

DLIFLC

# GLOBE

Serving the military and civilian communities of the  
Defense Language Institute Foreign Language Center and Presidio of Monterey  
FALL/WINTER 2009



**“Providing culturally-aware, language-skilled Soldiers and leaders, in accordance with ARFORGEN, is not only possible, but an imperative for us.”**

**TRADOC GEN. MARTIN DEMPSEY**

[www.DLIFLC.edu](http://www.DLIFLC.edu)



**Page 14**

Distinguished alumni and former faculty and staff members who presided over the 68th DLIFLC Anniversary cake-cutting event this year were (L-R) Mr. Ben De La Selva, Mr. Daniel J. Lovick, Dr. Kawther Hakim, Mr. William Meyer, and retired Maj. George Ferguson.



**Front Cover**

TRADOC Gen. Martin Dempsey walks with DLIFLC Commandant Col. Sue Ann Sandusky toward the Multi-Language School Sept. 24 to conduct classroom observations of service-members studying Persian Farsi and Pashto. Dempsey said he was impressed by student savviness in the use of technology which aids them in their language studies.



**EDITORIAL STAFF**

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**Design & Production**

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**Photo Credits**

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Shepard, Maj. Deborah Molnar,

Seaman Kenneth M. Wilkerson &

Lopezphotographybridal.com

**Inside**

**GLOBE**

**Page 3**

From the top

**Page 4**

Mullen: U.S. Military benefits from language training

**Page 5**

Patriot Day renews memories of 9/11 events

**Page 5**

DTRA students visit Mikhail Gorbachev Foundation

**Page 6**

DLIFLC commandant presents WW II Silver Star medal

**Page 7**

DLIFLC supports 3rd Infantry Division deployment

**Page 7**

DLIFLC's Muslim community and friends celebrate Iftar

**Page 8**

Gen. Dempsey says DLIFLC is the Army's "educational treasure"

**Page 9**

DLIFLC Language Survival Kits and Headstarts train Iraqis

**Pages 9-11**

The sun doesn't set on the "DLI Empire"

**Page 12**

DLIFLC plays major role in new Pentagon AF/PAK program

**Page 13**

Arizona lawmaker delivers commencement address at DLIFLC

**Page 13**

In Memoriam – Mohamed Dounas

**Pages 14-15**

DLIFLC celebrates 68th Anniversary

**Page 16**

Former Iraqi officer, family, find refuge in Marina after escaping terror in their homeland

**Page 17**

DLIFLC's Korean School celebrates South Korea Independence Day

**Page 18**

DLIFLC FAO gets experience on the ground

**Page 18**

Pashto students design Lewis-Laiq electronic dictionary



**Page 8**

Army Sgt. Armon Nicholson shows TRADOC Gen. Martin Dempsey the advantages of using a tablet PC with a stylus pen, which allows students to take notes in non-Latin alphabet languages.

**Page 19**

SOCOM commander visits DLIFLC

**Page 19**

DLIFLC shows off language products at AUSA

**Page 20**

Army Lessons Learned comes to DLIFLC

**Page 21**

Former U.S. Ambassador to Iraq speaks to FAOs

**Page 22**

DLIFLC students teach negotiation skills to Army Reservists

**Page 22**

Kiwanis Club recognizes DLIFLC faculty

**Pages 23-25**

Year of the Faculty (6 features)

**Page 26**

DLIFLC instructors teach second languages to senior officers

**Page 27**

Proficiency in Pashto helps

**Back Cover**

Advertisement of DLIFLC website

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# From the top...

By Col. Sue Ann Sandusky



Col. Sue Ann Sandusky  
DLIFLC Commandant

This edition of the Globe captures some of the recent major events and ongoing activities that demonstrate the Defense Language Institute Foreign Language Center’s national strategic significance.

The new emphasis on language training by the Pentagon was reflected by a visit from Adm. Mike Mullen, Chairman of the Joint Chiefs of Staff as well as DLIFLC’s work with the new “Afghanistan/Pakistan Hands” program.

Commander of the U.S. Army Training and Doctrine Command, Gen. Martin Dempsey, on a recent visit highlighted how DLIFLC’s training, such as support provided to the 3rd Infantry Division, fits into the Army Force Generation (ARFORGEN) process.

The visit by Undersecretary of Defense for Intelligence, the Hon. James B. Clapper, underscores DLIFLC’s ongoing contributions to world-wide intelligence operations.

But Adm. Mullen, Gen. Dempsey, and Undersecretary Clapper were not the only high-level officials we had the opportunity to host recently. Not unlike colleges and universities that hold “Homecoming” events, DLIFLC, too, celebrated with our alumni as we marked our great Institute’s 68th birthday in October.

We were honored to have the Secretary of the Air Force, the Hon. Michael B. Donley as the guest speaker at this year’s DLI Alumni Association-sponsored Anniversary Ball. Secretary Donley graduated from DLIFLC’s Spanish basic course – with honors – in 1973 when he was a private in the Army.

Secretary Donley’s visit was followed closely by the return of two-time DLIFLC graduate from the 1980s, Adm. Eric Olson, Commander of U.S. Special Operations Command, who emphasized that language skills are warfighting skills in the 21st century.

Interactive whiteboards, iPods, and tablet PCs used by today’s students and teachers are a far cry from the technology used in DLIFLC classrooms in the 1970s and 1980s. DLIFLC’s hallmarks, inspiring teachers and excellent training, have remained constants that make the Institute a world leader in foreign language training and education, and continue to help equip our graduates to follow in the footsteps of Secretary Donley and Adm. Olson, making a difference to our national defense.

Enjoy the story and photos of the 68th DLIFLC Birthday Ball in this edition of the Globe – and plan on joining us at next year’s celebration on Nov. 6, 2010!

Sincerely,

Sue Ann Sandusky  
Colonel, U.S. Army  
Commandant



## Mullen: U.S. Military benefits from language training

By John J. Kruzel  
American Forces Press Service

No training is more crucial to the U.S. military than education in critical foreign languages and cultures, the chairman of the Joint Chiefs of Staff said Aug. 10.

Speaking at the Defense Language Institute in Monterey, Calif., Navy Adm. Mike Mullen told students that their lessons in the languages of Afghanistan and Iraq, for instance, have potential to pay great dividends.

“As you go through these courses, no matter how long, they are as important as any undertaking that we have in the United States military right now,” he said. “And you really have great, great potential for making a huge difference.”



*Navy Adm. Mike Mullen addresses a crowd of 2,000 servicemembers at the Presidio Price Fitness Center Aug. 10, 2009.*

Mullen said the flexibility of language training in the military underscores the state of global flux, he said, adding that change is the “new normal” in today’s international climate.

“A few years ago we would not have been focusing on, as we are now... Dari or Urdu or Pashto or Farsi or Arabic or Hindi, and many other languages which are covered here,” he said. “But just that group speaks to the extraordinary change that we’ve gone through as an institution in our requirements.”

While language is a necessary tool for the exchange of information and ideas, it also can be a window into the culture of a foreign people. That’s why the language institute, the Defense Department’s flagship foreign culture learning center, complements language with additional training.

Mullen described the approach at the Defense Language Institute as “culturally attuned.”

“It is really important that we listen to other people, that we listen to other cultures, that we pay attention to how they see their problems,” he said. “I call that seeing it through



*The Joint Chiefs of Staff speaks with DLIFLC students of Persian Farsi about the significance of their language and culture studies.*

their eyes – putting yourself in a position that actually focuses on what they are thinking about, as opposed to how we think about them, or how we think about, in our Western ways, we might solve their problems.”

In addition to the lengthy and intensive training regimens at the institute – with an average Dari course, for example, running for 47 weeks and demanding devoted study outside the classroom – practicing language in the field demands a large degree of patience, Mullen said.

“Sometimes that takes more patience than we would like to admit,” he said. “But in the long run, if you’re able to solve a problem using the approach through other people when it’s their problem, the outcome is much more positive. And it will be much more long-lasting.”

Mullen characterized students at the institute as being “at the heart,” both of the military’s public outreach efforts in places like Afghanistan and within the U.S. military amid the cultural reform taking shape.

“You are at the heart of change, and that’s what I would call the external effect,” he said. “But what you’re also causing is change internally to our services, because we’re going to have to figure out different ways to promote, different ways to educate, different ways to train, compared to what we’ve done in the past.”

The chairman said the burgeoning linguists are at the forefront during a critical juncture.

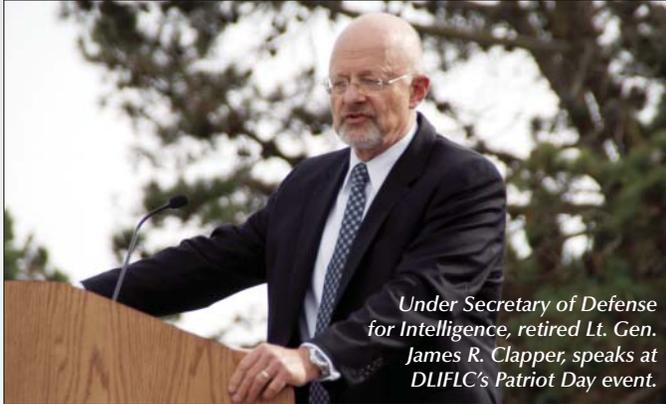
“As you go through these studies, or these courses, you need to come away from here absolutely the best possible linguist, the best possible education in terms of cultural sensitivity and attuning to the needs of others because you’ll really make a difference down the road,” he said. ♦



## Patriot Day renews memories of 9/11 events

By Joe Morgan

Presidio of Monterey Public Affairs



*Under Secretary of Defense for Intelligence, retired Lt. Gen. James R. Clapper, speaks at DLIFLC's Patriot Day event.*

Eight years to the day from the Sept. 11, 2001, terrorist attacks on the United States, military and civilian members of the Defense Language Institute Foreign Language Center convened at the Presidio's Soldier Field for a solemn ceremony of remembrance and renewal. Patriot Day, as Sept. 11 is coming to be known in the United States, was for DLIFLC Commandant Col. Sue Ann Sandusky an opportunity to draw attention to the DLIFLC mission.

In remarks that opened the Presidio ceremony, she said the many DLIFLC students in attendance are "future global leaders, future analysts and attachés, men and women who will use their foreign language proficiency on the battlefield and in support of those on the battlefield." She said that as trained linguists, they will "help identify and respond to threats to our national security."

Noting that many DLIFLC faculty members were also in attendance, Sandusky said they come to the Presidio

"from every corner of the Earth" and "remind us of the global significance of the events we remember today."

"All of us remember where we were and what we were doing on that day eight years ago," said guest speaker retired Lt. Gen. James R. Clapper, USA, who has served since April 2007 as Under Secretary of Defense for Intelligence. "We will carry that memory for the rest of our lives, as individuals and as a nation."

Speaking about the significance of DLIFLC's mission Clapper said, "This unique environment exists only here, where culture and language education creates awareness, sensitivity and tolerance for other's beliefs and way of life."

Clapper said that he was impressed with DLIFLC's "magnificent" students, faculty, and staff, whose enthusiasm he witnessed while visiting classes throughout the day.

In the immediate aftermath of the attacks, Clapper noted, Americans and peace-loving people around the world rallied against terrorism.

"Let us renew the true spirit of that day," Clapper said.

He said that language and cultural training provided by DLIFLC "creates awareness, sensitivity and tolerance between the United States and countries around the world" and serves to "strengthen our country and better our world." ♦



*DLIFLC servicemembers salute the U.S. flag during the national anthem.*



## DTRA students visit Mikhail Gorbachev Foundation

Defense Threat Reduction Agency language interpreters traveled to Moscow, Russia, to evaluate a new high level consecutive interpreting program. Along with their Russian counterparts, DTRA members visited the former Russian President Mikhail Gorbachev's foundation, by chance meeting the former president and his guest, Ted Turner, who was promoting his new book. (L-R, front row) Master Sgt. Jon Craig, an unnamed foundation member, Mikhail Gorbachev, and Elizabeth Dewberry. (L-R, back row) Master Sgt. Michael Arrowsmith, Kurt Porter, Tech. Sgt. Piotr Ratuszny, and Ted Turner.



## DLIFLC commandant presents WWII Silver Star medal

By Natela Cutter  
*Strategic Communications*

Defense Language Institute Foreign Language Center Commandant Col. Sue Ann Sandusky presented the Silver Star medal to Virginia Uchida, the daughter of Pfc. Tom T. Yagi, who earned the honor by shielding a wounded Soldier with his own body from a mortar barrage in Italy on April 20, 1945.

“It is a tremendous privilege for me to have the opportunity to participate in this medal presentation ceremony, the awarding of the Silver Star to the daughter of the late Pfc. Tom Yagi” said Sandusky, standing aboard the USS Hornet Museum Aug. 8, in Alameda, Calif, with dozens of members of the Friends and Family of Nisei Veterans, a non-profit organization that includes many graduates of the Military Intelligence Service Language School, the forerunner of DLIFLC.

“My uncle came home after the war and never knew he had received this medal. I found out by chance, after going through his documents, and doing quite a bit of investigating on my own. It’s a fascinating story,” said Bryan Yagi, the nephew of Tom Yagi.

Pvt. Yagi was drafted into the military on Feb. 19, 1942 and after becoming a surgical technician, he joined the 442nd Regimental Combat Team and served as a medic. His ultimate goal was to return home and earn a medical degree from John Hopkins University, which he had already attended for several semesters.

“Unfortunately, my uncle was never able to return to medical school, though he tried several times. I read the



*DLIFLC Commandant Col. Sue Ann Sandusky presents the Silver Star medal to Virginia Uchida, the daughter of Pfc. Tom Yagi, who earned the prestigious award by shielding a fellow Soldier with his own body.*

rejection letters,” said Yagi, with a solemn tone in his voice.

“It took a lot of research to really find out what happened to him during the war. I contacted several veterans organizations, and followed their leads. I was eventually able to contact several people who knew my uncle,” explained Yagi.

One day Yagi received a phone call from Seattle, Wash., from Mas Hashimoto who said he was not sure if he knew Pfc. Yagi but remembered being helped by a young medic who wanted to go to John Hopkins University and become a doctor.

“I knew it had to be my uncle. Mr. Hashimoto then told me the story of how he was hit in the shoulder. My Uncle Tom took off his shirt and saw that he was wearing a sweater. As he was about to cut it, Mr. Hashimoto said

he begged him not to, because his girlfriend made it for him!” explained Yagi. “When he got home, he married her.”

After several years of researching, Yagi finally received the general order from the national archives which stated that his uncle had received the Silver Star, but that an administrative mistake was made, and it was never awarded.

“I cried when the notice came in the mail,” said Yagi, who immediately gave the good news to cousins, aunts and uncles. ♦

*Mas Hashimoto and his wife Marcia speak with Col. Sue Ann Sandusky about Tom Yagi, who treated Hashimoto’s wounds during the war.*





## DLIFLC supports 3rd Infantry Division deployment

By **Brian Lamar**

*Strategic Communications*

Cultural acuity and language proficiency can be a force multiplier for troops immersed in a foreign environment. The 3rd Infantry Division, which recently deployment to Iraq, understands this best.

“Foreign language training is absolutely critical so all of our Soldiers understand the cultural nuances while interacting with leadership in Iraq and Afghanistan, and also with the general population (in order) to have that common understanding,” said Brig. Gen. Thomas Vandal, 3rd Inf. Div. Deputy Commanding General for Support.



*DLIFLC Mobile Training Team instructor Augustin Youhanna trains the 3rd Inf. Div. troops during a one-week course in the Fort Stewart language lab.*

In mid August, DLIFLC sent several native Iraqi teachers to Fort Stewart, Ga., to teach cultural nuances and survival language skills to the 3rd Inf. Div. troops which recently deployed to Iraq. DLIFLC Mobile Training Teams have been teaching cultural awareness and survival language skills to servicemembers since 2005.

“If you can understand the basic writings and scribbling on the walls, it could be more than just scribbling. It could mean anything, like an [insurgent] meeting or an IED emplacement, said Military Intelligence Corps Command Sgt. Major Wyckoff, who is the Command’s senior enlisted member.

More than 112,000 deploying troops have received training through the DLIFLC language and culture familiarization MTT program. In most cases, units incur no cost by scheduling and receiving these training packages.

Commanders are very aware of the capability that is being added to their division.

“The 3rd Inf. Div. has sent about 300 Soldiers through the language training course. We believe that this is absolutely critical for them to continue to develop their cultural understanding and language skills in order to further interact with the local population, as well as some of the various key leader engagements that they will interact in,” said Vandal.

According to one student in the latest language and culture class who did not want to be named, this training will give him an advantage over previous deployments. Without receiving the training, he felt he was missing out on a lot of vitally important information.

“It is important to have basic language skills. If you have a basic understanding of what folks are saying out there, you can save lives... You can listen and see if insurgent activity is going on in a town and gain mission-critical information in this way,” said Wyckoff. ♦

## DLIFLC Muslim community and friends celebrate Iftar

On Sept. 4 the DLIFLC Muslim community gathered at 7:20 p.m. at the Presidio’s Weckerling Center to celebrate the breaking of the fast. During the month of Ramadan, observant Muslims commence fasting at sunrise and break their fast after sundown. The last day of the fast is marked at DLIFLC by a traditional gathering of Muslim community members, family and friends, for a feast that includes foods from many Middle Eastern countries. This year’s event was organized by Mohammed al-Haise, Abdul Kadar Aboushariefeh, Samir Alwahab, Salem Elflike, Staff Sgt. Samir Abdulaziz, Tech. Sgt. Ahmed Shah, Tarek Mahmoud, Fawzia Ali, and Mohammed Makram.



*DLIFLC Commandant Col. Sue Ann Sandusky joins the celebration of Iftar, the breaking of the fast, at the invitation of the DLIFLC Muslim community on Sept. 4, 2009.*



## Gen. Dempsey says DLIFLC is the Army's "educational treasure"

By Natela Cutter  
Strategic Communications

The general in charge of the Army's training and doctrine, Gen. Martin Dempsey, says that the Defense Language Institute Foreign Language Center "is a great educational treasure for the Army."

Dempsey, who spent the day touring DLIFLC Sept. 24, shared his thoughts on the value of language and culture training for servicemembers.

"Culture and foreign language are... those tools that allow us to build the kind of leaders that are adaptive and can win in [a competitive] environment," said Dempsey, explaining that the ever-changing military operating environment has been affected by globalization and the rapid advancement of technology.

"As a result, the leaders who encounter that competitive environment have to win in that learning environment. They have to learn faster than their potential adversaries."

During his visit to classrooms, Dempsey had an opportunity to interact with servicemembers and find out what types of methodology and technology are used to aid students in their acquisition of language skills and cultural knowledge.

"Pashto is a hard language to learn because the word meanings vary so much from dialect to dialect. What may be an expression for children in one village, may be an expression for animals in another. You can easily insult an entire village if you make that mistake," said Pashto student Staff Sgt. Matt Russell.

In response to a question about ARFORGEN, a process applied to all active and reserve Army units to manage unit readiness and support demands for deployments, Dempsey

said "Providing culturally-aware language-skilled Soldiers and leaders, in accordance with ARFORGEN, is not only possible, but an imperative for us."

Stating that ARFORGEN is a mechanism that provides the ability to "see ourselves," Dempsey added, "One of the things that we have to do is match the tactical adaptations we have made in the fight in Iraq and Afghanistan with the institutional adaptations. We have to adapt our policies and processes to ensure that we provide the Soldiers with the right skills."

*"Culture and foreign language are... those tools that allow us to build the kind of leaders that are adaptive and can win in [a competitive] environment."*



*Gen. Martin Dempsey listens to servicemembers speak about their experience of learning Persian Farsi language and culture during 47 weeks of intensive studies. DLIFLC teaches culturally-based foreign language skills to all servicemembers.*

Dempsey also visited DLIFLC's Student Learning Center, which provides the first week of instruction for all students in English grammar, area studies and student learning techniques according to learner types.

"Some of the techniques used here to deliver education have applicability in different areas (of TRADOC)," said Dempsey, referring to the possibility of applying DLIFLC student learning strategies to other TRADOC schools.

"DLI is a test-bed for emerging technologies and how to not only deliver skills in the near term education, but also for life-long learning," said Dempsey.

TRADOC's top general said that though he had read a lot about DLIFLC in PowerPoint presentations, seeing the facilities, and talking to the leadership, instructors and students, made a big difference in his

understanding of the Institute's mission.

"It (DLIFLC) has an incredibly talented faculty, a large population of dedicated students, who are more than willing to tell you what is working and what is not," he said, having visited both Persian Farsi and Pashto classes.

Along with his aides, Dempsey also visited the Continuing Education Directorate, where he participated in distance learning lessons in Russian. CE provides resident sustainment and advanced language courses, as well as instructor MTTs which provide pre-deployment training to servicemembers. ♦



## DLIFLC Language Survival Kits and Headstarts train Iraqis

By Natela Cutter

Strategic Communications

Defense Language Institute Foreign Language Center's Language Survival Kits and Headstarts apparently are not only used by non-native speakers of a language to gain foreign language skills, but they have also come in handy to teach Iraqi Soldiers how to read and write.

When Capt. Brian James and his company in Basrah took over from the British in April 2009, he quickly discovered that his task of teaching Iraqi Soldiers technical aspects of communication would be extremely difficult.



*Army Capt. Brian James brings his Iraqi counterpart a box of Language Survival Kits and Headstart language materials to teach Iraqi signal soldiers the fundamentals in Arabic writing and reading.*

“As part of the assessment of the capabilities of the company, I found that about half the Iraqi Soldiers had little or no ability to read or write Arabic,” said James, explaining that his specialty was highly technical.

“Teaching the Iraqi Soldiers how to do something, and giving them training materials and manuals only solved part of the problem.”

Realizing the gravity of the situation, James began searching for ways to provide Arabic language training for the Iraqi Signal Soldiers but was faced with challenges because of funding restrictions.

“I called a few places back in the States, to see if they could help, but only DLI responded to my request,” said James, who explained that he tried to partner with the Provincial Reconstruction Teams from the State Department, but was unable to gain support “because of their restrictions on spending money on anything associated with the Iraqi Army.”

“DLI was the only institution that was willing to help,” said James, who added that the training materials arrived surprisingly quickly. “I took the materials to the company

commander, Maj. Maher, who distributed them amongst other officers in the division,” said James, who added that Maj. Maher wanted to implement the “train the trainer,” concept.

Though back in the United States now, James said his replacement would re-engage Maj. Maher this fall to try to develop training opportunities for the NCOs and Soldiers in the Iraqi Army. ♦

## The sun doesn't set on the “DLI Empire”

By Brian Lamar

Cultural, religious and ethnic diversity have never been in short supply at the Defense Language Institute Foreign Language Center. “If you were to take a globe and highlight every country that someone from our faculty called home, every angle that you viewed the Earth from would have DLI highlights,” said DLIFLC Commandant, Col. Sue Ann Sandusky.

Over 1,750 DLIFLC faculty and staff work at the Presidio of Monterey in various capacities, from classroom teachers and test writers to curriculum developers. Because of the Institute's unusual mission, DLIFLC has become one of the largest, culturally-diverse language schools in the nation, with a mix of people from more than 50 countries. All of them bring with them not only the ability and love for teaching, but also a wealth of real life experience and cultural know-how which they diligently transfer to their students every day.

Some of these extraordinary teachers even bring diplomatic experience to the table. Here is a glimpse into their former lives...

Continued next page ➡

**LYOMA USMANOV**, an assistant professor in the Emerging Languages Task Force (ELTF) division at DLIFLC since 2003, has been called a terrorist collaborator and has been accused of belonging to a government that commits war crimes. The road he has chosen has not been smooth.



*Lyoma Usmanov sits beside Chechen President Aslan Maskhadov.*

Eleven years ago, Usmanov agreed to serve the Chechen people in the position of authorized representative of the Chechen Republic to the United States. His job was to diplomatically defend his country during the hostile conflict between the Chechen Republic and Russia. He was also the voice to garner public and diplomatic support for the Chechen Republic from other nations.

"Sometimes my job compelled me to be half diplomat and half human rights activist," said Usmanov. "My main purpose was to stop the war," he explained.

Representing a small nation, with a small Chechen Republic budget, was daunting and difficult, especially when going up against a super power like Russia.

"Four diplomats with full salaries and all the benefits that go along with their jobs were assigned by the Russian government just to block any activity I was doing," Usmanov said.

"My time of diplomacy and my ambassadorial work in Washington, D.C. sometimes was a horror because I was exhausted all the time. I was working for Chechnya with limited funding, so I had to take on extra work to even make ends meet," Usmanov said.



Usmanov's life is much less stressful now that he works at DLIFLC. He is glad that he can look back on his experiences and know that he gave all he had to give. Compared to the past, when he often feared for his life, working as a Language Technology Specialist at the ELTF is a "piece of cake."

**ADNAN SADDUK**, who has been an assistant professor at DLIFLC over the past 19 years, is what Americans would perceive as an Arab version of Benjamin Franklin.

Sadduk has lived the nerve-wracking life of a diplomat, academic life of an educator, publisher and journalist, and tumultuous life of a business owner. This Jordanian "jack of all trades" realized his calling in the diplomatic arena during the 1967 Six-Day-War between Jordan, Syria, Egypt and Israel.



During the war, he confronted Moshe Dayan, the Israeli military leader, on the behalf of a hungry mob. At the time, Sadduk was in Jerusalem producing a tourism magazine and was approached by a large group of women and children who were left with nothing. He felt it was his job to do something.

"I remember Moshe Dayan, the former defense minister, showed up in a beautiful jeep after the war. I went to him and said, 'Your Excellency, why don't you help these people? They have no food or water and you are victorious, do something!' He looked at me very sharply and barked an order to his guard and soon a truck with bread, water and milk arrived," Sadduk explained.

"As a diplomat, one essential part of your job is to simply promote good relations," explained Sadduk.

Four years of Sadduk's career were spent as an ambassador on the Arabian Peninsula's "iron curtain," working for the Jordanian government in Yemen, with another two years in Jordan working for the foreign ministry.



*The Omani ambassador and staff members welcome Adnan Sadduk to the 15th National Day Celebration in Sana'a Yemen, Nov. 18, 1985.*

During the 70's, Yemen was an important diplomatic mission for communist-resisting countries like Jordan. During this era of the Cold War, Yemen was split into two separate countries (North and South Yemen). South Yemen, officially known as the People's Democratic Republic of Yemen (PDRY), was receiving military aid from China and the Soviet Union.

"My main job was to promote bilateral relations between Jordan and Yemen and to serve Jordanian nationals," said Sadduk.

Today Sadduk is an ambassador for Jordan in another way. He is teaching and helping U.S. servicemembers communicate in Arabic and understand his culture.

Dr. **SANG-JIN CHOI** brings to DLIFLC over three decades of military and diplomatic experience. He has played the part of military officer, diplomat, researcher, and educator, and speaks very fondly of his life's experiences. Choi's tenure at DLIFLC is the culmination of these roles and of a lifetime of international awareness, which enriches the language learning experience for his students.

By the age of 10, Choi was a great deal more politically aware than many adolescents. He recalls that on a moonless summer night in 1948, his father, armed with a shotgun, led the Choi family across the 38th parallel just as Communism gained its foothold in the country. Choi's parents settled in Seoul, South Korea, a place where Choi's father dreamed that his children would flourish.



*Dr. Sang-Jin Choi greets Queen Elizabeth II with Prince Phillip in 1983 in Jamaica where he served as Korean Ambassador.*

As a young adult, Choi enrolled in the Korea Military Academy. Upon graduation, he served as an artillery officer near the Demilitarized Zone between North and South Korea, but, being recognized by a former commander as particularly astute, was called back to the Academy to teach English and political science. After 24 years of service, brigadier general Choi retired from military service.



Upon retirement, Choi was appointed to the Korean Diplomatic Service as chief of mission in several posts across the world, among them Jamaica, Hawaii, Finland, and Panama. He says of his service that, "[My] mission was to promote the utmost goodwill and diplomacy among nations." Choi recalled fondly his family's time in Helsinki, Finland, where he said that, "I was most impressed by the honesty and integrity of the Finnish people. I have never visited such a clean country."

After 34 years of public service to his native Korea and having spent more than half of his life overseas, Choi has reached the pinnacle of his service to others by instructing servicemembers at DLIFLC. Through his lifelong experiences, Choi has witnessed the increasing interdependency of nations of the world. He recognizes the work done at DLIFLC as vital, and he offers that his place among the faculty at Asian school II is very rewarding for him.

*Story by Seaman Kenneth M. Wilkerson*

**LUIS MARTINEZ** has diplomatic blood running through his veins. When he was a freshman in high school his father was sent to Washington, D.C. to be the Panamanian military attaché, catapulting Martinez into the heartbeat of the nation and world politics.

It is no wonder that Martinez, today an associate dean in DLIFLC's Continuing Education Directorate, entered the



field of diplomacy in Panama and had a varied political career from 1981 to 1990. During this time Martinez found himself in the thick of political instability due to a 1983 constitutional amendment that brought forth a political role for the Panama military. During this time,

Manuel Noriega's Panama Defense Forces (PDF) had absolute influence over the Panamanian civilian government.

"It was difficult and frustrating at times for all of us in the Ministry of Foreign Affairs to receive instructions from the military and civilian government at the same time," said Martinez.

While Martinez served at the Permanent Mission of Panama to the United Nations in New York, he learned to develop skills that he is still proud of.

"I'm proud of having represented the Republic of Panama in a prestigious forum like the UN where I was able to learn so much about international affairs, lobbying, economic cooperation among countries, development, political, social, and cultural issues. It was an awesome experience," he explained.

Because of his talents, Martinez worked on different committees dealing with political, economic and social issues. He negotiated resolutions and agreements with delegates in the General Assembly and Security Council, and scheduled press conferences and media interviews.

During Martinez's political career, Panama experienced domestic and international turmoil. In 1987 the U.S. froze economic and military assistance to Panama in response to an internal political crisis and an attack on the U.S. Embassy. In 1989, the U.S. invaded Panama and arrested Dictator Manuel Noriega.



*Luis Martinez (1st row, 2nd from R) poses for a photo with World Bank colleagues in Washington, D.C. during a seminar on International Development Issues. The sixth person in the back row (L to R) is current Russian Minister of Foreign Affairs, Sergey Lavrov.*

"We felt liberated because our constitutional rights, democracy, and freedom of expression were reinstated," he said.

Martínez came to DLIFLC in September 1994 while pursuing his graduate degree at the Monterey Institute of International Studies.



## DLIFLC plays major role in new Pentagon AF/PAK program

By Natela Cutter  
*Strategic Communications*

The Defense Language Institute Foreign Language Center is providing the language training support for a new Pentagon program called Afghan/Pakistan Hands, designed to develop expertise in a cadre of personnel who will contribute to the effective implementation of U.S. strategy in the region.

“The purpose of the language acquisition portion of the AF/PAK Hands (APH) program is to develop language capability in designated personnel, which will enable them to better execute their respective missions in theater,” said Army Lt. Col. James Howard, associate dean of the Multi-Language school where Dari and Pashto are taught. “Our initial responsibility has been to develop curricula for four-month courses in Dari, Pashto, and Urdu, which will be taught through the DLI-Washington Office.”

The goal of the new program, led by the Joint Staff Pakistan/Afghanistan Coordination Cell (PACC), is to develop a cadre of personnel who will perform repeat tours in theater, each time learning more about the culture, language and tribal dynamics, allowing them to use their experience and cultural and linguistic knowledge to better implement counterinsurgency doctrine.

DLIFLC has been asked by the PACC to support the language component of this paradigm-changing program. Going beyond typical pre-deployment language training, APH students will receive a four-month resident language

course designed to develop students toward an elementary proficiency in listening, reading and speaking.

“At the completion of this course, students will be automatically enrolled in a distance learning course that they will accomplish while deployed in theater, which is designed to maintain and enhance their language proficiency,” said Army Lt. Col. Randy Smith, director of the DLIFLC Washington, D.C. office.

To facilitate language learning, APHs will be issued tablet personal computers and portable media devices to use during the resident course, the distance learning course, and subsequent post-deployment language training. The end-state goal is to have leaders proficient in the language and culture of the region.

“Our Institute will provide the language training using adapted curricula from our basic courses, and then continue to provide support via distance learning tools to help them maintain the language,” said DLIFLC AF/PAK program manager Chief Warrant Officer Christopher Santucci.

“The Distance Learning portion of the language course is to be conducted while students are deployed in theater. DLIFLC will provide instructors as e-mentors to conduct assessment and feedback on student progress,” explained Marine Lt. Col. Robert Lucius, assistant dean of DLIFLC’s Continuing Education Directorate.

DLIFLC has been involved with the PACC from the very beginning to determine the language requirements of this program and has moved with amazing speed in developing the curriculum for the abbreviated course.

“This process was complicated by the fact that classroom instruction would be accomplished on the East Coast through the DLI-Washington Office, but we were able to

link up a sound curriculum, qualified teachers, tablet PCs and iPods, for APH students in less than two months from the initial request,” explained Lucius.

“This is a fundamental shift in how we prepare for war and DLI is proud to be a part of it,” said DLIFLC Commandant Col. Sue Ann Sandusky.

*Emerging Languages Task Force instructors and staff pose for a group photo upon completion of the four-month AF/PAK Urdu course book, specifically designed for the new program. Both ELTF and the Multi-Language School faculty and staff have been heavily involved in the preparation of coursework and the training of Washington, D.C.-based instructors for the AF/PAK program.*





## Arizona lawmaker delivers commencement address at DLIFLC

United States Representative Gabrielle Giffords delivered a commencement address Aug. 20 to graduating students at the elite Defense Language Institute Foreign Language Center, a military training center playing a key role in combating global terrorism.



U.S. Representative Gabrielle Giffords sits in a Spanish language course at DLIFLC. Giffords said she was impressed with the rapid pace of instruction at the Institute.

“The Defense Language Institute is an integral part of the training needed by the intelligence specialists who are at the tip of the spear of our nation’s defenses,” Giffords said in her address. “Combined with the Culture Center and Intel Center at Fort Huachuca, the things these students learn at the Defense Language Institute make them better, more agile and more combat effective.”

Giffords, who spent several days at the Institute where she participated in an advanced Spanish course which uses an accelerated method of teaching, with the help of highly educated native Spanish speaking instructors and state-of-the-art technology.

The Defense Language Institute serves as a school for all branches of the armed forces, other members of the United States government and select foreign allies. Located in Monterey, Calif., the school is regarded as one of the best foreign language instruction programs in the world. It employs more than 1,750 instructors and teaches 24 languages and multiple dialects.

Giffords has long championed the need for language proficiency and greater cultural awareness as our military faces the unconventional threats of the post-9/11 world. She has introduced legislation aimed at boosting the number of service men and women armed with these skills.

“Cultural knowledge and linguistic ability are some of our best weapons in the epic struggle against terrorism,”

Giffords told Institute students. “Mastering these weapons can mean the difference between victory and defeat on the battlefields of Iraq and Afghanistan.”

The Aug. 20 graduation ceremony honored students who had completed instruction in Turkish, German, Tagalog and Afghan Dari.

Giffords also toured the Naval Postgraduate School with retired Vice Admiral Daniel Oliver, the school’s president.

“As we begin looking at the areas of the world where terrorists and extremism have had safe havens, we are discovering the advantages that knowledge of these languages can bring,” Giffords said. “When people are put into desperate situations and we seek to persuade them to choose freedom over jihad, it helps to speak their language. These service members will be on the front lines of that battle.” ♦

Story courtesy Rep. Gabrielle Giffords website <http://giffords.house.gov/>  
Edited by Natela Cutter, Strategic Communications, DLIFLC

## In Memoriam – Mohamed Dounas (1946-2009)



DLIFLC is sad to announce the passing of Mohamed Dounas, after a long bout with cancer. He passed at the University of Texas MD Anderson Cancer Center hospital in Texas on Oct. 30.

Born in 1946 in Morocco, Dounas, a native of El Menzel, was able to move interchangeably between the French and Arabic departments, depending on the teaching needs of the Institute for more than 24 years.

Mohamed earned a Bachelor of Arts degree from the Université Sidi Mohamed Ben Abdellah Fés. He began his teaching career as a high school Physical Education instructor.

In order to continue his education, he immigrated to the United States and began his studies at Georgetown University and The Middle East Institute at Columbia University in International Relations and Political Science. He went on to earn a Master of Arts degree from the Monterey Institute of International Studies.

Dounas worked for a few years with the Foreign Service Institute in Washington, D.C., where he worked part-time as an Arabic instructor.

From there he began his service at DLIFLC, where he earned multiple Teaching Excellence Awards and the admiration and respect of students and peers alike. He was recently awarded a certificate of achievement for 25 successful years of government service.

“He was an intense individual who did everything with enthusiasm,” said Ben De Da Selva, Dounas’ former dean.

Although well-known for his intensity, there was another side that his students appreciated and knew well, that of patience and fairness. Friend and chairperson in the European and Latin American School, Gilbert Converset, said of Mohamed, “He was a genuine scholar. He was truly dedicated, fair and enthusiastic in his teaching.”

While musing about his former colleague and close friend, Salah Hammoud, laughingly said, he had a keen interest in politics and was always up for a good debate, “whether he knew you or not.”

“He had the strength of his beliefs and lived his life on his own terms,” said Hammoud.

DLIFLC celebrated its 68th Anniversary Oct. 24, at the Naval Postgraduate School's Herrmann Hall, gathering 350 faculty, staff, students, alumni, community leaders and friends of the Institute.

Keynote speaker of the event was Secretary of the Air Force **Michael B. Donley**, a 1973 Spanish graduate of DLIFLC, while the festivity was sponsored by the DLI Alumni Association.

"It has now been over 35 years since I was here as a student, but I have only fond memories – a beautiful location, great instructors, and superb training," said Donley.

"I am especially appreciative of your efforts in support of the Air Force. Last year, you provided resident training to more than 1,200 Airmen, and post-basic training to more than 700 Air Force linguists," he said.

"Your mission has taken on even greater importance since 9/11. After that fateful day, you've made great strides to surge your capabilities and capacity in languages like Dari, Pashto, and Uzbek, and I applaud you for your efforts. Your 24 language programs are rightly regarded as among the very best in the country," said Donley. "There is an increasing need to work with many different peoples and form close partnerships, which underscores the need to communicate with them, to understand their culture, and ultimately, their world view."



# 68 Anniv Eve





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Distinguished alumni who presided over the cake cutting this year were Daniel J. Lovick and William Meyer, both Russian 1959 graduates, the currently longest serving faculty member, Dr. Kawther Hakim, who came to DLIFLC on June 28, 1974, DLIAA President Ben De La Selva, a faculty member from 1972 to 2005, and retired Maj. George Ferguson, a 1947 Army Language School faculty member.

"It was a magnificent event because it gathered faculty, staff, students, alumni, community leaders, and friends of DLI in one place, which we seldom see. The event was made possible by the volunteer committee members whom I would like to thank from the bottom of my heart," said De La Selva. Twenty-one instructors and staff volunteered during off duty hours to provide support that ranged from ticket sales to decorating the dining hall.

Entertainment during the event included Arabic, Korean, and Indian dances, and a solo performance by a Chinese faculty member, while guests enjoyed dancing to the music of the Mike Marotta Band throughout the evening.

*Story by Natela Cutter*



## Former Iraqi officer, family find refuge in Marina after escaping terror in their homeland

By *Laith Agha*  
Herald Staff Writer

If Iraq ever becomes stable in his lifetime, Kamal Saleh says he would consider returning to his homeland.

But for now, the former Iraqi major who withstood torture in prison under Saddam Hussein's regime is quite content living with his family on the Peninsula.

"I'm very glad to be an American citizen," said Saleh, who lives in Marina with his wife, 18-year-old son and 16-year-old daughter. "My kids get a good education, good health."

Saleh, 58, is an assistant professor of Arabic at the Defense Language Institute, where he teaches his native tongue to U.S. military personnel who will eventually go to his homeland.

Saleh's life here is a far cry from his time in Iraq.

Saleh was arrested in 1980 for helping his three siblings cross the border to seek refuge, which they found in Sweden. Saleh did not see them again until December 2008.

After his arrest, Saleh was sent to Abu Ghraib, where he was tortured throughout his prison term, occasionally being forced to drag his naked body across asphalt and spending up to 20 consecutive days in solitary confinement, occupying a toiletless room so small he could not lie down.

"When you get out, you're not like a human being," he said. "Like an animal."

After being imprisoned for more than five years, Saleh was released after Saddam pardoned a slew of prisoners on the dictator's birthday. He was released on May 10, 1986.

Saleh remained in Iraq for 13 years, working for the government and being required to sign in once a week at a local police station to show that he had not fled.

But he did just that in 1999, when he headed north for the Kurdish region of Iraq. From there, Saleh paid a guide to lead him and his family across the border to Syria, which they reached by walking for three nights. They could not travel by day, he said, because it would have put them at risk of being caught.

Saleh was arrested by Syrian authorities soon after crossing the border, suspected of being an Iraqi spy.

"They're bigger enemies than Iraq-Iran," he said of Iraq and Syria. "They play this game, and the victim is the innocent people."

But a phone call from one of his brothers living in Sweden convinced the Syrians that Saleh was with the

Iraqi resistance movement and not a Saddam loyalist. He was released.

Saleh gained refugee status from the United States in June 1999, and in March 2000, he moved with his family to Buffalo, N.Y. They moved to Marina in 2006.

Since seeking refuge in the United States nearly a decade ago, Saleh has returned to Iraq twice as a cultural adviser for allied forces, the first time after Saddams's regime fell, then again two years later.

Having lived under a dictator's regime and spending five years in prison for helping family members seek a better life, Saleh speaks with conviction when defining freedom – something post-Saddam Iraq is still figuring out, he said.

"It is the moment that you can't hurt the people of a different race, different religion, different sector," he said. "What happened in Iraq is not freedom."



*DLIFLC Arabic instructor Kamal Saleh teaches students Modern Standard Arabic, the Iraqi dialect, culture, and customs of his people.*

He said the fall of Saddam Hussein was a mixed bag for Iraq. Though the day Saddam was captured by American troops gave Saleh "the best feeling I have ever had in my life," the country is struggling to stabilize because Iraqis "gained freedom without the experience of freedom."

"Still people get killed. Still people can't say what they want. Still they get punishment for their race, their religion," said Saleh, a Sunni Muslim, whose wife, Iman, is a Shiite.



“If you are not Shi’a, you cannot get a good job. Before, if you weren’t Ba’ath Party, you cannot get a good job. Same thing, just the colors change.”

Saleh is not the only one in his household to seek refuge. His nephew, Mohamad Shniian, 36, moved to Marina from Iraq in March.

Shniian never went to prison, but he endured atrocity at the hands of al-Qaida. When anti-American insurgents learned that Shniian was working with the occupying forces as an interpreter, they targeted his family, killing Shniian’s father at his home after they could not find his little brother.

“Al-Qaida goes after the youngest,” Shniian said.

Soon after, Shniian quit interpreting to work for a company involved in Iraqi reconstruction. But he continued fearing for his life until he obtained refuge in the U.S.

He said he worries about his family members who still live in Iraq, but their situation is better than it was a few years ago because they have moved to an area that is considered a safe zone.

Meanwhile, Shniian, who learned English while working with American troops, hopes to refine his English and get a job at DLI.

Because he had never left Iraq before coming to the United States, Shniian said he experienced quite a culture shock after arriving on the Peninsula. But he is quickly taking to his new home, where he feels comfortable around some familiar faces.

“It’s a nice place to live,” he said. “I don’t feel like a stranger here because I am with my family. Kamal is here. He helps me all the time.” ♦

*Published in the Monterey County Herald, Aug. 19, 2009.  
Laith Agha can be reached at 646-4358 or lagha@montereyherald.com.*

## DLIFLC’s Korean School celebrates South Korea Independence Day

**By Joe Morgan**

*Presidio of Monterey Public Affairs*

Students, faculty, and staff members of the Korean School at the Defense Language Institute Foreign Language Center at the Presidio of Monterey honored South Korea’s Independence Day by stepping outside the classroom and onto the Presidio’s Price Fitness Center Athletic Field for a day-long celebration of Korea’s most important patriotic holiday.

The Presidio event took place on Aug. 14, one day before the Republic of Korea’s Independence Day on Aug. 15, which South Koreans remember as the designated day in 1945 when their country gained its freedom after 40 years of subjugation by Japan.

“Aug. 15 is for Koreans what the Fourth of July is for



*DLIFLC Korean language students hold up Korean alphabet signs while acting out a Korean alphabet song during the annual celebration.*

Americans,” said Dr. Clive Roberts, Dean of DLIFLC’s Asian School II, in remarks that opened the celebration. Like the American holiday, South Korea’s Independence Day commemorates “liberation from tyranny and a declaration of independence,” he said.

Observing the holiday is a DLIFLC tradition and this year’s celebration, as in years past, was a day of skits, songs and games with Korean themes and with Korean language very much in use.

Guest speakers Dr. Donald C. Fischer, DLIFLC Provost, and Mr. Bon-Woo Koo, Republic of Korea Consul General for San Francisco, addressed attendees when the celebration began.

With an interpreter alongside to render his remarks in Korean, Fischer compared Korea’s attainment of independence with that of America’s original 13 colonies, with a notable difference that the Korean experience is still a living memory for some.

Fischer said DLIFLC graduates of Korean have helped maintain peace in a troubled part of Asia.

“Hang in there,” he told the students. “You have very great value, very great importance.”

Speaking in Korean with an English interpreter alongside, the consul general also directed many of his remarks to students.

Acknowledging that Korean is a difficult language for speakers of English to learn, Koo urged students to cultivate interest in Korean culture and traditions.

“It will help your language skills,” Koo said.

Koo described the South Korea-United States relationship as “very tight and solid.”

DLIFLC’s Korean School, he said, contributes to a “foundation for the future.” ♦



## DLIFLC FAO gets experience on the ground

By Natela Cutter  
Strategic Communications

When Army Maj. Klaudius Robinson finished his second tour in Iraq with the 4th Infantry Division, he decided that he needed a change of pace, and looked into the Army's Foreign Area Officer program.

"I knew that the program involved learning a language, going to the Defense Language Institute, but I really didn't know that I was going to enjoy it so much," explained Robinson, adding that some 50 percent of the Army FAO population is retirement eligible, but most want to continue to work because the job is so satisfying.

After finishing up the 47-week Serbian and Croatian course at DLIFLC in August 2008, Robinson was sent to Belgrade, Serbia to conduct his in-country training, continue studying the language locally, and work closely with the American Embassy to learn the diplomatic ropes.

"One day I received a phone call from the Embassy saying that there would be a high level visit and that my assistance was needed," said Robinson, explaining that the high level visitor was the Vice President! Robinson participated in all the preparatory meetings and was assigned to shadow the Air Force attaché.

"It was pretty intense because a vice presidential visit is

considered the second biggest and requires lots of planning, especially concerning security details," said Robinson, who waited for the plane then met Vice President Joe Biden at the Ambassador's residence on May 20, 2009.

Aside from assisting the American Embassy when needed, Robinson spent the rest of his in-country training time visiting other European countries as a part of his regional orientation.



Army Maj. Klaudius Robinson, a former DLIFLC Serbian/Croatian student, shakes the hand of Vice President Joseph Biden in the Serbian capital Belgrade May 20.

"When I arrived to Serbia, I had a lot of preconceived notions. My perceptions changed shortly after my arrival, and I began to understand why the Serbian people do what they do.

I think it is valuable to have in-depth understanding of countries in order to be able to transfer that knowledge and perhaps influence political decision-making," he explained.

As a part of the FAO program, Robinson is working on a Masters degree in Security Affairs at Georgetown University. He can expect future FAO assignments as a defense attaché in Europe, an officer at an Office of Defense Cooperation, the Joint Staff at the Pentagon, or at EUCOM in Germany. ♦

## Pashto students design Lewis-Laiq electronic dictionary

By Brian Lamar, Strategic Communications



Lance Cpl. Lauren Kohls takes instructions from Air Force Airman 1st Class Jason Lewis on the new electronic Pashto dictionary he designed. All students in the class contribute new words to the database.

When students of Pashto grew tired of having their seven-pound dictionary give them mistranslations of words they looked up, they found a simple solution – they wrote their own program that would handle multiple entries for several meanings of the same word.

"We got tired of the dictionary's never being accurate and constantly getting us in trouble in class," said Lance Cpl. Lauren Kohls, who has been studying the language for five and a half months and has the highest listening scores amongst her peers.

The infamous seven-pound dictionary, the only one available for purchase on the U.S. market, was originally produced by Russian speakers, presumably after the 1979 Russian invasion of Afghanistan.

"The dictionary was written by non-natives, so the dialect translations are not captured. There is no demonstration of the contextual aspect of the language," said Dr. Basheer Laiq, who is helping the students with their dictionary project.

The original designer of the dictionary is Airman 1st Class Jason Lewis, who has diligently spent time creating the templates for the class dictionary.

"I hope I can design something that is free standing, and available for other troops to use once we graduate and move on," said Lewis, who explained that there is ample room in the program for multiple definitions and explanations for the words, should there ever be a disagreement.

"The problem is that the dialects vary from village to village," said Air Force Staff. Sgt. Matt Russell. "With this electronic dictionary, we can enter as many translations as we want, so we can literally have each instructor give their own dialect definition of a particular word."

Thus far the Lewis-Laiq dictionary contains approximately 15,000 entries. The Pashto students agree the electronic dictionary is much easier to use than the heavy traditional paper versions provided. ♦



## SOCOM commander visits DLIFLC

By Natela Cutter  
Strategic Communications



Admiral Eric Olson asks Persian Farsi students questions about the use of technology in the classroom.

Admiral Eric Olson, the current commander of the U.S. Special Operations Command (USSOCOM) had a “homecoming” of sorts on Oct. 26 when he visited the Defense Language Institute Foreign Language Center to discuss a variety of foreign language teaching issues, including testing and new technologies used in the classroom to enhance foreign language acquisition.

As a two-time graduate of DLIFLC who completed both the Arabic and French basic courses, Olson said he was committed to providing culture and language training to Special Forces throughout the Department of Defense.

On his tour of DLIFLC, Olson observed classroom activities, received a technology demonstration and conducted a roundtable discussion on language training issues with senior staff, academic leadership and unit service commanders.



During his visit, Adm. Eric Olson had a chance to see one of his former teachers, Madlain Michael, now an assistant dean in Middle East School III.

“I remember him and his wife when they came to DLI. They were both very good students,” said Michael, who also recalled the Institute’s old teacher-centered instructional style and the difficulty of finding authentic materials. “Back then we didn’t have a lot of technology. We used blackboards and very large tape recorders,” she said, explaining that Olson was impressed by the interactive whiteboards, tablet PCs, and iPods currently used by students.

Olson said that “language is an essential war-fighting skill... it is much more than communication, it is a lens into an environment we would not otherwise see.”

DLIFLC instructors support Special Operations language and culture training at various locations, including Ft. Bragg, N.C., Camp Lejeune, N.C., Hurlburt Field, Fla. and the Navy Special Warfare Group on both coasts. ♦

## DLIFLC shows off language products at AUSA

By Brian Lamar  
Strategic Communications

During the 2009 Association of the United States Army (AUSA) October 5-7 annual meeting and exposition, the Defense Language Institute Foreign Language Center’s Strategic Communication’s office manned an information booth, handed out language materials, and answered visitor questions.

The main objective for the Strategic Communications office this year was to highlight DLIFLC services and products that provide cultural awareness and basic language familiarization instruction to the general purpose force.



Photo by Master Sgt. Danette Rodesky-Flores

But marketing and promotion is only one aspect of the Strategic Communications office. The division, within DLIFLC’s Plans and Operations (DCSOPS), is also the Commandant’s media relations office, which conducts outreach to local, national, and international media interested in reporting about the Institute’s language training mission.

The office also manages DLIFLC’s website ([www.dliflc.edu](http://www.dliflc.edu)), produces the Annual Program Review report, the quarterly Globe magazine, brochures, pamphlets and posters, all with the intent of promoting the Department of Defense’s premier language provider.

For questions, support, or story ideas, please e-mail [Globe@conus.army.mil](mailto:Globe@conus.army.mil) ♦



## Army Lessons Learned comes to DLIFLC

By Natela Cutter  
*Strategic Communications*

When Mike Gallucci was told that he was going to be sent to work at the Defense Language Institute Foreign Language Center in Monterey, Calif., for a year, his first question was “why?” and “what lessons are there to be learned at a language school?”

“I always thought about it from a tactical standpoint,” said Gallucci, a Command Sergeant Major in the U.S. Army Reserves, referring to his civilian job as a contract Lessons Learned analyst for the Center for Army Lessons Learned (CALL), headquartered at the Combined Arms Center (CAC) at Fort Leavenworth, Kan.

Gallucci was actually sent to DLIFLC at the requests of DLIFLC Commandant Col. Sue Ann Sandusky. “I thought that having someone from CALL here would help us to more systematically gather lessons learned from the field so that we could then use them in the school house. We also want to use those lessons in follow-on training for professional linguists in supporting units in the field, as well as to meet the needs of the general purpose force,” said Sandusky.



*Mike Gallucci takes a phone call while working in DLIFLC Headquarters. His intent is to create a solid CALL program that would benefit the Institute and the general purpose force.*

CALL is one of the key linchpins to CAC – the intellectual center of the Army and the catalyst for change in supporting doctrine development. By incorporating lessons learned, CAC is instrumental in shaping leader development, collective training, and provides a mechanism to immediately effect techniques, tactics and procedures in the field. This is where Gallucci’s presence at DLIFLC will make an impact.

“With the requirements of DoD’s Language Transformation Roadmap, the Commandant is trying to proactively capture ways to better improve DLIFLC’s

impact on meeting the growing language and cultural needs within the general purpose force,” explained Gallucci, who sits at DLIFLC headquarters.

“Since arriving here I have learned that there are a considerable amount of lessons that can be captured. For example, I didn’t know that DLI produced so many language materials for the general purpose force. We need to get the word out about the products, and get feedback from those who use them,” he said.

Gallucci is visiting departments throughout DLIFLC to discuss the products and services they provide to linguists and non-linguists. His assessments are reported back to CAC, while useful information is posted to the CALL website at <http://call.army.mil>

Gallucci is quick to say that CALL provides a venue for Soldiers and commanders alike to request and receive information on any military subject, process, equipment, or research that one can think of, going back as far as World War I.

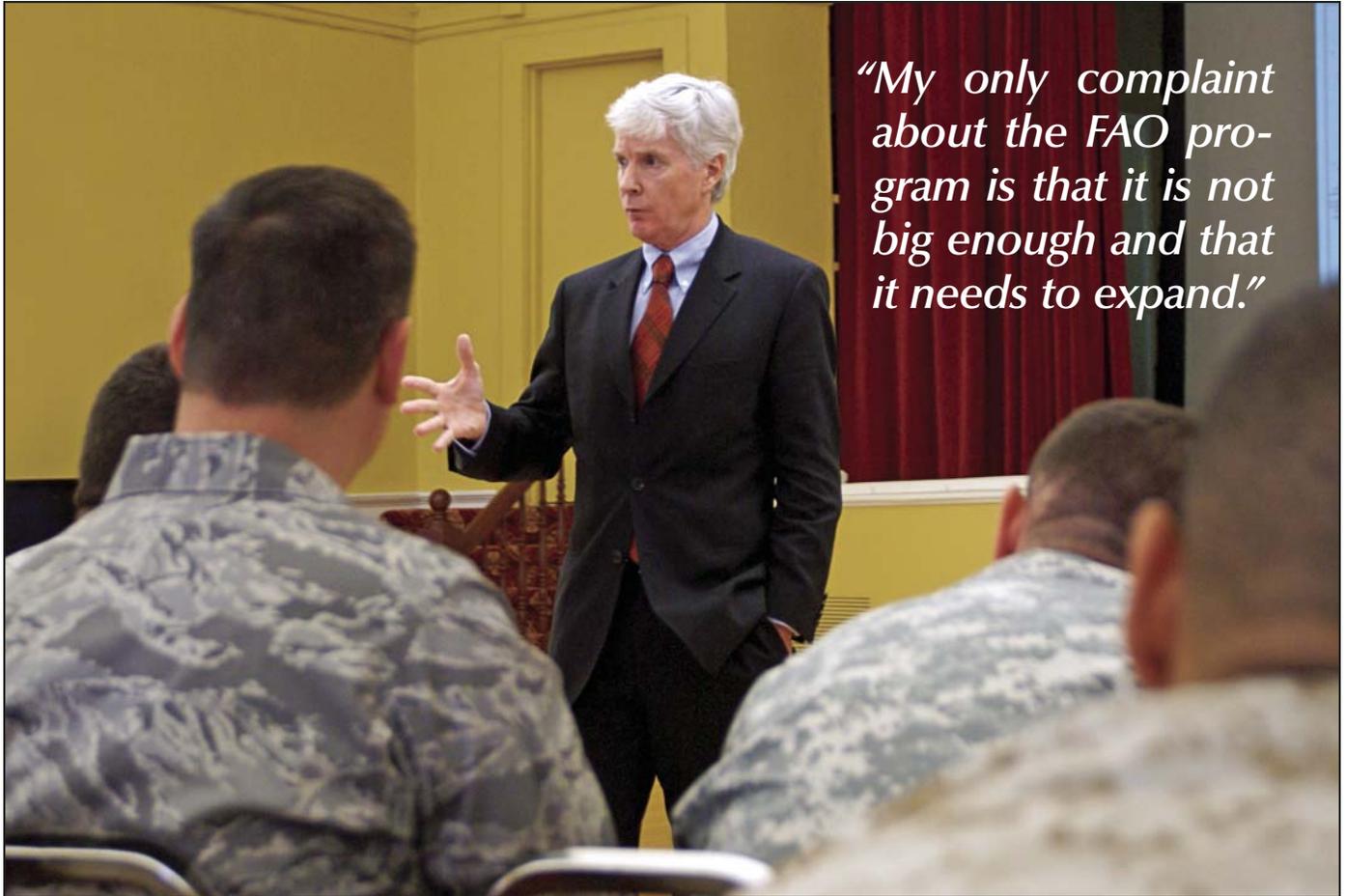
“Lessons Learned can provide us with an immediate avenue of feedback from the frontline to the commandant about linguist effectiveness, as well as general purpose needs when linguists are not there or available,” said Gallucci. “The goal is to finesse a program that will meet the needs of not just students and faculty but also the general purpose force, which is becoming a larger and larger piece of DoD’s strategy of winning the hearts and minds of the local populace.”

Gallucci’s goal is to assist DLIFLC in developing a program that leverages first-hand knowledge of servicemembers working in the operational environment, while facing the daunting task of working within foreign cultures.

“We need to enable the general purpose force and make them capable of understanding their environment and committed to trying to master tasks of speaking a foreign language and having an in-depth understanding of culture, politics, economics and religion of a given country,” he explained.

In order to accomplish his mission at DLIFLC over the next year, Gallucci says he needs support from not just the Soldiers and commanders in the general purpose force, but also linguists in the field.

“I need help from every linguists, every Soldier who has taken a Language Survival Kit, attended a Mobile Training Program etc., to tell me what was good and what bad and why, and how we can make it better,” said Gallucci. “Just as important, I want to hear from commands which didn’t get any language or cultural training. My hope is to be able to work with the staff and the Commandant to develop a Lessons Learned program that will help make DLIFLC the centerpiece for all language and cultural training acquisition, regardless of service.” ♦



*“My only complaint about the FAO program is that it is not big enough and that it needs to expand.”*

## **Former U.S. Ambassador to Iraq speaks to FAOs**

*By Natela Cutter, Strategic Communications*

The former U.S. Ambassador to Iraq, Ryan Crocker, addressed Foreign Area Officers (FAOs) at DLIFLC Oct. 28, telling them that the language they are studying is “the key that opens the door into a world in which you are about to dwell.”

“You are a huge force multiplier. Seek every opportunity you have that increases your value, to yourself and to your country,” said Crocker, speaking about the FAO program that provides for DLIFLC language training prior to a year-long assignment in country. “The need for FAOs is only going to increase in this non-polar world.”

Crocker, who was the chief of mission at the U.S. Embassy in Baghdad from March 2007 to February 2009, spoke about his experiences in Iraq, Afghanistan, and Pakistan to about 120 young officers, preparing to embark on FAO careers that could eventually lead them to serve as military attachés at U.S. Embassies around the world.

“You are becoming national assets whether in Iraq, Afghanistan, or Pakistan... I am here to tell you that you, as a very small component (of the military), are taking on some major responsibilities and I thank you for your service,” said Crocker.

The former ambassador explained how valuable it is to have FAOs who speak the language and understand the culture of the nations where they will be working, adding, “We are geographically challenged, impatient, while our adversaries are very patient.” Crocker gave an example of the various periods that the Taliban ruled areas of Afghanistan and Pakistan, stating that they are currently waiting for the U.S. to get tired of the fight and leave.

“We have never had a greater need than we do now for uniformed military officers who have a thorough grounding in the realities of foreign areas. If it were possible to have FAOs on, at least, every battalion staff, or deployed battalion, that would be an unbelievable force multiplier,” he said, offering that battalion commanders could benefit from their advice “on a day-to-day basis” to become more effective.

“As a career diplomat, a civilian FAO, I uniquely appreciate the special skills that only come from a military officer who is grounded in these complex areas. My only complaint about the FAO program is that it is not big enough and that it needs to expand,” said Crocker. ♦



## DLIFLC students teach negotiation skills to Army Reservists

By Natela Cutter  
Strategic Communications



A DLIFLC student role-playing a native Iraqi, explains his role in the exercise to DLIFLC Commandant Col. Sue Ann Sandusky (right) and Brig. Gen. Patricia Heritsch, commander of the 100th Division.

Twenty-four Defense Language Institute Foreign Language Center language students spent four days training and teaching the 4th Battalion of the 104th Division Army Reserve Soldiers vital cultural negotiation skills from Aug. 28 to Sept. 1 at Fort Hunter Liggett, Calif.

“We are very excited about the opportunity to work

with DLIFLC to enrich our training and to develop more realistic scenarios for our Civil Affairs and Psychological Operations students,” said the 4th/104th Executive Officer, Maj. Scott Swanson.

The 4th/104th Division, from Moffett Airfield in Mountainview, Calif., used DLIFLC foreign language students and instructors for the first time to conduct their capstone Field Training Exercise that involved 223 Psychological Operations and Civil Affairs Soldiers.

Brig. Gen. Patricia Heritsch, commander of the 100th Division, was present at the MOUT Site and observed the cultural and linguistic interaction between DLIFLC students and Soldiers.

“I just want to take a minute to thank the people from DLI, and all of the instructors and students who came out here and supported our exercise. It added an incredible degree of realism to our Civil Affairs and Psychological Operations training for new Soldiers coming into the field, and it will absolutely impact their ability to do their job in theatre,” said Hertisch.

Also present were DLIFLC Commandant, Col. Sue Ann Sandusky, Col. Wayne Tasler, Commander, 7th Psychological Operations Group, Lt. Col. Timothy Kohn, commander 4th/104th Battalion (CA/PO), and Lt. Col. Gary Law, commander 5th/95th Battalion (CA/PO).

“Our battalion looks forward to actively coordinating with DLI to bring value to language students in a tactical environment,” added Swanson. ♦

## Kiwanis Club recognizes DLIFLC faculty

By Maj. Deborah Molnar  
Strategic Communications

The Kiwanis Club of Monterey held a Military Recognition Day luncheon on Sept. 23 in honor of this year’s top instructors and students from the Defense Language Institute Foreign Language Center and the Naval Postgraduate School.

The guest speaker for the event, DLIFLC Assistant Commandant Col. William Bare, thanked the Kiwanis club for their continued support of the military community in Monterey, “These servicemembers are putting their lives in harm’s way on a daily basis; it heartens me to see how they are being appreciated for their service.”

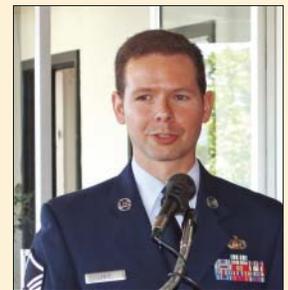
DLIFLC Associate Professor **Lisa Brock**, of the Chinese department, was recognized as the Civilian Instructor of the Year. Brock, who has taught foreign languages for over 32 years shared that, “The most rewarding part of being a teacher, is changing young people’s lives... my life value equals the change I make in other people’s lives.”

Senior Military Language Instructor, Master Sgt. **John Lente**, of Middle East School I, was presented the award of Military Language Instructor of the Year.

“I appreciate the depth of the position of the MLI – lighting the torches of the next generation of linguists to follow,” said Lente.

Two students from the Naval Postgraduate School, 1st Lt. **Volkan Sonmezer**, a Turkish Air Force Engineering Officer, and Col. **Kalifa Hajji** of the Tunisian Air Force, were presented with the International Student of the Year award.

“These students and instructors have long, tough, intense training days. They do a lot – my hat is off to them,” said Bare of the awardees. ♦



# Year of the Faculty 2009

To celebrate the “Year of the Faculty” 2009 the quarterly Globe magazine has devoted several of its pages to outstanding faculty members who have shown dedication to their foreign language teaching profession and the DLIFLC mission.



Dr. LEAH GRAHAM says she never really wanted to teach but her exposure to foreign languages and one year spent abroad during her undergraduate studies planted a seed of curiosity, causing her to go to graduate school to find out “why some people are able to pick up languages easily and others are not.”

“After spending my senior year of college in Seville, Spain, I decided that I needed to go to graduate school. I have to say that it was an experience in self-direction, because no one stood there telling me to go to class, or to take the exams,” confessed Graham.

Perhaps it was one of her more memorable experiences in Spain which caused her to pursue a career in applied linguistics.

“One evening my girlfriend and I were returning from a late night birthday party. It was 2 am and the streets were still bustling with late night strollers as we crossed a fully lighted bridge,” recounted Graham, explaining that she had no fear of walking through the streets of Seville at night.

“At one point two guys on a moped sped past us, yelling something, which we ignored. But then they came back. One of the men approached us and said something I didn’t understand at first... but my girlfriend did, and briskly walked off,” explained Graham, while she stood staring at the man, wondering what he wanted.

“He said ‘Give me your boots!’ I looked at him confused and thought that it was the weirdest pickup line I have ever heard... and said ‘Boots?’ The man became increasingly agitated as he realized I didn’t understand him,” explained Graham.

“He then yelled again saying ‘Give me your purse (bolsa), not your boots (botas)!’ I then looked down and noticed he had a knife. It finally dawned on me that I was being mugged,” she said, adding that she dropped her umbrella in the commotion.

“He leaned down, picked up the umbrella, handed it to me, and simply took my purse off my hands and said ‘Grazias,’ as he sped off,” said Graham, adding that it was the most “polite” mugging experience.

But Graham’s love for language started long before she began studying French and Spanish in college. She lived in Okinawa, Japan for three years while her father was in the Marines. “I still have some miscellaneous Japanese phrases and children’s songs running around in my head,” claims Graham.

Today Graham heads the Student Learning Center, a center through which all DLIFLC students must pass, to take refresher English grammar classes, area studies, and student learning styles.

“I enjoy seeing how student curiosity and motivation rises as we introduce them to the new learning strategies and prepare them for the difficulties of intense language learning,” said Graham.

*Story by Natela Cutter*

DLIFLCs LIA BOURGEOIS brings a dynamic love for education to the European and Latin American Language School’s Portuguese department. However, she was not always as sure of her place as an educator.

As a young woman in Sao Paulo, Brazil, Bourgeois attended law school to facilitate her career, though it was clear that law was not her calling. At the age of 26, Bourgeois made the move to the United States, to California, where she began teaching English as a Second Language courses. She continued her own studies in Linguistics at Hartnell College in Salinas and says, “I was very lucky to find my calling in education.”

During the course of her studies, Bourgeois was invited to attend a learning course at Monterey Institute of International Studies. It was there that she learned about the Defense Language Institute Foreign Language Center. “I was attracted to the Portuguese program here because it is a small group. The teachers here collaborate and exchange ideas very well.”

Bourgeois recalls of her own experiences as a language learner coming to the United States that, not only was she a student of English language, but furthermore was a student of many collegiate subjects, all of which were taught in English. She mentions that, because of her own introduction to foreign language. She is very pleased with DLIFLC’s method of engaging students in their respective languages on a daily basis. “For me, learning English was very much a ‘sink or swim’ immersion experience; so I believe students are very lucky to be a part of DLIFLC’s engaging curriculum.”

*Story by Seaman  
Kenneth M. Wilkerson*



**ARBEN KULLOLLI** remembers his senior year in high school well, not so much because of the parties, but because this was the year the Albanian people revolted against the communist regime, and set the Central Party Communist building on fire in his hometown of Shkodra.

"Back then we were as isolated as North Korea is now," says Kullolli, who lived with his parents and two older siblings. "From the moment the revolt began, Albania started moving forward and changed to a multi-party system. For the first time we had the ability to choose the party we wanted to vote for."

But what Kullolli remembers best is the ability to watch western European and American TV shows, to listen to western music, and most of all – dance! "We weren't allowed to have parties and listen to western music, so the first thing we did when the regime changed was dance to Michael Jackson and Madonna and watch MTV day and night," explained Kullolli with a chuckle.

While a young college student of history, law, and geography, Kullolli decided to go with a group of friends to the Albanian capital Tirana to fill out an application for the Green Card lottery at the American Embassy.

"We rented a van and about

15 of us took the day off from school to go to a hotel in Tirana where there was an American lawyer charging \$15.00 per person to fill out our applications," said Kullolli, who told his friends he had a strange feeling he would actually win the lottery, though he didn't speak a word of English.

When the postman showed up on Kullolli's door step with a great big envelope from the American Embassy in 1996, his life changed for ever.

"I had to immediately rethink my plans for moving to Austria, where I was going to continue my studies," explained Kullolli.

But the lure of living in the United States and the fulfilling his childhood dreams made Kullolli change his plans. "I moved to Washington, D.C, and lived only five miles away from the White House! It was like living a dream. I visited every museum in town," he said.

While attending English classes Kullolli soon got a job at a hotel, and from there began teaching Albanian at two foreign language schools.

"I heard about DLI from my students and decided to apply for a job," said Kullolli.

In 2000 Kullolli began working in the Institute's Curriculum Development's Division. He worked on several different projects at DLIFLC, from writing a Kosovar-Albanian Familiarization course book for international peacekeepers in Kosovo, to the development of the Albanian Defense Language Proficiency Test 5. Currently, Kullolli works on creating Albanian online lessons for the Global Language Online Learning System (GLOSS).

Today, one of Kullolli's proudest academic accomplishments is his graduation from the Naval Postgraduate School this March, where he earned a Master of Arts in Security Studies, concentrating on the Middle East, South Asia and Sub-Saharan Africa.

*Story by Natela Cutter*



"Do you want to live and study in the United States?" What read like a game show announcement was actually an Internet ad on a Lebanese website for a Green Card lottery for Lebanese citizens.

A 17-year-old **PASCALE KOYS**

applied for that lottery, but went on about her life as a student of International Affairs and Diplomacy at Notre Dame University in Lebanon. It was only when she sat across the desk from a student visa officer that she realized the gravity of her decision. "I so much did not want to leave Lebanon, but I realized my opportunity to capture 'The American Experience,'" said Koys.

Koys recalled the day when she filled out the application online in her apartment in Beirut. "I asked my mom, as she was walking by toward the kitchen, if I should apply for the family, or just myself. She thought I was joking, and said to just enter myself."

As a child, Koys attended a French school in Lebanon where she excelled in the sciences. As a college student at Lebanon's Notre Dame University, she was a member of the University's internationally competitive basketball team. She traveled to China in 2001 and experienced the 21st Summer Universiade, put on by the International University Sports Federation.

"I was already in the United States studying when my mother called me one day and said that a letter addressed to me had arrived with an urgent sticker on it. I told her to open it," said Koys, admitting that she had completely forgotten about the day when she had applied for the Green Card lottery. "My mother was in shock," she added laughingly.

Already a graduate student of Political Science at San Diego State University in California, in 2002 Koys simply changed her student visa status to a Green Card holder status.

Upon graduation, Koys wanted to stay in California and rejected several job offers in New York and Washington, D.C. before hearing of opportunities at DLIFLC, just six hours north in Monterey. In 2007, she began teaching Arabic as a senior instructor, then became assistant professor at Middle East II School.

As an educator, Koys understands the need to cater to an American style of learning. "I always keep in mind the mission and the students' well being." Now ME II's academic specialist, she uses her dynamic teaching ability to inject new ideas into the mainstream Arabic curricula at DLIFLC. "I always remember my responsibility to the students to make the best learning experience for them. I remember my own language learning experience and am always thinking of new ways to cater to [DLIFLC] students." Koys said.

*Story by Seaman Kenneth M. Wilkerson*

If there were an award given for living under the maximum number of dictatorships throughout the world, **IBRAHIM ELMAKKI** might be the winner. As a young man and graduate of the University of Khartoum's law school in Sudan, and a graduate degree from the University of Sorbonne, France, in 1966 Elmakki was a prime candidate for the Sudanese Foreign Service.

Unfortunately for Elmakki, his good fortune of working in a democracy came to a halt when a military dictatorship came to power in 1969. "Three years after joining, I was at the bottom of the official ladder. I was very young, and continued serving, thinking things would change," said Elmakki.

Fifteen years later Elmakki was promoted to Ambassador to Pakistan "where there was also a dictator," said Elmakki with a chuckle in his voice. Then there was a change of regime again in Sudan and democracy was restored.

"After this I was sent to Czechoslovakia, where another dictator ruled! This time it was President Gustáv Husák," he said, explaining that Husák was also in charge of the country's communist party, and remained in power until 1989, when the fall of the Berlin Wall caused the collapse of Eastern European communism.

"I was then sent to Zaïre, which is now called the Democratic Republic of Congo, and there I lived under the infamous leader Mobutu Sésé Seko," who was known for his ruthlessness, mismanagement of his country's economy, and personal enrichment from financial and natural resources, making his name synonymous with kleptocracy in Africa.

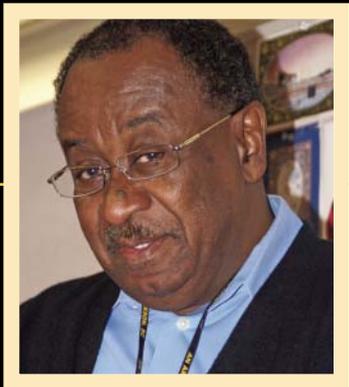
"But before I returned to Sudan, it was customary to say goodbye to the President, so I had to fly 1,000 km from the capital of Kinshasa to his home near Gbadolite. Along with other diplomats, we were flown in his personal plane. It was the first time that I had ever seen golden knobs on doors. The luxury on this plane was indescribable," he said. After bidding farewell to Mobutu, Elmakki returned to Sudan.

"They appointed me to Parliament because they thought I was going to praise the dictatorship. I used the immunity to do just the opposite. When they forbade me to speak, I resigned, and this was dangerous," said Elmakki, explaining that living in such a corrupt regime without parliamentary immunity was very risky.

"I then decided to move to the U.S. and lived in Washington, D.C. for 10 years," he said. "After a while I began teaching and working as a consultant at the Embassy of Qatar," he explained.

Elmakki moved to Monterey and began working at DLIFLC in 2004. "I am thinking of retirement in a few years, but I am not thinking of leaving this place, unless the regime in my country changes." In retirement, Elmakki plans to continue writing poetry and prose. He has published eight books thus far.

Story by  
Natela Cutter



John Wayne and Tom Jones probably never thought of themselves as English language instructors. For Egyptian-born **BADR GADELMAWLA**, they were his most influential teachers.

"John Wayne and Tom Jones, were my instructors. I watched movies and read stories not to translate, but to learn the way they speak and to speak like them," he explained, laughingly.

Gadelmawla has experienced a lifetime of military service and unique language learning experiences that make him a dynamic member of the DLIFLC faculty at Middle East III.

He began his military career in 1967 as a Cadet at the Egyptian Military Academy. Upon graduation as a second lieutenant, he served as a platoon leader where he embraced his chance to pass on his knowledge to enlisted personnel.

Throughout his career, Gadelmawla worked in a number of capacities specializing in reconnaissance and intelligence mainly within Egypt. It was during his 1995 assignment to the Naval Postgraduate School in Monterey, Calif., where he attended the National Defense Management program, that Gadelmawla became familiar with DLIFLC. He says that his interest was instantly sparked by the language school that had always been half a world away. After 29 years of service, Gadelmawla retired from the Egyptian Army as a brigadier general.

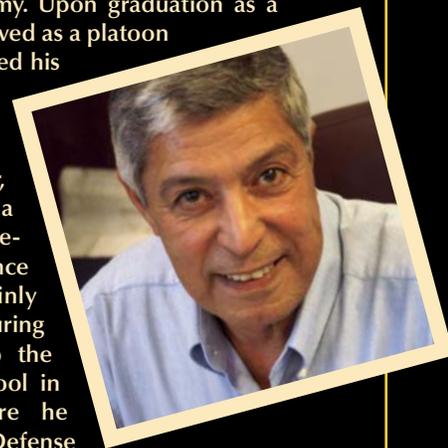
Soon after in 1996, Gadelmawla made the move to Monterey with his family where he began his tenure at DLIFLC as an instructor of Arabic. The transition was a natural one for him because of DLIFLC's academic atmosphere within a military setting.

Gadelmawla says that his appreciation for language learning comes from his own experience with English. As a Cadet at the military academy, Gadelmawla achieved poor grades in his English courses. He soon decided that his professional success would depend on his proficiency in the English language, so he immersed himself in the popular culture and tried to pick it up on his own.

"*Lonely table just for one, in a bright and crowded room...*" Gadelmawla recalled, referring the 1974 hit by Engelbert Humperdinck. By engrossing himself in movies and film that were so globally accessible, Gadelmawla gained very practical proficiency that ultimately allowed him to converse in a diplomatic capacity throughout his military career.

Thanks in part to *The New York Times* and 1970's Hollywood, Gadelmawla eventually achieved a command of the language that made him successful in the English speaking world, and gave him a much fresher appreciation for the language learning experience. It's something, Gadelmawla says, that contributes to his leadership approach and satisfaction in his tenure at DLIFLC.

Story by Seaman Kenneth M. Wilkerson





## DLIFLC instructors teach second languages to senior officers

By **Kimberly L. Wright**

*Maxwell Air Force Base Dispatch*

As special guests of the Air Force Culture and Language Center, 20 instructors from the Defense Language Institute from Washington, D.C., and Monterey Calif., are helping Air War College and Air Command and Staff College students cultivate basic language skills as a part of the Strategic Languages program.

The goal of the AFCLC is to improve the cross-cultural competence of Airmen, developing their cultural, regional and linguistic abilities through the professional military education system, and thereby developing Airmen with the knowledge to exert positive influence in support of Air Force operations worldwide.

The students are eager to learn. Although a new requirement for ACSC students mandates that students must take 30 hours of language instruction, some students are volunteering for more than that. And the AWC students are volunteering to take optional language instruction as well.

The instructors have been warmly welcomed into the academic family by the leadership, staff and student body. During a recent cookout at the Air Force Culture and Language Center, Maj. Gen. Maurice Forsyth, commander of the Spaatz Center, saluted the diligence and hard work of the instructors. "Please know that all that you do is greatly appreciated," he said.

The instructors are teaching eight languages via classroom instruction: Spanish, French, German, Arabic, Farsi, Swahili, Chinese and Russian. Although most of the emphasis is on Spanish and French, because of the high number of people around the globe who speak them, instruction of Arabic, Farsi and Swahili have increased in importance, said Lt. Col. Brian Smith, deputy director of the language department at AFCLC.

Each introductory-level class has 12-15 students, and classes are held Tuesday through Friday, with the possibility of Monday classes being added, said Smith. Spouses and family members are also permitted to participate in the AWC language classes, he added.

For the recently concluded first term of AWC, 25 percent of students volunteered for the language courses this year, said retired Lt. Col. Jay Warwick, deputy director for AFCLC.

"I believe everybody is enjoying the classes because everybody is truly motivated, willing to learn since they choose the language they get to study," said Irina Aguero, an instructor of Spanish language and one of the five instructors participating as part of DLIFLC's ProMES, or

Professional Military Education Support program, based in Monterey, Calif.

Though 30 hours of language instruction is a baseline requirement for ACSC, some AWC and ACSC students are voluntarily taking level two and level three language courses. "Some students came to school with language skills so we're working with them to maintain and improve language skills while they are here," said Aguero.

Smith said the mission of the program is to introduce students to language basics.

"We're planting the seed of interest in language that we hope will grow and develop," said Smith. "There is a great deal of excitement among participants."

Dr. Brian Selmeski, chair of the Cross-Cultural Competence Department and assistant professor of anthropology, emphasized that language instruction isn't just an intellectual exercise. "Everything we do around here is supposed to contribute to helping the students here succeed at their job," he said. "They care about what these things can do for them."

He added, "We help them understand, but understanding is not enough. They are expected to act when they are on the job. We teach them how to use this information." He said of language and culture: "These are not mutually exclusive categories. These skills help us do the job."

Aguero said language instruction is valuable to Airmen because it "opens their minds to other cultures as they are learning their own culture and own language, and getting familiar with foreign culture. It helps them develop a certain level of open-mindedness and appreciate diversity in the world." ♦



*DLIFLC's Continuing Education Field Support ProMES Mobile Training Team is currently conducting a four-month training mission at Maxwell AFB, in Montgomery, Ala. At present, the ProMES program is providing language and cultural familiarization instruction to U.S. military officers at Air War College and Air Command and Staff College in eight languages: Arabic, Chinese, Farsi, French, German, Russian, Spanish and Swahili. The teaching team consists of 20 instructors.*

*In the picture, from left to right, first row: Maria Martinez (Spanish), Kamel Merzoug (French), Projestus Rwegarulila (Swahili), Harald Ritzau (German), Irina Aguero (Spanish), Eve Werbicki (Spanish), Peggy Williams (Spanish), Ana Cristina Rioja (Spanish), Li Zhang (Chinese); second row: Hussein Hassan (Arabic), Hernan Rios (Spanish), Mousse Thiam (French), Daouda Ndao (French), Manuel Domenech (Spanish), Mesbah Shahidi (Farsi), Tanya Allgire (Russian), CDR Forkner (AWC Language Program Director), Jean Marc Jezequel (French), and Elena Abolnik (Spanish).*



## Proficiency in Pashto helps

By Staff Sgt. David Flaherty

22nd Mobile Public Affairs Detachment

Maj. Loftis has a Pashto name – Ehsan. People are always asking him what it means.

Deployed to Forward Operating Base Smart – a small military compound located in the heart of the Southern Afghan city of Qalat – the Air Force public information officer leaves quite an impression with the Afghan community he lives and works in, even if that community happens to be in the middle of a war zone.

While on foot patrol, Maj. Loftis is bombarded by swarms of Afghan children. Laughing and smiling, they follow him for blocks. He's made friends with every Afghan on base. Whether they're a guard or a local contractor, they're all on a first name basis with him.

To say the least, Maj. Loftis is quite popular with the locals.

So how has the Air Force public information officer three months into his deployment connected so well, so quickly with the average Afghan? To find out, just ask any of the locals he's befriended. But don't expect to understand them – the majority does not speak English.

Maj. Loftis has gained so much public praise because he's fluent in Pashto – Southern Afghanistan's most common language.

In a war where gaining public support is vital to combating the insurgency, Maj. Loftis' ability to engage with the Afghans in their own language and earn their trust is a valuable weapon in the counterinsurgency fight.

“When the Afghan people see that an American is speaking Pashto, they're more inclined to open up to him, and that's the reason why he's so successful,” said Mohammad Ashraf Nasari, the governor of Zabul province, Afghanistan. “He can go among the local population and get their impression of U.S. forces. He can do this better than any other soldier because he speaks their language and knows their culture.”

Assigned to a Provincial Reconstruction Team whose mission is to bring development, governance and security to Afghanistan, Maj. Loftis has the unique opportunity to communicate daily with his Afghan neighbors.

While PRT units rarely venture outside the compound walls without a translator, Loftis' ability to speak directly to Afghans allows him to quickly form a rapport with the locals that immediately breaks down cultural barriers.

He learned this first-hand while on foot patrol through the city streets of Qalat. As motorists were stopped for the foot patrol to pass, drivers started to become incensed at the delay. When Maj. Loftis noticed their frustration, he approached the drivers and said in perfect Pashto, “Please excuse the delay. We have to do this for security and we appreciate your patience.”



A group of Afghan children follow Air Force Maj. J. D. Loftis, a public information officer with Task Force Zabul's Provincial Reconstruction Team.

“The look on their face immediately changed,” said Maj. Loftis. “They went from a stone cold stare to a huge smile, so it really smoothes things over when you do something as simple as speak to them.”

A native of Murray, Ky., Maj. Loftis is fairly new to the Afghan language. He learned Pashto in 2007 after being selected to become a Regional Affairs Strategist, a unique, secondary career field that's development program includes formal cultural education and training. In the RAS program, Maj. Loftis attended one year of South Asian Studies at the Naval Postgraduate School and one year of Pashto language studies at the Defense Language Institute, both in Monterey, Calif.

Within a year he was speaking like an Afghan.

“I was happy when I learned he could speak Pashto because I knew I could come to him with a problem,” said Nazar Mohommad, a base gardener, through a translator. “I know him now, and I look to him as a friend.”

Even though he admits he sometimes has trouble understanding some Afghans because of their fast paced vernacular, that hasn't swayed him in his ongoing attempt to make new friends.

“During Eid ul-Fitr (the Islamic holiday), I went around to all the guard towers to speak with some of the Afghan guards. If you think about it, they were sitting all by themselves for hours on this major, Islamic holiday,” said Maj. Loftis. “I figured that if I were someplace by myself on Christmas, I would want somebody to come around and share the moment with me.”

In the ongoing pursuit of building strong relationships, Maj. Loftis may be Romanian Battle Group in Zabul's secret weapon. His ability to speak to the locals in their own language instantly breaks down cultural barriers and builds trust.

His major focus is to communicate that the coalition forces are here for Afghanistan's long-term stability. And he communicates that idea better than any translator.

And Maj. Loftis' Pashto name? It means “favor, or good deeds.” ♦

[http://www.dvidshub.net/?script=news/news\\_show.php&id=40664](http://www.dvidshub.net/?script=news/news_show.php&id=40664)



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A language of Pakistan  
 Population: 18,863,716 in Pakistan. Population total all countries: 22,074,367 Ethnic population: 49,529,000 possibly total Pashto in all countries.

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#### MONICA LAVELLE

If you have an opportunity to listen to audio materials produced by DLIFLC's famous

Oral Proficiency Testing department, you may hear a familiar soft, yet beautifully eloquent voice on the recordings, which have been used as training materials for hundreds of OPI testing instructors.

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### LATEST NEWS & EVENTS

10/27/2009

#### DLIFLC celebrates 68th Anniversary



The Defense Language Institute Foreign Language Center celebrated its 68th Anniversary Oct. 24, at the Naval Postgraduate School's Herrmann Hall, gathering 350 faculty, staff, students, alumni, community leaders and friends of the Institute. Key note speaker of the event was Secretary of the Air Force Michael B. Donley, a 1973 Spanish graduate of DLIFLC. ...MORE

09/24/2009

#### Gen. Dempsey: DLIFLC is the Army's educational treasure



The general in charge of all the Army's training and doctrine, Gen. Martin Dempsey, says that the Defense Language Institute Foreign Language Center "is a great educational treasure for the Army."...MORE

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## DLIFLC reorganizes website

The Defense Language Institute Foreign Language Center has launched a new and improved website at the existing address of [www.dliflc.edu](http://www.dliflc.edu). As of June 8, the Institute merged its language support website [www.LingNet.org](http://www.LingNet.org) with [www.dliflc.edu](http://www.dliflc.edu) – making the site a one-stop shopping cart for all language support materials, products, and services.

Popular linguist support materials such as the Global Language Online Support System (GLOSS), Language Survival Kits under Field Support Materials, and Countries in Perspective modules, can now be found under the products tab on the [www.dliflc.edu](http://www.dliflc.edu) website.

The Institute has also established a virtual “shopping cart” <https://lmds.dliflc.edu/home.aspx> where language products can be ordered by military members with the use of Common Access Cards, while many products are also available for download to the public without restriction.

DLIFLC’s website is a constantly changing and evolving product. Please visit us frequently to check on new services and products offered.