFLC Provost Dr. Donald Fischer, who presided over the late afternoon retirement ceremony at the Presidio’s Munakata Hall. “We wish them all the very best in their future endeavors and are grateful for their outstanding contributions, dedication and leadership,” he said.

All of the retirees were afforded an opportunity to say a few departing words. Several of the comments were serious, while others were humorous.

“I completed my graduate work at the University of Wisconsin, Madison in the early ‘70s. My students dressed terribly and had long hair. They always wanted to skip class so they could demonstrate. When I came to DLI, all of my students were different. They dressed nicely, had short hair, and were motivated to learn,” said Chinese instructor George Wang.

Retired Army Colonel Kevin Rice, who served as DLIFLC commandant from Dec. 2000 to June 2003, and his spouse Kitty returned to the Presidio for the occasion. The couple attended to honor Kuei Chen Ma, Rice’s instructor in 1978.



Retired Col. Kevin Rice attended the retirement ceremony of Kuei Chen Ma, Rice’s instructor in 1978. Rice was DLIFLC commandant from 2000 to 2003.

“Ma taught with dignity, thoughtfulness, and compassion,” said Rice, commenting that he wasn’t the honor student in his class, his wife was. “But Ma worked especially hard with me,” he said, crediting her for the year he spent in Hong Kong and a U.S. Embassy assignment in Beijing, China, where he was fortunate enough to study advanced Chinese for three years.

The other notable retirees: Abdelhamid Abdelgawad, Lucile Darnell, Natalya Dragunsky, Daria Efremoff, Valerio Guisi, Maria Goncalves, Saad Hassouneh, Rachel Joseph, Kenneth Kim, Soo K. Kim, Jay Koo, Alice Lee, Dae S. Lee, Hyon H. Lee, Kyung Sook Lee, Kuei Chen Ma, Elizabeth Moon, Mostafa Moussavi, Koon W. Nam, Anna Orlenko, Lilia Overman, Gloria Rivas, Irene Rudikov, Peter Savoy, Rudolph Tenenbaum, Hernan Vallecillo, George Wang, Heide Wilson, and Irina Zolotarevsky-Kogan. ♦



Retiring DLIFLC instructors pose for a group photo at Munakata Hall on Jan. 31, 2008.



Chinese LEARN Conference held at DLIFLC: Meeting the demands for higher language proficiency

By *Dusan Tatomirovic*
Strategic Communications

The Fourth Annual Language Education and Resources Network (LEARN) Symposium was held at the Defense Language Institute Foreign Language Center (DLIFLC) from March 26 to 28 at the Presidio of Monterey. This is the first time DLIFLC has hosted the symposium, organized by the Office of the Director of National Intelligence (ODNI).

ODNI initiated the LEARN collaborative program to share best teaching practices and learning materials in critical languages developed in language schools throughout the U.S. government. The main theme of the conference, attended by members of the military, academia, and private sector, was “Meeting the Demands for Higher Language Proficiency.”

“I want to assure you that the National Security Agency considers language part of its core mission. Language is just as important to NSA and to the security of our country as is mathematics, computer science, and computer engineering,” said National Security Agency Director of Educational Outreach Gregg Newby, explaining the awareness of the importance of language throughout the government.

“Interagency Language Roundtable (ILR) Level 3 is not good enough. We need people who can read, write, and understand at Level 4. How do we get there? How do we achieve that? That is the challenge for the future,” said Newby, pointing out that in order to achieve such high goals it is important to understand the integration of culture with language learning which is crucial in achieving higher levels of understanding.

“With the numbers of people, the variety of cultures in China, the inter-relationships that have developed since President (Richard) Nixon and Dr. (Henry) Kissinger unlocked the door, have made this language and culture certainly one of the most important areas that we as Americans can learn about, adapt to, and make an effort to understand what a complex nation has to deal with in this modern era...” said DLIFLC Provost Dr. Donald Fischer.

The symposium was packed with workshops, presentations, and lectures, and provided a wonderful opportunity for Chinese instructors and other experts working for the U.S. government to share their expertise in teaching Chinese as a second language.

“This year we had 34 concurrent presentations” pointed out Suemeng Jeng Sabenorio from the National Cryptologic School, and emphasized that the purpose of the LEARN conferences is to “raise the awareness of (the) quality of language instruction, to exchange language teaching curricula, and to share many valuable resources.” Sabenorio stressed that 65 presentation abstracts were submitted for this conference, adding that the review committee had a very tough job to limit the number of presentations, due to time and space constraints.

ODNI representative Lt. Col. Richard Dabrowski indicated that, as an organizer of this conference, he would use the DLIFLC symposium “as a model for the other ones that we are going to try to organize in the future – for Arabic, Persian, Hindi, Urdu... and other languages that are of strategic interest.”

“You all have created a gold standard. This, in my mind, has been the best language LEARN conference that I have ever attended,” said Newby.

The Chinese LEARN Working Group held three prior symposia at the Foreign Service Institute (FSI), which provided a venue to exchange methodologies and experiences in Chinese language teaching. ♦



Chinese LEARN Conference participants Melody Hounsell and Sherry Lan, who traveled from Hawaii to the conference, enjoy a few free moments in the sun before going back to listen to another session.



CIDD welcomes new commander

By Bryon Boehmke
Strategic Communications

The Center for Information Dominance Detachment (CIDD) welcomed a new commander on Jan. 18 at the Presidio of Monterey's Price Fitness Center.



From left to right: Lt. Cmdr. Leonard Caver, Capt. Connie Frizzell, and Lt. Cmdr. Duane Beaudoin at the Navy Change of Charge ceremony.

Lt. Cmdr. Duane A. Beaudoin was relieved by Lt. Cmdr. Leonard W. Caver in a traditional Navy Change of Charge (COC) ceremony. Capt. Connie Frizzell, commanding officer of the Center for Information Dominance, Corry Station, Pensacola, Fla. presided over the ceremony.

Prior to being relieved, Beaudoin was awarded the Meritorious Service Medal for, "inspired leadership and

visionary planning," during his charge from January 2005 to January 2008. Beaudoin was also commended for his "...dynamic direction, keen judgment, and inspiring devotion to duty that culminated in 26 years of dedicated service," at the subsequent retirement ceremony. The outgoing Lt. Cmdr. thanked everyone who had honored him and supported him throughout his career, and gave some advice inspired by Martin Luther King, "Follow your dreams!" Lt. Cmdr. Caver in his opening address stated,

"I am very, very excited about the opportunity to be the officer in charge of the CIDD here at the Defense Language Institute Foreign Language Center. Our goal is to train the best linguists the military has to offer, and I promise to support you in reaching that goal." Caver a native of Chicago, Ill. enlisted in the Navy in 1985 for a career that saw various assignments in Florida, Maryland, Japan, and Scotland. After an honorable enlisted service, Carver was selected for the Limited Duty Officer program.

The COC and retirement ceremonies are products of the rich heritage of Naval tradition. The heart of the COC ceremony is the "relieving of the watch" custom which commences with the outgoing commander reading his orders before turning to the relieving officer and stating, "I am ready to be relieved, Sir." The relieving officer then reads his orders, turns to salute the outgoing OIC and states, "I relieve you, Sir."

This "relieving of the watch" custom is an integral part of naval tradition throughout the world. However, when it is used during a COC, it formally signifies that the total responsibility, accountability, and command authority of a detachment have passed from one officer to another. ♦



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GLOSS: Digitally Supporting the Linguist Warrior

Linguists maintaining and enhancing their language ability can take advantage of DLIFLC's Global Language Online Support System (GLOSS), a database of more than 4,000 instructional hours of materials spanning 23 languages. Linguists in training or the field can keep their reading and listening skills sharp with continuously updated interactive and in-depth lessons on culture, economy, environment, geography, military, politics, science, society, and technology. With "Teacher's Notes" and additional explanatory links, GLOSS provides materials at Interagency Language Roundtable levels 2 through 3+/4, each with an emphasis on one or more of the following: lexicon, grammar, syntax, or the importance of socio-cultural competence. GLOSS and other resources can be found at www.LingNet.org



Military Language Instructors in high demand at DLIFLC

By Spc. Kenneth Thomas
Strategic Communications

The Defense Language Institute Foreign Language Center (DLIFLC) doesn't produce linguists, it produces the finest language trained and culturally-attuned service members the Department of Defense (DoD) has to offer.

No other institution couples the prodigious task of language education with the physically and mentally exhaustive efforts of molding service members in the early stages of their Initial Entry Training (IET) into the Soldiers, Marines, Sailors, and Airmen currently supporting the war effort across the globe.

In the schoolhouses, language instruction is carried out by a staff of highly trained, professional native-born language teachers, who utilize cutting edge technology and practice in a culturally immersed learning environment. But those who maintain military discipline, serve as target language instructors in the classrooms, and become mentors, are the highly coveted Military Language Instructors (MLIs).

MLIs are in high demand at DLIFLC, with an ever-increasing student body, the reduction of class sizes to create higher teacher-to-student ratios, and a pressing demand for higher Interagency Language Roundtable proficiency levels of R2+/L2+/S2. In addition to demanding more MLIs from the Services, DLIFLC has contracted retired military service members and former MLIs to come back to the Institute in uniform.

"Contractors had to have served a number of years in this field and maintain the DLPT requirement of 2/2 just like their active duty counterparts do. You have to have done the job in the last five years. We'll run them through the Instructor Certification Course as well," said DLIFLC MLI Program Manager Chief Master Sgt. Kevin Hogan, referring to a mandatory four-week course about specific teaching methodologies used at the Institute.

The idea of bringing career Non-Commissioned Officer (NCO) cryptolinguists directly into the language classrooms as teachers, coaches, and role models for DLIFLC students was first initiated by the Army Security Agency in 1967. The formerly named Foreign Language Training NCOs and Petty Officers were expected to teach, help in grading tests, monitor study halls, supervise language labs, as well as tutor and counsel students.

"The basic premise of an MLI today is that you are teaching the language from an English speaker's perspective, so you have the credibility of having been there, done that – done operational missions. The beauty of that is when students are in class and they hit a roadblock, the MLIs remember what it took for them to overcome that," said Hogan.

Beyond the role of aide in the foreign language learning process, the MLI also serves as an example of the end result for their student linguists: a professional, capable, and field-tested cryptolinguist. The MLI-student relationship transcends the common protocol of chain of command and creates an opportunity for both parties to participate in the rare environment of true mentorship.

"The MLI's role is to take students behind closed doors and understand that what they're doing is tough and assure them there is an end to it. They talk to them more one-on-one. An MLI has, at tops, 40 to 60 students. This allows for more face-time to develop them not as part of a unit, but as individuals; that is the mentorship part of the job," explained retired Master Sgt. Robert Ponzi, a Korean MLI in Asian School III.

This process has produced some incredible results. There is an obvious correlation between the presence of an MLI in a teaching team and lower rates of student attrition, justifying an increased need for MLIs.



Retired Master Sgt. Robert Ponzi teaches students gisting, one of the Final Learning Objective skills in language learning, by using a commercial Boeing created to sell Korea their new aircraft.

"As we're working toward the DLPT5 (Defense Language Proficiency Test 5), we have a talented group of MLIs out here but we're going to have to bump up our game, because what used to be a 2/2 minimum on the DLPT IV is not going to work any more. If an MLI comes through the door with a 2/2 skill set, by second semester (the students) will be outperforming him," commented Hogan.

"We understand that there are operational missions going on out there that are going to take some of the best, but we need some of the best out here as well," continued Hogan.

Ponzi concluded, "I've spent half of my active duty career here at the DLI. I first came here because I wanted to learn a language. On subsequent tours to DLI I wanted to teach and share my knowledge with the students who are heading into the field."

Today Ponzi still teaches Korean in uniform, albeit as a contractor, but nevertheless contributing to the DLIFLC mission and need for linguistic expertise and cultural awareness.

For information contact Chief Master Sgt. Kevin Hogan at kevin.m.hogan@us.army.mil, or call (831) 242-5496. ♦



DLIFLC evaluates language translation machines for DoD

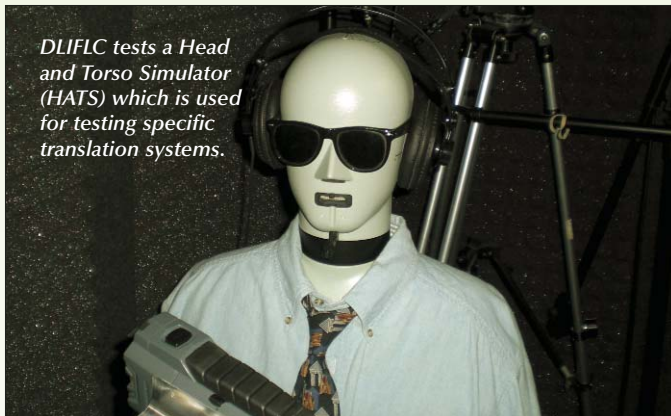
By Capt. Brendan Tarpey
Strategic Communications

Vehicle headlights appear in the distance on a road from inside an Iraqi neighborhood, flickering as they rapidly move toward a U.S.-controlled traffic checkpoint. The car stops abruptly and a man approaches the checkpoint, lifting his shirt while yelling frantically in Arabic.

“Please, my wife is shot! Please help me!” echoes a metallic, computerized voice inside the checkpoint in English. Maintaining their vigilance, the Soldier’s search the car and render lifesaving first response aid to the wounded woman...

Since September 11, 2001 this scenario has played out countless times with different results and one notable exception: the auto-translator.

Our military personnel are faced with thousands of these situations in regions where the languages and dialects are as diverse as the dangerous streets of Baghdad or the remote mountains of eastern Afghanistan. Language and translation dictates how these situations affect the measure of effectiveness of our military’s counterinsurgency operations and the sentiment of the local population when dealing with U.S. troops. In short, language and translation can save lives.



DLIFLC tests a Head and Torso Simulator (HATS) which is used for testing specific translation systems.

Concurrently, the Department of Defense (DoD) has accelerated the development of computerized translation systems. DoD agencies solicit the Defense Language Institute Foreign Language Center’s (DLIFLC) expertise for support in the development of new machine translation systems and assessment of their utility before fielding them to the war fighters.

“We are currently evaluating speech-to-speech devices that translate from English to a target language. We will soon be evaluating systems that can translate two-ways – from English to a target language, and from that language

into English,” added Barbara Finch, language technology manager at DLIFLC.

Evaluation of machine translation systems is essential to our military because without this critical step, there will be either unrealistic expectations for devices, such as 100 percent accuracy, or fielding of flawed commercial products that do not meet operational needs.



Gen. William Wallace tests a translation device being assessed by DLIFLC staff members Mike Emonts and Bill Alwaha.

Current statistics used for testing machine translation devices are not easily interpreted by decision-makers to enable them to manage future technology expectations. To fill this gap, DLIFLC and MIT Lincoln Laboratories have partnered to develop evaluation metrics and protocols based on Interagency Language Roundtable (ILR) levels, which relate the capabilities and limitations of machine translation to a known measure of human language proficiency. This will provide information about whether a particular system can help troops complete their mission, enabling decision-makers to identify and field systems that will be useful in the tasks for which they are employed.

DLIFLC is also evaluating systems that are commercially available. “We have recently acquired a Head and Torso Simulator (HATS), which is installed in our Whisper Room, or recording studio. We have a state-of-the-art testing facility to conduct system performance evaluations,” said language technology manager, Dr. Tamas Marius.

In addition to evaluating systems being tested at DLIFLC, instructors are helping in the evaluation process for systems translating in emerging languages. These low-resource languages are not a focus for the commercial market, but with the help of DLIFLC, the systems will be developed to help translate languages of national security interest such as Arabic or Pashto.

Although machine translation systems have advanced greatly, they are no substitute for understanding or expressing human language which is full of ambiguities by nature. Likewise, there is great skepticism in the field if they will ever be able to replace human translation. ♦



Language learning takes place anytime, anywhere

By Natela Cutter
Strategic Communications

If you are not listening to audio recordings of lessons in your target language in the shower, you are not getting the job done! So says Command Sgt. Maj. Joseph J. Paul of the U.S. Army Intelligence and Security Command (INSCOM), where about 90 percent of crypto-linguists will end up at one point in their career.

“If you are in the 504th you will be touched by INSCOM,” said Paul. “We have over 1,200 professional Army linguists at INSCOM and also a bunch of civilian linguists. In addition to this, INSCOM is responsible for the Army Language contract,” which amounts to managing or keeping track of around 10,000 linguists “down range,” said Paul who visited the Defense Language Institute Foreign Language Center (DLIFLC) this winter.

“The INSCOM goal is to always be at or above 97 percent at 2/2 or above, and 40 percent at 3/3 or above,” said Paul about reading and listening proficiency levels. Though he admits that reaching the 3/3 proficiency level is challenging, he sets the example and fluently speaks three languages: Spanish (3, 2+), German (3/3), and Portuguese (3/3).

“In my backpack right now I have some flash cards in Portuguese and on my iPod™ I have some SCOLA news stories in both Portuguese and Spanish, which I review whenever possible. I can tell you that when I shave in the morning I listen to my DLI tapes in German, Spanish and Portuguese,” said Paul, complaining that he needs to spend more time on his Spanish. “I think that if you build a good skillset base, the passive skills never go away, just like riding a bicycle. But the active skills, like speaking, do fade and you have to devote time to it.”

In the end, language learning is really up to the individual, as Paul attests, “I learned Portuguese in a two-month contractor course and got a 3/3 on my test – and the contractor class was terrible. But once again, learning the basics and mechanics of language depends on determination.” ♦



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

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

For more information visit SCOLA at www.scola.org



Instructors Dr. Maruan Abuhewaj and Salem Albutruseh play the role of local chieftains, while DLIFLC students translate.



DLIFLC instructors and students teach cultural awareness at NTC

By Dusan Tatomirovic
Strategic Communications

What better place to replicate Iraq but at the National Training Center (NTC) at Fort Irwin Calif, in the middle of the Mojave Desert? Unit commanders undergoing pre-deployment training are not being “graded” on strategy and tactics, but on their ability to win the hearts and minds of local people.

This is precisely where Defense Language Institute Foreign Language (DLIFLC) instructors and students come into play – their job is to teach the unit commanders cultural awareness, negotiation skills, and basic greetings before they head into the field of operations.

“When you talk, stand close,” explained Seif-Elmaseh Gattas, an Egyptian-American who is an assistant professor in the Middle East School III. “If he’s standing, you stand. When you sit, never cross your legs or show the bottoms of your feet,” stresses Gattas, explaining other cultural taboos. “If they offer you tea or coffee, take some. Use the right hand, only the right hand. The left hand has another duty.”

Each month, two or three DLIFLC instructors and about 10 Arabic language students travel to Fort Irwin for three to seven days to train alongside deploying unit commanders. The training benefits both the commanders and the students. For DLIFLC students, their language skills are being directly put to the test, while unit commanders are faced with real-world problems and cultural obstacles never encountered before.

“For us it is great to be able to actually sit down and do simultaneous translation on the spot, with a commander sitting on the right, and a *local chieftain* (our teacher) sitting across the table,” said one of the students who participated in

the exercise on April 23. Translation exercises are carried out in small, sparsely furnished rooms, similarly to what a real environment would look like in Iraq.

“This type of training is beneficial because our students are forced into simultaneous translation and there is no opportunity to be shy. For the unit commanders this training can be their first experience in dealing with bilateral negotiations before deploying,” said Neil Matteson, DLIFLC’s Joint Language Training Exercise coordinator.

In this particular scenario Soldiers are responding to a bombing at a school. The setup is supposed to resemble an Iraqi school principal’s office in which Salem Albutruseh, a Jordanian-American DLIFLC instructor, clad in a traditional outfit, is playing the principal and discusses the needs of his school with an Army lieutenant, aided by a female Army specialist who translates from English to Arabic.

Keeping in mind all the cultural lessons learned from Gattas the previous day, the lieutenant is trying to gain the principal’s trust and cooperation in giving a description of the suspected attackers. The principal, in turn, seeks American aid to repair the damage and renovate the school. What is unusual in this setting is the bartering and haggling, not customary for Americans, but an essential element of life in the Middle East.

In this venue of negotiations for example, no lieutenant has the authority to promise to build a water system for a village. This can only be done by senior ranking officers. Lieutenants talk to school principals, captains to town mayors, and lieutenant colonels to provincial governors.

Other scenarios include dealings involving water, electricity, public safety, jobs, and reconstruction, between higher-ranking U.S. officers and Iraqi officials.

These discussions, though challenging to translate, and difficult but necessary to understand by commanders, have become the new operational tactic on the ground to win the hearts and minds of the Iraqi populace. ♦



DLIFLC releases updated version of Arabic DLPT5 test

By Natela Cutter
Strategic Communications

The Defense Language Institute Foreign Language Center (DLIFLC) released an updated version of the Modern Standard Arabic (MSA) Defense Language Proficiency Test 5 (DLPT5) on May 1.

DLIFLC temporarily suspended the MSA test in Sept. 2007 after 12 months because linguists obtained much lower scores than expected. The Institute conducted extensive internal and external reviews of the exam and the test, as a whole, received endorsement as a valid instrument for evaluating MSA proficiency. Nevertheless, in an effort to ensure maximum consistency, adjustments were made to 11 test items.

“Only minor changes have been made and test-takers should not expect an easier exam,” said Mika Hoffman, dean of DLIFLC’s Test Development Division. “The score one gets on the DLPT5 reflects the highest proficiency level the test-taker is able to consistently obtain, based the difficulty of the questions. The test-taker must answer a large number of items correctly to demonstrate proficiency at each level. Given that each test is constructed from a large item pool, replacing a few questions tends to have very little effect on the level of scores.”

The DLPT5 is a more challenging test than its predecessor, the DLPT IV and test-takers may find their results are lower. “The events of 9/11 underscored how important it

is to have linguists on the job who really understand the language, and since then we have seen an increased emphasis on making sure people are at the required level, rather than giving them the benefit of the doubt,” said Hoffman.

DLIFLC’s Test Development Division began developing the latest version of the DLPT5 as a result of normal cyclical replacements of exams, new research on foreign language testing, and the rapid advancements in technology, allowing web-deliverable, more secure modes of testing.

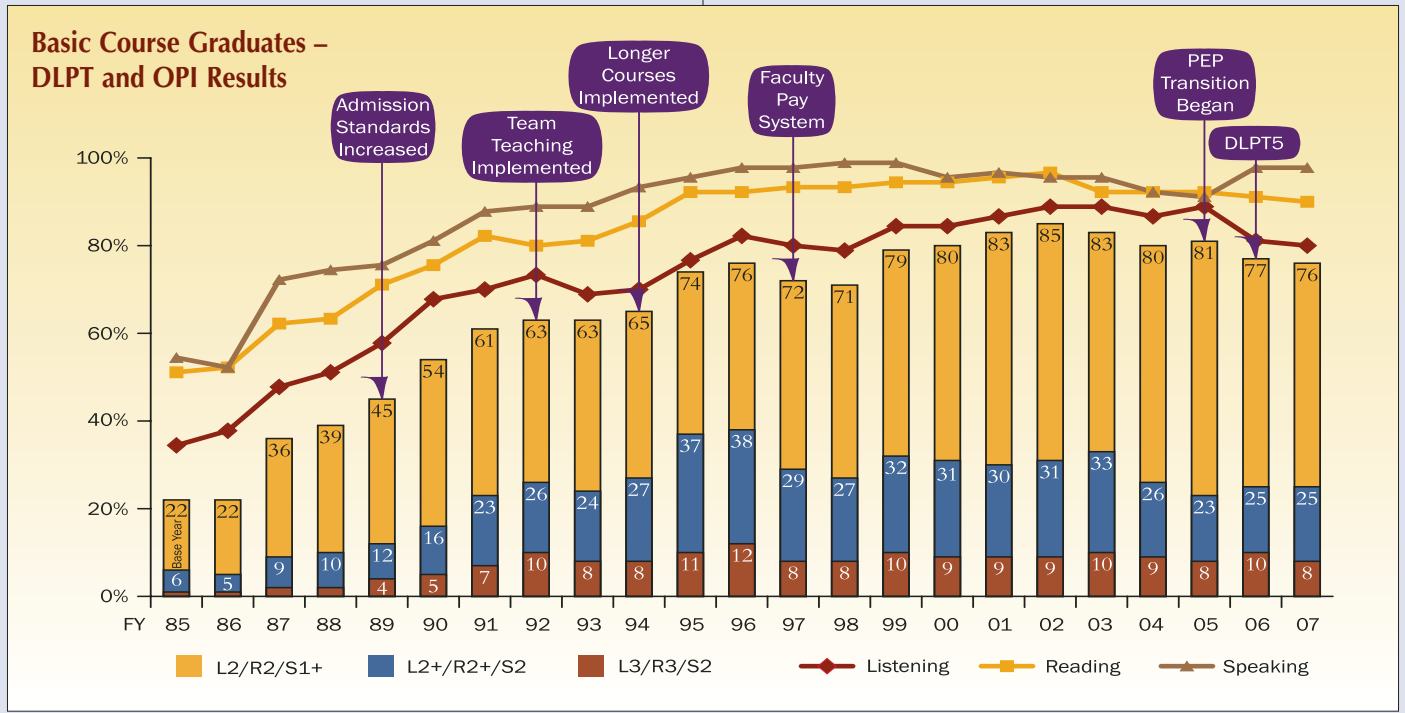
“The increased level of rigor is by design, and requires that all linguists study and prepare for the exam,” said DLIFLC Commandant and Commander of the Presidio of Monterey, Col. Sue Ann Sandusky, commenting on all new DLPT5 exams. “DLPT5s contain more authentic material and longer passages, both listening and reading,” Sandusky said.

The new generation of DLPTs measures proficiency at higher levels and adheres more strictly to the Interagency Language Roundtable scale, a non-funded federal government agency that establishes proficiency measurement levels in foreign language.

“The bottom line is that, though it (DLPT5) is more challenging, I feel the test is an accurate reflection of my proficiency and it is vital in providing leadership, on all levels. It is a true assessment of language readiness,” said a senior DLIFLC officer, referring to the MSA DLPT5 exam.

The Institute worked with the Defense Manpower Data Center and fully automated the DLPT5 exams and made them available to service members worldwide.

Additional information about roll-out dates and DLPT5 familiarization guides is available at www.dliflc.edu ♦





Brig. Gen. Susan Helms: Language acquisition key to teamwork

By Spc. Kenneth Thomas
Strategic Communications



Air Force Brigadier General Susan J. Helms is no ordinary linguist. She is a veteran of five space-flights, over two-hundred days in space, and holds the current world record for the longest spacewalk at eight hours and fifty-six minutes.

While one would consider these accomplishments extraordinarily difficult and stressful, as the keynote speaker at the 2007 Defense Language Institute Foreign Language Center (DLIFLC) Command Language Program Manager (CLPM) conference she remarked, “The fact of the matter is that (working in a bilingual environment) was the hardest thing I experienced as an astronaut.”

Helms served aboard the International Space Station in 2001 as part of a mixed crew consisting of Russian and American astronauts. When she found out about this mission and its international crew, she did not yet speak a word of Russian and was told by NASA that learning the language of her crewmates was not required. However, a generous gift of foresight drove her to seek language training.

She enrolled in a Russian language course, and as the training progressed she realized how necessary her linguistic skills would be in the coming months. She elaborated, “It was naïve, from my perspective, for NASA to make the assumption that (the mission), not being a bilingual operation was acceptable. And in fact, what we learned very quickly was that it was unacceptable to attempt to speak in just English.”

Throughout a four year training cycle, taking place in both the United States, and at the Cosmonaut training facility called “Star City” outside of Moscow, Helms polished her technical knowledge and language skills that would be needed on the long mission.

“What I learned with the language is that there was no way you could look at this wealth of information that you needed to put into your brain, and say *I can just use this part of it and not worry about that part of it. So my first take-away was that there are no shortcuts,*” said Helms, recalling her realization that it would take over a thousand hours of intense study to gain the required proficiency.

She and the other members of her team immersed themselves in the Russian language during their available free time in Moscow. They also assisted their cosmonaut counterparts in the acquisition of the English language while the team trained in Houston, Texas. By the launch date, all team members felt prepared to communicate in

even the most stressful situations, believing as Helms did, that “... if you can manage communication at the highest stress points, you have gained the necessary language skills for an operational environment.”

After a four year intensive training regimen, and a six-month term aboard the International Space Station, Helms and the crew successfully returned to earth with a unique perspective on communication, tested by conditions few linguists, on earth or in space, have ever experienced. “We realized, that it was language that provided the foundational basis for teamwork,” she said. ♦

2007 Department of Defense Linguist of the Year Staff Sgt. Jody Hildrich

704th Military Intelligence Battalion, Fort Meade, Maryland

Chosen for excellence in the linguist field, Hildrich stood out above the rest by being selected at the 2007 Department of Defense Linguist of the Year.

Hildrich was selected for her superb skills as a digital network analyst while serving on a special team of National Security Agency (NSA) linguists during Operation Iraqi Freedom.

Due to her superior professionalism and remarkable ability as an Arabic linguist, Hildrich was hand picked by the NSA to train and mentor new Arabic linguists from all services, including NSA civilians, assigned to the NSA's Threat Operations Center (NTOC).

Previously this year, Hildrich was selected for the Intelligence and Security Command (INSCOM) linguist of the year award by demonstrating her strategic and operational importance to her unit when deployed on a sensitive mission for the NSA.

2007 Department of Defense Command Language Program of the Year

1st Special Forces Group (Airborne)
Fort Lewis, Washington

The 1st Special Forces Group was chosen for its outstanding program that combines exceptional training programs, facilities, technology and administration.

The unit successfully maintains a tough mission in a wide range of geographical areas from Afghanistan to China. The unit's language mission includes combat support, training of foreign troops and various intelligence operations. This unit's language program has provided its linguists with specific tailored language acquisition courses, refresher training and the latest in audio visual language training technology to enhance overall unit language performance.



ACADEMIC SENATE



DLIFLC has elected a new Academic Senate. This organization promotes professional development of faculty and staff at the institute level and advises the provost and the Institute administration on academic matters. Academic Senate members are elected members from each school, division and directorate with a term of three years. The new members are: **Top row from the left:** George Khoury, Georgette Jabbour, President Mahera Harouny, Secretary Amal Johnson, Megan Lee, Chen Kueilan, Jerapa Schaub, Gao Liwei, and Hyeran Yasukawa. **Bottom row from the left:** Mohammad Zaheen, Yana Polyakova, Vice President Feras Fanari, Sameera Sharif, Girgis Rizk, Changmin Kim, Victor Shenouda, Abdul Raufi, and Ibrahim Musa.

DLIFLC faculty and staff celebrate Persian New Year – Now-Ruz

By Bryon Boehmke
Strategic Communications

On March 19, faculty and staff at the Defense Language Institute Foreign Language Center (DLIFLC) celebrated the Persian New Year, called Now-Ruz (or No-Rooz), meaning “New Day.”

“Now-Ruz is the celebration of spring’s arrival and revival of nature and is celebrated throughout the Persian culture in communion with friends and family to wish everyone a healthy and prosperous New Year,” explained Dr. Jamaladdin Hosseini, chair of one of the Persian departments at the Multi Language School. “It is the only festivity that has no religious connotation.”

Faculty, staff, and co-workers at the Curriculum Development division celebrated the event with the setting of a traditional Haft Seen Table with seven items on a table that symbolize new life, joy, love, beauty and health, sunrise, patience, and garlic to ward off evil. The seven items placed on the table are usually: Seeb (apple), Sabze (green grass), Serke (vinegar), Samanoo (a meal made out of wheat), Senjed (a special kind of berry), Sekke (a coin), and Seer (garlic).

Many Persian cultures consider Now-Ruz their biggest celebration of the year. “Before the New Year, they start cleaning their houses and they buy new clothes for themselves and especially for their children,” said Hosseini. “They give presents to children and visit grandparents first out of respect. Government offices and commercial businesses are usually closed for a week, and schools and universities are closed for as much as two weeks.”

Now-Ruz has been celebrated for at least 3,000 years and is deeply rooted in the rituals and traditions of Zoroastrian, which was the religion of Persia before the advent of Islam in the 7th century A.D. ♦





DLIFLC plans for future language surge needs

By Capt. Brendan Tarpey
Strategic Communications

Soon after the attacks of Sept. 11, 2001 intelligence sources revealed that there were 13 obscure languages spoken in Afghanistan and Iraq for which neither the military services nor civilian universities had sufficient training programs, faculty, or professional linguists. These language gaps severely limited the ability of the United States Armed Forces to communicate with the populace of these regions and fight the enemy hiding amongst them.

In response, the Defense Language Institute Foreign Language Center (DLIFLC) created the Emerging Languages Task Force (ELTF) and developed training materials for the U.S. Army's 09L Translator-Interpreter program. In essence, the Department of Defense (DoD) and DLIFLC went from minimal organic capability in responding to the challenges presented by the Global War on Terror (GWOT), to a robust and flexible language infrastructure. Within nine short months, DLIFLC created entire language curricula that included proficiency testing for needed languages such as Dari, Pashto, Uzbek, Tadjik, etc.

This herculean effort required a worldwide sweep for teaching materials, the recruiting and training of native speaking faculty, and the composition of new course materials. Simultaneously, these resources were leveraged to educate military linguists.

The result was an unprecedented academic and military training milestone which set the standard for second language teaching and acquisition both within the DoD and in academia at large.

"We purchased texts already available for Pashto and Uzbek and developed Dari and Kurdish materials in-house. Though limited, we obtained copyrighted materials by contacting the sources," said ELTF dean Dr. Mahmood Taba-Tabai.

While there were incredible successes in hiring faculty, obtaining authentic materials, and educating students in these obscure languages, severe limitations were encountered especially in areas of existing infrastructure. For example, creating course materials that were copyright approved, validating proficiency testing, and creating

adequate field support infrastructure were all tasks that needed completion.

The Institute's quick response to GWOT linguistic requirements created a misunderstanding by field commanders as to the complexities and time intensive realities of producing field-ready professional linguists from scratch. These misconceptions created a demand for field linguists that could not be met by the newly established ELTF programs which were designed for small cadres of trainees in eclectic and less-commonly-taught languages (LCTL).

In order to mitigate the challenges encountered by this "surge" in requirements for language expertise DLIFLC developed the Strategic Language List (SLL) Surge Capability Project.

"In the past, the Institute was reacting to field commander's needs. We are now anticipating the war fighter's language requirements with proactive curriculum," explained Assistant Provost for DLIFLC's Language Science and Technology department Maj. Chuck St. Pierre.

This "on-the-shelf" capability effectively meets the Defense Language Office direction whereby DLIFLC builds basic course capability in languages identified on DoD's annual SLL.

The SLL Capability Project establishes an able-bodied civilian contractor base that is closely managed by a dedicated DLIFLC staff. This collaborative structure works with contractors to create Oral Proficiency Testing,

Defense Language Proficiency Test (DLPT) capabilities, 09L Heritage Speaker curricula, Language Familiarization Kits, and online materials in SLL languages for which no other DoD capacity exists.

"The contractors create materials from scratch in SLL identified areas. All materials are then reviewed and validated by DLIFLC experts," said St. Pierre, explaining that employing contractors allows a degree of flexibility for the Institute in the sense that it does not have to maintain a cadre and staff of native speakers in languages not taught at DLIFLC. "The positive aspect is that we can at the same time ensure that DLIFLC's rigorous academic standards are closely followed."

"Already, this approach has had legs in that it allows DLIFLC to be proactive regarding field language needs in 24 languages," said St. Pierre. We have the capability to train linguists in specialized languages almost immediately, thus getting them to the fight faster and better prepared for the challenges ahead." ♦





Uruguayan Army Language School delegation visits DLIFLC

By *Dusan Tatomirovic*
Strategic Communications



Top row from left to right: Mr. Carlos Iturrino, Dr. Manuel Moreno, Maj. Jean-Paul Tarman, Dr. Raul Cucalon, and Dr. Jack Franke. Bottom row, left to right: Ms. María Noel Barcala, Dean Deanna Tovar, Ms. Olga Mary Buzó, Ms. Adriana María Gari, and Ms. Graciela María Gari.

Professors from the Instituto Militar de Estudios Superiores in Uruguay visited the Presidio of Monterey March 11 to gain first-hand knowledge about the Defense Language Institute Foreign Language Center (DLIFLC) in order to contribute to the restructuring of their own institute that is to aid Uruguayan deploying peace-keeping forces.

“We are greatly impressed by everything we have observed and experienced... as well as the outstanding reception we got from each and every staff member we have so far contacted,” said Dr. Olga Buzó, academic dean at the Instituto Militar de Estudios Superiores in Montevideo, Uruguay.

The delegation, composed of Buzó, Maria Barcala, Graciela Sena, and Adriana Gari spent three days visiting DLIFLC and were greeted by the Installation Commander upon arrival.

“We are very grateful to Col. Sue Ann Sandusky for such a warm, heartfelt welcome. We have found an exceptional team acting under the true spirit of collaboration. The relationship between civilians and military couldn’t be any better,” said Buzó.

On their first full day of touring DLIFLC the delegation visited the European and Latin American School (ELA) where they were greeted by Dean Deanna Tovar and saw a lesson demonstration using an iPod™ application in the classroom, and discussed possibilities of its use for homework, as well as student portfolios.

“The visitors were especially impressed by our use of technology in the classrooms,” said Tovar, referring to interactive whiteboards called SmartBoards™ which are installed in more than 600 classrooms at DLIFLC. The delegation visited Spanish, Portuguese, French, and Italian classes during their tour of ELA. “That French class was a pleasure to attend,” pointed out Buzó afterwards.

Buzó and her colleagues visited the Multi Language

School, which teaches Persian Farsi, Dari, Pashto, and Turkish, and had the opportunity to observe the use of tablet PCs in the classroom. Each student receives a tablet PC which allows for the taking of handwritten notes with a stylus pen. The group also had an opportunity to visit DLIFLC’s Curriculum Development Division where basic course, post-basic, intermediate, and advanced materials are produced for the extremely high paced curriculum of the majority of languages taught at DLIFLC.

The next stop was the DoD Center on Ord Military Community where the itinerary included meeting with Faculty and Development staff, and the Continuing Education Directorate where they had a chance to learn about Video Tele-Training distance learning applications and testing.

The Instituto Militar de Estudios Superiores of Uruguay is attended by about 300 students per year, with additional attendees from the Peace Keeping Operations School representing the Uruguayan Army, Air Force, Navy, and Civilian Police. The school administers exams to officers going on U.N Peacekeeping missions to countries such as Haiti, Georgia, India, Pakistan, Western Sahara, Sierra Leone, Congo, Sudan, Ethiopia, Eritrea, Cyprus, Afghanistan, and others. English is their main foreign language, as well as French and Portuguese. The Uruguayan Army has around 4,000 service members deployed to different missions abroad. Due to the lack of cadre, it is very difficult for the officers and Non-Commissioned Officers to devote enough time to language acquisition. ♦



From top to bottom: Spanish Chair Carlos Iturrino, Dr. Olga Buzó, Dean Deanna Tovar, and Ms. María Noel Barcala, return from a Spanish language classroom observation.



Japanese Consul General celebrates birthday at DLIFLC

By Bryon Boehmke
Strategic Communications

The Japanese Consul General of San Francisco was in for a surprise on April 16 when Defense Language Institute Foreign Language Center (DLIFLC) faculty, staff and several Japanese language students started singing, “Happy Birthday,” when he walked into the Asian I school.

Yasumasa Nagamine’s visit to DLIFLC resulted from an invitation extended by DLIFLC Commandant Col. Sue Ann Sandusky who met the Consul General at an event organized by the Military Intelligence Service Association of Northern California, a veterans group whose members include many of the original Japanese-American students of the first Army Language School, the forerunner of DLIFLC.

“Given the Institute’s historic ties with Japanese-Americans, I thought the Consul General would be interested in seeing some of what we do here. In addition, it seemed like a great opportunity for our Japanese language students to interact with a senior Japanese government official,” said Sandusky.

Nagamine visited DLIFLC’s Hall of Fame where several Japanese-Americans, who made significant contributions to the building of the Institute’s very foundation, are recognized. He also visited the Nisei exhibit in Nakamura Hall which tells the story of Japanese-American Soldier-linguists in World War II. “The Nisei linguists left their mark on U.S. history. Through their translations and their work on the battlefields of the Pacific theater, they are credited with having shortened the war and saving thousands of lives,” Sandusky said.

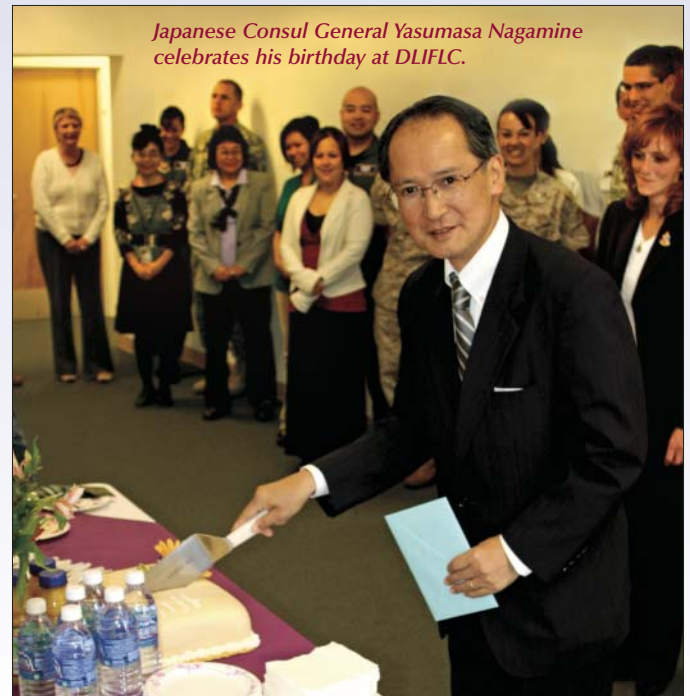
The Consul General also had the opportunity to eat lunch with Japanese language students at Belas dining facility. “Your language training will be rewarded when

you arrive in Japan,” said Nagamine, who added that he was impressed by the students’ proficiency levels.

Nagamine had an opportunity to observe multi-media technology advances in the classroom and to see Japanese students at work. The Consul General observed the use of Internet articles displayed and manipulated on an interactive white board, enticing students to simultaneously use listening, reading and speaking skills.

“We would like to make this a regular event and look forward to future visits. The number one mission of the Consulate is to protect the interests of the Japanese people, but it is also important to improve relationships all the time,” said Nagamine.

This was the first time a Japanese Consul General visited DLIFLC. The Japanese consulate in San Francisco is responsible for the well-being of 35,000 Japanese nationals living and working in California and Nevada. ♦



Training the Trainers

DLIFLC’s Command Language Program Managers (CLPM) Course transforms linguists into CLPMs in just 5 days. This intensive course covers the CLPM’s many roles and responsibilities, from understanding all regulations pertaining to their programs, to budget management and the necessary resources they will need to keep their linguists sharp, no matter where they are stationed. The curriculum also includes an introduction to classroom observation, which trains CLPMs in providing the oversight for their instructional programs. The CLPM course is available on-site and at DLIFLC and can be ordered through the Scheduling Division by calling (831) 242-7476 or by e-mailing pres.dliflc@conus.army.mil



26 DLIFLC students win Chinese Mandarin Speech Competition

By Bryon Boehmke
Strategic Communications

Defense Language Institute Foreign Language Center (DLIFLC) Chinese students defeated the competition by a landslide at the Chinese Mandarin Speech Competition held in San Francisco, Calif., April 26. Of the 73 students who participated, 26 claimed prizes in five different categories.

“For the past five or six years, our students have always outperformed other college students,” said Patrick Lin, academic specialist at DLIFLC Asian School I. “We are extremely proud of our students’ achievements and the support this event receives from students, faculty, and school management.”

Official results, according to the speech contest organizing committee’s final count, included six first place finishes, one second place winner, nine third place finishes, and 10 fourth place prizes, called Honorable Mention.

“Despite more severe competition in this year’s contest our students once again outperformed other college/university contestants in the categories they competed in. Our instructors spend a lot of time and effort tutoring their students. It’s not easy to win,” explained Lin.

The contest was divided into three primary categories: Category A was for students with no language background, within which DLIFLC students fall. Category B was for contestants with some linguistic ability or experience, and Category C was for native speakers.

These categories were further broken down by year and semester, i.e., first year university students were the equivalent of first semester DLIFLC students, second year college language students were equivalent to DLIFLC second semester students, etc.

“What is really amazing is that our students from first semester compete with students from the University of California (UC) Berkeley, UC Santa Cruz, UC Davis, UC Santa Barbara, San Francisco State University, City College of San Francisco, City College of San Mateo, and Stanford, – all who have spent an entire year studying Chinese,” Lin said.

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

One of the first place award recipients was Army Sgt. Nicholas F. Hollnbacher, from Oconomowoc, Wis. “It was great to see how my skills in 36-37 weeks compared against other students. It was a good ruler.”

“Every teacher helped me practice my speech whether they were on my team or not,” added Hollnbacher.

“Tones are extremely difficult in Chinese, especially when the students are nervous,” added Yue (Ruby) Ma, Hollnbacher’s Asian School I instructor. “It’s a good opportunity for both students and teachers. We learned a lot and get great personal satisfaction out of coaching students. My team coached five students during the event and we received one first place, one third place prize, and one Honorable Mention out of five,” she added.

“Our dean always gives strong support to this event and encourages instructors to participate in this contest every year. This April, 55 instructors served as judges and tutors,” explained Lin. “Of course, our teachers did not judge our students in the competition.”

Air Force student Airman 1st Class Kriesvo Quimzon was yet another first place winner as a second year, first semester contestant. “It was a good opportunity to practice and a good experience to interact with other students in language training. We talked about what they were learning, how they were learning and I could compare it to the instruction I am receiving,” said Quimzon.

Seaman Apprentice Tyler Boright was another first place winner in the category of first year, first semester students. “I thought it was fun. I saw other people speak, especially native speakers. I got to see how different people learned just by listening to their speeches,” said Boright.

“The quality of our students, faculty, and staff is outstanding,” concluded Lin. ♦

Chinese instructor receives Griffin Award

Asian School I Chinese Mandarin Instructor **Yan Wang**, Department E, received the Allen Griffin Award for Excellence in Teaching at an awards ceremony at the Embassy Suites Hotel and Convention Center in Seaside, Calif., on April 30.



The Allen Griffin Teaching Awards was established in 1982 by Col. Allen Griffin, a founder and former president of the Community Foundation for Monterey County and for many years a community leader in education and other fields.

Eligible institutions include the Unified School Districts of Carmel, Pacific Grove, and Monterey, including Monterey Peninsula College, the Defense Language Institute Foreign Language Center, California State University Monterey Bay, the Monterey Institute of International Studies, and the Naval Postgraduate School. Wang, who coached two students for the Chinese Mandarin Speech Contest this year, has taught at DLIFLC for four years. ♦



Technology Enhanced Classrooms fully functional at DLIFLC

By Natela Cutter
Strategic Communications

Just five years ago Defense Language Institute Foreign Language Center (DLIFLC) instructors used dry erase markers to write on classroom whiteboards and lugged two-pound CD players around to play audio clips.

Today, DLIFLC’s teaching environment has drastically changed with the presence of interactive whiteboards in every classroom and the issuing of digital audio devices, or iPods™, to each student.

“If you don’t know how to use a SmartBoard™ in the classroom, you completely lose the interest of the student,” said Bashar Masri, an instructor of Arabic in Middle East III school, talking about interactive whiteboards. “Students are accustomed to using all the great tools technology has to offer today. If they want to find out the latest news about an event, they Google it. If they want me to explain something to them, they can copy, paste, send it to me, and we can look at it the next day on the SmartBoard™ in class.”

In fact, Masri can not only retrieve an article sent to him, but he can use an electronic pen to write on the SmartBoard™ in different colors, save his notes, and have the students download everything to their tablet PCs after class. Masri also has the ability to search for an audio clip on-line, play it, and freeze frame specific segments in order to replay the clip for students as many times as necessary.

The Proficiency Enhancement Program (PEP), which

consists of several new programs aimed at enhancing student proficiency levels, also calls for the implementation of Technology Enhanced Classrooms (TEC) by upgrading the information technology infrastructure through a series of multi-phased synergistically intertwined initiatives.

“There were several challenges to overcome when we began implementing the TEC phases. There were restrictions put on the way information technology was used, the infrastructure was vastly outdated, we had low bandwidth, inadequate servers, and minimal technology support for the size of campus we have,” said DLIFLC’s Chief Information Officer Lt. Col. Jorge Serafin.

“We currently have over 600 SmartBoards™ installed throughout the Institute. All of our students have received portable language devices such as iPods™, and about half of the students have tablet PCs,” said Serafin, noting just

the most visible upgrades accomplished.

Serafin said the Institute is expecting to receive 2,600 tablet PCs in FY08 which will cover the remainder of enrolled students DLIFLC-wide, and allow for one tablet PC to be issued per teaching team. Some 1,900 students studying non-Latin script languages received the first iteration of tablet PCs beginning in 2005.




- ◆ **More than 600 SmartBoards™ installed.**
- ◆ **Over 165TB storage capacity.**
- ◆ **Bandwidth at 38 mb/s throughout the campus.**



In addition to the hardware upgrades the Institute has also began implementing new comprehensive web-based classroom and knowledge management systems that will enable staff, faculty, and students to communicate and share information more effectively.

“We are using BlackBoard™ as an e-learning management system through which grades, assignments, and student work hours can be tracked,” said DLIFLC Deputy Chief Information Officer William Wellever.

“The Institute is also implementing SharePoint™ software which is a content management system that allows sharing of materials between organizations,” said Wellever, adding that the advantage of this software is the capability of sharing documents outside of the Institute, with the use of proper authentication procedures.

But to even begin with the use of the new management software, DLIFLC had to increase its Internet bandwidth. In 2006 DLIFLC increased its bandwidth from 7mb/s to 30mb/s, and then to 38mb/s in 2007.

“Imagine that you are trying to pour a gallon of water through a straw, instead of a pipe. Now imagine that the water is moving both ways. This is why teachers and curriculum developers were not able to work and exchange files rapidly, or sometimes even at all,” said Wellever, explaining Internet bandwidth in laymen terms.

To meet DLIFLC’s short-term immediate needs, the Defense Information Systems Agency (DISA) approved a two-phase plan to increase bandwidth for the Institute in order to allow the implementation of SharePoint™ and BlackBoard™ software. The first phase increases bandwidth from 38mb/s to 76mb/s in FY08. The second phase increases bandwidth from 76mb/s to 622mb/s in FY09.

The next challenging phase for Serafin’s robust 71-member technology support team was to find a secure way to create a wireless campus for students and faculty.

“We had to make sure that our network system was absolutely secure, before we could even dream of having a wireless campus,” said Serafin. To achieve this, Serafin worked with the Army’s Information System Engineering Command to design a multi-tiered security system to safeguard the information. “Not only is our network encrypted, but we designed it in a way that only users who have government computers, equipped with specialized authentication software, are able to login with their Common Access Card and PIN number. All others are rejected.”

DLIFLC successfully completed the first phase of the wireless project by bringing video over Internet protocol and wireless capabilities to ten schoolhouse buildings and the DoD Center, which is located at Ord Military Community.

Additionally, OMC and two additional DLIFLC facilities located off campus in Monterey have been linked with a high-speed 1 gb/s connection to ensure fast transmission of audio and video language training materials. The Institute expects to complete wireless Internet access across all mission schools and barracks by the fall of 2008.

Finally, DLIFLC was able to resolve its storage capacity problem with the installation of “a 100TB server at Presidio of Monterey and a 60TB server at Monte Vista” said Serafin, referring to the former Monte Vista Elementary School which DLIFLC rented in 2005 to house its Curriculum Development division. The increased server capability allows the Institute to store and access more audio and video clips, which also increases the ability of faculty and students to conduct on-line, real-time, instructional hours.

An added benefit of having servers kept at two separate locations is security. “This way we will always have our files backed up at a different location, in case of a fire or some other emergency situation,” stated Serafin. ♦



A hero in our midst

By Bryon Boehmke

Strategic Communications

DJ is the last person who would consider himself a hero. No sympathy, self-pity, or special favors for him, though he has a glass eye, a conspicuous indentation on the left side of his head, and an arm that holds books, but can't do pushups anymore.



"You've got to live life on your own terms," says Capt. Dennis "DJ" Skelton, the 229th Military Intelligence Battalion's personnel officer.

Skelton has accomplished several amazing feats and has dedicated himself to advancing the causes of wounded warriors nationwide, since having been severely wounded only two months into his deployment in Iraq in Nov. 2004.

"The experiences I have had since returning from Operation Iraqi Freedom have taught me that each and every individual is amazing and has the unlimited potential to achieve greatness in this life."

Skelton attended the University of South Dakota after high school and, as is typical of many students his age, achieved a 0.6 GPA before realizing he wasn't ready for college. It wasn't a matter of aptitude, but rather attitude. He enlisted in the Army in the mid-90s as a linguist interrogator and eventually found his way to the Presidio of Monterey, Calif., studying Chinese Mandarin as a Defense Language Institute Foreign Language Center (DLIFLC) student. While studying Chinese, his fellow classmates convinced him to attend the U.S. Military Academy at West Point. Skelton graduated from West Point in 2003.

He was studying at West Point in 2001 when the Twin Towers were hit in New York and realized Soldiers needed guidance to fight the Global War on Terror (GWOT). He joined the infantry upon graduation.

After attending the Infantry Officer Basic Course, Airborne and Ranger schools, Skelton was assigned as a platoon leader to the new Stryker Brigade Combat Team at Fort Lewis, Wash. His unit then deployed to Fallujah, Iraq in Sept. 2004 and DJ's life changed forever.

In-country for a little over a month, Skelton, commanding 50 men on the second iteration of the battle for Fallujah with the U.S. Marines, was hit in the chest with a Rocket Propelled Grenade (RPG), which exited his body through his left eye and left a hole in his right leg the size of a fist.

Skelton, put into an induced coma, woke up several weeks later at Walter Reed Army Medical Center, with his parents at his bedside. "One moment I was a healthy 27-year old, the next I was severely handicapped," said

Skelton "I couldn't walk, I couldn't talk," explained Skelton, who lost the roof of his mouth and upper jaw, as well as the use of his left arm. "The doctors told me everything was going to be alright, but I thought 'Are you serious? Can't you see I'm disabled?'"

During his recovery at Walter Reed, Skelton was inspired by what he defines as "true heroes."

"My parents did not come from a military background and didn't understand how the military functioned and were confused with all the acronyms. It didn't help that I couldn't speak and was unable to help them understand the medical and support system they and I were experiencing," said Skelton. "I kept a notebook and wrote everything down for them, both the questions and the answers."

This experience led him to eventually write a handbook called *Our Hero Handbook*. "I wrote the book for family members who have little or no prior experience with the U.S. military, and who need support and guidance as they directly help our wounded Soldiers," explains Skelton. To date over 50,000 copies have been distributed Army wide.

Despite this success, Skelton's only goal was to remain in the Army. His battles eventually led to success, having worked tirelessly to change and create programs, policies, and regulations, directed at returning Wounded Warriors back into the ranks of the military.

Soon, Skelton was on his way to the capital to be a senior advisor to Secretary of Defense Donald Rumsfeld, and later Robert Gates, on wounded warrior's issues. He worked directly for Deputy Secretary of Defense Gordon England in developing and implementing the Army's Wounded Warrior Program and the Department of Defense's (DoD) Severely Injured Center in February 2006.

Skelton testified before Congress many times as a staunch advocate of Wounded Warrior programs that have now developed into unit family readiness programs for groups and families and are an integral part of the military's GWOT efforts for all branches of the Armed Forces. As a result of his success, he became one of the youngest fellows of Harvard's Senior Executive Fellowship program in the JFK School of Government.

"I spent all my time giving briefings to senior leaders in Congress, the White House and DoD. As rewarding and privileged as this was, I decided to return to my roots as a linguist. I want to be a Foreign Area Officer (FAO)," said Skelton, adding that he was currently happy to perform the duties he has. "It won't be long before I prove to Army leaders my potential to command and lead Soldiers alongside the best of my peers," he added.

Perseverance is something Skelton does not lack. He had to learn how to walk all over again, and is now running marathons, is a talented rock-climber, and is into Extreme Skiing. Becoming a FAO is just one more challenge! ♦



Military linguist development program: **Becoming a master language analyst**

By *Edward Forsythe*
Navy MCCEP Liaison

The Military Cryptologic Continuing Education Program (MCCEP) was established to provide a structure for the professional development of cryptologic military language analysts. MCCEP provides career guidance to assist language analysts in broadening and deepening their target knowledge and job abilities.

The program is divided into three phases which lay out a roadmap for professional development from novices through masters in their field. The program is managed by the Center for Language in the National Security Agency/Central Security Service's (NSA/CSS) Associate Directorate for Education and Training. Currently, MCCEP is led by a retired Air Force cryptologic linguist and has liaison representatives from the Army, Navy and Air Force assigned to the program's office.

The MCCEP staff guides and assists language analysts with their journey to become level 3 language professionals. The staff tracks and help to facilitate individual's professional and language training needs such as working with the National Cryptologic School and private vendors which provide training in language and job-performance skills in transcription and translation.

All language analysts begin the MCCEP program in Phase I. The first step along the MCCEP career roadmap is to complete service-specific technical language training and then enroll into the MCCEP program – a mandatory requirement for all military cryptologic linguists.

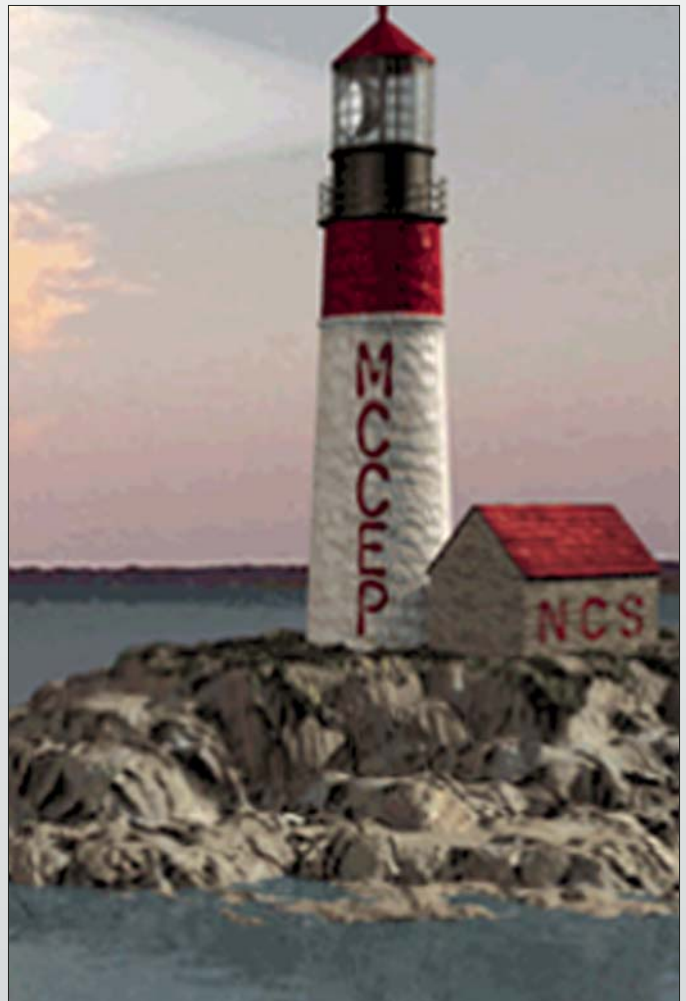
Once an individual begins working as a language analyst it is important to continually look for training opportunities to maintain and improve both global language and cryptologic skills. Language analysts are required to receive 160 hours of language training every other year as directed by the director of NSA/CSS. This training needs to be coordinated through one's supervisor and Command Language Program Manager (CLPM) to ensure the necessary training is scheduled.

Progression through the three phases of MCCEP is achieved by demonstrating one's knowledge and ability in increasingly difficult mission tasks. In order to advance from one phase to the next, one must meet certain criteria in each of three categories. Those categories are: language proficiency (as measured by the Defense Language Proficiency Test), mission and target knowledge (achieved by completion of Job Qualification Standards and/or target experience), and cryptologic and language training.

A certificate is awarded for completion of each phase; Phase I certificates are signed by the deputy director CSS and Phase II and III certificates are signed by the director of NSA/CSS, which are important additions to one's annual evaluation, promotion records and professional resume.

The MCCEP program is designed to recognize and support a linguist's efforts in professional growth which are crucial to meeting the demands of cryptologic mission requirements. MCCEP's goal is to provide military language analysts with opportunities and milestones to guide their career development in support of NSA/CSS missions. The primary point of contact for language career issues is the designated CLPM. Linguists must make sure they know who these individuals are and keep them informed of their language training needs.

Even though there are several layers of support mechanisms in place to help linguists develop linguistically; YOU are ultimately responsible for your own success in your target language. The MCCEP staff can be contacted via email at mccep@nsa.gov or visit the MCCEP website on the Internet at <https://www.mccep.org> for more information about the program and how you can become a master language analyst and better support our mission. ♦





Fort Huachuca begins Arabic training pilot-program for interrogators

The U.S. Army Intelligence Center (USAIC) at Fort Huachuca, Arizona, celebrated the start of the first Arabic language course for 35M interrogators with a ribbon-cutting ceremony at Riley Barracks on Feb. 6. The 41-week program is an isolated intensive study program designed to maximize the amount of time a student spends learning a foreign language. There are a total of 18 students in the pilot program.

The program is being carried out in cooperation with the Defense Language Institute Foreign Language Center (DLIFLC) which is lending support by sending instructors to teach the course.



David Villarreal, DLIFLC program director (left), and Pete Shaver, MIFLTC, director, cut the cake at the ribbon cutting ceremony held for the start of a new Arabic Language Immersion Course. Photo and story by Rob Martinez

Currently, students at DLIFLC in all Military Occupational Specialties (MOS) attend a 64 week course with a desired proficiency level of 2+/2+/2 in Listening, Reading, and Speaking. This standard will be a requirement for all classes beginning in FY09. USAIC's course is shorter and students are expected to achieve a proficiency goal of level 2 in Reading, 1+ in Listening and 2 in Speaking.

"The Army and the battlefield have changed. Now Soldiers require knowledge of languages and culture in order to operate in the field. Both Soldiers and leaders need to connect to the population and the civic and security force leaders in those countries. This is an important day, and an important venture with DLIFLC and the Intelligence Center," said Col. James Rose, deputy commander of training.

The Army has a huge requirement among Human Intelligence (HUMINT) operators to learn languages, and is exploring different strategies and training modalities to train Soldiers faster with the needed skill-sets and cultural integration to get them out into the operational force.

"This (language immersion program) is an experiment. And the neat part about it is that the instructors and staff have the ability to adapt and change the program of instruction as they move forward," Rose said. ♦

Foreign military Naval attachés visit DLIFLC

*By Dusan Tatomirovic
Strategic Communications*

On May 13, the Defense Language Institute Foreign Language Center (DLIFLC) a group of foreign Naval military attachés from over 30 different countries, as a part of a Department of Navy and Department of State-sponsored tour of high ranking foreign officers to U.S. military installations.

The delegation of 36 foreign officers was escorted by Brig. Gen. Richard Lake (USMC), and received by DLIFLC Commandant and Commander of the Presidio of

Monterey, Col. Sue Ann Sandusky, who briefed the group at the Weckerling Center.

The purpose of the Naval attachés' tour, 13 of whom were flag/general officers, was to acquaint senior foreign military offices with U.S. military capabilities, as well as expose them to major cultural, industrial, governmental and historical aspects of the United States.

During their stay, the foreign officers had a chance to visit the European and Latin American, Asian and Multi Language Schools, as well as the Emerging Languages Task Force department. Visitors experienced first hand how DLIFLC students combine the use of interactive whiteboards, tablet PCs and digital audio devices to learn their target language. ♦



Thirty-six foreign Naval military attachés and their DLIFLC hosts listen to a briefing given by Commandant Col. Sue Ann Sandusky.

Commonly Asked Linguist Questions

Q: Can DLIFLC provide pre-deployment materials to my unit to aid soldiers in learning the basics of a given language?

A: Yes, the Institute provides Language Survival Kits along with a number of other programs, including the new interactive Iraqi, Dari, and Pashto Headstart that can be sent to deploying troops, or troops already in-country. All materials available for distribution can be downloaded or ordered via DLIFLC's website at www.dliflc.edu under the Products tab, or by e-mailing lmads-dli@us.army.mil. You may also request MTT basic language and cultural familiarization training for deploying service members by e-mailing pres.dliflc@conus.army.mil.

Q: What additional language training can be provided to our units?

A: DLIFLC offers a number of language programs focusing on all aspects of language learning and training needs. You can request sustainment, and enhancement courses for linguists, Command Language Proficiency Manager training courses, and Oral Proficiency Interview (OPI) testing, by contacting the Scheduling Division at pres.dliflc@conus.army.mil.

Q: Where can I go to request my DLPT results?

A: You can easily request your scores at www.dliflc.edu by following the Academics link and selecting "DLPT score reports" from the Academic Affairs Office menu to download the request form.

Q: How do I obtain a copy of my DLAB score?

A: You can receive a copy of your DLAB score by sending an e-mail to the Testing and Evaluation Division at samuel.bucher@us.army.mil. Include your name, social security number, the approximate date you took the test and the location where it was administered. You may also call (831) 242-4235 (DSN: 768).

Q: Where can I find a list of languages taught at DLIFLC?

A: A list of languages is just a small part of the information that can be found by downloading the Defense Language Institute Foreign Language Center's Course Catalog from the Academic Affairs Office menu at www.dliflc.edu under the Academics link.

Q: What information will I need coming to the DLIFLC for the first time?

A: Newcomers or linguists returning to DLIFLC can find detailed descriptions of how to in-process, acquire lodging, get ID cards, find housing and family support organizations by visiting <http://pom-ima.monterey.army.mil>.

Q: Where can I go to request a copy of my DLIFLC transcripts??

A: You can easily request your transcripts by going to www.dliflc.edu and following the Academics link and selecting "Transcripts and Academic Records" from the Academic Affairs Office menu to download the request form.

Q: How can I find out more about the structure of the new DLPT5 and when to expect it to be implemented?

A: Go to our website www.dliflc.edu under Language Support Links. You will find a drop down menu where you will find a selection called "DLPT5." This will show you samples and guides about the test. Additionally, you can schedule a DLPT5 workshop to be held at your installation through our Student Learning Center by contacting pres.slc-workshops@conus.army.mil.

Q: How can I find out class start dates at DLIFLC?

A: You can go to <https://www.atrrs.army.mil> and follow the Course Catalog link on the right-hand side of the page. From there you can search for your language using the Course Scope box. DLIFLC's school code is 215. Classes, of course, are conducted all year round at DLIFLC.

New Iraqi, Dari, and Pashto Headstart pro- grams available NOW!



DLIFLC has released two new languages for the Headstart program. Dari and Pashto Headstart join Iraqi in this revolutionary new program. The 80-hour self-paced interactive lessons teach service members how to read signs, pronounce basic phrases, understand cultural nuances and give the deployed war fighter an edge in understanding what is going on around them. All three Headstart programs are available for download at www.lingnet.org and can be ordered at www.dliflc.edu under the Products tab.

DLPT5 Rollout Dates:

DLPT5 available now:

Albanian, Chinese Mandarin, Dari, Egyptian, Greek, Hindi, Iraqi, Japanese, Korean, Kurdish-Sorani, Levantine, Modern Standard Arabic, Norwegian, Pashto, Persian Farsi, Russian, Serbian/Croatian, Spanish, and Urdu

DLPT5 available in 2009:

Azerbaijani, Cambodian, Cebuano, Chavacano, French, Hebrew, Kurdish-Kurmanji, Malay, Tausug, Turkish, and Uighur

Planned:

Swahili and Indonesian