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MAY 2012



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GLOBE



MAY 2012

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From the Top



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From the Top:

Hello and welcome to the 35th Volume of the Defense Language Institute Foreign Language Center (DLIFLC) GLOBE magazine. The release of this first digital GLOBE sets a benchmark that will continue to complement the exponential growth and integration of technology here at the Defense Language Institute. With a long history founded on excellence in language instruction, the Defense Language Institute has proven time and again to be responsive to the shifting demands of our nation and the Defense Language Institute's ability to enhance the language learning experience for over 35,000 student Soldiers, Sailors, Airmen and Marines annually. DLIFLC supports these service members through various programs at the Presidio of Monterey and worldwide which make it critically important that their message of proven results be shared across not only the Language community but across the entire Department of Defense. As the 26th Commandant of DLIFLC I have the distinct honor of introducing this first virtual edition of the GLOBE magazine which will set to stage for improved communications between service members in

the field and their language learning roots here at the Presidio of Monterey or at any of the 30 worldwide Language Training Detachments.

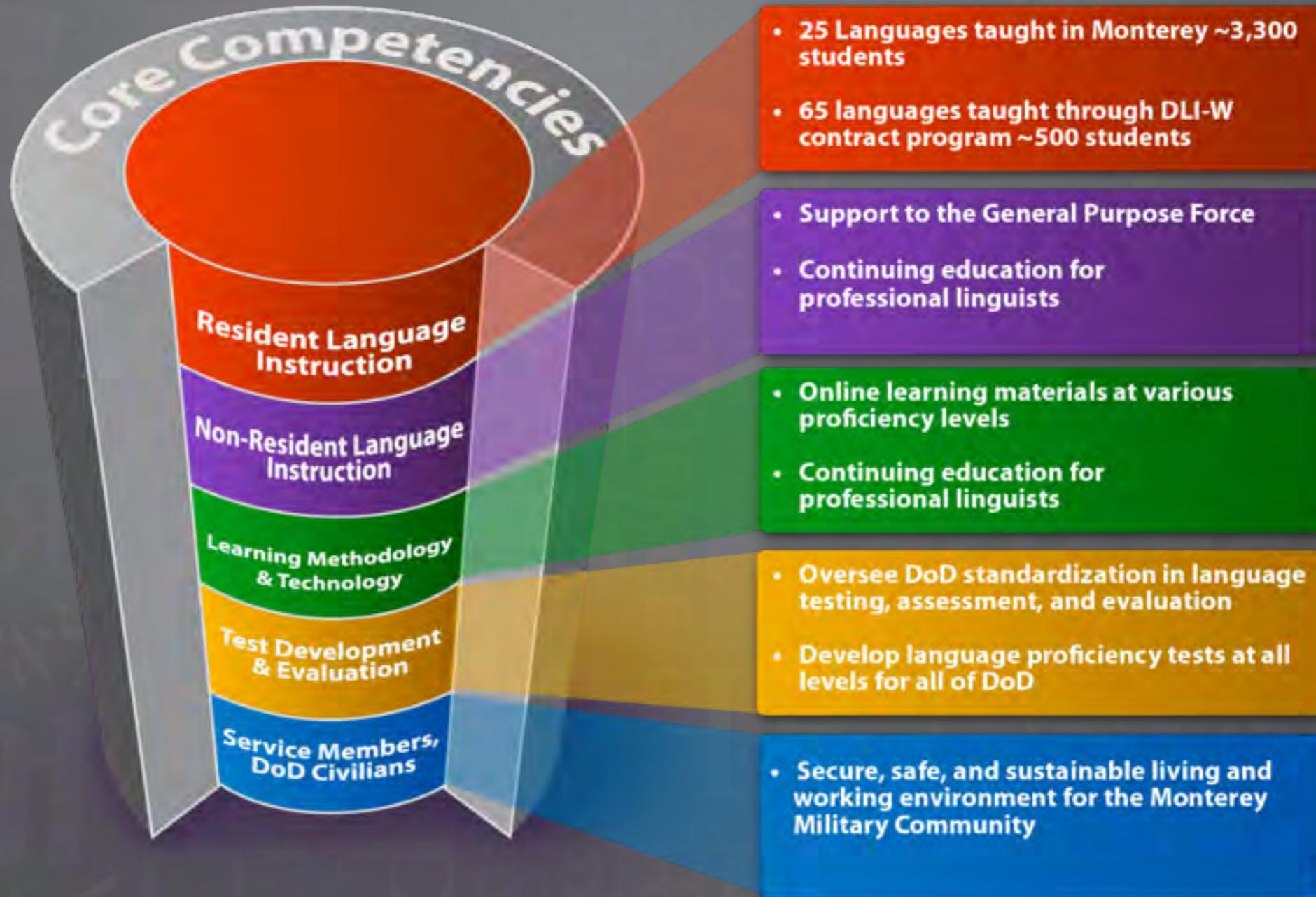
You may be asking yourself, "Why go to a digital iPad GLOBE or online PDF versus the traditional printed GLOBE?" Much like previous versions, this GLOBE contains articles regarding training the language force as well as the impacts that language enhanced forces have on the front lines of combat. New to this version are interactive photo galleries, articles that highlight historical language events as well as WI-FI enabled videos to further explore the subjects of interest. Most relevant to our language equipped force are the latest updates to Products and Services located towards the end of the GLOBE which serve the form of an advertisement for free language resources available through DLIFLC.edu. The goal is to maximize the exposure of these Products and Services for language sustainment, enhancement and testing resources which are available to service members through DLIFLC.

In 70-years one thing has not changed; that is DLIFLC has and will continue to provide the best foreign language instruction within the Department of Defense to better meet the needs of the Services in order to enhance the security of our great nation.

Danial D. Pick
Colonel, U.S. Army
Commandant



Swipe to Navigate





Alumni Relations Office

Greetings! My name is Captain Scott Messare (US Army), currently serving as the director of communications and the Alumni Relations officer for the Defense Language Institute Foreign Language Center (DLIFLC), Presidio of Monterey.

With a rich history as the premier language institute for the Department of Defense, DLIFLC has had and will continue to have a tremendous impact on the international stage even if only from behind the curtain. The skills attained at DLIFLC place our alumni at the leading edge of global outreach and stability operations. With their language and culture capabilities, DLIFLC alumni are and will continue to be strategic influencers in a world filled with conflict and constant change.

The Alumni Relations Office was established to fill the official information and communication gap between DLIFLC as a training institute and its most valuable resource: language proficient alumni. The mission of the Alumni Relations Office is to reach out to alumni who have graduated from the Institute as well as students who are currently in language training and just embarking on their careers. Our goal is to maintain ties between alumni who are in their career field and those transitioning into

the field, the unifying thread being their lifelong commitment to language studies.

The Alumni Relations Office has a long way to go in becoming the official conduit between the alumni service members in the field and the students in the classroom but this is our challenge and we gladly take it on. To achieve this it will take time and collaborative efforts from our office, the Institute, and alumni, as well as a clear understanding of the roles and expectations of this office.

In addition, the Alumni Relations Office plans to harness the launch of a Language Academic Network ([see .EDU article](#)) language educational network capabilities to further promote an online Alumni Community Network and afford incredible reach-back for alumni to access current classroom instruction materials and learning content from any computer worldwide.

DLIFLC Alumni Relations Office Vision

Provide effective communication

- a. Email correspondence
- b. The Globe magazine
- c. Social Media outlet (i.e.: www.facebook.com/DLIFLC)

Provide Alumni Outreach and Reach-back

- a. Securely correspond with alumni via email and through feature articles in the Globe
- b. Securely maintain unclassified data about our alumni for official DLIFLC statistical requirements (i.e.: graduation data)
- c. Online Sakai Language Communities (developing)
- d. DLIFLC.edu Alumni Community Network (coming soon)
- e. Remote access to all current DLIFLC language resources

(coming soon)

Provide information to alumni about signature events

- a. DLIFLC Ball informational updates
- b. Language Day Activities updates
- c. Other major events of interest for alumni (i.e.: language conferences; DLIFLC organizational or affiliate events)

Further lifelong connection to language learning

- a. Pride in being a DLIFLC graduate
- b. Alumni likely to recommend DLIFLC to prospective language capable service members
- c. Attribute their own career success to a DLIFLC education
- d. Enable lifelong learning through a connection with DLIFLC

Please contact the Alumni Relations Office for more information on enduring initiatives. If you would like to be added to the DLIFLC alumni information center please contact the Alumni Relations Office to obtain Alumni Data enrollment sheet.

Respectfully,

Alumni Relations Office

Contact us at:

alumni.relations@dliflc.edu

www.DLIFLC.edu

www.facebook.com/DLIFLC

Advisory: The DLIFLC Alumni Relations Office is the official, federally-housed, entity which represents alumni relations for the Defense Language Institute Foreign Language Center. Note that other Defense Language Institute alumni entities do exist such as the DLIFLC Alumni Association (<http://www.dli-alumni.org/>) and the DLI Foundation (<http://www.dli-foundation.org>). Although these non-federal entities have organizational relationships with DLIFLC, their mission and goals do not directly represent the Institute.

The 229th Military Intelligence Battalion Presents

The 237th
ARMY BIRTHDAY BALL

Hyatt Regency, Monterey

JUNE 9, 2012

6 p.m. – 12 a.m.



The Army:
The Strength of the Nation



Graduates of the Defense Language Institute Foreign Language Center, formerly known as the Army Language School, will be glad to know that a new 501(c) non-profit, the DLI Foundation has been created, to bring together alumni and friends with the common goal to advance foreign language education and remain connected to the language community.

“The goals of the foundation are to support the mission of DLIFLC, promote and increase awareness and the need for the study of foreign languages in our country, and amplify the pipeline of potential qualified future DLI students,” said DLI Foundation chairman of the board Mr. Ken Nilsson. “We want to reach out to K-12 educators and re-energize the concept and awareness of Monterey being the Language Capital of the World with DLIFLC as its centerpiece.”

Visit the DLI Foundation online at www.dli-foundation.org

In its nascent stages, the DLI Foundation is currently seeking members and volunteers to strengthen the organization and reach out to former Institute graduates nation-wide.



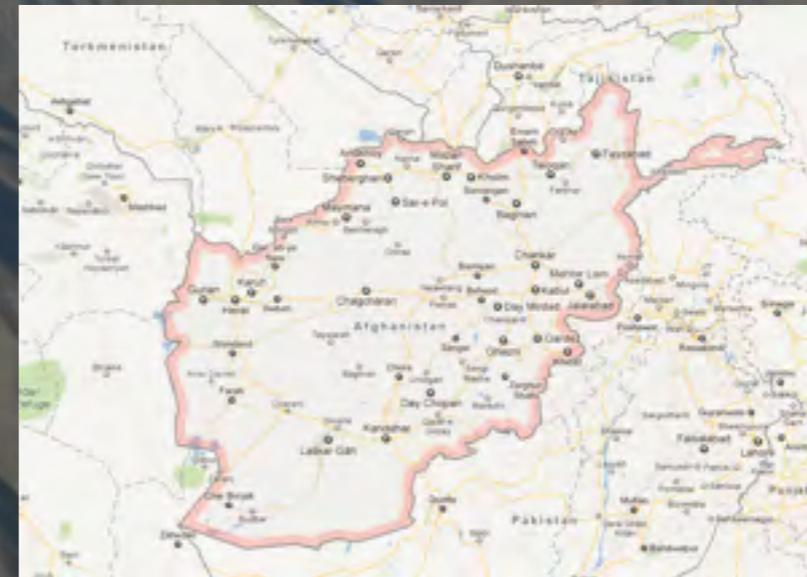
In the Field: Language at the Point of Need

“An AFPAK [Hand] must have direct contact with Afghans in critical roles nearly every day. They need to establish and maintain enduring relationships with the Afghan population and government.,,”

Navy Capt. James Muir, AFPAK Hands program director Kabul, Afghanistan.

[Read more in this section](#)

Interactive Map



Internet connection required for interactive function. Select “View Larger Map” for more options.

Language mission in Afghanistan examined

By Natela Cutter

Strategic Communications

KABUL, Afghanistan – Defense Language Institute Foreign Language Center Commandant, Col. Danial D. Pick, spent a week during the Sept. 11 ten-year anniversary examining the Institute’s language mission in Afghanistan.

DLIFLC has an active role in teaching language and culture to members of the Afghanistan/Pakistan Hands, a program initiated by Adm. Mike Mullen in 2009 to train officers and senior enlisted service members language and culture, enabling them to establish rapport with the Afghan people and aid in the transition of power from coalition



Defense Language Institute Foreign Language Center Commandant, Col. Danial Pick (center), speaks on Sept. 11, 2011 with Afghanistan/Pakistan AFPAC Hands at the Counterinsurgency Academy at Camp Julien, Afghanistan, about the value and needed improvements of the program. (U.S. Army photo by Natela Cutter)

partners to the Afghan government.

“I wanted to take a look at how effective our language training had been down range, and to be able to take those lessons learned back to the Institute to help improve our programs,” stated Pick.

“What I found out was very encouraging,” he said. “Our AFPAC Hands are doing tremendous work on all levels. Some of them are working in Afghan ministries, some are in the Afghan Presidential Palace directly liaising ISAF (International Security Assistance Force) leadership with President (Hamid) Karzai, while others are working



outside of the capital on local levels, helping with reconstruction and development.”

“It is amazing to see the motivation in the AFPAK Hands, to realize that their language and culture abilities are able to transcend all barriers and that their work, as a result, is very effective,” said Pick, speaking about the program that currently consists of 190 service members on the ground in Afghanistan.

In addition to speaking to AFPAK Hands who have been in the field for up to 16 months, Pick spoke with a new cohort of 11 service members who had just arrived in country and were attending counterinsurgency training at Camp Julien.

“I came in with some language experience with Pashto so I was bored at first, but they were able to cater to my needs, and because they were able to flex, I got what I needed and graduated with a 2+ in Pashto,” said Capt. Jonathan Lovelace, who acknowledged that he wasn’t the typical AFPAK Hands student. “But a buddy of mine, who is going to work with the Provincial Reconstruction Teams, had no background in the language and got a 1+,” explained Lovelace.

“I trained in Dari, in the (Washington, DC) capital region. My



Spc. Kellie Brisco, a medic at Forward Operating Base Fenty, in Jalalabad, Afghanistan, examines Najeeb Atal, who still carries pieces of shrapnel from an explosion in his legs and back. Brisco graduated from the Defense Language Institute Foreign Language Center 16-week language program at Schofield Barracks in Hawaii, before deploying to her current station where she uses the Dari language as much as possible with local patients. (U.S. Army photo by Natela Cutter)

teachers were awesome, I could ask them anything, and they were very adaptive, they focused on what I needed, on my weaknesses, which was really good,” said Capt. Tobias Petros.

Some 80 miles to the east of Kabul, Pick traveled to Jalalabad, in Nangarhar Province, to speak with Soldiers who had received training from DLIFLC and currently work as translators/interpreters, as part of the “zero-nine Lima” (09L) program that recruits individuals with language skills into the Army and subsequently deploys them to conflict regions for a year at a time.

“I wanted to find out how they felt about the effectiveness of their training in relation to the mission they are executing. I found that their skills were being put to good use at FOB Fenty and that they were very happy to be there,” commented Pick, speaking about the two specialists stationed at Forward Operating Base Fenty.

“I love my job,” said Spc. Jahan Acheson, who has been at FOB Fenty for four months. “We manage the (local national) linguists here, make sure that the materials are translated for

leadership properly, and work with the local Afghan Border Police and Afghan National Army on a daily basis.”

“It is important to be able to recognize which translator has the skills needed, to make sure people are put in the right place,” Acheson



Spc. Kellie Brisco, a medic at Forward Operating Base Fenty, in Jalalabad, Afghanistan, examines a local Afghan at the health clinic located on post. Brisco graduated from the Defense Language Institute Foreign Language Center 16-week language program at Schofield Barracks in Hawaii, before deploying to her current station. (U.S. Army photo by Natela Cutter)



continued. “I also make sure that they (local national interpreters) are taken care of, that they have been paid on time, or take care of any other issues they may have.”

While in Jalalabad, Pick also had an opportunity to speak with a medic who had graduated from the DLIFLC 16-week language program at one of the Institute’s predeployment Language Training Detachments, where the mission is to train one language enabled

Soldier per platoon as a part of predeployment training.

“Learning Dari is the best thing the Army ever did for me,” said Spc. Kellie Brisco, who works at the FOB Fenty clinic and uses her Dari language skills as often as possible with locals who seek medical attention.

“My goal was to become fluent in Dari and I graduated with a relatively high score, but I wish I had more opportunity to use the language. I have told our interpreters that they are not allowed to speak English with me.”

Though Brisco mostly treats service members who are deployed to FOB Fenty, her language skills come in handy to break the ice with locals, ask simple questions about their health condition, and ease their fears of being at a medical facility in unknown surroundings.

Aside from treating patients inside FOB Fenty, Brisco occasionally has the opportunity to go beyond the compound walls. “I went out as a medic, and I had to use it (Dari) to treat several truck drivers who were injured, so it has been very beneficial.”

“What I am concerned about is the tracking of all these individuals with language skills and providing them with the follow-on training they need, to ensure that their knowledge does not atrophy and diminish,” said Pick. “We are investing a lot of money into this training and I want to make sure that we reap the benefits of our investment,” he concluded.

AFPAK Hands director makes a difference



AFPAK Hands program director Navy Capt. James Muir speaks with Marine Maj. Doug Cobb who is currently working on a project to refurbish the Kabul Olympic Stadium with artificial turf for the Afghan National Soccer Team. The stadium became infamous during the Taliban years when people were executed during halftime at soccer games. (U.S. Army photo by Natela Cutter)

By Natela Cutter

Strategic Communications

KABUL, Afghanistan - For a man who survived a suicide bombing two feet from his vehicle and still carries pieces of shrapnel in his face, Navy Capt. James Muir, who runs the Afghanistan/Pakistan Hands program at the New Kabul Compound, has a remarkable sense of humor.

“Ladies and gentlemen, please prepare for takeoff. Our distress call sign today will be ‘Simba’,” said Muir, emulating a pilot’s voice with a boyish chuckle, while passengers donned their armor. “To the right you will see King’s palace, to the left is the Queen’s palace and in between is Russian Swimming Pool Hill, the only Olympic-size swimming pool in Kabul.”

Though Muir has served as an excellent tour guide for those who have come to examine parts of the U.S. mission in Afghanistan, his official job is one of great importance. He manages 190 AFPAK Hands who are dispersed throughout the country, some working in Afghan ministries, some in the Presidential Palace, while others operate in outlying rural areas. With their special skills, all of them contribute to the peaceful transition of power from coalition forces to the Afghan government and military.

“What is really remarkable about our AFPAK Hands is that





AFPAK Hands program director Navy Capt. James Muir speaks with Defense Language Institute Foreign Language Center Commandant, Col. Danial Pick, at Camp Julien, while waiting for transportation Sept. 12, the day of the attacks on the U.S. Embassy in central Kabul, which caused the halting of all movement for U.S. service members. (U.S. Army photo by Natela Cutter)

their language and culture skills have allowed them to work at very high levels. For example, a group of them work in the Afghan Presidential Palace and have literally set up a situation room, equivalent to what you would find in the White House,” explained Muir, as the vehicle came upon a roadblock set up by Afghan security forces. In a split second, Muir jumped out of the car, said a few words in Dari and the roadblock disappeared.

“When an incident occurs, they (AFPAK Hands) are immediately able to react, collect information from all quarters and create one situational report that is then given to President (Hamid) Karzai and the International Security Assistance Force commander,” continued Muir.

One thing Muir likes to make clear when speaking about the AFPAK program is what his AFPAKs are not.

“As director of the program in theater, I often find that the organizations where the AFPAKs are placed do not exactly understand the role of an AFPAK Hand. The Hands are not interpreters, they are not intelligence officers who engage in spy work, and they are not staff action officers hidden away in dingy offices,” he explained, while pointing out a German school for Afghan children.

“An AFPAK [hand] must have direct contact with Afghans in critical roles nearly every day. They need to establish and maintain enduring relationships with the Afghan population and government, and the position has to provide development for the Hand as a subject matter expert,” he said.

If these criteria are not met, a Hand may simply disappear from the position overnight and be reassigned



elsewhere, just as fast as the Afghan security forces' roadblock.

To carry out his mission, Muir has a strong ally, Marine General John Allen, the ISAF commander (COMISAF) since July 2011, and a firm supporter of the program.

“My intention as COMISAF for the two years that I will be here is to do all I can to support the (AFPAK Hands) program. This is a very important program ... This program exists today so that we have the cultural, linguistic (and) societal understanding and depth necessary to achieve maximum effect at key points within the execution of the campaign,” said Allen in an address to AFPAK Hands Aug. 27, 2011.

Sept. 1, 2011, only three days after Gen. Allen's address, a new AFPAK Hands program implementation directive was issued to establish proper assignment and employment of the Hands in theater.

But the appropriate placement of the Hands is not the only worry Muir has. He also makes sure the Hands receive the necessary language and counterinsurgency training when in-country, and fights for the program's success by making sure his Hands' career paths are on track during the three- to five-year program that involves four phases of language training and two deployments.

And why is Muir, who has a family and job at home as a senior engineering manager and holds four patents for packaging, automation, and medical products, so adamant about the implementation of his program? The answer is simple.

“If I left this to others less qualified, less capable ... Well, I don't think I could face that mirror. I don't think I could face knowing that I could have made a difference but instead I walked away,” he explained.

Internet connection required to play video.



(U.S. Army video by Dusan Tatomirovic and with courtesy video from DVIDS)

AFPAK Hands have strategic effects

By Natela Cutter

Strategic Communications

KABUL, Afghanistan - When Lt. Col. Rob Rabb joined the Afghanistan/Pakistan (AFPAK) Hands program he never dreamed he would become a speech writer or that his letters would land on the desk of Afghan President Hamid Karzai for signature.

“You can imagine my surprise when I realized that my proposal for a project was diverted from the minister, for whom I thought I was writing it, to the president of Afghanistan,” said Rabb, with a look of amazement on his face, while sitting at Camp Julien, the home of the Counter-Insurgency Training Academy, attended by coalition forces and Afghan National Army soldiers.

As a mechanical engineer, Rabb brings a special set of skills to the AFPAK Hands program by working in a cluster of four business ministries called the Agriculture, Reconstruction, and Development cluster.

“We have embedded partners there (ministries) and our



Army Lt. Col. Robert Rabb conducts business via his mobile phone while waiting for transportation from Camp Julien to the International Security Assistance Force headquarters in downtown Kabul, Afghanistan. Rabb, a mechanical engineer, brings a special set of skills to the AFPAK Hands program by working in a cluster of four business ministries called the Agriculture, Reconstruction and Development cluster where he uses his Dari language skills on a daily basis. (U.S. Army photo by Natela Cutter)





Lt. Col. Mark Viney, in charge of running the AFGPAK program, speaks with a Marefat High School student during an art exhibit fundraiser for the school, Sept. 16, 2011. The event was organized with the aid of AFGPAK Hands program members and was held just outside the International Security Assistance Force headquarters in Kabul, Afghanistan. (U.S. Army photo by Natela Cutter)

job is to go over there and not get stuck in their battle rhythm, but really to work at the higher level to integrate the ministries, have them work better internally and externally,” explained Rabb, referring to effective communication between the Afghan government and external partners such as international aid agencies, non-government agencies, and coalition forces.

“For example, there is a plan for a large scale hydroelectric project that will require quadrupling the capacity of the facility,” said Rabb, adding that the power generated would then be routed to one of the major cities.

“This is a huge effort. It will take 100 million to work on the dam and 200 million to work on the transmission lines, but it’s all necessary because right now a lot of places in Afghanistan are being generated by diesel fuel. The diesel generators are running them 100 million per year, which is unsustainable and they can’t afford to run



them once we leave,” he continued.

With his professional engineering skills and the ability to speak conversational Dari, coupled with his knowledge of Afghan customs and traditions, Rabb is able to advise the Afghan ministers on how to plan and prioritize to successfully construct the hydroelectric plant located in a remote area with a strong insurgent foothold.

“For instance, recently I have been asked to look at the national priority program energy plan for the next three years, and it is basically an outline, a very long 120 pages outline, with additional annexes,” he said, with a slightly bewildered look on his face. “I am looking at that program with their engineers to lay out their priorities, their funding, and their plans ... I try to relate (information) back to the international community, assisting them (Afghans) to where they can seek additional funding based off of their priorities.”

Dressed in a sharp suit, a typical working day for Rabb consists of departing ISAF headquarters early in the morning, driving down “ministry row,” where most of the important governmental buildings are located, and beginning his day with a series of meetings, drinking chai and chatting with people in Dari, from office to office, conducting business Afghan style until about 4 p.m.

“I normally come back to ISAF and continue my working day, which consists of reading and responding to emails until late in the evening,” he said.

One of the projects Rabb is particularly proud of is the ministerial travel program which involves getting the deputy Afghan ministers out to the provinces and districts to talk with local government and tribal leaders.

“Getting the ministers out there where they can talk to the local people and connect the local government to the higher government in Kabul I think is important,” said Rabb, explaining that communicating to the wider public is challenging because of the lack of media, or lack of resources for people to even purchase electronics to remain informed.

“It (travel) gives some credibility to the Afghan government because right now in lots of places it is very disconnected with the local villages. What we are really looking at is connecting with the local leadership who have tribal affiliations, and talking about resources and ways to help them. And the Afghan government has resources,” he said.

“We (AFPAK Hands) do have far reaching abilities and can influence a few things. We do have strategic effects,” concluded Rabb.

Afghan colonel provides security, language assistance

By Natela Cutter

Strategic Communications

KABUL, Afghanistan - On any given day, dozens of people stream through Col. Sediqullah Saberi's office, some are military officers seeking to have orders signed, some are workers who maintain the garrison camp, while others come to ask for support in building a school or digging wells for water.

Though Saberi is thought of more as a district mayor by his people, in reality he is the 3rd Division Garrison Commander, responsible for the maintenance and upkeep of two Afghan military schools, dining facilities, and a medical clinic for some 300 Afghan National Army soldiers.

These soldiers, in turn, are responsible for the security of two coalition camps, Camp Julien and Camp Dubs.

"I have about 500 students passing through here every two months," said Saberi, with a broad smile, but simultaneously shaking his head while working with his remote control to catch the evening news, this time about an insurgent rocket firing into the U.S. Embassy compound. Despite the news, Saberi has patience with his guests, several U.S. officers who have come to seek his help with support for language training for a group of newly minted AFPAK Hands.

The AFPAK Hands program, initiated in 2009 by Navy Adm. Mike Mullen, then Chairman of the Joint Chiefs of Staff, is designed to provide language and cultural training to officers and senior enlisted service



Afghan National Army Col. Sediqullah Saberi (center) hosts lunch for (left) AFPAK Hands director Navy Capt. James Muir, DLIFLC Commandant Col. Danial D. Pick, Army Lt. Col. Mark Viney, and DLIFLC language representative Mike Judge. Opposite the U.S. delegation sit ANA officers and (right) Col. Saberi's interpreter Sept. 12, 2011. (U.S. Army photo by Natela Cutter)



members for the areas they will be deployed to, thereby accelerating the transition of responsibility to the Afghan National Security Forces and Afghan government. “Thank you for your precious gift of friendship and the hospitality you show us every time we come,” said Mike Judge, a senior Department of Defense civilian from the US Army John F. Kennedy Special Warfare Center and School and the liaison for the language program that is executed by the Defense Language Institute Foreign Language Center.

“We would like to ask for your help in establishing an immersion experience with our AFPAK Hands, and to allow them to stay and work with your soldiers for five days,” continued Judge.

“By working together and understanding each other’s ways, customs, your customs, tradition and culture, and for us to learn the languages of the Afghan people – will show the people that we are together as one – as we move Afghanistan forward,” said Judge.

“Yes, language is built by conversation - speaking. I have had these teams before and when they come I will assign them to my officers, my soldiers,” responded Saberi, as two landline phones illuminated, and his cell phone rang, though the walkie-talkie remained silent. “I welcome you and your soldiers. You are welcome any time.”

“It is important when they come to spend time to talk, to live the life, to sit and eat meals together,” said Navy Capt. James Muir, director of the AFPAK Hands program in Afghanistan.

“This was Gen. (Stanley) McChrystal’s idea,” he added, while Saberi smiled and gestured toward a large framed photo on his table, depicting McChrystal and himself. “Yes, McChrystal is a good man,” commented Saberi.

And with that the deal was sealed. Ten AFPAK Hands would be welcome to spend a week of vital training and exposure to ANA forces,

experiencing a total immersion, improving their language skills and establishing rapport with their counterparts.

The conversation then moved on to other subjects, such as the various patches on Saberi’s uniform, ranging from a Ranger tab, to an AFPAK Hands tab. “Oh, I received this as gifts from my friends,” Saberi explained, patting his patches down proudly. “I have been serving in the military for 35 years and wanted to retire, but they said ‘no,’” he explained, adding that times were tough and his leadership was needed.

“I was 13 years old when I entered military school. I spent six years in school, four years in college, and four years in Russia to attend the military academy. These were the best years of my life,” he said, laughing, adding that he appreciated the Russian life-style.

“And then, during the Taliban, I worked six years de-mining,” he explained, with a more somber tone and a telling smile that denoted times were even more difficult then.

As the visit drew to an end, Saberi rose, demanded photos be taken, and grabbed a surprised Judge by the shoulders saying, “Mike, my friend, I will miss you,” referring to the nearing end of Judge’s tour.



Afghan National Army Col. Sediqullah Saberi speaks to a local Afghan man who had come to seek guidance from the ANA colonel, responsible for the security and well-being of nearby residents, as well as ANA soldiers stationed at Camp Dobs, Afghanistan. (U.S. Army photo by Natela Cutter)



AFPAK Hand mentors ISAF general

By Natela Cutter

Strategic Communications

KABUL, Afghanistan -

Thanks to Navy Capt. Edward Zellem, a member of the Afghanistan/Pakistan Hands program, the commanding general of International Security Assistance Forces in Afghanistan, Marine Gen. John R. Allen, has a much better understanding of how the Afghan government works, while his Afghan counterparts have gained more confidence in the intent of coalition forces to aid in the peaceful transition of power to the Afghan government.

When Zellem began studying Dari in 2009, as part of the AFPAK Hands program that was initiated by commanding generals David Petraeus, and Stanley McChrystal, he thought it



Marefat High School Cultural Director Aziz Royesh shakes the hand of Gen. John R. Allen upon the receipt of a personal check Sept 16, 2011, that will pay for 10 annual scholarships for Afghan children. Standing in the middle is Navy Capt. Edward Zellem, an Afghanistan/Pakistan Hands program member, who introduced the general to students who illustrated a book of proverbs that was funded by a U.S. Embassy grant, with the first 40,000 complimentary copies distributed throughout Afghanistan. (U.S. Army photo by Natela Cutter)

would be a good idea to have language and cultural knowledge before deploying to Afghanistan as a senior intelligence officer.

“I knew it was very important to have this background, but until I arrived in Afghanistan I don’t think I fully appreciated how knowledge of culture and language would so profoundly affect the relationships forged on the ground,” said Zellem, who began collecting Dari proverbs as a hobby during the initial 16-week language and culture course, facilitated by the Defense Language Institute Foreign Language Center.

Zellem began his 16-month deployment with six weeks of language immersion with the Afghan National Army’s 205th Corps in Kandahar, followed by mentoring Afghan National Police



at the Ministry of the Interior in Kabul. But his best chance to demonstrate the value of his AFPAK Hands training came three months into his deployment, following Afghanistan's parliamentary elections in September 2010.

"For the first time, President (Hamid) Karzai had requested a small, full-time ISAF presence in the Afghan Presidential Palace because he wanted to have better visibility in monitoring the elections," explained Zelle. "It was an experiment and opportunity that ISAF had wanted to do for the past ten years." "Based on the success of this temporary situation room, President Karzai and Gen. (David) Petraeus agreed to continue the experiment with an eye toward a permanent joint Afghan-ISAF office, analogous to the White House Situation Room, called the Presidential Information Coordination Center, or PICC." Because of the many sensitivities associated with foreigners working inside the Palace, Petraeus thought the best chance for success was for an AFPAK Hand to build and lead it. Zelle was tapped for the job. But to run the PICC alongside an Afghan Brigadier General and embedded 24/7 with senior Afghans from the Palace and the key security ministries, Zelle had to hand-pick others who could speak the language and understand the Afghan culture. "I immediately knew these were AFPAK Hands jobs," he said.

"I knew the AFPAK Hands skill-set would be essential to the relationship-building. This would help reinforce to the Afghans that they were respected partners in a common goal. We decided early on that we needed to respect the Afghan point of view and let them lead the PICC with the Hands as guides and good examples, instead of rolling in there and telling them 'this is how we do business.'"

"The PICC helped stabilize the often-contentious information environment between ISAF and the government of Afghanistan,

smoothing the way at the strategic level so operations in the field could continue unimpeded."

Today, the PICC continues to coordinate and funnel information between the Presidential Palace and ISAF headquarters, keeping Allen and coalition partners abreast of important events and activities. "Every day, the PICC assembles a briefing book based on information from ISAF and reports from Afghanistan and the provinces that goes up to the President's National Security advisors, who take excerpts from it for the President's daily brief," said Zelle.

"General Petraeus, General Allen, and the other top ISAF generals strongly supported the PICC because it was their primary method of quickly communicating details and facts to the Palace about controversial subjects such as night operations, detainees, and civilian casualties. The PICC, in turn, could often get information to ISAF within hours of an incident because it was tapped into the Afghan chain of communication, so ISAF was ready to act on it and respond to it much faster than it could have otherwise," Zelle elaborated.

By the end of his first year in theater, Zelle developed the PICC into an organization that was respected and valued by both ISAF and Afghanistan, with a staff of 36 officers - seven AFPAK Hands, 26 Afghans, and three interpreters. The unit had become so well-integrated at the Palace that General Petraeus asked Zelle to extend his deployment to 16 months, to carry the relationships through the 2011 summer Afghan "fighting season."

As for Zelle's Dari proverb-collecting hobby, it resulted in the first-ever book published by an AFPAK Hand in Afghanistan. As a side project, he received funding from a U.S. Embassy grant to author a book of 151 proverbs in English and Dari, which he had personally collected and translated in his daily dealings with Afghans. It was

typeset and printed by an Afghan-owned and operated local Kabul print house, with an initial print-run of 40,000 copies.

His book, *Zarbul Masalha* (“Proverbs” in Dari), can be found in the card catalog at Kabul University Library, and due to popular demand, a second edition is pending in both the United States and Afghanistan. The book features original illustrations by 8th and 9th graders from Marefat High School in Kabul.

“You can really see the soul of the country in this artwork,” said Allen, who attended a Marefat High School art exhibit and fundraiser organized by Zelle after *Zarbul Masalha* was published. “Some of this work reminds me of the places I have been,” commented Allen, looking at a painting of a caravan of Kuchi nomads.

Marefat High School students presented the painting as a gift to the general, who made a generous personal donation of 10 annual scholarships.

“This painting will hang in my office in ISAF Headquarters to remind us of our friendship,” Allen told Marefat High School cultural director, Aziz Royesh.



Gen. John R. Allen, commander of International Security Assistance Force (ISAF), shakes the hand of Marefat High School Cultural Director Aziz Royesh, upon receiving a gift from the students Sept 16, 2011 of a painting that depicts people riding on camels in Mongolia. The gesture was in response to Gen. Allen’s generous gift of \$1,700 for 10 annual scholarships for the children of the school. The painting immediately found a new home in the headquarters of the ISAF building in Kabul. (U.S. Army photo by Natela Cutter)

Editor’s note: Zelle today serves as Chief of Staff for the Afghanistan-Pakistan Center at CENTCOM in Tampa, Florida. The PICC is now commanded by Air Force Col. Brian O’Connor.

The long road to zero-nine lima

By Natela Cutter

Strategic Communications

JALALABAD, Afghanistan – When Spc. Jahan Acheson was a young boy in Iran, he used to watch a lot of American movies and wanted to be that special investigator or FBI agent who figured out the crime plot and caught the bad guys.

“But I am a guy who was born in Iran and lived in Turkey and who is going to take me with my background?” questioned Acheson, 23, using his pseudonym.

Four years ago Acheson fled Iran via the town of Tabriz, where a contact arranged for him and some 20 other Iranians to cross the border into Turkey.

“We crossed a river and got fake passports. It has been two years and five days now,” explained Acheson, the experience of the trip burned into memory. But things didn’t go as planned. Acheson had no intention of staying in Turkey and bought a small rubber boat to cross over to the small Greek island of Kos.

“But we got caught,” recounted Acheson, who traveled with several others who had refugee status documentation in Turkey. But with no papers, Acheson was forced to jump into the water and swim back to mainland, to save himself from being deported back to Iran. “I had no documents and they would have sent me back home where military training is mandatory for two years, and if you don’t serve, you have no rights, you can’t marry, and you can’t purchase or sell anything.”



Spc. Hafiz King and Spc. Jahan Acheson talk in Dari with an Afghan border policeman in their office at Forward Operating Base Fenty, in Jalalabad, Afghanistan Sept. 11, 2011. (U.S. Army photo by Natela Cutter)



A few months later, Acheson was fortunate enough to meet an American Soldier at an Army base in Turkey, who took him under his wing and informed him of the “zero nine Lima” Army Combat Interpreter-Translator (MOS 09L) program. The Defense Language Institute Foreign Language Center has supported the training for native and heritage speakers of designated strategic languages-of-interest for the Army since the program’s inception in July 2003. More than 1,200 Soldiers have graduated from the program, supporting the need for various dialects of Arabic, Dari, Pashto, Kurdish, and Persian Farsi.

On the ground in Jalalabad, in the eastern part of the country, Acheson and his colleague Spc. Hafiz King, a native of Afghanistan, spend their days interpreting for their commanders, working with local-hire translators to ensure the quality of work, and interacting with the Afghan Border Police, Afghan National Army Soldiers, and locals.

“I like my job because I feel productive here and I feel that I am making a difference,” said King, who is from the Afghan capital of Kabul and has been living in the United States for 20 years.

Both Acheson and King say they are proud to be a part of the warfighting effort in Afghanistan and to be able to contribute to the transition of authority from Allied forces to Afghan military and government control. “We really enjoy working in Jalalabad because our skills are being properly used,” said King.

“I always wanted to work for the FBI or Secret Service. And it is not about money. I could work as a contractor, but I wanted a special job in the U.S. government using my skills,” explained Acheson, referring to a large number of contract linguists, who earn more than those enlisted in the U.S. military when working in a war-zone.

“This is a good move for me. I have a clearance, I can work and get the job I want, maybe in human intelligence. My goal is to finish my education. Right now I am trying to get my general education credits out of the way,” he said.



Spc. Hafiz King and Spc. Jahan Acheson, speak with local interpreters whom they manage as part of their duties at Forward Operating Base Fenty, in Jalalabad, Afghanistan Sept. 11, 2011. (U.S. Army photo by Natela Cutter)



DLIFLC: Training the Force

“The language [Pashto] is so closely tied with culture, and our understanding of that culture is critically important. We as a brigade have taken this very seriously ... and have put a lot of emphasis on our language training over the last 18 months.”

Col. James Mingus, 4th Brigade Combat Team commander.

[*Read more in this section*](#)

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U.S. Army Soldiers provide security while coalition soldiers examine the inside of an Afghan army ammunition bunker left over from the Russian occupation in Mazar-e-Sharif, Afghanistan. (U.S. Air Force photo by Master Sgt. Christopher DeWitt)

DLIFLC graduates stronger Spanish linguists



Provost of the Defense Language Institute Foreign Language Center, Dr. Donald C. Fischer, gives a diploma to a graduate of the 10-week extended Spanish course Feb. 2. (U.S. Army photo by Brian Lamar)

By Brian Lamar
Strategic Communications

MONTEREY, Calif. - Eight students of the Defense Language Institute Foreign Language Center, who were the first class of the Spanish Basic Course Extension Pilot program, graduated Feb. 2.

The course was extended 10 weeks to allow teachers to work with students to gain higher language proficiency levels and acquire better regional knowledge of the Caribbean, and Central and South America.

“Having language capabilities is a strategic piece. There is less misunderstanding between countries and you may be able to preclude a future conflict ... if you speak the language (you) have a tendency to be more receptive to their perspective,” said U.S. Southern Command Vice Admiral Joseph Kernan, during a visit to the Institute Feb. 29.

Kernan, who is second-in-command at SOUTHCOM, has a keen interest in seeing DLIFLC students improve their Spanish language proficiency scores, with 19 of the 21 Spanish-speaking countries falling under the purview of his organization.

Currently, two more extended Spanish classes are in session as part of the program. After the third class graduates, agencies



interested in more capable Spanish linguists will determine whether the course should be lengthened permanently.

“The additional 10 weeks will make a more solid language specialist. Ultimately, the linguist will have more time to process the language and I think it will give them the opportunity to go in more deeply and help them have more automaticity that is often discussed in language acquisition,” said Dr. Deanna Tovar, dean of the European and Latin American School.

During the extended course, additional curriculum was inserted that allowed students more time on task in treating specific topics, as well as in dealing with more complex grammatical concepts. Students were also given more time to work on regionally focused research projects and participate in a four-week immersion trip to Puerto Rico.

“The immersion was a definite positive impact in terms of cultural and speaking ability. It served to make them [Spanish linguists] more well-rounded language professionals. They got the street level language skills that can’t be replicated easily in the classroom environment,” said Sgt. 1st Class Adam Bossart, the chief military language instructor of the school.



Vice Admiral Joseph Kernan observes a Spanish class at the Defense Language Institute Foreign Language Center Feb. 29. (U.S. Army photo by Brian Lamar)

Fort Carson commanders lead the way with language training

By Brian Lamar

Strategic Communications

SEASIDE, Calif. – Fifteen senior leaders from the 4th Infantry Division, 4th Brigade Combat Team, graduated from a week-long special training event called the Pashto Familiarization Course for Senior-Grade Leadership, which was hosted by the Defense Language Institute Foreign Language Center Feb. 9.

The purpose of the course is to familiarize senior leaders with the basics of the Pashto language and the Afghan culture within an operational context.

"The goal by the end of the course is to get commanders acquainted and comfortable with the socializing aspect of dealing with Afghan leaders such as greetings and introductions," said Mowafiq Alanazi, associate dean of the Field Support Division at DLIFLC.

With a difficult mission of managing more than 30 Security Force Assistant Teams and several Female Engagement Teams along the eastern border of Afghanistan, the 4th BCT has realized the importance of language and culture training.

"The language [Pashto] is so closely tied with culture, and our understanding of that culture is critically important. We as a Brigade have taken this very seriously ... and have put a lot of emphasis on our language training over the last 18 months," said Col. James Mingus, the 4th Brigade Combat Team commander.

The SFATs are designed to allow troops the flexibility to liaise and ensure the Afghan National Security Forces are communicating and operating efficiently with the coalition military.



Sadaquatullah Sahak, a Pashto instructor at the Defense Language Institute Foreign Language Center, teaches senior leaders from the 4th Brigade Combat Team, 4th Infantry Division how to count to ten in Pashto during a Pashto Familiarization Course for Senior-Grade Leadership, 9 Feb. (U.S. Army photo by Brian Lamar)



LEAP connects lieutenant with family's heritage

By 1st Lt. Alejandro Bihar

Systems Engineer, Training Aircraft Division

WRIGHT-PATTERSON AFB - People in the military understand that being able to relate across cultures is a very important skill. That ability has a more personal meaning for me, though. Cross-cultural competence isn't just a concept in my family; it has been critical to our survival.

I was born in San Miguel, Argentina, in 1980 to parents whose families migrated from Hungary during the communist oppression following World War II. The devastation of the war drove my family to seek a new life in a country and culture completely foreign to them. Through my grandparents' struggles, we have learned to overcome the complexities and challenges of assimilating to another culture. As a family, we were also taught the importance of retaining our heritage and incorporating it into our lives as we embraced new cultures.

I could have never guessed that being in the Air Force would lead me to spending almost a month in Budapest, immersed in Hungarian culture. But that's what happened, as part of my participation in the Air Force's Language Enabled Airman Program.

Since commissioning from Officer Training School, I have made every effort to apply my language skills to the needs of the Air Force.

Through self-initiative and study, I have endeavored to maintain and improve my language abilities. Acceptance into LEAP has reinforced my determination to continue a lifelong study of cultures and languages.

LEAP is a career-spanning program that develops and increases foreign-language capabilities and cross-cultural competence. It's operated by the Air Force Culture and Language Center, part of Air University's Spaatz Center, at Maxwell Air Force Base, Ala. A key feature of the LEAP program is participating in Language Intensive Training Events, or LITEs. LEAP participants undergo an initial LITE, either in the United States or in the country where their foreign language is spoken.

I was selected to participate in a LITE in Budapest, where I attended classes to sustain, enhance and apply my existing Hungarian language skills. Each day for almost a month, I attended language training classes and participated in the cultural life of Budapest.

My lessons and learning didn't stop at school. My host family was a vital part of my experience. They made me feel like a member of the family, and were very polite when correcting my many grammar mistakes. My host mom also made a point of cooking a variety of traditional Hungarian meals to enhance the cultural experience.



Although the delicious meals may have put my physical training score in danger, I was very grateful!

I had never lived in an environment like Budapest before. I learned so much about the society, as well as history of the country from the point of view of its citizens. The city has a life of its own, with endless street vendors, shopping areas, and an amazing number of monuments, museums, festivals, and other activities for tourists and locals alike. It was poignant to see the monuments and statues of national heroes, found on nearly every major intersection, that remind Hungarians of the sacrifices that freedom always requires. I could have easily spent another month exploring the cultural and historical significance of the city and still not have experienced all of Budapest.

There is no doubt in my mind that LEAP will contribute to my professional development and opportunities to serve.

My recent Language Intensive Training Event has also reconnected me with my family's heritage and cultural background while allowing me to represent my country. For me, LEAP has renewed the excitement of language learning and cultural discovery.

The e-mentoring class provided by LEAP continues to facilitate my language abilities as I work towards becoming a cross-culturally competent leader with working-level foreign language proficiency – these types of skills will be critical to mission success in the 21st century.

LEAP is an outstanding opportunity to expand on lessons I first learned in my youth. As Maj. Gen. George Olmsted recognized, a lack of



1st Lt. Alejandro Bihar, a Language Enabled Airman Program participant, stands in front of a bronze statue of St. Stephen I of Hungary. The outline of Fisherman's Bastion can be seen in the background. (Photo courtesy of 1st Lt. Alejandro Bihar)



1st Lt. Alejandro Bihar, a Language Enabled Airman Program participant, stands on top of the Citadel overlooking Budapest and the Danube River in Hungary during his recent language intensive training event. The Citadel was built in 1851 following the suppression of the 1848-49 War of Independence to keep the rebellious city under control with 60 cannons. (Photo courtesy of 1st Lt. Alejandro Bihar)

exposure and understanding of foreign cultures can be detrimental to the United States' role in the world. I believe wholeheartedly that language and cultural capabilities are a critical component of the military power that underpins the security of our nation. For me, there is no greater honor than setting the example through my participation in LEAP. Hopefully, someday soon I'll get to use my language and culture skills in direct support of Air Force operations, maybe someplace like the multinational Heavy Airlift Wing at Pápa Air Base, Hungary.

Editor's note: Language and culture instruction for LEAP is largely provided by the Defense Language Institute Foreign Language Center. For more information about LEAP go to the AFCLC's website at www.culture.af.mil.

Speaking Japanese: Career as Navy FAO a rewarding 'Life after Language'

By Sherri Tombarge

VMI Communications & Marketing

LEXINGTON, Va., Jan. 31, 2012 – “It doesn’t end in [French/Spanish/German/Japanese] 202.”

U.S. Navy Cmdr. Andrew Collier, Virginia Military Institute '91, who, after a 10-year career as a Naval flight officer, began a whole new career speaking Japanese as a Naval Foreign Area Officer, brought that point home to a standing-room-only crowd of cadets in Preston Library's Turman Room at VMI Jan. 26.

“Language is my weapon today,” said Collier, who has been a member of the Navy FAO community since 2010. The community, established in the 1990s, is made up of maritime international engagement professionals drawn from the other Navy communities.

“We look for guys who’ve been out in the fleet,” said Collier, “guys who drove ships, subs, airplanes.” So no need to forgo the fun part of the Naval career, for, as Collier commented later, “Flying airplanes is fun.”

And Collier should know. Collier told the cadets that he had wanted to be a Naval aviator for as long as he could remember. Trained as a Naval flight officer after commissioning when he graduated from VMI as a Distinguished Naval Graduate in 1991, he served with electronic attack squadrons for 14 years until his department-head tour ended in 2005. That around-the-world tour on



Cmdr. Andrew Collier '91 talks with Cadet Michael Casper '12 after the "Life after Language" presentation. (VMI Photo by John Robertson IV)

the aircraft carrier USS Carl Vinson was the peak of Collier's flying career, and during the carrier's three-month stint in the Arabian Gulf, Collier flew numerous combat missions in Iraq in support of ground forces.

When the carrier left the Gulf, Collier stayed behind, taking two EA-6B Prowlers and three four-person crews to continue air support from Al Asad Air Base in Anbar Province, in the first-ever Navy EA-6B land-based deployment to Iraq. His crews flew jamming missions –





(VMI Photo by John Robertson IV)

detecting enemy radar transmissions and emitting radio frequency energy to disrupt their operations – until the carrier USS Nimitz arrived to take over in the Gulf.

Jets fly high and fast, so combat zones do not represent the same level of threat to jet crews that they represent to crews of lower, slower vehicles, such as helicopters. But carrier landing, which Collier said was the most dangerous flying he has done, is not easy. Only a little less unnerving, perhaps, is in-flight refueling. Jets may approach an airborne fuel tanker only to find many others swarming around it, also attempting to refuel.

“Sometimes the scary thing is getting attached and flying next to the tanker safely,” steering clear of nearby aircraft, said Collier. In-flight refueling was routine for jets flying Iraq combat missions.

It was, said Collier, “a very gentlemanly way to earn a living,” and a meaningful one.

“It was gratifying to contribute directly to the [war] effort,” said Collier in an interview after his presentation. “The soldiers on the ground had very difficult lives under very

dangerous circumstances, and I and my squadron were proud to serve them.”

Just three years after that tour, in 2008, the Navy sent Collier to the Japanese language course at the Defense Language Institute Foreign Language Center so he could fill a spot at the National Institute for Defense Studies in Tokyo, Japan. In just two years, Collier, who had previously known no Japanese, completed an intensive language course and then a year of graduate-level work in the language. The growing Navy FAO community, Collier told the cadets, looks well upon officers who have both excelled in their Navy communities and have demonstrated proficiency or aptitude for foreign languages. For these officers, the Navy FAO community offers enticing opportunities for “second” careers, careers in which mastery of a foreign language is key.

Collier is director of Navy Surface Programs in the Mutual Defense Assistance Office, Japan, at the U.S. Embassy in Tokyo.

“I’m a facilitator. I use language as a tool to develop relationships with our foreign counterparts,” he said.

His office, he told the cadets, manages weapons sales to the Japanese, but since the Navy generalizes by region, events in other East Asian countries are also of concern to his office. It is what the Navy calls a security assistance office, one of several possible billets for FAOs. Security assistance helps develop the militaries of nations with whom the U.S. would like to develop friendly relations by training their officers in the United States and selling equipment to them, said Collier.

Collier advised cadets to work at their foreign language studies and to take the Defense Language Aptitude Battery or the Defense Language Proficiency Test through their ROTC units. Having proficiency or strong aptitude on their records will be helpful later.

Proficiency in a foreign language, he said, is a “marketable skill.” And for him, it has led to greater satisfaction in life, beginning before his FAO



Officers pose for a photo at Yakota Air Force Base in Japan in March 2011, where they participated in “Operation Tomodachi,” the disaster-relief effort after the tsunami. Marine Corps Major Giuseppe “Joe” Stavale (left), Cmdr. Andrew Collier, and Navy Lt. Cmdr. Benjamin Cote (right) used their language skills as DLIFLC graduates to help after the disaster. While Stavale and Cote are assigned to the Headquarters of U.S. Forces, Japan, Collier is director of Navy Surface Programs in the Mutual Defense Assistance Office, Japan, at the U.S. Embassy in Tokyo. (U.S. Army photo by 1st Lt. Scott Ghiringhelli.)

years when he was stationed in Germany and made his first attempts to put the German he learned at VMI to use.

“I was getting more value out of living overseas,” he said. And that was before Japanese started a whole new life for him.

“I live in Tokyo. I walk to work. I have a nice apartment,” said Collier. “I have a great life.”

And it’s his study of a foreign language that got him there.

Collier addressed cadets as part of the Department of Foreign Languages and Cultures’ “Life after Language” series created about eight years ago, said Col. Kathleen Bulger-Barnett, department head, “to break the myth that all language and cultural learning stops when you meet your language requirement.”

The series brings speakers, often alumni, to the campus who have had careers as military linguists or with the Central Intelligence Agency or the Federal Bureau of Investigation, for instance, in which foreign languages play a significant role.

“These people have done what cadets want to do,” she said. “We’re trying to help them make those connections and decisions that will help them make their goal 20 years from now.”

Editor’s note: Cmdr. Andrew Collier participated in the disaster relief effort, called “Operation Tomodachi,” alongside several other DLIFLC alumni. To view the story online, go to: <http://www.dliflc.edu/news.aspx?id=76&yr=2011&mo=5>

To view the article online, go to: <http://www.vmi.edu/Content.aspx?id=10737420604>

Kazakh language instructor learns new methods

By Sgt. 1st. Class Rebecca Doucette
Strategic Communications

MONTEREY, Calif. – In the military one comes to expect the unexpected, and an exchange between military schools in Kazakhstan and California is no different.

Every year a handful of language instructors from the Kazakhstan Military Institute of Foreign Language visits the Defense Language Institute Foreign Language Center to learn about the latest technology and methods for teaching foreign languages. This year's visit took place during the first full week of March and included six instructors who teach Chinese, German, Russian, or Turkish.

The Kazakh Institute is Kazakhstan's equivalent to a combination of DLIFLC and the United States Military Academy at West Point. Since 2008, the partnership between DLIFLC and the Kazakhstan Institute has flourished through annual faculty visits and the enrollment of Kazakh cadets in DLI's English Language Center at Lackland Air Force Base, Texas.

Getting down to the nitty-gritty of how to share means and methods, Assenowa Gulnar, a native Kazakh who teaches German at the military institute, began her first day with a classroom observation. The following day had her preparing a lesson plan, under the guidance of her American counterpart and an academic specialist. She finished



DLIFLC German instructor Wolfhild Wolf (left) shares her thoughts with Kazakh German instructor Assenowa Gulnar following a skit performed by German students outside the European and Emerging Language School at DLIFLC in Monterey, Calif., March 8. (U.S. Army photo by Sgt. 1st Class Rebecca Doucette.)

her third day of the exchange by co-teaching a one-hour German class, concluding with a creative exercise. The end result was practical experience gained, and knowledge and insight into how Americans teach and learn differently.

“Today was an example. We watched a film, then we spoke



about the reason for the words used in this film, and the students expressed their opinions, and it all worked out,” shared Gulnar after the success of the practical exercise she led.

The main difference in the teaching methods between the two schools lies in the length of study (in the case of German - five years in Kazakhstan versus 36-weeks at DLIFLC), and the use of technology.

The Kazakh institute does not have SMART™ Boards, issue tablet PCs and iPods, or have the availability of a multitude of other media.

However, the real difference felt by Gulnar lies in how the students and teachers interact. “My colleagues and I like the format. They [students] can change their opinions and express their thoughts,” said Gulnar, praising the freedoms of both teachers and students at DLIFLC.

Earlier, Gulnar conveyed her observations with Saliha Murtic, department chair of Multilanguage School A, who relayed the underlying principle that DLIFLC’s methods are student-centered, while the instruction in Kazakhstan is primarily teacher-centered.

“They don’t have that flexibility ... that freedom for the teacher to be creative and to bring their own

authentic materials on a regular basis,” explained Murtic, to describe some of the benefits of DLIFLC’s pedagogy.

Before the delegation departed, Murtic put together a packet for Gulnar about the immersions done by the German students at DLIFLC in hopes that Gulnar can use the ideas to continue developing her students’ learning through new teaching methods.



DLIFLC German students and Assenowa Gulnar (center), a German exchange teacher from Kazakhstan, listen to feedback from German Instructor Wolfhild Wolf, following a skit the students performed outside their classroom at DLIFLC in Monterey, Calif., March 8. (U.S. Army photo by Sgt. 1st Class Rebecca Doucette)

Persian Farsi school focuses on cultural learning



An instructor at the Combined Languages School of the Defense Language Institute Foreign Language Center passes cake to students in celebration of the Persian New Year of Nowruz, March 20, 2012. (U.S. Army photo by Brian Lamar)

By Sgt. 1st Class Rebecca Doucette
Strategic Communications

MONTEREY, Calif. – While many a recent visitor to the Defense Language Institute Foreign Language Center has stressed the importance of cultural training in conjunction with language learning, DLIFLC's Persian Farsi faculty and staff used the occasion of Nowruz to share first-hand an important celebration of their culture.

Nowruz, or "new day," spans across a wide range of cultures and practices, and it is celebrated as far west as Albania, Turkey, and Iran, and eastward through many former Soviet republics such as Tajikistan and Kyrgyzstan in south and central Asia.

The festival is recognized as the birth of spring and marks the official New Year on the Iranian calendar, which takes place on the vernal equinox, usually around March 21. Although no longer religious in nature, Nowruz originated in Persia as a Zoroastrian holy festival more than 2,500 years ago.

Students at DLIFLC typically spend long hours





A Haft Seen table is laid out for Persian Farsi students and instructors of the Defense Language Institute Foreign Language Center in celebration of the Persian New Year of Nowruz, March 20, 2012. (Photo courtesy DoD)



studying their new language, and jump at a chance to break from the norm and learn through doing. “After spending eight hours a day in the classroom, taking a break to learn about the culture refreshes our language learning,” said Airman 1st Class Abdul Madjid, a Persian Farsi student.

According to Goli, a Persian Farsi instructor, Nowruz “is the biggest national celebration of Iran. It lasts for 13 days and we

celebrate it with families, friends and loved ones.”

DLIFLC’s Persian Farsi students learn about Nowruz right from the beginning. The instructors include understanding of religion and customs in the curriculum because “it is always part of their tests ... and this is part of the culture,” said Goli.

“They are very happy to learn something totally different. They know all the names of the ‘haft’ items that we put on that table,” explained Goli, referring to the ‘Haft seen’ table set out as part of every Nowruz celebration. This table lays out items beginning with the letter ‘S’ for ‘seen,’ which symbolize elements such as life, health, beauty, wealth, happiness, enlightenment and fertility. The table also includes the Hafiz, a book filled with poetry and proverbs.

The traditional celebration is full of dancing, singing, eating, and visiting. DLIFLC students memorized poems and sang in Farsi in front of their classmates as part of the festivities.

In a video address to those celebrating Nowruz around the world, President Barack Obama spoke of the common humanity shared between the United States and the people of Iran, and added, “here in the United States, Iranian-Americans prosper and contribute greatly to our culture.”

The President ended his address by emphasizing “in the season of new beginnings, the people of Iran should know that the United States of America seeks a future of deeper connections between our people.” Luckily, a small part of that is taking place every day in the halls of DLIFLC.



The Language Community

“The size and ability for DLI to reach out not only to initially teach our young Soldiers, Sailors, Airmen, and Marines how to operate in a language, but also the way service members can reach back and continue to learn once they leave is impressive.”

Chief of Staff of the Army, General Raymond Odierno

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Army Chief claims DLIFLC is important for advancement

By Brian Lamar
Strategic Communications

MONTEREY, Calif. - Chief of Staff of the Army, Gen. Raymond Odierno, visited the Defense Language Institute Foreign Language Center in Monterey, Calif. Nov. 4.

While speaking to staff during his visit, Odierno shared his views of how DLIFLC is handling the task of conducting DoD's language and cultural training mission.

"The size and ability for DLI to reach out not only to initially teach our young Soldiers, Sailors, Airmen, and Marines how to operate in a language, but also the way service members can reach back and continue to learn once they leave is impressive," said Odierno.

During his visit, Odierno observed a classroom of Dari language students and received a demonstration of the use of technology in the learning environment. Students also provided information on how they leverage technological capabilities to make language learning flexible, more mobile, and even immersive.

Impressed with the entire program, Odierno added, "This is terrific, we have come a long way (in teaching methods). I hope the students know how fortunate they are to be here."

Departing the Institute, Odierno commented on the continued importance the Department of Defense places on DLIFLC's mission.

"I think DLI is going to continue to grow and I think it is going to be something that we find will be one of the most important things we need in order to continue to advance in understanding cultures and language capabilities," he said.



Chief of Staff of the Army Gen. Raymond Odierno listens to Defense Language Institute Foreign Language Center Assistant Commandant Col. Laura Ryan during a briefing Nov. 4, 2011, at the Institute's headquarters. (U.S. Army photo by Brian Lamar)



Language and culture are your ammunition



By Natela Cutter
Strategic Communications

MONTEREY, Calif. - Commander of the Combined Arms Center at Fort Leavenworth, Kan., Lt. Gen. David Perkins, visited the Defense Language Institute Foreign Language Center Jan. 10, 2012 to discuss the future of language training needs for the Army.

“Learning language and culture is your ammunition,” said Perkins, during the command briefing at DLIFLC Headquarters, adding that he agrees with the views of retired International Security Assistance Force commander, Gen. David Petraeus, who strongly supported language and cultural training for deploying service members, as well as specialized programs that called for higher language proficiency levels.

Other visitors to DLIFLC included Brig. Gen. Leslie Purser, director of Intelligence Operations, Plans and Policy, the new Army Senior Language Authority and director of training, Col. Todd McCaffrey, and Richard Anderson, director of Department of Defense Language and Culture Policy of the Defense Language Office.

The guests visited a Persian Farsi language course where students briefed them on the type of computer programs and technology they use to more rapidly acquire their target language. Among the numerous programs presented were Rapid Rote, an electronic flash card program populated with target language vocabulary and a series of DLIFLC produced programs.

Commander of the Combined Arms Center at Fort Leavenworth, Kan., Lt. Gen. David Perkins, visited the Defense Language Institute Foreign Language Center Jan. 10, stating that “language and culture is your ammunition.” Perkins (center), explains his views to a group of distinguished visitors and DLIFLC staff, during a briefing delivered by DLIFLC Commandant, Col. Danial D. Pick (right). (U.S. Army photo by Natela Cutter)



Maj. Gen. Bayer says DLIFLC has world-class results

By Natela Cutter

Strategic Communications

MONTEREY, Calif. - The director of Strategy, Plans and Policy for the Deputy Chief of Staff of the Army, G-3/5/7, Maj. Gen. Peter Bayer, said that the Defense Language Institute Foreign Language Center has “world class results” in teaching service members foreign languages and culture and has an “incredible reputation,” for excellence.

“I think that as we look to the future, what we have learned in the last decade is that culture and language matter, particularly for the Army,” said Bayer during a visit to DLIFLC Jan. 11.

Bayer said that new guidance from the Secretary of Defense, Leon Panetta, announcing a shift of emphasis to the Pacific while still maintaining a presence in the Middle East, will call for a continued need for language training at various proficiency levels. While at the Institute, Bayer visited a Dari language classroom of service members attending the 48-week-long class. Students demonstrated the cutting-edge technology used in the classroom, geared toward more rapid acquisition of the target language, and shared a variety of programs they use.



Lance Cpl. Isajewicz demonstrates the function of his iPad in learning the Dari language to director of Strategy Plans and Policy for the Deputy Chief of Staff of the Army, G-3/5/7, Maj. Gen. Peter Bayer, during his visit to the Defense Language Institute Foreign Language Center Jan. 11. (U.S. Army photo by Natela Cutter)



“What the Army does for the nation is deliver precise application of effects among the populace. You can’t do that unless you understand their culture and effectively communicate with them. And that is what DLI is all about,” he said. “You already have a proven methodology for delivering required excellence in education and training.”

DLIFLC graduates more than 2,000 professional linguists annually, teaches 26 languages, and touches more than 30,000 linguists worldwide, either through sustainment, enhancement, or predeployment language and cultural training. Recently, DLIFLC’s online predeployment programs, called Rapport and HeadStart2, became the Army’s choice for online language and culture training.

“I would look for a lot of continued business and as we shift our priorities and focus around the world it is going to require that we train the next generation in places like the Pacific, where right now Soldiers don’t operate at the density that we probably will in the future,” explained Bayer.

When asked about the importance of providing predeployment language and cultural training to Soldiers, Bayer said “We absolutely have to do it. The trick is that we are never going to have everyone in the Army that speaks another language. But what our experiences have shown us in the last decade that it is absolutely essential that we have that capability in our formations.”

DLIFLC currently maintains 30 Language Training Detachments nation-wide, including a detachment in Germany. Depending on the needs of the Services, these detachments provide a variety of courses for professional linguists as well as the General Purpose Force. The language-enabled Soldier program is intended to provide one leader per platoon with 16 weeks of foreign language and cultural training prior to deployment, adding a communication capability to each platoon.

“I think we have developed what is probably a workable mode,” said Bayer, referring to the LTDs which allow Soldiers to attend training on location. “We now need to play that forward and figure out what that translates into and build a future, not only a training plan, but a resource allocation plan to match that.”



Director of Strategy, Plans and Policy for the Deputy Chief of Staff of the Army, G-3/5/7, Maj. Gen. Peter Bayer (center), receives a briefing Jan. 11 about the mission of the Institute from Defense Language Institute Foreign Language Center Commandant Col. Danial Pick. (U.S. Army photo by Natela Cutter)

Organic language capability is mission critical

By Natela Cutter

Strategic Communications

MONTEREY, Calif. - Vice Admiral Robert Harward, deputy commander of U.S. Central Command, has firsthand experience using locally contracted interpreters as part of his current job, but also from previous experience, during and after the war in the former Yugoslavia that raged from 1992 to 1995.

“We have always been able to contract and bring in local interpreters. As we saw in Bosnia ... the separate factions and the different perspectives of those factions played out in your translation,” said Harward during his visit to the Defense Language Institute Foreign Language Center Jan. 23.

“I think that (misinterpretation) is true now. I had a local Afghan translator but his perceptions tainted not only what he said but when he relayed it back to me,” explained Harward.

“When I had my own U.S. linguist there, trained military, who had a different military perspective, I knew I would not lose any of the nuances I made, either with translating or receiving that message with the local elders, governors, etc.”

Maintaining and increasing foreign language and cultural training skills for the force has been identified as a critical enabler, at a time



Vice Admiral Robert Harward, deputy commander of U.S. Central Command, speaks with Defense Language Institute Foreign Language Center Persian Farsi students about their future careers in the military as linguists. Harward, having graduated from the Teheran American High School while his family was stationed in Iran in the early 1970s, speaks fluent Farsi. (U.S. Army photo by Natela Cutter)



when the Department of Defense is implementing severe budget cuts and establishing a new set of defense priorities that include a smaller and leaner, but more agile and rapidly effective force.

“The past 10 years have reinforced it, more now than ever, that language and cultural skills are critical, especially as we move forward in our Counterinsurgency efforts and our broader approach,” said Harward, whose area of responsibility at CENTCOM includes 20 nations throughout the Middle East and Central Asia.

“I think, in the years ahead, that we will be challenged both in capacity and capabilities. The force enablers that those language skills bring change the battlefield for us, especially in our region, the CENTCOM region, more so than ever,” he said.

Harward, a fluent speaker of Persian Farsi, having graduated from the Teheran American High School while his family was stationed in Iran in the early 1970s, visited a class of students in the final stages of their 48-week course. “I commend you for your fluency and ability to converse at such high levels of proficiency,” commented Harward, who also joined in the conversation in Farsi during the observation.

“I think that skill set, (and) our ability to generate from within, will pay big dividends in a critical part of the overall equation and force we will need as we go forward,” said Harward at the end of his visit, before departing for the nearby Naval Postgraduate School where he had an opportunity to talk with Foreign Area Officers pursuing their master’s degrees in areas vital to national security, often after or before attending DLIFLC to learn a language relevant to their area of study.

Internet connection required to play video.



Vice Admiral Harward Deputy Commander, U.S. Central Command: Organic language capability is mission critical (U.S. Army video by Dusan Tatomirovic)

DLO/NSEP chief says invest in language priorities



By Brian Lamar
Strategic Communications

MONTEREY, Calif. - "As we draw down, language should be a core skill across the DoD workforce," said Dr. Michael Nugent, director of the Defense Language Office/National Security Education Program, during a day-long tour of the Defense Language Institute Foreign Language Center Jan. 18.

According to Nugent, who now heads the DLO, an organization that guides doctrine and policy governing the entire language community, DLIFLC is providing amazing support for the Department of Defense and will play an even more important role in the years to come.

Nugent's visit included an overview briefing on the scope and breadth of DLIFLC's resident and non-resident mission.

"The DLI program is very impressive. I think there is a lot here that is going on that deserves recognition. The challenge of getting young people up to the proficiency standards in such a short amount of time is amazing," said Nugent.

The main part of the day encompassed more of a hands-on approach to learning about DLIFLC, including a demonstration in a Farsi

Defense Language Institute Foreign Language Center Commandant Col. Danial D. Pick explains applications of technology-based curriculum in a language classroom to Defense Language Office/National Security Education Program Director Dr. Michael Nugent Jan 18. (U.S. Army photo by Brian Lamar)



classroom that showed how language curriculum and technology have been intertwined with the use of iPads™, tablet PCs, SmartBoards™, and various online tools for learning.

“Everything we do in the classroom with technology allows our students to reach the high expectations that are placed on them. You have to create expectations and opportunities to reach those expectations and DLI is doing a good job in that area,” Nugent said.

Nugent also interacted with students from a classroom of Pashto linguists, toured the Student Learning Center to see how service members are prepped for language learning, and took part in a Chinese immersion at DLIFLC’s Isolation Immersion Facility.

“The staff at DLI has done amazing things to get up to this level and it shows that the staff is very committed to their mission here,” said Nugent.

Nugent was also briefed about the collaboration of DLIFLC expertise in programs like the Joint FAO program, AFPAK Hands, and the General Purpose Force Language Enabled Soldier program.

At the conclusion of his day-long visit, Nugent gave an assessment of the importance of DLIFLC’s mission during conflict or peacetime.

“As we draw down forces, it is important to maintain a readiness capacity in language. We need to put our investments where our priorities are, and one of those priorities should be language learning,” Nugent explained.



Defense Language Institute Foreign Language Center students of Chinese learn how to play a Chinese chess game while participating in an immersion training event at Ord Military Community Jan. 18. (U.S. Army photo by Brian Lamar)



A new partnership in networking for DLIFLC & NPS

By Brian Lamar

Strategic Communications

MONTEREY, Calif. - More than 50 military and academic leaders of the Defense Language Institute Foreign Language Center and the Naval Postgraduate School joined together to officially announce the groundbreaking of the award-winning “.edu” academic network infrastructure initiative during a ribbon cutting ceremony Jan. 25.

“I believe this project will serve as a model for others to follow. As we move into a more restrictive budget climate, it is important to find innovative ideas to do more with less,” said Col. Danial Pick, Commandant of DLIFLC.

The complicated endeavor began with a vision in 2008 of the Institute’s previous commandant, Col. Sue Ann Sandusky, who wanted to increase language proficiency by providing cutting-edge technology in the classrooms which required adequate bandwidth.

“We shared our experiences of moving from a .mil to a .edu, the flexibilities that it allowed us and the different capabilities that better served the academic mission,” said NPS’s Vice President, Information Resources and Chief Information Officer, Dr. Christine Haska, adding that the next step was overcoming administrative hurdles in establishing the network on the U.S. Army installation.

“This is a very new concept and is new to the Army and was new to the Navy as well. (It was difficult) convincing them that we could establish a stable, robust and secure environment in which we could serve the mission,” explained Haska.

“When you learn language, what you have to do is to give students lots of authentic materials and a lot of opportunities to practice the language,” said DLIFLC Provost Dr. Donald Fischer. “With this network, and the ability to go anywhere in the world – to anybody – and get materials from anybody, is going to really increase

Internet connection required to play video.



(U.S. Army video by Dusan Tatomirovic)





Left to right: Jon Russell (Chief Technology Officer, DLIFLC); Lt. Col Michael Frenchick (Chief of Staff, DLIFLC); Dr. Donald Fischer (Provost, DLIFLC); Col. Danial D. Pick (Commandant, DLIFLC); Alec Arago (Rep. Sam Farr Congressional Staffer); retired Vice Adm. Daniel T. Oliver (President, NPS); Dr. Leonard A. Ferrari (Provost, NPS); Dr. Christine Haska (Information Resources and Chief Information Officer, NPS); and Joe LoPicollo, (Executive Director, IT and Communication Services, NPS). (U.S. Army photo by Brian Lamar).

our ability to bring language to the student and therefore increase the proficiency of all those who graduate.”

DLIFLC’s academic network, brought to fruition by Chief Technology Officer Jon Russell, will take 18 months to fully implement institute-wide. Because of government spending cuts, the timing of an infrastructure change could not have come at a better time, according to Tim Clayton, Senior Language Authority for the Office of Undersecretary of Defense for Intelligence, who traveled to the ribbon cutting from Washington D.C.

“This took a lot of risk and courage, and quite honestly, I think this is the type of initiative that our leaders have to start endorsing working together to provide this type of capability. When the money dries up, these are the only ideas that make sense,” said Clayton.

Accreditation team visits DLIFLC for reaffirmation

By Sgt. 1st Class Rebecca Doucette
Strategic Communications

MONTEREY, Calif. – An evaluation team from the Accrediting Commission for Community and Junior Colleges visited the Defense Language Institute Foreign Language Center during the second-to-last week of March, as part of the process to reaffirm DLIFLC's status as an accredited institution.

The process to become accredited takes time, and the status must be reaffirmed every six years which takes place through a comprehensive site visit, alternating every three years with an institutional midterm report.

DLIFLC's initial accreditation by the ACCJC of the Western Association of Schools and Colleges came in 1979, and the last reaffirmation took place in 2006. The accreditation process validates DLIFLC's competence as a degree-granting institution and encourages institutional development.

The team, consisting of senior college faculty and administrators, observed classes, watched students and teachers interact, held open forums, conducted drop-in interviews, and even ate in the military dining facility. Their main purpose was to look at how DLIFLC defines effectiveness in foreign language teaching, and how it ensures continual monitoring of its effectiveness indicators.

"What's learned from that informs any decisions about changes or adjustments to improve effectiveness," said team member Dr. Gary Williams, Ed.D., an instructional assessment specialist at Crafton Hills College in southern California.

Williams further explained the process by stating, "the expectation is that the institution has a good sense of its mission, of how that mission gets accomplished, of who's involved in critical activities, and ensuring that the institution is effective at whatever it defines its mission to be."

In essence, the accreditation process determines if DLIFLC is meeting the goals and standards it has set for itself, and that students clearly understand the requirements to meet those standards. Since DLIFLC began granting associate degrees back in May 2002, more than 7,000 Associate of Arts degrees have been awarded to students graduating from basic language courses. This fact makes DLIFLC unique amongst military schools that train initial entry Soldiers, and remains a special opportunity for students chosen to attend the Institute.





Ms. Clare Bugary, DLIFLC Deputy Chief of Staff for Operations, meets with (l to r) Richard Chastain, DLIFLC Deputy Chief of Staff for Resource Management, and ACCJC evaluation team members Dr. Gary Williams and Dr. Sharon Hart, Wednesday, March 21. (U.S. Army photo by Natela Cutter)



Pages in History

“The Military Intelligence School graduated 6,000 service members during WWII, to provide critical Japanese language capabilities to the American military. These brave service men and women provided translation, interpretation, and code-breaking services in the essential Pacific theater, which contributed significantly to our nation’s victory,”

U.S. Representative Sam Farr, (D) 17th Congressional District of California.

[Read more in this section](#)

www.DLIFLC.edu

Contact us at: globe@dliflc.edu

Japanese American WWII veterans receive Congressional Gold Medal

By Sgt. 1st Class Rebecca Doucette
Strategic Communications

MONTEREY, Calif. - Thirty-five Japanese Americans were awarded the Congressional Gold Medal March 4 for their service to the nation during World War II. Known as Nisei, for the Japanese words “ni” (two), and “sei” (generation), these second-generation Japanese Americans from central California served in the 100th Infantry Battalion, the 442nd Regimental Combat Team, or the Military Intelligence Service (MIS) during the war.

In 2010, Congress authorized the medal to be awarded to each of the aforementioned units, in recognition of their dedicated service during WWII. The Congressional Gold Medal is the highest civilian award in the United States, and reflects Congress’ utmost expression of national appreciation for distinguished achievements and contributions.

The first presentation ceremony took place Nov. 2, 2011 in Washington, D.C., and subsequent presentations have since taken place around the country to honor local veterans who could not make it to Washington.

Some of the veterans had studied Japanese at the MIS language school in Camp Snelling, Minn., the predecessor to the Defense Language Institute Foreign Language Center, and are considered DLIFLC alumni. The school’s assistant commandant, Air Force Col. Laura Ryan, personally presented each medal to the honorees or a surviving family member.



Left to right: WWII Military Intelligence Service Nisei veterans George Tanaka and Ben Umeda watch as the DLIFLC Air Force Choir sings “America the Beautiful” to conclude the Congressional Gold Medal Award Ceremony at the Monterey Peninsula Chapter of the Japanese American Citizens League, in Monterey, Calif., March 4. (U.S. Army photo by Sgt. 1st Class Rebecca Doucette)



A spokesman read a statement from U.S. Representative Sam Farr, (D) 17th Congressional District of California, which Farr had introduced into the Congressional Record, “The original MIS ... primarily comprised of Nisei second-generation Japanese Americans ... faced crushing prejudice and discrimination in the United States during World War II, many of their family members suffered interment while they were serving their country.”

“MIS graduated 6,000 service members during WWII, to provide critical Japanese language capabilities to the American military. These brave service men and women provided translation, interpretation, and code-breaking services in the essential Pacific theater, which contributed significantly to our nation’s victory,” continued Farr’s spokesman.

The statement ended with a quote from General Charles Willoughby, Chief of Staff of Military Intelligence under General MacArthur, “The Nisei shortened the Pacific war by two years, and saved possibly a million American lives.”

Rep. Farr’s spokesman finished by reading a letter from Speaker of the House John Boehner, “This regional celebration represents the thanks of a grateful nation. This proud honor is a testament to your selflessness, your selfless dedication, and unwavering loyalty as you fought a two-front war against prejudice at home, and fascism abroad.”

Although some veterans were too emotional to speak of their experiences, MIS veteran George Aihara summed up his feelings, “receiving this award was really an honor to me. I ... feel that Congress has finally ... recognized us for our service and loyalty.”

In addition to remarks by politicians and veterans groups, guest speaker Tom Graves summed up the veterans’ sacrifices and long-lasting impact, “... you helped to integrate our Armed Forces. You proved how important foreign languages are to the military. You fought to reverse longstanding discriminatory laws at home. You allowed your parents to become citizens for the very first time.”

Internet connection required to play video.



Nisei Congressional Gold Medal ceremony (U.S. Army video by Dusan Tatomirovic)



Cameron Binkley

Deputy Command Historian

DLIFLC & Presidio of Monterey

Before World War II, the Presidio of Monterey was home to several cavalry units. In September 1902, lead elements of the 15th Infantry Regiment came ashore to carve out a rudimentary camp on the future parade ground of the post—today's Soldier Field. They were swiftly joined by members of the 1st Squadron, 9th Cavalry Regiment. The men of the 9th were African-American troopers and known as "Buffalo Soldiers," a term that honored their long service on the western frontier.

The 9th arrived fresh from combat in the Philippines, which the United States had recently annexed. As it turned out, the Presidio hosted a number of combat units that did brief tours while rotating to or from the Philippines where an insurgency continued for many years. The 9th helped build the post and occupied four of its 16 main barracks in December 1903.



Troop A, 11th U.S. Cavalry Regiment on review at the Presidio of Monterey, circa 1930. (Photo courtesy of the DLIFLC History Office)



These “Buffalo Soldier Barracks,” as they are known, are located along Sgt. Beans Road.

Eventually, the 9th received fresh mounts to break in, prompting Col. Kibbey M. Horne (DLI West Coast Commandant, 1968-1972) to write that “since many of the 9th’s troopers were recruits who did not know how to ride, this gave man and horse a chance to start off even.” For months, the air was full of flying “Buffalo Soldiers,” while residents enjoyed many free rodeos. The 9th left town in May 1904 to patrol Yosemite and Sequoia National Parks, a military duty prior to the creation of the National Park Service in 1916.

In 1919, the Presidio became home to the 11th Cavalry Regiment, the combat unit most associated with the historic post. Congress created the 11th in 1899. Like the 9th, the 11th fought in the Philippines, mostly as mounted infantry. In 1914, the regiment helped police southwest Colorado following labor unrest before riding with General “Black Jack” Pershing on his punitive expedition in Mexico in 1916. In fact, the 11th conducted one of the last combat charges in U.S. Cavalry history while pursuing followers of Pancho Villa who had raided Columbus, New Mexico.

The period 1919 to 1940 was quiet at the Presidio, except for the dramatic Associated Oil fire of 1924, caused by lightning, which took the lives of two valiant troopers from the many who rushed to fight it. The fire broke out near Bolio gate, which is named after the 11th’s Pvt. George Bolio, who died fighting the fire. Normally, troopers practiced the military arts, earned horsemanship awards, and played polo. They also trained civilians in annual summer military training camps. In 1937, the 11th rode across the Golden Gate Bridge during its opening ceremony. The men even helped make Hollywood films, like “Sergeant Murphy,” which starred Ronald Reagan, himself a reserve cavalryman.

The cavalry left an enduring legacy in Monterey, where the first burial in the Presidio’s cemetery, March 3, 1904, was of Pvt. George Johnson, 9th Cavalry. In 1930, after retiring as commander of the 11th, Col. Roger Fitch became the influential first president of the Monterey History and Art Association while also helping to create Fort Ord. Today, older residents of Monterey still recall the thrill of viewing cavalry performances at the Presidio as children. In 2010, artist Dorothy Stoffey donated several paintings based upon her own reminiscences of such events, which are now on display in Rasmussen Hall.



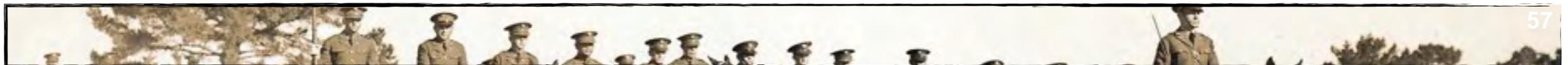
Col. Roger Fitch began his Army career with Col. Teddy Roosevelt’s “Rough Riders” and retired as commander of the 11th Cavalry Regiment in 1930. (Photo courtesy of the DLIFLC History Office)



By the late thirties, cavalrymen did not expect to fight from their horses. Each regiment included its own machine gun troops, radio operators, motorcycles, trucks, and even armored “scout” cars. Two were fully mechanized. In 1940, the Army sent the 11th for maneuvers on the Mexican border and in 1941 moved its headquarters from Monterey to Camp Seeley, Calif. In 1942, at Fort Benning, the unit reconfigured as the 11th Armored Cavalry Regiment. Soon after, the Army de-activated all remaining horse-mounted units, ending the era of horse cavalry.

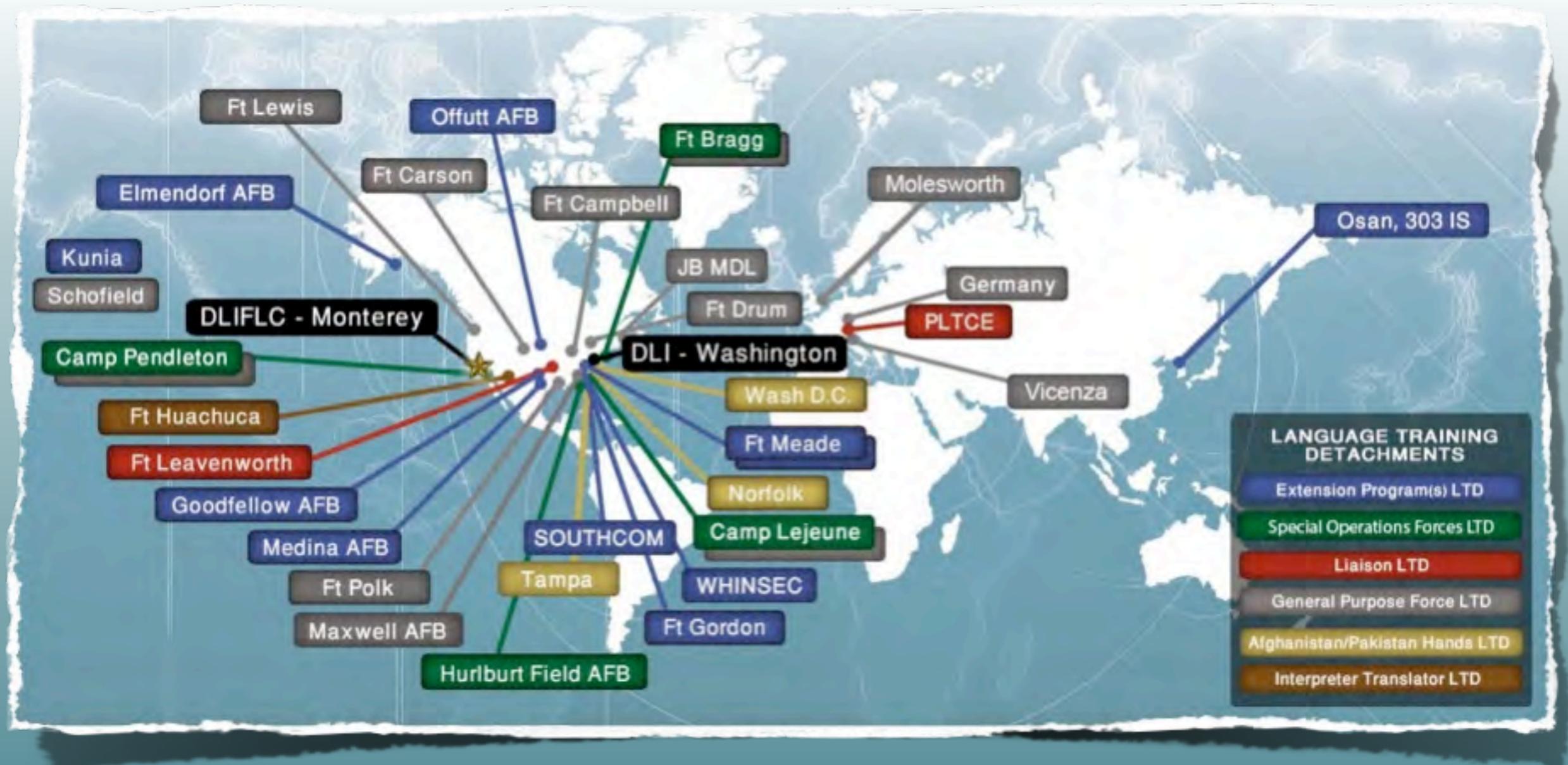


Color guard of the 9th U.S. Cavalry, Buffalo Soldiers. (Illustration courtesy of the DLIFLC History Office)



Products and Services





DLIFLC currently maintains a presence at 30 Language Training Detachments (LTD) worldwide to conduct sustainment and enhancement language instruction for professional linguists, pre-deployment training for the General Purpose Force, and specialized training for specific language programs. Conducting language and culture training at home station reduces the amount of time service members are away from their families and regularly assigned duties, while significantly cutting costs. Additionally, having an on-site LTD allows for continuous access to instructors for language and culture training at any given time.

For more information contact DLIFLC at: info@DLIFLC.edu

RAPPORT



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Find out more at [RAPPORT online](#).

[RAPPORT](#) is mandatory pre-deployment training for all DoD personnel and civilians in Dari and Pashto, available online via AKO, DKO, Joint Language University, and the www.dliflc.edu website.

Army DA civilians and Soldiers are required to complete Iraqi Rapport training prior to deployment.

[RAPPORT](#) provides learners with the most important phrases and cultural specifics of a target region within the shortest amount of time. The foundation of cultural awareness gained assists service members in the successful completion of their mission. The program consists of:

- Interactive self-study modules

- Avatar-enhanced drills
- 150 key terms and phrases in 10 Military Tasks
- Cultural orientation
- 75-85 commonly encountered exchanges in the target language
- Do's and Don'ts
- Self-assessments and certificates

Students must achieve a passing score of 70 percent or higher in order to print a certificate of completion.

Successful completion of the six-hour program by Army personnel via the Army Learning Management System (ALMS) will be recorded in the Army Training Requirements and Resource System (ATTRS).

Languages available: Dari, Pashto, and Iraqi.





Find out more at [Headstart2 online](#).

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What is it?

Required training for one small unit leader per platoon prior to deployment

- Self-study, DVD-based and online course
- Approximately 80 to 100 hours of instruction
- Each task includes assessments and retraining if needed
- Cultural familiarization and orientation modules
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- 750 avatar-based drills
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Military Tasks

- Introduces words and phrases related to current military operations
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Select Languages available at:
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Order products go to: www.DLIFLC.edu

Online Diagnostic Assessment (ODA)

Begin your personal assessment now at [Online Diagnostic Assessment](#).

[Online Diagnostic Assessment](#) is a tool developed by the Defense Language Institute Foreign Language Center to help you, the foreign language learner, evaluate and manage your learning.

[ODA](#) identifies your strengths and needs in a foreign language, and provides you with individualized, relevant feedback. This feedback is based on a sampling of your abilities across a variety of levels, topics, tasks, and specific linguistic features.

All assessment texts are selected or adapted from authentic sources in accordance with Interagency Language Roundtable level descriptions.

Languages	Reading Assessment	Listening Assessment
Arabic	✓	✓
Chinese	✓	Validation Stage
Korean	✓	✓
Russian	✓	✓

Reading Assessment

Language:

Date of the Diagnostic

Version 1.0 © 2009 DLI/FLC
Developed by Curriculum Development & Technology Integration

Global Language Online Support System



Find out more at [GLOSS](#) online.

[GLOSS](#) Global Language Online Support System is a maintenance and enhancement language tool that is comprised of reading and listening comprehension components in 37 languages. GLOSS lessons can be accessed from anywhere in the world and provide an opportunity for independent learners to work in a self-paced environment. The materials span from Interagency Language Roundtable levels 1 through 3.

Available in 37 languages containing 5,867 lessons: Albanian, Arabic, Azerbaijani, Chinese, Croatian, Dari, Egyptian, French, German, Greek, Gulf-Arabic, Hausa, Hebrew, Hindi, Indonesian, Iraqi, Japanese, Korean, Kurdish, Kurmanji, Kurdish-Sorani, Levantine, North-Korean, Pashto, Persian (Farsi), Portuguese, Punjabi, Russian, Serbian, Spanish, Swahili, Tagalog, Thai, Turkish, Turkmen, Urdu, and Uzbek.

A screenshot of the GLOSS website interface. At the top, it displays the logo for the Defense Language Institute Foreign Language Center and navigation links for Search Resources, Other GLOSS, Diagnostic Assessment, Lesson Repository, and DLIFLC Home. Below the logo is a horizontal strip of small images representing various languages. The main content area features a 'GLOSS' heading followed by a paragraph describing the system's purpose and a note about in-depth feedback. Below this is a 'Language' section with a grid of radio buttons for 37 languages. Further down are five dropdown menus for 'Level', 'Modality', 'Competence', 'Topic', and 'SubTopic', each currently set to 'All'. There is also an 'Advanced Search Options' section with a 'Video' checkbox and a search bar with a 'Search Lessons' button. The footer includes the Defense Language Institute Foreign Language Center logo and an 'Admin Login' link.

NOW AVAILABLE - Certificates providing documentation of work accomplished. With almost 6,000 lessons, is a valuable resource in maintaining and improving language ability and proficiency.

Broadband Language Training System (BLTS)

Find out more at [BLTS](#) online.

The [BLTS](#) program at DLIFLC is a distance learning program dedicated to delivering real time foreign language training to non-resident DoD linguists via broadband technologies. Training is primarily intended for post-basic learners seeking to refresh, sustain or enhance their proficiency skills with the goal of reaching Interagency Language Roundtable Level 3 or higher.

Experienced DLIFLC teachers provide on-call service to strengthen the support network. New technologies allow DLIFLC to reach linguists in isolated/remote areas, or at home, and to build language learning communities of life-long learners. [BLTS](#) courses use a combination of computer-assisted language learning materials, virtual classroom tools and Internet technologies to provide linguists with an interactive and collaborative learning environment. Languages include Arabic (MSA and dialects), Chinese (Mandarin), Dari, French, Hebrew, Korean, Persian Farsi, Russian, Serbian/Croatian, Spanish, and Vietnamese as well as other languages upon request.

Enrollment Information:

Class registration is conducted through the DLIFLC Scheduling Division. Enrollment forms should be sent at least two months prior to the date a linguist wishes to begin taking a course. Limited seats available depending on the language requested. To register, contact info@DLIFLC.edu or provide product feedback at Feedback@DLIFLC.edu.



Tech Support:

For Assistance with accounts, setup, software download/
installation and technical training, contact:

Army Training Support Center:

Delivery Support Team 757-878-4725, or DSN 826-4725

The Defense Language Institute Foreign Language Center



The Globe Language Magazine

Official DLIFLC Online Resources and Contacts

Home page: www.DLIFLC.edu

Alumni Relations Office: <http://www.dliflc.edu/alumnirelations.html>

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Command Language Program: CLP.support@DLIFLC.edu

Alumni Relations Office: Alumni.Relations@DLIFLC.edu

Strategic Communications Office: StratComm@DLIFLC.edu

09L

Pronounced “Zero - Nine Lima”

Army Military Occupation specialty

The 09L Interpreter/Translator MOS is an MOS created by the Army, specifically for native foreign language speakers. In order to enlist in this MOS, you must be able to fluently speak a foreign language, which the Army needs translators for.

Learn more online. (<http://www.goarmy.com/careers-and-jobs/browse-career-and-job-categories/intelligence-and-combat-support/interpreter-translator.html>)

Related Glossary Terms

Defense Language Institute Foreign Language Center (DLIFLC)

Index

Find Term

Afghan National Army (ANA)

Acronym

(ANA) Afghan National Army

Related Glossary Terms

Defense Language Institute Foreign Language Center (DLIFLC)

Index

Find Term

Chapter 1 - Afghan colonel provides security, language assistance

Afghanistan/Pakistan Hands (AFPAK)

Acronym

(AFPAK) Afghanistan/Pakistan Hands

Related Glossary Terms

Defense Language Institute Foreign Language Center (DLIFLC)

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Chapter 1 - Language mission in Afghanistan examined

Defense Language Institute Foreign Language Center (DLIFLC)

Acronym

(DLIFLC) Defense Language Institute Foreign Language Center

Related Glossary Terms

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Find Term

Chapter 1 - Language mission in Afghanistan examined

Forward Operating Base (FOB)

Acronym

(FOB) Forward Operating Base

Related Glossary Terms

Drag related terms here

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Find Term

International Security Assistance Force (ISAF)

Acronym

(ISAF) International Security Assistance Force

Related Glossary Terms

Afghan National Army (ANA), Afghanistan/Pakistan Hands (AFPAK), Presidential Information Coordination Center (PICC)

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Find Term

Language Enabled Airman Program (LEAP)

Acronym

(LEAP) Language Enabled Airman Program

Related Glossary Terms

Defense Language Institute Foreign Language Center (DLIFLC), Language Intensive Training Events (LITE)

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Language Intensive Training Events (LITE)

Acronym

(LITE) Language Intensive Training Events

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Language Training Detachments (LTD)

Acronym

(LTD) Language Training Detachments

Related Glossary Terms

Afghanistan/Pakistan Hands (AFPAK)

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Chapter 1 - Language mission in Afghanistan examined

Presidential Information Coordination Center (PICC)

Acronym

(PICC) Presidential Information Coordination Center

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