

DLIFLC

GLOBE

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



CHANGE OF COMMAND

“Wood already touched by fire is not hard to set alight...
I am committed to keeping the fires burning.” COL. SUE ANN SANDUSKY



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DLIFLC Korean military linguists engage in practicing battle drills while simultaneously using the Korean language to communicate with instructors who were role-playing locals for the Language Training Exercise.

Front Cover

Col. Sue Ann Sandusky returns the organizational colors to Command Sgt. Maj. Nicholas Rozumny at the change of command ceremony on Soldier Field Oct. 11th, 2007.

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GLOBE
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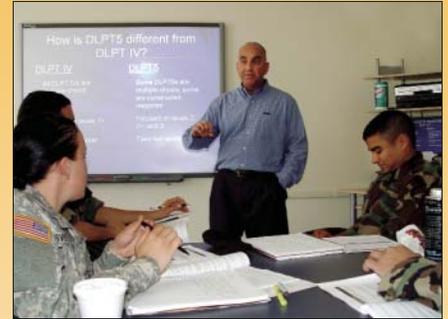
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DLIFLC's Student Learning Center is holding workshops to spin-up students on methods to improve their scores on the new DLPT5.



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Just days before taking the job of chairman of the Joint Chiefs of Staff, Adm. Mike Mullen visits DLIFLC and POM.



CONGRATULATIONS!

The Proficiency Standards Division staff salutes DLIFLC's 430 Oral Proficiency Interview testers who completed over 16,000 hours of testing in FY07.

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From the top...

By Col. Sue Ann Sandusky



Col. Sue Ann Sandusky
DLIFLC & POM Commander

I am honored to take command of the Defense Language Institute Foreign Language Center and the historic Presidio of Monterey. During this time of war, our mission of providing culturally-based foreign language education and training is playing a crucial role as we support the warfighters and help shape leaders who can operate successfully in a multicultural, multilingual world.

Tracing our lineage from the Army Language School, founded in 1941 on the eve of World War II, DLIFLC continues a magnificent tradition of excellence. We have trained more than 170,000 linguists who have served proudly in war and peace. I am fully committed to ensuring that DLIFLC continues to strive for the highest standards in foreign language education and training. Our expertise is now impacting not only military language professionals, but also, more than ever before, the general purpose force, which also needs language capabilities.

On Nov. 2nd we celebrated our 66th Anniversary and inducted five new members into our Hall of Fame. These individuals are role models to us all – linguists and instructors, alike. They contributed greatly to DLIFLC’s tradition of excellence and set the historic standards. It is up to us to carry those standards to even higher levels.

This December we will recognize contemporary excellence with the Command Language Program of the Year and Linguist of the Year awards. The 1st Special Forces Group (A), Fort Lewis, Wash., was selected as the best Command Language Program in the Department of Defense for 2007. This year’s DoD Linguist of the Year is Staff Sgt. Jody K. Hildrich of the 704th Military Intelligence Battalion. Well done!

Since my arrival there has been much discussion about the Defense Language Proficiency Test 5 (DLPT5), and particularly the Modern Standard Arabic test. Extensive internal and external reviews of the DLPT5 test-creation process in general, and of the MSA test specifically, have concluded that the new test adheres more strictly to the Interagency Language Roundtable (ILR) standards – as it was designed to do.

The DLPT5 more accurately measures the ability of the linguist to sustain his or her performance at higher proficiency levels. The listening passages are longer, the reading passages are more complex, and the test uses authentic materials to better reflect the real-world environment of the linguist.

We are convinced that the DLPT5 series is a valid and credible test. The few discrepancies found on the MSA test have been resolved and the MSA test will be released in early 2008. But let there be no doubt: when the MSA test hits the street again, it is still going to be a very rigorous test that will challenge the ability of Arabic linguists-just as the other DLPT5 tests are rigorous and challenging. This increased level of rigor is by design and requires that all linguists study and prepare for the exam.

Our DLIFLC website, www.dliflc.edu, has materials to help you prepare for the DLPT5.

DLIFLC continues to develop DLPT5 tests for additional languages. A test requires 18-24 months to complete and involves a series of checks and reviews to ensure its accuracy. We will work closely with the Services and other agencies during the development process to ensure the test is a fair and accurate measure of the skills required by the DoD.

Meanwhile, the Institute continues to grow. We have plans for three new general instructional buildings, with groundbreaking scheduled in 2008. The student load is expected to increase by another 1000 over the next few years. There are also plans for establishing more Language Training Detachments, in addition to the 12 we have already stood up worldwide. Clearly, we have a lot of exciting work ahead of us.

I wish you all a wonderful holiday season. Please be mindful that the days have grown cooler, inclement weather is always a concern, making roads more hazardous for holiday travelers. Be careful and return safely.

Sincerely,

Sue Ann Sandusky
Colonel, U.S. Army
Commandant





Big Red 1: A new breed of warrior-linguists

By Spc. Kenneth Thomas
Strategic Communications

If you were to visit Ms. Bushra Sadouq’s new Iraqi class on an average school day you may not be necessarily surprised. With the instructor at the front of the classroom, students rise, one after another, and begin to introduce themselves in a language that only a few weeks prior was little more than a stated objective.

But what may surprise you is the discipline the students exude while responding to the instructor, standing upright, shoulders back, eyes forward, as if the complex acquisition of language was little more than a simple, rehearsed battle drill.

This is no ordinary class of language students. They are a new breed of warrior-linguists, though not one of them signed the dotted line with the aspiration of training in what some argue is the most mentally strenuous course the military has to offer.

They are Soldiers first, all of whom are within the combat arms regiment, or Soldiers operating in direct combat support roles. These young men are on the path to joining a growing number of language-trained and culturally-attuned Soldiers, currently positioned on the front lines of the Global War on Terror.

They are troops from the 3rd Brigade of the 1st Infantry Division from Fort Hood, Texas, who are at the Defense Language Institute Foreign Language Center (DLIFLC) piloting a revolutionary new warrior-linguist program at the request of their unit. The mission set for this group is clearly stated by their team leader, Fawzi Al-Ali, “Our goal is to teach them the Iraqi dialect and culture to save their lives.”



Instructor Suhail Naaman discusses his class of Soldiers with great enthusiasm.

The modern battlefield of Iraq includes a great many populated urban environments in which combatants and civilians walk the same streets and success depends on our troops’ readiness to assess each situation as it arises. As mission essential intelligence can be garnered from any number of sources, shopkeepers, children, or the often delicate process of discerning unusual behavior in an all too foreign culture, the necessity of troops on the ground with a fundamental understanding of the language and people of Iraq has never been more crucial.



At the instructor’s request, Pfc. Sergio Cortes, introduces himself in the Iraqi dialect.

With this in mind, the Continuing Education program ProMES (Professional Military Education Services) was tasked with the development of a revolutionary 23-week program initially led by Bill Alwahab, Language Familiarization and Area Studies Training (LFAST) program manager. He assembled a team of volunteer instructors from Middle East Schools I and II, joining them into a team of which Alwahab proudly states, “We have the expertise and knowledge to go above and beyond the original goals.”

Alwahab and the LFAST team are no strangers to the task of educating service members in the fundamentals of language and culture, though the teaching of shorter courses is normally spearheaded by Mobile Training Teams.

“These Soldiers are to act as cultural advisors to their command so the aim is higher,” said Alwahab. To achieve this goal, LFAST went about utilizing elements of their language familiarization courses, Curriculum Development’s Language Survival Kits, and DLIFLC’s Modern Standard Arabic course. “We had to improvise, cut some fat,” said Alwahab.

Despite the short length of the course, the students are expected to achieve a 1+ proficiency level* in listening and speaking, though reading is still a huge staple of the curriculum. The first trimester of the program consists of

the Modern Standard Arabic alphabet, as well as rudimentary linguistic words and phrases, including colors and numbers, and focuses on what the team refers to as, "Language Mines," language obstacles which the troops could encounter in the field. For example, Al-Ali proposed, "You are in the field and your commander finds a document, you have to be able to read that. You have to be able to read the signs on the road."

In addition to the language-learning objectives, as advisors, the Soldiers will have to absorb as much of the Iraqi culture as possible within a short period of time.

"To protect yourself and innocent Iraqi people, you have to have some background in the culture," explained instructor Suhail Naaman.

Naaman added that dialect and culture go hand in hand, "They will learn to translate through *private words*, words that only the Iraqi people use." Though this may appear a daunting task, fortunately the teaching team is entirely composed of Iraqi natives who integrate their own experiences into a series of cultural presentations and role plays, which utilize the students' skills in simultaneous translation and summarization.

Through these activities and a continuing classroom dialog, the instructors focus on what their students feel is mission essential.

"We want to know their feelings or their family's feelings on how (U.S.) Soldiers have interacted with the Iraqi people, what they experienced, and what the locals would like to see from us. We're there to help," explained Pfc. Carson Sevryn, seemingly echoing the sentiments of those leaders currently striving to win the hearts and minds of the Iraqi populace.

Al-Ali added that his students have a "real willingness to learn," especially regarding culture, tradition, and the differences between the religious sects in Iraq. "They want to know what is proper in each situation, so we've inserted a lot of topics, activities, and presentations to enrich their minds."

"We learned that students (in Iraq) are really a lot more respectful. Our mannerisms as Americans are more relaxed and we found that we need to be more formal in our learning and behavior," said Pfc. Matthew Manetta, describing the learning process in his classroom.

"We've created a sense of competition among them, pushing them to be more active in class," said Al-Ali, referring to a commonly used teaching technique to motivate students.

"I think it's challenging for the majority of us. Some of us are picking it up really well and for those who aren't accelerating, it's challenging to put forth that extra effort," said class leader Sgt. Gregory Foster.

That effort will bear fruit in December 2007, when the

class is slated to take the Defense Language Proficiency Test 5 (DLPT5).

"I told them, *'we are not teaching you how to swim, this is just the beginning, because every language is like an ocean, this is only the first step,'*" said Al-Ali, who firmly believes his students will continue studying Iraqi Arabic.

"What we're doing is above the ordinary," said Alwahab. The new Soldier-linguists are looking at a deployment window of April to October 2008, and with the course behind them, they seem to share the same sentiment as Alwahab. "We don't want to go there and just bust some heads, we want to go there and help some people," said Pfc. Sergio Cortes. ♦



Pfc. Carson Sevryn and Pfc. Curtis Cochrane listen intently to their instructor's lesson.

**The ILR is a non-funded federal organization that established the proficiency levels by which DLIFLC students are measured. More information can be found at: <http://www.govtilr.org>*



DLIFLC celebrates Hangul Day

By Spc. Kenneth Thomas
Strategic Communications

On Oct. 26th the expanse of the Defense Language Institute Foreign Language Center's (DLIFLC) Tin Barn was bustling with activity as the Soldiers, Marines, Sailors and Airmen of Asian school II joined their staff, faculty and a few honored guests to commemorate the 561st anniversary of the creation of the Korean language.

Hangul Nal (Korean Alphabet Day) marks the unveiling of the Korean Alphabet by King Sejong in 1446, during a time when Koreans were restricted to writing in classical Chinese. In addition to Chinese being a foreign language, the memorization of thousands of Chinese characters left the Korean language rarely written.

King Sejong addressed this issue in the Hunmin Jeongeum, the document he created to introduce the newly developed Korean alphabet to his subjects, "...Among the ignorant, there have been many who, having something to put into writing, have in the end been unable to express their feelings. I have been distressed by this and so have designed twenty-eight new letters, which I wish to have everyone practice at their ease and make convenient for their daily use."

Today, King Sejong's goal might seem unremarkable but in the 15th century with Johannes Gutenberg's printing press yet to proliferate the written word, Korea, along with a large part of the world, was consequently illiterate.

As a result of that impasse Korean society was stratified into a three tiered system consisting of nobles, commoners, and the slave class, in which ascendancy to a higher stratum was barred by the cumbersome cost of education. Under the precepts of Confucianism, it was only the aristocratic elite who had means to higher education and therefore retained control of the people who remained resoundingly unschooled.

"When information sits in a very few hands that implies control. When you move it out so that everyone can see it, it allows everyone access to develop society... and to be treated as they ought to be treated," said DLIFLC Provost Dr. Donald Fischer.

King Sejong was not unaware of the liberating effect the written word would have, debating with members of his court who, in fear of losing their aristocratic privileges, opposed him. After King Sejong's death, it was the same members of the aristocracy who would suppress the Korean language throughout the next century.

In this way, Hangul (the Korean Alphabet), has become a symbol of humanitarianism, liberty and the collapse of boundaries, without which the erstwhile

known Hermit Kingdom of Korea, could not have enjoyed independence and the prosperity it shares with the modern world today.

The celebration of Hangul Nal in the Republic of Korea has thus been memorialized with a writing contest, wherein non-native speakers are gathered together, provided a topic, and allowed a short period of time to express themselves entirely in Korean.

That tradition is echoed in DLIFLC's annual observance of Korean Alphabet Day, with the submission of essays by some 240 students of Asian school II. Of this number 31 entries were selected by instructors to be entered in a school-wide competition, whereupon further examination by a judging committee of five members, eight essays were selected to compete for awards. Every essay was rated against four criteria; content and organization, lexical and structural control, spelling and readability, and finally, creativity.

Of the eight selections, the essayists with the three highest scores received their awards before reading their essays to the celebrating crowd. Covering topics ranging from global and cultural issues to abstract and contemplative matters, the three winners displayed a grasp of the Korean language worthy of their commendations and displayed an exemplary model of the perseverance and dedication of the students of Asian school II.

The top three winners of the contest were: Airman 1st Class Nathan Meier, taking the Provost's award, Ashleigh Pipes, receiving the Dean's Award, and Seamen Javaise Vezia, taking the Commandant's Award.

The event, organized and facilitated by Asian School II, was the 6th annual Korean Alphabet Day ceremony held at DLIFLC. ♦



Winners of the Hangul Day essay awards (left to right) are: Seamen Javaise Vezia, Airman 1st Class Nathan Meier, Airman 1st Class Rolando Guerra, Lance Cpl. Eric Wilson, Airman 1st Class Andrew Kincare, Airman 1st Class Sabrina Eltagonde, Pfc. Dan Bushman, and Ashleigh Pipes.



Online Diagnostic Assessment: not all testing is bad for you!

By *Abdelfattah Boussalhi*

Curriculum Development Division

Learning a language is a difficult task, even at a normal college pace. Think for a moment though what a student at the Defense Language Institute Foreign Language Center (DLIFLC) goes through. A typical day consists of studying a language five days a week, seven hours per day, with up to three hours of homework each evening.

What happens when a student struggles despite investing countless hours of study time and special teaching assistance administered by faculty? DLIFLC has a plan. It is called the Diagnostic Assessment Program.

There are two approaches to the Diagnostic Assessment Program. The first is a one-on-one four skill interview designed to evaluate the student's speaking, reading, listening, and writing abilities. The evaluator then provides the student feedback on how to improve their target language skills. The student uses this information to concentrate on specific areas of weaknesses.

The second approach is Online Diagnostic Assessment (ODA). It uses the Internet and applicable technology to assess a student's language skills.

The student must first register online as a new user and choose a language from one of the three supported: Arabic, Chinese, or Korean. They are then presented with several texts in which they answer questions. Many of the questions are in a "constructed response" format which requires a student to have a deeper understanding of the language. These types of questions are more difficult to answer but are also more indicative of a student's true ability and are better at accurately identifying areas where the student could improve. The system then analyzes the test taker's responses and compares them against an array of possible answers. A diagnostic profile is created which highlights a tester's strengths and weaknesses. This feedback helps the student focus on areas which present the greatest challenge.

DLIFLC administers the Defense Language Proficiency Test to students upon the completion of their language course, but the need for language testing goes beyond determining a passing grade. An effective foreign language course utilizes testing to assess students' level of comprehension, the success of the curriculum, and the effectiveness of educational tools utilized in the classroom. The results of such tests can go toward improving the language learning process.

To take a diagnostic assessment test, please go to our website at <http://oda.lingnet.org> ♦

TRADOC Command Sgt. Maj. Sparks sheds light on language training

By *Natela Cutter*

Strategic Communications



TRADOC Command Sgt. Maj. John Sparks speaks with DLIFLC Command Sgt. Maj. Nicholas Rozumny about his views on language training.

Command Sgt. Maj. John Sparks of the U.S. Army Training and Doctrine Command (TRADOC) visited the Defense Language Institute Foreign Language Center (DLIFLC) and Presidio of Monterey (POM) Oct. 3rd, to evaluate training and assess how well the DLIFLC and POM are taking care of service members.

"The language training at DLI is really cross-over training for Initial Entry Training Soldiers," said Sparks, explaining that he believes that language instruction received at DLIFLC is also professional military training that "sets the conditions for what they (students) will do for the rest of their military career."

Sparks said that a great deal of planning and analysis is taking place in the upper echelons of government regarding the degree of language training and cultural awareness necessary for service members in their future careers.

"When you travel a lot and find yourself at the Pentagon often, you realize that senior leaders have embraced language as something not just important for those specialty folks, but important for all of us," he said.

On several occasions, Sparks said he had the opportunity to be in a situation where his mission would not have been accomplished without a translator. "You have to have a Soldier who can not only speak the language, but understand where the commander is coming from."

Though plans are being made to include more cultural awareness materials in the Command Sergeant's Major Academy Course, and other Senior Leader courses, Sparks said it would be overly optimistic to think that every enlisted Soldier will receive some language training in the future.

"I think we are in the developmental stage of what language specificity we want in the courses," he said. ♦



DLIFLC and Presidio welcome new commander

By Elizabeth D'Angelo

Presidio of Monterey Public Affairs

Members of the Defense Language Institute Foreign Language Center (DLIFLC) and the Presidio of Monterey welcomed new leadership Oct. 11th, at a change of command ceremony where Soldiers, Marines, Sailors and Airmen participated in a parade at Soldier Field to mark the event.

Col. Tucker B. Mansager relinquished command of the Institute and Installation to Col. Sue Ann Sandusky.



Col. Sue Ann Sandusky accepts the organizational colors from Lt. Gen. William Caldwell, the commanding general for the U.S. Army Combined Arms Center at Fort Leavenworth, Kan.

“Wood already touched by fire is not hard to set alight,” Sandusky said, citing a West African proverb. “Col. Mansager, you have touched this command with your special fire and I thank you for turning it over to me, ready to continue blazing. I am committed to keeping the fires burning, striving for excellence here at this historic Installation.”

Mansager, who took command in 2005, will serve as the executive assistant to Gen. Bantz J. Craddock, head of the Supreme Allied Command, Europe.

“One of the most important elements of being an adaptive leader is being culturally attuned,” said Lt. Gen. William Caldwell, the commanding general for the U.S. Army Combined Arms Center at Fort Leavenworth, Kan., who presided over the ceremony. “Leadership in this War on Terror requires leaders who are culturally attuned to making political-military decisions that literally have strategic implications.”

Sandusky, a former world champion in international rifle shooting, is a foreign area officer for Sub-Saharan Africa. She came to DLIFLC from her assignment as the

Director of African Studies at the U.S. Army War College in Pennsylvania. Sandusky has served as Defense and Army Attaché in U.S. Embassies in Liberia, Democratic Republic of Congo, Cote d’Ivoire, and Nigeria.

“I am grateful to lead such a magnificent team,” said Sandusky. “I am deeply mindful that we are a nation at war and that at the Defense Language Institute the Soldiers, Sailors, Airmen, Marines, and civilians who work and study here, are serving in that war effort totally committed, fully engaged, and never forgetting that our mission is to support the warfighter.”

Sandusky entered active duty as a captain in the Adjutant General’s Corps in 1983 and joined the U.S. Military Academy at West Point’s Department of Social Sciences faculty where she taught political science.

After being accepted into the Foreign Area Officer program, she completed French language training at DLIFLC in 1992.

Beginning in 1993 Sandusky worked in personnel plans and in political-military positions during a three-year assignment for the newly created Allied Command Europe Rapid Reaction Corps, headquartered in Münchengladbach, Germany.

A native of Houston, Texas, she has a Bachelor of Arts degree in journalism and government from Texas Christian University. She also has three Master degrees, which include a Master of Arts degree in Soviet and East European Area Studies from the University of London, a Master of Philosophy degree in political science from Columbia University, and a Master of Strategic Studies degree from the U.S. Army War College.

Her awards include the Defense Superior Service Medal with an oak-leaf cluster, Defense Intelligence Agency Director’s Award, Department of State Superior Honor, and Meritorious Honor Awards. She holds the Distinguished International Shooter Badge, the Distinguished Rifleman Badge, and the President’s Hundred tab. ♦



Col. Sue Ann Sandusky returns the commander of troops salute, signifying the end of the change of command ceremony.



Lt. Gen. William Caldwell says DLIFLC “so far ahead”

By Natela Cutter
Strategic Communications

Visiting the Presidio of Monterey for a change of command ceremony on Oct. 11th, Lt. Gen. William Caldwell, the commanding general for the U.S. Army Combined Arms Center at Fort Leavenworth, Kan., took the opportunity to see the Defense Language Institute Foreign Language Center’s (DLIFLC) classrooms, where he was introduced to students, faculty, and staff.

“This school is already so far ahead of the rest of the Armed Forces and understands the importance of culture and being attuned to the environment in which they (students) are going to operate,” said Caldwell, speaking about the integration of culture, history, geography, politics, and language, which is interwoven in every language curriculum at the Institute.



Lt. Gen. William Caldwell and Col. Sue Ann Sandusky watch a DLIFLC program demonstration carried out by Arabic instructor Wael Elkadi.

Arabic instructor Wael Elkadi introduced Caldwell to cutting edge technology used in the Institute’s classrooms such as interactive whiteboards, tablet PCs, and iPods. DLIFLC has digitized a majority of its language materials for the 24 languages currently taught. Students are in turn issued tablet PCs in languages which do not use the Latin script, while digital audio devices are issued to all students, enabling them to carry their lessons and audio materials with them.

“It is not enough to just know a language, but it’s the language in context and understanding how people interact with each other....This school has been doing a marvelous job of pushing that into every aspect of their training. The rest of the Armed Forces need to learn from you,” said Caldwell.

“There is nobody else who does it as well as you do (teach language),” he said, adding that DLIFLC will only continue to grow in the future. ♦

NTC Commander “gets smart” on DLIFLC pre-deployment materials

By Natela Cutter
Strategic Communications

The commander of the U.S. Army National Training Center (NTC), Fort Irwin, Calif., Brig. Gen. Dana Pittard, visited the Defense Language Institute Foreign Language Center (DLIFLC) and Presidio of Monterey Oct. 26th.

DLIFLC assists the NTC in training rotational units in Sphere of Influence Engagements, or bi-lateral negotiations. Thus far approximately 400 DLIFLC students have participated in the Joint Language Training Exercise program that began in 2004.

“We send service members each month to support commanders and senior leaders of a brigade combat team,” said DLIFLC Command Sgt. Maj. Nicholas Rozumny. The Institute’s mission is to “enhance their training by exposing them to cultural and language obstacles they may encounter in the theater of operations.”

The number of students and instructors sent to NTC has recently doubled, bringing the number of students up to 24, and instructors up to 12. The augmentation allows for the training of Soldiers from the Brigade Combat Team Commander to Platoon level leadership.

“We welcome and look forward to bringing their institutional knowledge, classroom instruction, technology, and students to the NTC to further our efforts on training Brigade Combat Teams,” said Pittard.

The general was given a classroom demonstration of the Institute’s latest technology and received a command briefing on DLIFLC’s programs, products, and services designed to support deploying troops. ♦



Brig. Gen. Dana Pittard listens intently to Education Technology Director Pamela Combacau who is demonstrating a new product called Iraqi Headstart.



DLIFLC inducts five into the Hall of Fame

By Natela Cutter
Strategic Communications

The Defense Language Institute Foreign Language Center (DLIFLC) inducted five new members into its Hall of Fame Nov. 2nd, marking the second year of the Institute's annual recognition of individuals who have made significant contributions to language training and linguist employment in the Department of Defense.

"I can't begin to tell you how honored, humbled and inspired I am on this day to preside over this ceremony and the continuation of the Hall of Fame, a new tradition, and to have the chance to honor our five new inductees who contributed so much to the development of language capability and linguistic capacity," said DLIFLC Commandant and Commander of the Presidio of Monterey, Col. Sue Ann Sandusky.



DLIFLC Hall of Fame 2007 inductees hold plaques presented to them by the Commandant. (From left to right) George X. Ferguson, Sr., Benjamin De La Selva, Ingrid Hirth, Col. (USA retired) Thomas Sakamoto, and Maj. (USA retired) Masaji Gene Uratsu.

The guest speaker at the event was (retired) Chief Warrant Officer 5 Wallace Price, who attended the Basic Czech course at the Defense Language Institute West Coast Branch from 1966 to 1967, and has had an incredible career path as a result of his language skills. To this day he continues to contribute to the military language community as a Department of the Army Civilian, working on the Central Security Service Staff at Fort Meade, Maryland.

"These people we honor today exemplify for us the dedication and courage that is required of the true professionals of our craft. They worked long and hard to perfect the skills needed to support our leaders in combat and in diplomacy," said Price, adding that these individuals went on to help countless military and civilian students to achieve these same skills.

"I have had the opportunity to meet and work with many

military linguists today serving in Afghanistan and Iraq and can tell you that thanks to the training that DLI has given them, and their own hard work, they are up to the task of supporting their comrades in arms, and defend our country and our allies at a critical juncture in our history," said Price.

Two of the inductees, retired Col. Thomas Sakamoto and Maj. Gene Uratsu, were members of the first graduating class at the Military Intelligence Service Language School at the Presidio of San Francisco which opened just five weeks prior to the attack on Pearl Harbor.



Col. (USA retired) Thomas Sakamoto receives an honorary DLIFLC Associate of Arts degree from DLIFLC Commandant Col. Sue Ann Sandusky.

"The Japanese-American Nisei linguists fought with brains and bullets and shortened the war by two years," said Benjamin De La Selva, himself a two-time DLIFLC graduate who had been deployed to Vietnam where he worked as a POW interrogator and French linguist. After the war, De La Selva returned to the Institute where he spent 33 years working in many capacities, including 20 years as dean of nearly every DLIFLC school.

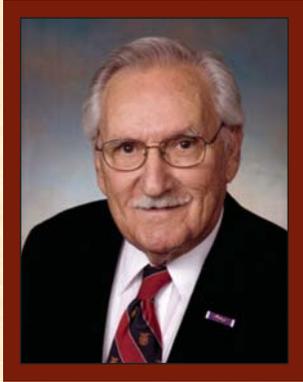
"In 66 years, DLI has evolved into a cohesive force capable of meeting the language challenges of the 21st century... It is a valuable national resource and no other institution presently exists that can replicate its accomplishments," said De La Selva. DLIFLC's has chosen to hold its annual Hall of Fame induction ceremony on, or near the date of the Institute's anniversary, Nov. 1, 1941.

"Never in the history of military intelligence have so few, trained so many, to understand so much, in so many languages," concluded De La Selva.

Also inducted into the DLIFLC Hall of Fame were George X. Ferguson, Sr. and Ingrid Hirth.

Following the induction ceremony, inductees, family members and guests were invited to a luncheon co-hosted by the DLI Alumni Association, a non-profit organization headed by De La Selva.

The DLIFLC Selection Board met Sept. 4 to consider the 22 nominations submitted to the Institute. Nominations are accepted each year beginning in the spring. For more information, please visit our website at www.dliflc.edu



Mr. George X. Ferguson, Sr.

George X. Ferguson, Sr. developed a language teaching program which revolutionized the approach to teaching foreign languages throughout the United States. During WWII, then a captain, Ferguson was a critical asset to many military missions in Africa and Europe due to his expertise in foreign languages, culture, and history. Following WWII, he used these skills as a foreign contingent escort for dignitaries, chiefs of staff, cabinet ministers, and general officers visiting the United States. In 1947, Ferguson was instrumental in the success of the then Army Language School's dramatic expansion which increased the number of languages taught from three to more than twenty. To meet the demands of the expansion, he co-authored an innovative language immersion instructional design program for foreign language teaching that produced fluent speakers in a condensed timeframe. This new concept of total immersion provided comprehensive, intensive language instruction in auditory skills, reading, writing, and authentic conversation dialogues. Most importantly, the program introduced the simultaneous teaching of language fluency with the history and culture of the respective countries. This method created a total cultural immersion effect for the student which assisted in the successful production of thousands of skilled foreign language speakers for military

missions and embassy assignments worldwide. Additionally, Ferguson was appointed as Chair of the Spanish Language Department in 1948, and one year later he advanced to the position of Chair of the Romanic Scandinavian Division, which encompassed five languages. He was also charged with oversight of the implementation of the new foreign language program. Ferguson's technique of teaching languages using intensive, total sensory immersion, combined with teaching the corresponding country's culture and history, implemented a powerful method for effective and efficient foreign language training, which is still in use today in programs throughout the country.



Mrs. Ingrid M. Hirth

Ingrid Hirth served for 17 years in varying capacities at DLIFLC. She was born in Czechoslovakia and fled with her family to West Germany at the end of WWII. She earned a Fulbright Scholarship and traveled to New York City where she studied French and English, which added to her previous knowledge of Czech and German. After her graduate studies in science and Latin at Frankfurt University she taught English, German, and computer programming in various countries throughout the world. She became a U.S. citizen in 1964. In 1982 Hirth furthered her lifelong desire to teach and was hired as a German language instructor at DLIFLC.

In 1984 she served as Supervisor of the German Gateway Program for three months and earned a "Special Act Award" for development of the German Basic Course syllabus and the creation of the Air Force Exchange Scientist Course Program of Instruction. Hirth was continually lauded by her students for her enthusiasm and love of teaching and in 1985 she mentored three additional German instructors which greatly reduced student attrition rates. She earned Central European School Instructor of the Year honors in 1992 through her classes earning an overall 96 percent pass rate on the Defense Language Proficiency Test. Hirth taught countless numbers of Department of Defense personnel prior to her retirement as a Senior Instructor on December 31, 1998.



**Colonel (USA, Retired)
Thomas Sakamoto**

Colonel Thomas Sakamoto was a member of the first graduating class at the Military Intelligence Service Language School at the Presidio of San Francisco. During his 28 year career as a military linguist he used his skills in many capacities. On one such assignment he provided crucial translation support to Brig. Gen. Thomas Chase, First Cavalry Commander. Then a Tech. Sgt., Sakamoto quickly translated captured documents which provided the locations of massed Japanese troops. Chase used the information to order bombardment

of the previously unknown enemy positions. Immediately following, he translated another document indicating a “Bonsai” attack within 24 hours. Once again, Chase initiated bombing of the Japanese by nine Destroyers and numerous B-29 Bombers. The flawless translations of the documents saved countless lives, lead to the capture of the Los Negros Islands Naval Base and earned him the first of his two Bronze Stars. Sakamoto landed ahead of Gen. Douglas MacArthur in the occupation of Japan and provided translation during the Japanese surrender on the U.S.S. Missouri. Additionally, Sakamoto served as the official translator for President Eisenhower on his trips to Okinawa and was advisor to the Director of Intelligence for the Royal Thai Army in Bangkok, Thailand. He served in various other military intelligence positions including assignments at the Sixth Army Headquarters, Headquarters U.S. Army in Vietnam, and the Intelligence Headquarters Office of the Deputy Chief of Staff. Sakamoto was an Army Language School student in 1949-50 when he learned Russian and again in 1964 when he returned for the Thai Basic course.



**Major (USA, Retired)
Masaji Gene Uratsu**

Maj. Masaji Gene Uratsu was a member of the first graduating class at the Military Intelligence Service Language School at the Presidio of

San Francisco. During his career as a Japanese linguist he was assigned as a translator for numerous military operations during World War II. On one such appointment, he was assigned to the “Bushmasters” of the 183rd Combat Regimental Team in New Guinea where he earned his first Bronze Star by persuading a group of Japanese Soldiers to surrender without incident. He earned his second Bronze Star as a member of an Interrogation of Prisoners of War team. During this posting, then a lieutenant, Uratsu led a signal monitoring team to the war’s front lines. The team was regularly bombarded during the four week endeavor. His leadership in this task ensured the completion of the critical mission with no loss of his assigned troops. Uratsu’s military career culminated in his three-year assignment as the Military Language Aide to the Civil Administrator of Okinawa. In this capacity he used his language skills to interpret for generals in their meetings with numerous visiting dignitaries and local newspapers. In January 1961, he assumed his final post as a staff officer of the Army Language School at the Presidio of Monterey until his retirement in April of 1962.



Mr. Benjamin De La Selva

Benjamin De La Selva’s linguistic career began in 1965 when he studied French at DLIFLC in Monterey, Calif. After graduating from the French course he attended the Prisoner of War

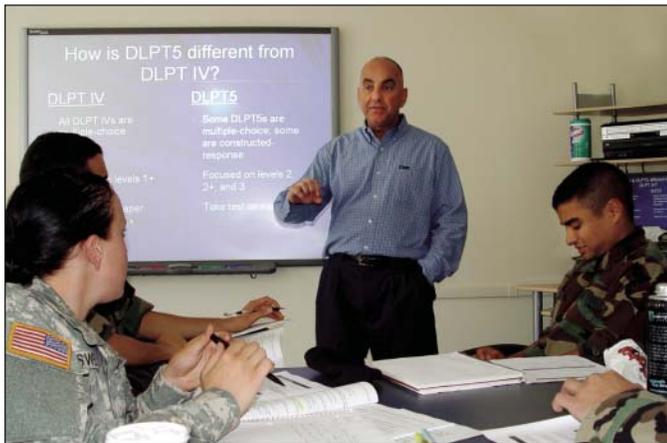
(POW) interrogation course at Fort Holabird, Maryland, and in August of 1966 was assigned to the 173rd Airborne Brigade in Vietnam, where he served as a POW interrogator and French linguist. He performed those duties side by side with South Vietnamese Soldiers, earning their respect through his knowledge of intercultural values. After one year in Vietnam, De La Selva returned to DLIFLC to learn Polish and then left the Army in 1968. With a Master of Arts degree in education, he was hired by DLIFLC in 1972 as a teacher and writer of the new Spanish Basic course. Over the next decade, De La Selva served in almost every DLIFLC directorate, including one and a half years as the Provost’s Program Manager. In 1985 he became dean to the combined Asian and Korean school and over the following 20 years served as school dean, in charge of every major DLIFLC language program. He participated in many pioneering initiatives including Team Teaching, the Faculty Personnel System, and the introduction of up-to-date teaching methods. Moreover, he led the development of much needed Spanish, Chinese, Korean, and Arabic curricula, and for four years was head of the DLIFLC Deans’ Council. During his rise from teacher to dean, he trained thousands of military linguists, guided several generations of language teachers, and mentored many supervisors and managers who now occupy leadership positions. He retired from DLIFLC in January 2005 and is currently the President of the DLI Alumni Association, a non-profit organization he founded. On April 5, 2005, California Representative Sam Farr entered De La Selva’s name and achievements into the permanent record of the United States House of Representatives. ♦



Student Learning Center holds DLPT5 workshops

By Tech. Sgt. Jason Catlett
Student Learning Center

“Think outside the box but within the passage! Go beyond translation and get behind the words!” These phrases characterize the new Defense Language Proficiency Test 5 (DLPT5) Familiarization and Test Preparation Workshop given by the Student Learning Center (SLC) faculty at the Defense Language Institute Foreign Language Center (DLIFLC).



Instructor Don Harootian discusses with students the differences between DLPT IV and DLPT5 test structures.

The DLPT5, a buzz word not only here at the Institute, but for everyone who uses the test as a measure of language proficiency, has brought with it a myriad of reactions since its implementation in mid 2006. As DLIFLC students and professional linguists across the world prepare for the newest version of the DLPT, they are looking for answers, or at least help in choosing the right answers on the test.

The SLC’s DLPT5 Familiarization and Test Preparation Workshop was developed to emphasize the importance of proficiency development and to help students learn to take a strategic approach to preparation, with an emphasis on problem-solving, critical thinking, and metacognitive skills.

Students are taught to approach each passage by treating it as if it were a linguistic puzzle which can be solved based upon appropriate analysis and strategy. This kind of strategic approach is especially important.

In the DLPT5 workshop, students are provided with training in the format, structure and organization of the test, and are encouraged to reconsider the way in which they approach foreign language comprehension in test-taking situations.

Students are provided with general test preparation training that addresses how to apply appropriate strategies

based on factors such as question and passage type.

Compensatory strategies for gaps in foreign language comprehension are also discussed as are action plans to address such gaps. Strategy training is specifically included to help shift the focus away from just preparing for a test and onto developing foreign language proficiency. This approach will not only aid students in their language learning progress but should also help students develop a plan for dealing with the authentic materials covered in the DLPT5, effectively enabling them to confront the test with confidence.

The stress that comes with adapting to this new test is not confined to DLIFLC. In late August, an outside agency invited a team of instructors from the SLC to travel and deliver the DLPT5 workshop on site to seasoned linguists preparing to take the test for the first time. Over the course of four days, the two instructors, Alan Dudley and Eric Robinson, facilitated eight workshops.

The workshop has also been well-received at DLIFLC. In the past month, the SLC has seen a 71 percent increase in workshop requests. As word spreads, more students and faculty are expressing interest in the workshop.



As with most kinds of change, this new instrument of proficiency elicits concerns, and although the SLC’s DLPT5 workshop is not meant to be a “silver bullet,” it is designed to empower linguists by providing them with tools to accurately demonstrate their proficiency on the test. As one student commented, “While language mastery is of course critical, the workshop illustrates how effective strategy can be and give us an edge.” ♦

To schedule a DLPT5 workshop please e-mail pres.sl-workshops@conus.army.mil or call (831) 242-6795.

For a list of DLPT5 familiarization guides and frequently asked questions, please go to our website at www.dliflc.edu



DLIELC: the military's ELS headquarters

By Sean Patrick Marshall

Public Affairs, 1st Army Recruiting Brigade

Thursdays are busy days for Air Force Col. Steve Jones, the commandant of the Defense Language Institute English Language Center in San Antonio, Texas. In the morning, he and his staff conduct weekly orientations for the brand new crops of incoming students entering the U.S. military's English as a Second Language (ESL) school. During the afternoon, it's another graduation ceremony for another batch of outgoing graduates.

This Thursday afternoon in late September is no different. A group of 26 uniformed military personnel and two Ukrainian government civilians walk, one-at-a-time, across the stage in the school's auditorium to shake Jones' hand as he gives them their diplomas.

"They will shake my hand and say 'Thank you, thank you, thank you for this opportunity,'" says Jones about graduate's appreciation of their new skills.

Most of the graduating class consists of foreign military sent by their governments to learn English and American culture before they attend additional technical job training in the U.S. and potentially find themselves working aside U.S. forces in joint operations.

"You see students and they will routinely give speeches and presentations. And I go - Wow!" says Jones. "What a difference from the way these guys walked in and the way they walk out."

The remainders of the group are seven U.S. Army Soldiers who enlisted needing more exposure to English before shipping out to Basic Combat Training. Many of the Soldiers at DLIELC are from Puerto Rico, where Spanish has influenced their lives more than English, while others are first generation immigrants.

When asked what drives DLIELC today, Jones points to the training of Iraqis and Afghans to speak English.

"The requirement, the priority and the need is very great. Plus, the fact that there is a sense of urgency because we may be under a time limit. People want results now rather than later. But learning a language takes time."

For fiscal year 2007, which ended Sept. 30, DLIELC graduated nearly 1,800 foreign military students, representing more than 120 countries, and more than 500 U.S. Army Soldiers. At the end of the fiscal year, DLIELC has sitting in class around 574 students, of which 112 are U.S. Army Soldiers.

The hectic pace of non-stop teaching to strict standards is the only constant, as a roster of students is rotated in and out every week. To fulfill the demands of its military and government customers, the faculty has customized three

curricula: general English, specialized English training, and instructor development.

The general English course represents the bulk of DLIELC's mission. The course is titled on the school's texts as the "American Language Course" (ALC). The designation highlights the distinctive communication challenges students will face in the United States.

"The one thing we do here is avoid British English," said Frank Lawrence, the chief of Academics Support, when talking about the troubles international students have in the United States when having been taught "proper English."

The ALC trains students in basic language skills necessary to communicate with Americans in most situations, with a concentration on speaking and listening. The total course is divided into 34 separate learning modules, each being taught over just one week. Each module contains four one-day lessons and a comprehensive review of previous weeks' lessons on the fifth day. Only those students whose follow-on training requires the utmost proficiency in English will need to reach book 34.



DLIELC's main English language course text books, popularly known as the "Book."

Everyone at DLIELC simply refers to each module as the "Book," an obvious reference to the thick tome that confronts students at the beginning of each week. In actuality, each book is an integrated program of homework material, flash cards, interactive multi-media, CD-ROMs, quizzes, and computer-based testing.

For students going on to advanced technical training after DLIELC, the institute provides technical language and terminology in 25 different fields, such as avionics, mechanics, and medicine. Additional specialty training typically requires another nine weeks in class.

As if teaching ESL was not difficult enough, the institute also trains international students to become future ESL instructors. Students learn how to use the ALC on their own in their native countries. The military refers to this method as "training the trainer."



DLIELC students stroll across campus.

Additionally, DLIELC dispatches Mobile Teaching Teams (MTTs) to roughly 40 different countries each year to teach the ALC to classes of all sizes. In many cases, MTT instructors are also instructing these “in-country” students how to become instructors and use the ALC materials to teach their fellow countrymen.

DLIELC instructors volunteer to serve for some time overseas, either setting up MTTs or as instructors. Most overseas tours last several months at a time. When speaking with instructors, they can rattle off a list of countries where they have taught and provide an intriguing story for each. “I just came back from Afghanistan and Iraq,” says Lawrence, about the latest of his seven MTT tours. “It is an opportunity to learn different cultures, get out there and do different things.”

How does DLIELC teach so many ESL students with such different backgrounds and to such different standards every year. DLIELC faculty work hard to train students to strict standards of comprehension determined by the particular needs of each follow-on technical training plan.

To meet this challenge, DLIELC’s curricula were designed to incorporate the latest, most reliable research findings, years of instructor experience, and proven teaching methods. All of this information has been harmonized into each book by the institute’s curriculum development branch using theme-based instruction, authentic materials, and relevant exercises. For this military audience, many of the lessons are augmented with military images and discussion topics, while maintaining a focus on meeting objectives.

The ALC curriculum follows a sequential design presenting “enabling objectives” for every book, which build on previous lessons to help students finally achieve the ALC’s 38 “terminal objectives.” Objectives are constantly reinforced and recycled throughout each book and cover subject matter such as language function, vocabulary, grammar, and language skills.

For instructors, such comprehensive curricula provide

probably the best benefit. “Our teachers have the benefit of not having to do all that preparation,” said Karen Sacre, chief of the general English Branch. Teachers do not have to correct the tests. All of the standardized tests for proficiency and achievement are computerized. With so much of the preparation work done, instructors have better control over student training and more time to track their progress.

DLIELC currently has 173 instructors, most of whom are on campus and in class. Some transfer into other departments, or branches, such as curriculum development and testing, while others make up the MTTs overseas.

“Our instructors come from a variety of backgrounds,” said Clayton Leishman, a DLIELC program manager.

“Many come with Masters and Doctorates in the field. Their approach is just as varied as the curriculum itself. The more ways you can approach the curriculum and the objectives, the more apt the student is to really master that material.”

“If the instructor can put together the lesson plan in such a way that the students are able to take on traditional teacher roles in the classroom, it gives them more time to practice the language,” said Karen Gamble, chief of general English Instruction. “Part of learning the language is practicing the language.”

Instructors aim to achieve an 80 to 20 percent ratio of student participation to teacher involvement. Gamble notes the participating student is, “...not only using the actual content, but also practicing negotiation skills—the function of language.”

Students spend six hours a day in class speaking English with two hours of homework each night and two hours of instructor-led interactive computer lab work per week, also with the potential for individual supplementary language training from an instructor two hours per week, if needed. Even during breaks students are constantly reminded to continue speaking English.

“We discourage translation,” says Lawrence. “It slows things down. You are having to do things quickly and speak rapidly. You don’t need to take the time to translate into another language and then back again so that you can communicate. We want you to be able to learn it and use it. Translation becomes a crutch otherwise.”

Each book reflects that philosophy, with exercises compelling students to constantly use the language amongst themselves in ongoing dialogues and reactive exercises.

Another way DLIELC increases proficiency is by shrinking down the number of students per class.

“We had to get a waiver from the Air Force when this building was put up,” said Lawrence about the class rooms, which were constructed smaller than regulations permitted when the building was erected in 1993. “We don’t want more than ten students per class. We prefer about six. They (students) get more speaking practice if there are fewer students in the class.”

“We would rather have people from six different countries” in each class said Lawrence. If students don’t speak the same language they are forced to speak English to communicate.

In that spirit, DLIELC’s own curriculum development branch, comprised of former DLIELC instructors, provides different perspectives to the never-ending updating of DLIELC’s curricula.

Since the current revision, the ALC has introduced even more use of interactive multimedia material, “incorporating cooperative learning techniques” and “new structures introduced contextually, in real-life situations, based on language corpora,” said Lawrence. Having students coming from so many different countries may seem at first glance to be an obstacle rather than an opportunity. But, DLIELC faculty strive to make classes as diverse as possible.

Before students even arrive at DLIELC they are tested to determine their level of English proficiency using DLIELC’s American Language Course Placement Test (ALCPT). The resulting score from the ALCPT determines a student’s English comprehension level (ECL), which ranges from zero to 100. Based on their ECL, students start at different points in the ALC and are matched to a corresponding book.

With a student’s proficiency starting point, and qualifications necessary for follow-on training determined, the faculty of DLIELC, in accordance with a programming guidance developed from years of statistics, can develop a custom timetable for the student to meet their follow-on training start date. For example, if a student needs an ECL score of 70 to qualify for follow-on training and scores a 40 on his entry exam, the school predicts the student will need 13 weeks at ALC.

Throughout the ALC, students receive a series of achievement and proficiency tests, such as computer-based ECL tests, Oral Proficiency Interviews, performance evaluations, ad-hoc quizzes and instructor recommendations. At the end of each book, students are tested on computer-delivered forms to determine if they have gained the proficiency and achieved the objectives necessary to progress to the next book. Constant testing helps instructors catch learning issues in time to provide extra support and maintain the student’s time table.

Failing students are counseled to determine why. What is going on in the student’s life? Was the material too hard? At this point supplementary language training becomes mandatory.

When students achieve the ECL score to qualify for their particular follow-on training, they then receive the related specialized language training before graduating.

Students, however, can not reach these goals by class

DLIELC’s Echo Company stands in formation.



work alone and so as part of DLIELC's Field Studies Program, international students get kicked out of the classroom from time to time to use their growing skills in the real-world laboratory called Texas. DLIELC is mandated by Congress to run the program. The program organizes weekday and weekend tours. Students visit restaurants, stores and everyday sites that make up normal life. "How can you learn the language, if you don't understand the culture, and vice versa?" rhetorically asked Annette Janetzke, the manager of the Field Studies Program.

Students may also visit businesses, schools, jails, courthouses, NASA, and the state capital to learn how American institutions work and to increase their cultural awareness.

Students recently returned from a trip to Washington, D.C., where they visited the Smithsonian museums, the Pentagon and other significant sites. "For some international students, this trip was the first time they have had a chance to be in the halls of power," said Janetzke. "Some just can't get this opportunity in their own country."

DLIELC has also called upon local families to sponsor international students as part of the American Members of International Goodwill to Others (AMIGO). International students learn more about American life and build friendships with American volunteers through friendly visits and participation in typical events.

The school also provides its own close-circuit television broadcast system to provide students with more book-specific English multimedia material when they return to their quarters at night. The regulated "re-broadcasts" are chosen from actual television broadcasts, live broadcasts, and DLIELC produced content, all of which is matched with the students' current book's subject matter.

"Whatever we can do to improve the students' language skills faster, we are going to provide," said Lawrence.

At DLIELC there are eight instructor-led computer labs with 160 computers, each loaded with book-specific interactive multimedia material and computer adaptive and delivered testing available in the campus's main school-house.

There are also two learning centers, each housing a library of English language material and rows of computers. Both library and computer uploaded materials are categorized to coordinate with students' levels of comprehension.

To instruct pilots and air traffic controllers on aviation specific English language skills, DLIELC has constructed a simulator lab equipped with dozens of computers loaded with a flight simulator program and linked together for simultaneous training.

"They work with the students to teach real language with what they might be doing in the cockpit," said Lawrence about the retired fighter pilots who now work as ESL instructors.

"What we want to do is put (students) in a real-life environment where they are using the language," said Lawrence. "If you have an emergency in the aircraft, your first job is to fly the airplane. But for internationals, their biggest problem is they lose the language."



DLIELC students learn aviation specific English language skills as they practice with computerized programs.

Even with all the facilities available, when it comes to what is the most important element of the overall DLIELC educational program, for Dr. Faith Cartwright, chief of policy, plans, and programs, the answer is simple, "Teachers are always the most important. Then you have the 'Book.' Then you have the interactive multimedia. Then you have the book quizzes. Then you have the ECL proficiency tests, etc."

"One of the things we have learned over the years is that high-tech language laboratories are nice, but they don't drive language schools," said Robert Chatham, a policy, plans, and programs manager. "Language schools are driven by the instructors doing the teaching. You can have a wonderful, progressive and practical class with an English teacher, students, a good book, a whiteboard and a boom box."

It appears to be working, too. Students from DLIELC's Echo Company, the trainee unit comprised solely of U.S. Army Soldiers, speak proudly as they describe the advancements they have made while at the institute.

These Soldiers have been put through an ongoing routine of long days, endless study and countless tests. They speak up positively when asked if they have enough confidence in their new English skills to go onto Basic Combat Training. But, when asked if they had one wish while at DLIELC, they surprisingly all agree on the same issue. "We need more time with the material!" Each wishing they could spend even more time improving their language skills. ♦

For more information visit www.dlielc.org

The author works as the Chief of Advertising and Public Affairs for the U.S. Army's 1st Recruiting Brigade and is a graduate of the Defense Language Institute Foreign Language Center in German and Spanish.



DLIFLC prepares students for the battlefield

By Natela Cutter
Strategic Communications

“Bang! Fzzzzz! Ratatatatata!” Explosions and machine gun fire go off. Soldiers drop to the ground. A Korean woman screams and tumbles into the grass along the roadside. She is severely wounded. The radios crackle, orders are barked out, Soldiers scramble and take cover, moving cautiously. “We have one civilian wounded down here, over!” shouts a Soldier.

On Oct. 5, Alpha Company of the 229th Military Intelligence Battalion conducted a Language Training Exercise (LTX) involving Korean language military students, Korean teachers, who role-played confused or wounded civilians, and a slew of observing instructors from the Defense Language Institute Foreign Language Center (DLIFLC).

ing task, as language classes run five days a week, seven hours per day, with two to three hours of homework every evening.

“It is important that we concentrate on warrior tasks and battle drills during our military Training Days,” said Alpha Company Commander Cpt. Fergal O’Rielly, explaining that the Soldiers learned two battle drills and 11 warrior tasks during the exercise. “When they learn these drills they will be able to integrate and fall into any U.S. squad or unit in the world, and know exactly what to do.”

In one of the best organized LTXs at DLIFLC, O’Rielly arranged for the students to be flown to the site by helicopter. From the helipad they took cover by running into the nearby forest, and made their way to the first of four lanes, or scenarios, set up for them in the training area called Impossible City, located in Seaside, Calif., near former Fort Ord.

Impossible City itself is composed of a number of one and two-story buildings, built of cement blocks, with windows without window panes and glass, doorways without



DLIFLC instructors receive briefing before observing students on the “battle field.”

“The intent of this exercise was to not only provide the Soldiers with necessary military training, but to also show our DLI instructors what we are preparing our Soldiers for,” said Command Sgt. Maj. Nicholas Rozumny. “Just speaking the language is not enough. The students have to be prepared physically and mentally for their jobs, in order to carry out the mission and protect themselves, as well as their comrades.”

Many of DLIFLC’s students are Initial Entry Trainees who have come directly to the Institute after Basic Combat Training, and have little military experience. Training these young men and women to be Soldiers first is often a daunt-

doors, and generally resembles a ghost town, complete with burned out automobile wreckages littering the sides of the roads.

Upon reaching each lane, Soldiers had to communicate with “locals” lingering along the road-side. The “locals” would try to talk, get into their personal space and even tug on Soldier’s arms, as the troops tried to keep focused on the mission, the proper rules of engagement, and speak Korean, all at the same time.

In one scenario, a group of “terrorists” attacked the area where U.S. Soldiers were speaking with “locals.” One civilian dropped to the ground wounded. Machine gun fire



DLIFLC Korean instructor pretends to be wounded. The students must converse with her to find out what happened and to dress her wound.

and screaming civilians instantaneously created chaos at the scene. Like clockwork, the Soldiers firstly secured the perimeter of the area, then helped the wounded civilian in Korean, and immediately assessed the situation in order to decide upon a course of action.

“This LTX was unique, meaningful, and just like real battles with ‘soldiers transported to the site by helicopters, explosions of simulated hand grenades, the sounds of which were almost identical to the ones of real explosions,” said Assistant Professor Bo Y. Park. “Inviting spectators was a unique point of this exercise. I hope many more instructors will volunteer to take roles in the next exercise in support of the military mission,” he said.

Over 130 DLIFLC instructors were bused to the site to watch the interaction between students and the role-playing instructors.



DLIFLC Korean military students practice withdrawing their wounded from the battle field.

“The exercise was phenomenally successful,” said O’Rielly, adding that logistics “went off without a hitch.” More importantly though, this exercise “gave Soldiers a huge morale boost and was great for team building.”

“The exercise we did was very realistic,” he said. ♦

Muslim faculty and guests celebrate Iftar

*By Natela Cutter
Strategic Communications*

Commemorating the revealing of the Qur’an, the month long religious observance of Ramadan is considered the most blessed month of the Islamic year. During this time devotees participate in daily fasting that starts before dawn and ends at sunset, coinciding with the five daily prayers recited by practicing Muslims.

Throughout the day of fasting it is purity of thought and action which are emphasized, with the goals of obtaining an elevated level of closeness with God through self discipline, sacrifice and sympathy for those less fortunate. At the end of each day of Ramadan the community gathers together for Iftar to break the fast.

At the Defense Language Institute Foreign Language Center’s annual celebration of Iftar, faculty, staff, and guests of various religious backgrounds, gathered around the large banquet tables covered with exotic foods from different countries to mark the breaking of the fast before the end of Ramadan.

“Not everyone here is Muslim, and I think this is the best lesson for real tolerance,” said Sonia Nasief, an instructor from Middle East School I. “Everybody blends in, even though they are from different ethnic groups, different colors, and speak different dialects. And yet everybody is happy for each other,” she said.

“I really enjoy being here at Iftar because it makes me feel at home, yet it is also very different from my homeland,” said Abdul Khogali, from the war-torn region of Darfur, Sudan. “At home we celebrated outside on the street, because people don’t have a lot of space. Sometimes we would go to the mosque to celebrate,” but most of the time the villagers would set up tables outside their homes and everyone would share in the feast. “Being here is like a dream.” ♦



DLIFLC faculty, staff, and guests enjoy a meal together after sundown, during the holy month of Ramadan.



DLIFLC hosts Pashto class of Danish military students

By Spc. Kenneth Thomas
Strategic Communications

Few within the Defense Language Institute Foreign Language Center (DLIFLC) are unaware of the Institute's reputation as a world-renowned language training facility. To prove it they need look no further than the Multi Language School (MLS) where 10 students from Denmark are currently enrolled.



Danish students listen to their instructor intently in class. The students were issued tablet PCs in order to take notes in the non-Latin script.

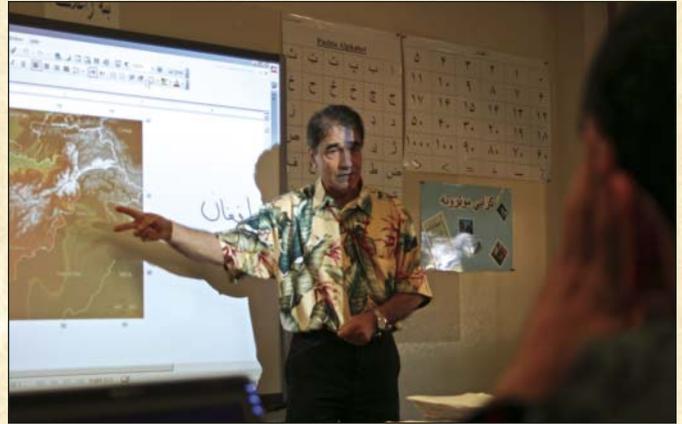
Comprised entirely of 1st Lieutenants from the Danish Army and Navy, this Pashto class marks the first occasion since 1994 wherein a course group consisting entirely of International Military Students (IMS) has been enrolled.

Though the inclusion of foreign military to the Presidio of Monterey's ever shifting student body is nothing new, this particular class makes a fine case for the revolutionary Pashto program currently being taught at MLS.

All 10 students carry with them previous military language training, six in Arabic and four in Russian and Serbian/Croatian. They are attending the DLIFLC's Pashto course in preparation for a deployment to Afghanistan where the Danish military currently has nearly 480 service members in-country, and plans to augment this number with another company sized element of a few hundred troops next year.

With the importance of this mission it was crucial that these linguists be given the best possible instruction, as no other educational institution offered such a lengthy, intensive, and rich program taught by qualified instructors. At DLIFLC the Pashto and Dari programs were developed only months after 9/11, earning the Presidio global recognition as the leading authority in the instruction of these languages.

"The Danes sent their students to DLIFLC for a good reason. There are very few viable Pashto programs in the



Pashto Academic Specialist Farooq Babrakzai teaches a class on geography to Danish students.

world and DLIFLC's Pashto Program is by far the strongest, in terms of faculty, curriculum, and technology," said MLS dean, Dr. Shensheng Zhu.

Under the guidelines of Foreign Military Sales the Danish government, like many countries before it, provided DLIFLC the necessary funds to enroll its 10 linguist officers in the course and provide them with books, necessary equipment, and housing in Monterey.

Of their arrival to the Presidio, a base populated by 3,500 students, an average of 1,700 instructors, and over 400 staff members, one commented, "We were quite surprised when they told us we were going to a small base, when where we came from there were only 40 (people)."

Their class, which began August 17th, is lead by Laila Sharifi, an instructor of the Pashto course since 2006, who has been charged with the unique task of teaching a class of officer linguists, a situation of which she exclaims, "It feels like you're in heaven. Even after a week they've learned so much."

Though the students will be held to the same Defense Language Proficiency Test standards of all basic course graduates, Sharifi has high expectations both for her new class and her compact teaching team of instructors and one academic specialist, Mr. Farooq Babrakzai.

Babarakzai, who serves both as an in-house grammarian and a cultural specialist, lectures on the various facets of society, geography, politics and traditions exclusive to Afghanistan.

"We have a different program. In our book there are presentations on culture which are all in Pashto, but these students will be given a presentation in English, work on it the next hour in Pashto, and a week later present on the subject in the target language," Sharifi explained.

Though the Danish officers have only scratched the surface of their DLIFLC education, they immediately came to realize that despite the shared methodology of a full immersion, DLIFLC set itself apart from their previous



language learning experiences with the inclusion of a teaching team entirely composed of native speakers.

“It is overwhelming at first but as we move along, it should be quite beneficial,” said one officer.

With the course having begun just a few months ago, the IMS class is keeping their collective eye on the prize, “We are all focused on our goal of becoming interpreters ... we don’t focus on tests, we focus on our future work,” said another officer.

Because they will be directly deployed from DLIFLC to the southern province of Kandahar in Afghanistan, the students’ aims are clear: working to ensure that the instructors emphasize which of the three dialects covered in the course is best suited to the region to which they will be assigned.

They intend to absorb as much of the cultural presentations as they can, for the purpose of instructing their fellow troops in the field. “The goal is to stand with the man in brown (commanding officer) and be able to explain why someone is doing what they are doing, when they are doing it, to be able to explain the cultural origins of their actions,” said a student. “We have an additional advantage with this class because everyone chose to be here. Everybody chose to learn the Pashto language.”

But for the time being, the Danish officers hope to take full advantage of their current residence at the Presidio of Monterey and the beautiful state of California, in their spare time. They have plans to travel at every opportunity from California’s major cities, Los Angeles and San Francisco, to out of state attractions such as Las Vegas and Hawaii.

Despite their busy lives, the Danish officers also find time to join members of the 229th Military Intelligence Battalion, at firing ranges and training events, making closer acquaintance with those troops of whom they say, “We’ve received such a warm welcome. Everyone who comes to talk to us is very kind, sometimes they stare, but they are very friendly.” ♦

**The names of the Danish officers have not been provided in this article for security reasons.*

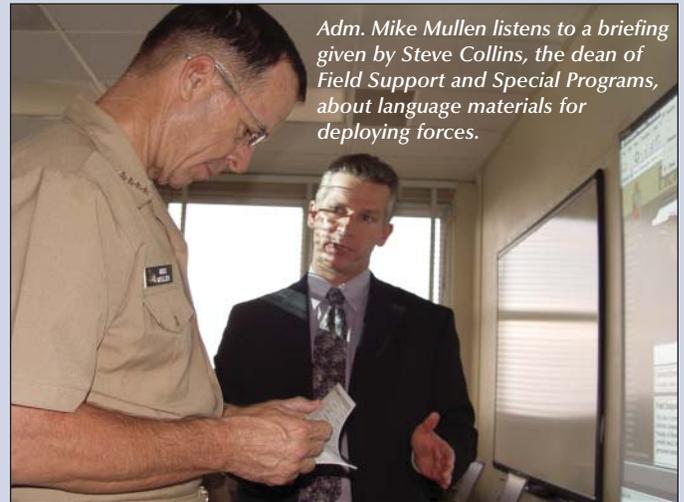
Navy Adm. Mike Mullen visits DLIFLC

By Natela Cutter

Strategic Communications

Just nine days before taking the post of the chairman of the Joint Chiefs of Staff, Adm. Mike Mullen visited the Defense Language Institute Foreign Language Center (DLIFLC) on Sept. 21st, taking the opportunity to see the Institute, while participating in a Naval Postgraduate School frocking ceremony of three new chief petty officers.

Mullen received a command brief and visited Arabic language classrooms at the Institute’s Middle East School I, where he was able to talk with students about their studies and see some of the newest programs DLIFLC had developed for deploying service members.



Adm. Mike Mullen listens to a briefing given by Steve Collins, the dean of Field Support and Special Programs, about language materials for deploying forces.

Fascinated by the technology employed, Mullen joked with students and instructors as they zipped through technology demonstrations showing various interactive programs and live audio and video recordings of authentic materials. “If I only had this when I was a student,” he said with a big smile. ♦



DLIFLC students run Army Ten-Miler in D.C.

The Presidio of Monterey running team poses in front of the Pentagon just before running in the Army Ten-Miler race Oct. 7 in Washington, D.C. More than 25,000 athletes registered while 17,641 started the race and 17,600 finished. The Presidio men’s team placed 7th and the Presidio women’s team placed 12th. Back row, from left: Lance Cpl. Justin Oleson, Lance Cpl. Christopher Passmore, Cpl. Ryan Collins, Lance Cpl. Peter Coke, Staff Sgt. Stuart Rasmussen, and Airman 1st class Ivan Alvarado. Front row, from left: Pfc. Summer Binns, Pfc. Emily Rogers, Pfc. Jessica Dorrough, Sgt. Aurita Maldonado, Senior Airman Jennifer Negley, and Pfc. Joan Parmely.



DLIFLC and Presidio of Monterey mark Veterans Day

By Natela Cutter

Strategic Communications

The Defense Language Institute Foreign Language Center (DLIFLC) and Presidio of Monterey (POM) celebrated Veterans Day on Nov. 8th, remembering the fallen and expressing gratitude toward those who gave the ultimate sacrifice for their country.

“What a proud day it is to be an American,” said DLIFLC Commandant and Commander of POM, Col. Sue Ann Sandusky.

“Today as we celebrate Veterans Day, I would ask that we reflect upon those service members who went before us,” said Sandusky. As she spoke, Soldiers, Marines Sailors, and Airmen stood solemnly in formation on Soldier Field.

The guest speaker for the event was Army retired Command Sgt. Maj. Thomas J. Bugary, who was the command sergeant major of DLIFLC and POM from September 1993 to July 1997. Bugary graduated from the Basic and Intermediate Korean language courses at DLIFLC in the early years of his military career.

“Selfless duty is what our country admires most about veterans, well over 60 million of them in the past 232 years... Over a million of these veterans gave their lives for their country,” said Bugary, who at the beginning of his speech passed on some advice from one of his old Platoon Sergeants to Presidio service members on the field. He told them to bend their legs slightly at the knee, so they wouldn’t “falter while the guest speaker gave his lengthy and boring speech.” The audience laughed heartily.

In an analogy, citing the movie “Saving Private Ryan,” Bugary explained how one can “be worthy of comrades who have made personal sacrifices so that others might live in a country with freedom and values such as ours.” He described a scene where Capt. John Miller, who lay dying on a French battlefield, told Pvt. James Ryan to “Earn this ... earn it,” meaning that Ryan needed to earn his life and the sacrifices of five others who died in an effort to get him back home. Bugary said that throughout the movie, Ryan felt that he had not earned Capt. Miller’s sacrifice because he had done nothing significant with his life. He had only lived his life as a farmer and raised a family as best he could.

“Little did James Ryan know that in leading the best life he could, he had actually earned Capt. Miller’s sacrifice,” he said. “We are only here today because of the sacrifice of others.”

Following 9/11 our dangerous world became more dangerous, Bugary said. Our country mobilized to meet a new enemy who “defies everything we as a nation stand for. The duty to stop this enemy has again fallen on our young men

and women, all volunteers, all who have taken an oath, put on a uniform, and are ready to do their part in this struggle.”

He cautioned the audience about returning veterans of war, who will attempt to adjust and try to fit back into a society, which in many cases is ill prepared to provide for them. Bugary urged those present to never forget the sacrifices veterans have given for “our way of life,” and said that the best way to show gratitude is through “our never-ending support and contributions to their struggle.”

Bugary told the audience that we need to help veterans to continue making a difference.

“Disabled veterans do not want our pity, they want our support. They want us to visit them in hospitals when they need us, they want us to understand them when we interview them for jobs, and they want us to provide for their wounds as they continue to make a difference. Disabled veterans do not expect a hand-out, but they want to take our hand,” he said.

Bugary talked about never forgetting those Missing in Action, “who may still be alive and paying for what we must strive so hard to earn.”

“I challenge each and every American to do just one small thing in support of our honored veterans. Donate just a few minutes of your time, or offer some small service in support of such an honorable cause,” said Bugary.

“Do not make this day just another holiday. Do not make this day just another day off; give it some meaning. Let us earn it,” he concluded. ♦



Command Sgt. Maj. (USA, retired) Thomas Bugary receives a photograph of DLIFLC military, staff, and students taken on Soldier Field, from DLI Alumni Association President Benjamin De La Selva.



Three Presidio Soldiers awarded for saving man's life

By Elizabeth D'Angelo

Presidio of Monterey Public Affairs



Three courageous Presidio of Monterey Soldiers were given awards for saving a man's life in late October.

Lt. Col. Donald Sohn, 229th Military Intelligence Battalion Commander, awarded the Army Commendation medal with one oak leaf cluster to Staff Sgt. David Goldberg, and an Army Achievement Medal to Sgt. Dustin Waite and Cpl. Ryan Bickel on Nov. 14th, during an awards ceremony at the Presidio's Price Fitness Center.

On Oct. 23rd at 5 p.m., Bickel, Goldberg and their platoons were assembled on the Price Fitness Center football field for a physical training session when a civilian, James Hawkins, fell to the ground, suffering a severe asthma attack that caused him to stop breathing.

Once Capt. James Scaperotto of the 229th MI BN became aware of the situation he immediately sent Goldberg, Waite and Bickel to provide assistance to Hawkins.

About one minute had passed when the Soldiers approached Hawkins. A gargling sound could be heard coming from Hawkins' throat and his eyes were rolled back. The Soldiers found that Hawkins was not breathing and his pulse was fading. They tried to administer Hawkins' inhaler, which contained albuterol, an inhalant used in treating asthma.

"There was no way to get the albuterol in his body because no air was coming in or out," said Goldberg.

"The air was going inside his body, but we had to push on his abdomen to get the air back out," Waite said.

To get the albuterol into Hawkins' body the Soldiers had to perform mouth-to-mouth resuscitation.

"After a couple breaths he began gasping for air," Goldberg said. "The air enabled him to breathe more and we were able to give him a shot of albuterol."

The Soldiers said they were able to revive Hawkins' heart rate and sustain his life until the paramedics arrived on scene about seven minutes later. Hawkins was then taken to the hospital.

Scaperotto spoke with the ranking emergency responder on scene, Lt. Kevin Murdock of the Monterey Fire Department, who confirmed that Hawkins would not have survived if not for the Soldiers' life-saving actions.

"When the Emergency Medical Team arrived they said we did a good job and that it was definitely good we were on the spot," said Goldberg. ♦

Former DLIFLC Russian faculty member publishes book

By Christine Campbell

Directorate of Evaluation and Standardization

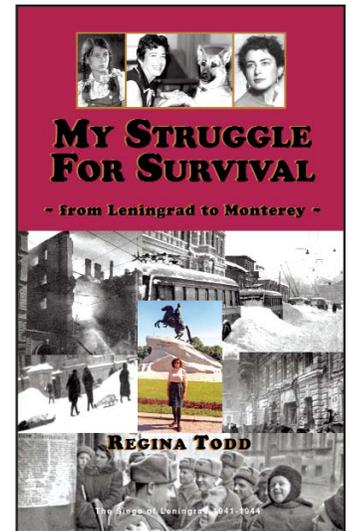
Regina Todd, a retired Russian faculty member of 33 years at the Defense Language Institute Foreign Language Center (DLIFLC), published her book *My Struggle for Survival*,* which outlines her life from childhood in the former Soviet Union, to her eventual choice of Monterey as a place to settle in the United States.

An autobiography, the book begins with her birth and childhood in Leningrad under Stalinist terror and describes her horrific experiences as a victim of the 900-day siege of the city by Nazi Germany. During this time more than one million Leningrad residents died of bombings and starvation. Next, the book traces her life in Central Asia, her law studies and graduation from Leningrad University in 1951, through her career as a corporate lawyer for five years in the former Soviet Union., and eventually her flight to Europe, and ultimately the United States.

Arriving in the United States in 1960, Todd lived in Los Angeles, Calif, where she worked and participated in the Art Linkletter Show as a member of an international panel where she discussed her assigned topic of "Family Life in the Soviet Union." She then went to New York, where she became a Research Assistant at Columbia University School of Law from 1964 to 1967. Afterwards, she was on the faculty of Monterey Institute of International Studies (then, Monterey Institute of Foreign Studies) and Middlebury College. She received her M.A. in Russian Language and Civilization from the Institute in 1965, and in 1969 she began working at DLIFLC.

My Struggle for Survival is an inspirational book that depicts one woman's fight to overcome unimaginable obstacles to make a life for herself. The book is a human interest story and a stimulating read for people who enjoy autobiographies and history. DLIFLC faculty will no doubt be able to identify with her account of the difficulties an immigrant faces in a new country. The book is one more example of professional contributions made by DLIFLC faculty. ♦

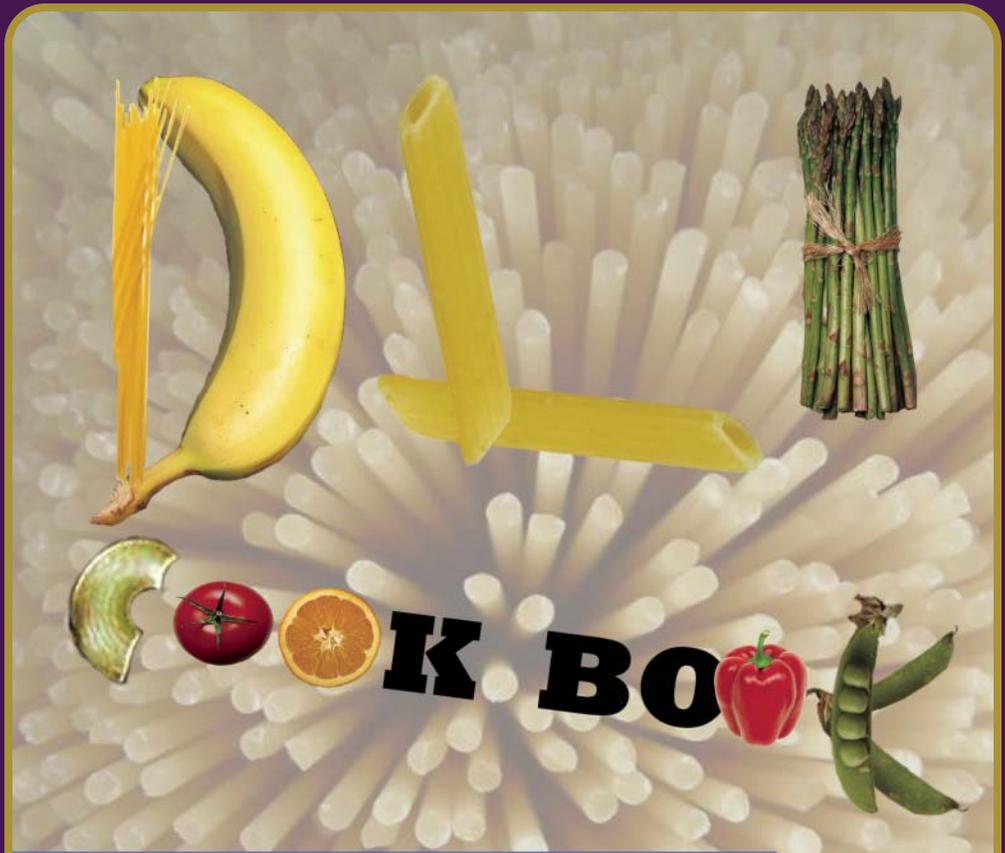
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DLIFLC is sponsoring an **Industry Day** conference Dec 10-11, 2007 at the Monterey Conference Center, to discover new technologies that may enhance language learning at the Institute. DLIFLC is interested in products that would facilitate instruction and curriculum development. For more information visit www.nationalconference.com