

DLIFLC

# GLOBE

Serving the military and civilian communities of the  
Defense Language Institute Foreign Language Center and Presidio of Monterey  
**SPRING/SUMMER 2009**



## DLIFLC celebrates Year of the Faculty 2009

“Our greatest asset are our teachers, and only through their improvement can we expect our students’ proficiency levels to rise.”

DLIFLC PROVOST, DR. DONALD FISCHER

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



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DLIFLC faculty members Ramsis Shenouda and Marwan Bairaqqdar pose with DLIFLC Provost Dr. Donald Fischer before taking a group photo with colleagues Aug. 3, 2009.



**Front Cover**

DLIFLC instructors gather for a group photo in front of Rasmussen Hall with DLIFLC Commandant Col. Sue Ann Sandusky and DLIFLC Provost Dr. Donald Fischer to mark their successful completion of higher education degrees with tuition assistance from the Institute.

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The DLI Alumni Association  
cordially invites you and your guest  
to join the

Commandant of the  
Defense Language Institute  
Foreign Language Center

**Colonel Sue Ann Sandusky**  
to attend the

**DLIFLC**  
**68th Anniversary Ball**

Saturday, the Twenty Fourth  
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Cocktails at half past five o'clock  
Dinner at half past six o'clock

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Monterey, CA 93944

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Civilians: Men - coat and tie  
Women: Tea length or formal evening

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DLIFLC reorganizes website

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# From the top...

By Col. Sue Ann Sandusky



Col. Sue Ann Sandusky  
DLIFLC & POM Commander

The mission of the Defense Language Institute Foreign Language Center is to provide culturally-based foreign language education, training, evaluation and sustainment for Department of Defense personnel in order to enhance the security of the nation.

For readers of the Globe who may not be language learners, the reference to culture in our mission statement may seem surprising. But anyone who has studied at DLIFLC – in one of our resident programs or the thousands of Soldiers, Marines, Sailors and Airmen who have participated in familiarization courses conducted by instructor Mobile Training Teams – knows that culture and language are intertwined. One communicates through language that is situated in a cultural context. Language conveys the symbols and beliefs of the culture. It is the vehicle for cultural allusions. It structures the expression of thought, of humor, of history.

This edition of the Globe contains a number of articles that demonstrate how experience studying language reveals important aspects of the cultures of the peoples who speak the language. Read the story of Capt. Dan Moss, Provincial Reconstruction Team leader in Afghanistan, to find out how he built upon his knowledge of Arabic to adapt to the Dari and Pashto speaking peoples of Paktya Province. Enjoy the inspiring story of DLIFLC Military Language Instructor, Navy Petty Officer Angel Diaz, whose skills in six languages have brought him adventures around the world.

Other articles take you into the world of Russian art and Russian cooking, as enjoyed by DLIFLC instructors and students. Read about how our Korean students study hard to participate in a Korean speech contest. Find out about noted author Greg Mortenson and his incredible contributions to rebuilding Afghanistan and Pakistan by glimpsing into his *Three Cups of Tea* book.

Another culture we emphasize at DLIFLC is the culture of excellence. Nothing underscores this more than the recent designation of DLIFLC as one of the best places to work in Monterey County. Read the report about how our workplace stacked up against others in the area. One of the major factors in the evaluation process was DLIFLC’s investment in employee training. In this edition of the Globe, we are pleased to recognize some of our teachers who recently earned graduate degrees at area universities, many of whom received DLIFLC tuition assistance.

A great faculty is so important to a successful institution that I designated 2009 the “Year of the Faculty” at DLIFLC. Get to know some of our outstanding faculty members by reading their profiles in this edition of the Globe. They bring culture into DLIFLC classrooms every day.

Sincerely,

Sue Ann Sandusky  
Colonel, U.S. Army  
Commandant



## DLIFLC named one of the “Best Places to Work”

By Dan Carpenter

Presidio of Monterey Public Affairs Chief

The Defense Language Institute Foreign Language Center has been named one of the “Best Places to Work” in Monterey County for 2008. This past year, management focused its efforts on making DLIFLC one of the leading employers on the Peninsula.

“One of the first challenges in trying to become one of the best is to compare yourself with others in the community,” said Doug McLeod, deputy chief of staff for Personnel and Logistics at DLIFLC. The Monterey Business Council gave us the opportunity to see how we measure up against other businesses and government agencies, from the City of Seaside to the Monterey Peninsula Airport District.”

The Best Places to Work survey focused on employee orientation programs, training and education.

“Our real strength is our people,” according to DLIFLC Commandant Col. Sue Ann Sandusky, who relies on more than 1,700 employees to provide language training to members of each of the services. Sandusky, proclaimed 2009 “The Year of the Faculty” and the Monterey Business Council seems to agree.

According to McLeod, DLIFLC strives to hire and retain the most qualified and experienced language educators available. To ensure the faculty retains that quality, the Institute supports faculty with tuition assistance to pursue

professional development in foreign language education.

“This gives us a real edge over other companies in the area who cannot afford to assist their employees,” said McLeod. “Other DLIFLC sponsored events, such as the annual Language Day and the Presidio’s Safety Day, have helped increase employee morale and reduce employee injuries. DLIFLC has also had help achieving its success as a best place to work through the efforts of other organizations on the Presidio of Monterey.”

This help comes from the Presidio’s Civilian Personnel Advisory Center, in the form of an impressive new employee orientation program, and from the Presidio of Monterey’s Garrison team that provides the multitude of support services required to make it all come together. This team has made DLIFLC competitive in the local community and beyond, according to McLeod.

“Our goal is to be the best employer in California but we have tremendous competition in Monterey County,” said McLeod.

McLeod is already focused on repeating the Institute’s success in 2009. The school is partnering with the Monterey Salinas Transit to provide easy transportation for employees who may commute as far away as San Jose to the Presidio every day.

“It’s all about taking care of the people who make it happen every day,” he said. “The Year of the Faculty may come to a close but DLIFLC is postured to succeed in the years to come.”

Companies participating in the contest answered a 40-question survey about their organization. It was the program’s second year but this was DLIFLC’s first year to enter. ♦



*Defense Language Institute Foreign Language Center faculty and staff stand for a photograph with Institute leadership on Soldier Field, Presidio of Monterey.*



## Foreign Area Officers stand in spot-light

*By Brian Lamar  
Strategic  
Communications*

*Army Foreign Area Officers from the Defense Language Institute Foreign Language Center and Naval Postgraduate School practice holding a press conference in mock scenarios given during a May 9 exercise. FAOs will be expected to interact with foreign media regularly in their jobs as military attachés at U.S. Embassies abroad.*



On May 9 Army Foreign Area Officers attending the Defense Language Institute Foreign Language Center and the Naval Postgraduate School got a little taste of what it is like to stand in the media spot-light.

Members of DLIFLC's Strategic Communication department briefed FAOs on the general rules in dealing with the media, and gave them several real-life scenarios to prepare for a formal response at a make-shift media conference.

"At first I thought it was going to be easy and that all I had to do was read the article and get up there and answer questions," said Maj. Benjamin Buchhols. "But when I had to stand behind the podium in front of the hot lights and flashing camera, I started feeling a bit different."

"The important thing for our FAOs to learn is that they are a U.S. government representative at all times and understand that everything they say, whether in an interview or not, can be interpreted as official U.S. foreign policy toward a country," said FAO Director Col. Dino Pick. ♦

## Former morgue becomes Russian classroom art exhibition

*By Samantha Rice  
Strategic Communications*

What was once a cold morgue back in the 1970's, has now been transformed into a Russian language classroom in the basement of the former Fort Ord hospital.

Today, the Defense Threat Reduction Agency course is taught at this very location, to military linguists tasked with securing and dismantling weapons of mass destruction in the former Soviet Union.



*Sergei Grebenkin proudly shows off his Russian paintings which decorate the classroom walls.*

Unique to the former morgue-turned-classroom are the vibrant Russian paintings that now line the walls.

"A painting is alive when seen by others," said Defense Language Institute Foreign Language Center Russian instructor Sergei Grebenkin, who has spent the past four years collecting Russian art and displaying it on the walls of his classroom. "Yes, my classroom rather resembles a museum, but I want my students to feel Russian culture, not only learn it from books."

Grebenkin has literally altered a stark classroom environment in the basement of the old Fort Ord hospital, now used by DLIFLC's Continuing Education Directorate, into an art exhibition that adds color to the bland walls, sends positive energy, and encourages the learning process.

Eclectically scattered on the walls, the paintings illustrate the streets of the former Soviet Union now Russia, the Ukraine, Kazakhstan, Uzbekistan, and Azerbaijan.

Grebenkin believes it is important to incorporate culture into language teaching and to literally surround and immerse his students.

"It is really nice to see Russian art (in a school) because it is rare to see it anywhere else other than in a museum or gallery," said fellow employee Dr. Anna Jacobson, the academic specialist for the Academic Support Center.

The paintings are so enjoyed that Grebenkin's classroom has been nick-named "the coffee place" by faculty who have taken advantage of the exhibit as their very own artistic getaway. ♦



## Alfie Khalil GIB well on its way to completion

By Hiro Chang

Presidio of Monterey Public Affairs

When Alfie Khalil died in 2006, it resonated upon all who knew him at the Defense Language Institute Foreign Language Center, the City of Monterey, and all the way to Congress where he fought to keep the Institute from closing.

But as time goes on, commanders change, teachers move on, and students graduate, his legacy began to slowly fade.

Not for long. The Presidio of Monterey and Department of Public Works, along with the Army Corps of Engineers, have been diligently building a new General Instruction Building named after Khalil, long-time DLIFLC union leader and Arabic instructor. As the GIB rises piece-by-piece, his legacy will soon be revived – even cemented in time – for students, faculty, and administrators.

Last September, at the ground breaking for the new Alfie Khalil GIB, Col. Sue Ann Sandusky, DLIFLC commandant, used an Egyptian proverb in honor of the former faculty member.

“A house has the character of the man who lives in it,” she said. “The character of this house will be admirable.” Engineers have made certain that this GIB will be equipped with the most up-to-date infrastructure to support state-of-the-art technology used to instruct students in foreign languages.

As union leader and one of DLIFLC’s greatest supporters, Khalil was instrumental in making sure the Institute remained in Monterey and jobs were secured not only for the foreign language instructors, but also those in the surrounding community who maintain more than two dozen

instructional facilities and offices.

Khalil has also been credited for securing an increase in locality pay for faculty members to better reflect the economic realities of the job market in Monterey. Even in death, his name has brought California and the city of Monterey a much needed financial lift.

“Having the contract has brought more construction jobs,” said Will Meyer, project engineer with the POM Department of Public Works. “It has definitely impacted the economy here, with many of the workers coming from Sacramento and staying in the hotels in the area.”

“We also use local materials for the building,” said Jack Davies, Army Corps of Engineers quality assurance manager.

Meyer said the 81,000 sq. ft. building will have four floors with 60 classrooms that will hold six to ten students at a time.

“All the classrooms will have SmartBoards (interactive whiteboards) and Common Access Card readers at the entrance doors,” said Meyer.

Originally, the building was going to be five stories tall but budget limitations required a reduction of one floor to stay within funding, which worked out favorably for Monterey residents – it preserved the famed vistas that outline the Presidio of Monterey.

“It will actually stand three stories above street level,” said Davies, adding that a shelf had to be cut into the hillside to create the first floor. The entrance will be accessed from the street by a bridge leading to the second floor.

There were other setbacks that had to be remedied to continue with the project. “There was a lot of ground water seepage, so we had to design a French drain to control it and a soil-nail retaining wall to control the steep terrain,” said Meyer.

But regardless of difficulties, construction over the summer has been rapidly moving forward. ♦

*The Alfie Khalil General Instruction Building is set to open November 2010.*





## Third generation graduates from DLIFLC

By Natela Cutter  
Strategic Communications



Noel Smith (far left), who graduated from DLIFLC in 1959, attends his grandson's graduation from the Persian Farsi program. Four members and three generations of the Smith family are DLIFLC graduates.

When Noel Smith walked into the Army Language School barracks 50 years ago in 1959, he had no idea what a profound influence the “school on the hill” would have on his life and the lives of his family members.

On July 15, 2009 a third generation of the Smith family graduated from the now Defense Language Institute Foreign Language Center. Navy Seaman Cooper Smith\* walked across the Presidio Theater stage to receive his diploma in Persian Farsi, and is already on his way to follow-on training.

The elder Smith said, “I graduated from the German course in 1959 and found myself in Berlin... where my job was to monitor communist party communications in East Germany. I think I reached my ‘aha’ moment when I saw a jet fighter flying low over the city of Berlin one day and realized that it had red stars on its wings, emblems of the Soviet Union – not the U.S.,” he reminisced with a chuckle.

Two of Smith's four children joined the Army, also becoming linguists.

“I was actually born in Berlin, just a few months after the Berlin wall went up,” said Shana Stapp, a 1985 Russian language graduate. “I was with the 3rd Military Intelligence Battalion, 3rd Infantry, 7th Corps. The highlight I will never forget was when our unit discovered a previously unknown new Soviet weapons system.”

Though Stapp left the military after four years, she credits her current success in her job as a teacher working with high risk students, with having been in the military and attending DLIFLC. “They respect me more for having served as a Soldier and for speaking a foreign language,” she explained.

Smith's son, Deron Smith, graduated from the German course in 1986 from DLIFLC and spent 13 years working in Germany in a Military Police unit, served in Desert Storm and in Kosovo before retiring from the military in 2007.

“I used my skills to interact with German government representatives, local and state police, and dealt with everything from investigating crimes to coordinating security for visitors from the State Department or Congress,” he explained. “DLI doesn't just teach the language but all the other tools to understand the culture. This is the greatest strength of this organization. The younger Smith married in Germany and his two children were born there.

The elder Smith stated with a big smile and a strong pat on the new graduate's shoulder, “And now my grandson has graduated from DLI.”

“The only thing I can say is that this is the hardest thing I have ever done and that I am looking forward to getting out there to work. I recommend to all future students to study hard, get immersed in the language, watch movies, and talk to a lot of Persian people,” said the newly-graduated member of the Smith family. ♦

*\*Cooper Smith's name has been changed for security reasons.*

Petty Officer 1st Class **RALPH BASS** received Military Language Instructor (MLI) of the quarter award July 28 for his diligent work in serving three Arabic teaching teams with 50 students, for a total of 200 contact hours this quarter.



Bass graduated in Modern Standard Arabic from the Defense Language Institute Foreign Language Center in 2002, and came back to teach Arabic about a year ago.

“The best part about what I do is seeing the improvements my students make throughout the course,” said Bass, who says he came back to DLIFLC to share his experience with students.

“Lives are on the line when we do what we do. I like to show my students that physical training is as important as mental training, and that they balance each other out. I try to bring a work-hard play-hard mentality to the students,” explained Bass.

Bass has designed over 25 classroom Defense Language Proficiency Test 5 exercises in order to increase his students' understanding of the methodology behind the DLPT5 exam – and to strengthen their critical thinking abilities.



## DLIFLC pilots new Iraqi basic course

By Natela Cutter  
*Strategic Communications*

In cooperation with Fort Gordon's Georgia Center for Language, the Defense Language Institute Foreign Language Center launched a new approach to teaching Arabic at the beginning of 2009.

Three pilot courses, known as "Basic Arabic Iraqi," introduce dialect from the very beginning of the course and blend it with Modern Standard Arabic (MSA) over 64 weeks. By bringing dialect to the basic course, the three pilots are designed to shorten or eliminate the need for follow-on dialect training and put military linguists into the operational field sooner.

"We began developing the Basic Arabic Iraqi course in November 2008 and within three months received the first group of 36 students. The unique thing about this development effort is that it completely broke the old curriculum development paradigm," said Assistant Provost Lt. Col. Timothy Bennett, of the Language Science and Technology Directorate.

Time constraints for the development of an Iraqi dialect curriculum brought about unprecedented cooperation between the various departments at DLIFLC, from instructors at the schoolhouses, to curriculum and test developers located off post.

"What is so different about this course is that it exclusively teaches the Iraqi dialect during semester I, followed by blended Iraqi with Modern Standard Arabic in semesters II and III," said Bennett, explaining that students would be equally competent in MSA by the time they graduated, with the benefit of speaking Iraqi Arabic.

"We formed a core development team with representatives from all three Middle East schools. Every directorate has had a hand in making this project a success," explained Bennett.

"Additionally, we adopted a commercial text book for the first semester from Georgetown University," said Amr Alshawaf, the lead Iraqi project manager who has been designing the course. "This book is heavily supplemented with authentic materials collected by both the instructors in the classroom and us here in Curriculum Development."

"The materials that we are developing are both proficiency-oriented and performance-oriented, which will lead them (students) toward overall higher proficiency at the end of the course. And as we are doing this course development, we are looking for a more effective model of teaching Arabic," further explained Alshawaf.

The Iraqi dialect students have been thus far testing



Students learn the Arabic Iraqi dialect from native-born speakers.



well. They have been administered weekly quizzes, unit tests, and In-Course Proficiency Tests.

"The best thing about this course is that we understand the teachers when they talk in the hallways," said one motivated Soldier, saying that she was not afraid of taking the final exam. "The MSA students can't really understand their teachers when they break off into dialect, but we understand both for the most part," she explained.

"The students will be taking the DLPT5\* Iraqi test for the listening portion, and the DLPT5 MSA part for reading comprehension," said Alshawaf, adding that the speaking test will be administered by Iraqi dialect instructors. Passing scores for the course are reading comprehension 2, listening comprehension 2, and speaking 1+, according to the Interagency Language Roundtable scoring protocol.

"What really made this project different is the open lines of communication we have had not only across DLIFLC but with Fort Gordon's Georgia Center for Language," said LS &T Associate Provost Dr. Christine Campbell. "It is important to us that we can rapidly react and meet the expectations of our users," she said.

"This is an exciting opportunity for DLIFLC and we look forward to developing more dialect courses to support the operational mission," said Bennett enthusiastically. ♦

\*Defense Language Proficiency Test



## DLIFLC helps Army recruitment

By *Kate Lamar*

*Naval Postgraduate School*

The Defense Language Institute Foreign Language Center's Test Management Division is playing a critical role in the Military Accessions Vital to the National Interest recruitment efforts.

The MAVNI program was launched by the Army in February of this year. The year-long pilot program is designed to bolster the U.S. Army's ranks in two critical skill areas – medical and foreign language – by opening enlistments to non-citizens legally residing in the U.S.

DLIFLC's Test Management Division is responsible for the testing of potential heritage speakers to become translator/interpreters, and manages testing administered through the American Council on Teaching Foreign Language (ACTFL), through which additional candidates are tested to enter the military based on their language skills.

"DLIFLC was the natural selection for providing testing since we currently manage all of the Oral Proficiency Testing for the Department of Defense," said Mark Markiewitz, director of language testing for the DLIFLC Test Management Division.

Each candidate trying to enter based on their language skills must pass the Oral Proficiency Interview (OPI) with a score of 1+ or higher on the Interagency Language Round Table Scale. The scale runs from 0-5, with 0 equating to no language skills, and 5 equating to a native speaker. The required score of 1+ equates to basic conver-

sational skills in a language, but not necessarily fluency, according to Markiewitz.

"At a 1+, they can basically tell their unit what the road sign says and which direction to go. They can help their units get where they need to be," Markiewitz said. "However, the vast majority (of candidates) have had higher skills. Many have been coming through at level 3."

But passing the test doesn't guarantee the candidate gets in. Joining the Army through the MAVNI program is a multi-step process. "We are one spoke in this process; there are a lot of people involved," said Jeff Barcinas, OPI scheduling supervisor.

Candidates must also pass all qualifying tests for entry into the armed services and pass required medical screenings. In addition, candidates must work with the U.S. Citizenship and Immigration Services to be cleared for entry. Candidates who enter through the MAVNI program can obtain U.S. citizenship through an expedited process based on a July 2002 Executive Order.

According to Barcinas the division has tested over 300 potential recruits from the MAVNI program since March of this year. The Army hopes to recruit 1,000 people through the MAVNI program, with approximately 500 coming in through the language-skills eligibility. The rest are expected to enter through the medical skills eligibility. Recruitment for the language skills candidates is currently limited to the New York City recruiting battalion.

For more information on the MAVNI program go to [www.goarmy.com](http://www.goarmy.com) ♦



Army Chief of Staff Gen. George W. Casey Jr. administers the oath of enlistment to 32 recruits outside the Times Square recruiting station in New York City. Sixteen enlisted under a pilot program for non-resident aliens with special skills. Photo Credit: Col. Rivers Johnson



## DLIFLC grad performs with Tops in Blue at Presidio of Monterey

Story & photos by Petty Officer 2nd Class Steven L. Shepard  
Presidio of Monterey Public Affairs

The Air Forces' Expeditionary Entertainers, Tops in Blue, performed at the Presidio of Monterey on June 11 as part of their 2009 "To Dream" tour.

Tops in Blue provided 90 minutes of live entertainment for the crowd at Soldier Field during a show that featured historic and pop culture themes. The song and dance show featured music and costumes that recreated the likeness of famous past entertainers such as Elvis Presley and Louis "Satchmo" Armstrong.



DLIFLC alumna, Senior Airman Meagan Kelly (right), gets a little bit country at the Presidio of Monterey on June 11 as part of the Air Force's TOPS IN BLUE performance held on Soldier Field.

The set included a wide variety of musical genres that covered everything from country to rock to soul. Also included in the show was traditional Hawaiian music, complete with floral-print shirts and ukuleles. The show concluded with patriotic songs dedicated to armed forces members who are fighting in harms way.

Returning among the 35 active-duty Air Force Tops in Blue personnel was Defense Language Institute Foreign Language Center alumna Senior Airman Meagan Kelly. Kelly is a vocalist/dancer who has been with Tops in Blue since March 2009.

Kelly was selected through a process that involved submitting a videotape to Air Force Entertainment demonstrating music or technical ability. According to Master Sgt. James Green, Air Force Entertainment received approximately two hundred video tapes this year for consideration. From these candidates 80 were chosen to participate in a ten-day, team-oriented audition at Lackland Air Force Base, Texas.

"It's been an amazing process," Kelly explained about the training they had endured since March while preparing for the 2009 tour. "All of us arrive here basically untrained and they turn us into a team of professionals."

Kelly said her return to the Presidio of Monterey brought back a lot of memories and listed graduating from DLIFLC as one of her greatest accomplishments.

"Studying Arabic is like trying to drink from a firehose on full blast," Kelly said. "It was a great challenge which prepared me for further challenges such as participating in Tops in Blue."

Kelly offered this advice to her fellow airmen and other students currently studying at DLIFLC. "Hang in there," she said, "there is light at the end of the tunnel and it is a great light with a lot of opportunity."

The next stop for Tops in Blue will be England and then an overseas tour that includes performances all across the globe. For now, Kelly said she was taking her new job day by day, keeping busy with a tight schedule of setups, rehearsals and performances while simultaneously getting to know her teammates better. When asked what she is mostly looking forward to, Kelly replied "I'm looking forward to going to the desert and performing for the troops over there."



Air Force's Expeditionary Entertainers, TOPS IN BLUE, perform at Soldier Field on the Presidio of Monterey.

Tops in Blue serves as an expeditionary entertainment unit to provide quality entertainment to military personnel stationed worldwide while simultaneously promoting community relations, and serving as ambassadors for the United States.

Tops in Blue is celebrating 56 years in entertainment and have performed more than 7,000 shows including six World Fairs, six Bob Hope specials, the Daytona 500 and the half-time show at Super Bowl XIX. ♦



## Discovery Channel “discovers” multi-lingual MLI

By Natela Cutter  
Strategic Communications

When the Discovery Channel called up the Navy in May and asked if they had any interesting jobs to portray for a series of short vignettes they were planning, the Navy Center for Information Dominance Detachment, Monterey, was asked to produce a demo tape of one of their linguists.

Two weeks later, a crew of eight people showed up at the front gates of the Defense Language Institute Foreign Language Center, to film none other than Petty Officer 1st Class Angel Diaz, one of DLIFLC’s best Military Language Instructors (MLI). Diaz speaks six languages, and has the Defense Language Proficiency Test scores to prove it - all 3/3s, save for a 2+/2+ in Greek.

“I speak Arabic, Spanish, French, Italian, Portuguese, and Greek,” says Diaz, in a slightly shy tone of voice. “It’s really not that big of a deal, I just like languages.”

And how did he do it? Well, Spanish is his first language, he learned English from Sesame Street, in high school he learned Italian, then added French, then went to Middlebury College in Vermont and studied Arabic and Greek.

“After college I worked as a court interpreter in Miami, translating mostly Spanish, and some Italian, for tourists when they got in trouble for arguing with the police officers,” said Diaz.

“It was interesting when I got to work on the Gianni Versace case in 1997. There was an Italian eyewitness who saw Versace leave the café and walk across the street to his house. She saw the gunman shoot Versace and run away... it was an exciting experience,” said Diaz.

But working as a court translator was not challenging enough for Diaz. He wanted to travel and be able to use his languages in a more effective way.

“I decided to join the Navy in 1999 to become a linguist. I was immediately sent to DLI for Arabic, and right after graduation I was assigned to be an Assistant Military Language Instructor,” explained Diaz, who also spent two months auditing a Greek class at DLIFLC while waiting for his next assignment.

One of his more memorable experiences took place in Bahrain within the first few days of his arrival to his duty station.

“I wanted to go to one of the well-known shopping malls and stepped outside the gates where I saw a big sign indicating the prices for taxi fares to various locations,” recounted Diaz. “The sign in English said that the fare to the mall was about six dollars but the cab driver told me, in

English, that he wanted \$60!” Further bargaining brought the price down a few Bahraini Dinars.

“I finally turned around and said in Arabic ‘Shame on you, my family is from here and you are trying to rob me blind!’ The guy turned pale and the manager came out. My fare turned into about three dollars,” said Diaz triumphantly, admitting that he told a white lie.

Other interesting experiences included being assigned to Algeria as a French linguist where he translated between French, Arabic and English. “It was a wonderful experience because they have such a different mix between French and Arabic and use French ranks and numbers,” said Diaz, noting that this region had a distinctly different cultural feel to it due to a French influence.

Today, Diaz is back at DLIFLC as an MLI again, where he is able to teach future linguists that anything is possible – even speaking six languages.

To view the Discovery Channel video of Diaz, go to: [www.flickr.com/photos/presidioofmonterey/page3/](http://www.flickr.com/photos/presidioofmonterey/page3/) ♦



*Petty Officer 1st Class Angel Diaz gives an interview to the Discovery Channel April 16, explaining how he learned the six languages he speaks and what that means for linguist professionals. Diaz speaks Arabic, Spanish, French, Italian, Portuguese, and Greek. He has received 3/3 scores in all languages except for Greek, in which he holds a 2+/2+ score.*





## DLIFLC teacher awarded for excellence

By *Brian Lamar*  
*Strategic Communications*



*Xiaomei Tian, who received the Allen Griffin Award, also taught at the Joint Language Training Center in Utah, before coming to DLIFLC.*

Xiaomei Tian, a Chinese instructor for five years at the Defense Language Institute Foreign Language Center, was selected in April by the Community Foundation for Monterey County to receive the prestigious 2008 Allen Griffin Award for excellence in teaching.

A native speaker of Chinese, Tian grew up in Guizhou Province in Southwestern China and came to the United States in 2001, after earning a Masters degree in English language teaching from the Payap University in Thailand.

“I really enjoy teaching military students because of their discipline,” said Tian.

“At DLI, you can always find a creative way to teach our curriculum. You have to keep the students engaged and motivated otherwise, you will have a class that fails,” she explained.

Tian’s profound understanding of the importance of her job is just one of the reasons why she was chosen by educators to receive Monterey Bay’s top annual teaching award. Tian is also leading her students by example and is currently pursuing another Masters degree in instructional design at California State University of Monterey Bay.

And how does this instructor keep the interest of the students? She says the best way is to “get their noses out of the books and into projects that stress their brains in a good way.”

“I wanted our class to have a firm grasp of culture with the use of language and poetry - which is a great way to do it,” Tian said, or her idea to have students create a newspaper that would contain all the necessary elements.

In order to make poetry fun for the entire class, Tian decided to make it competitive with an “American Idol” – poetry contest. “Judges were judging on pronunciation,

facial expressions, and body language during their poetry readings,” she said.

According to Tian, because of the support of her colleagues, great leadership, and the liberty the Institute gives to make new and fun projects within the curriculum, her job of teaching a very difficult language to native English speakers is much easier. ♦

## Marine Corps change of command

By *Dan Carpenter*  
*Presidio of Monterey Public Affairs Chief*

The Marine Corps Detachment at the Defense Language Institute Foreign Language Center changed leadership in a change of command ceremony July 17 at Soldier Field.

Maj. James E. Manel passed the Marine Corps colors to Lt. Col. Kenneth Enney during a formal transfer of authority or change of command, in front of a formation of Marines and invited guests. With some assistance from Naval Postgraduate School Marine officer students, the unit consisted of a commander of troops, a parade staff, and four platoons of Marines.

Following the transfer of command both leaders spoke to the assembled unit and guests. After the remarks, the unit conducted a “pass in review” and paraded by the new commanding officer.

For his next assignment, Manel will report to Headquarters Marine Corps to work in the Intelligence Department.

Enney, who has a BA in International Affairs from the George Washington University, an MBA from Pepperdine University, and an MA in National Security Affairs from the Naval Postgraduate School, came to the command from the Intelligence Department, Headquarters Marine Corps, where he served as the chief, Intelligence Manpower and Training Branch. Enney is also DLIFLC Spanish language graduate and Latin American Foreign Area Officer. ♦



*Lt. Col. Kenneth Enney receives the unit colors from outgoing commander Maj. James Manel during a formal transfer of authority.*

# DLIFLC assists faculty pursuit of higher education

The Defense Language Institute Foreign Language Center has provided tuition assistance to more than 70 faculty and staff members in 2009 who have graduated with advanced degrees in various disciplines that support the Institute's mission.

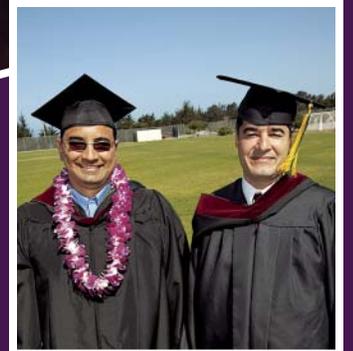
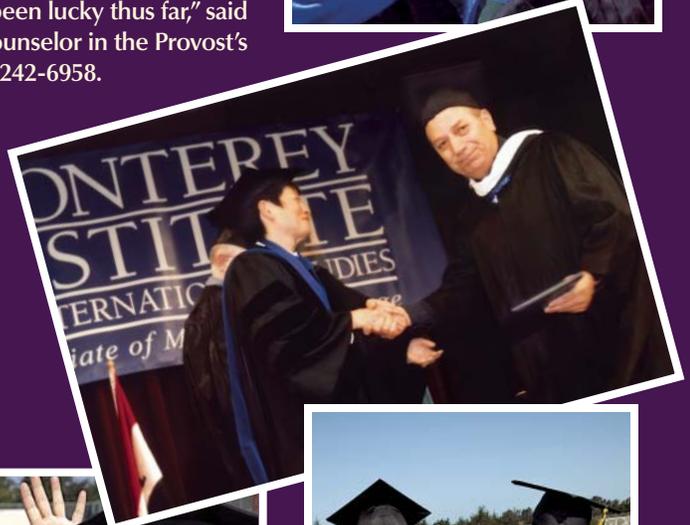
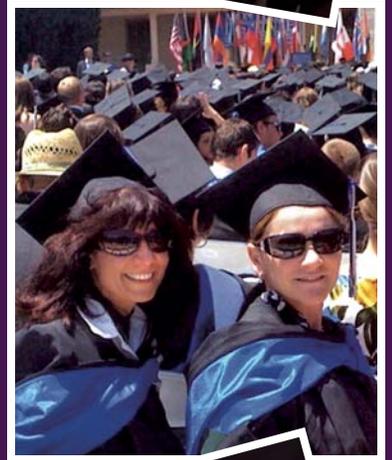
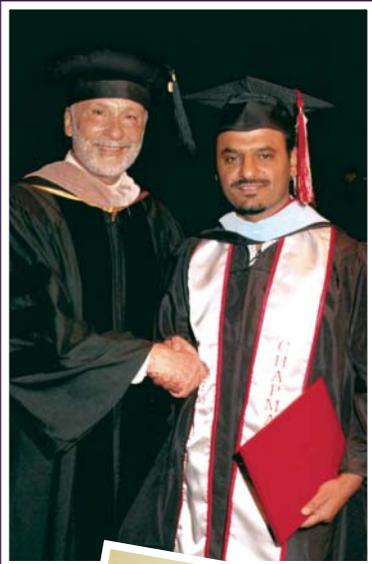
"It is only fitting that we should have so many of our wonderful faculty and staff graduating with higher education degrees, as we celebrate **Year of the Faculty**," said DLIFLC Commandant Col. Sue Ann Sandusky.

DLIFLC supports, through local universities such as California State University Monterey Bay (CSUMB), Chapman University, and Monterey Institute of International Studies, faculty attendance in courses related to language instruction and the application of technology. These courses contribute to the attainment of undergraduate, Master degrees, and doctoral level degrees that are completed by individual faculty members.

"This type of cooperation with local universities and educational institutions which provide higher education degree programs for our instructors is instrumental in the success of this institution. Our greatest asset are our teachers, and only through their improvement can we expect our students' proficiency levels to rise," said DLIFLC Provost, Dr. Donald Fischer.

"The CSUMB Language, Science and Technology program was one of the most challenging programs I have gone through," said Bouchra Gygax, a Curriculum Development employee. "It was hard, but I have been able to implement a lot of what I have learned in creating Arabic curriculum for the basic course."

"About 200 people graduate from various higher education programs with tuition assistance from DLIFLC. All of this depends on the availability of funds, but we have been lucky thus far," said Seong-Oak Paek, who is the academic counselor in the Provost's office. Oak Paek can be reached at (831) 242-6958.



# Year of the 20



When **BOUCHRA GYGAX** reported on California wild fires as a radio announcer from her native Rabat in Morocco, she never dreamed she would actually end up living in the state.

"I reported on all kinds of subjects, local and international politics, elections, social issues, illegal immigration, border disputes between Morocco and Algeria, and even the weather," said Gygax, tossing her thick dark, curly hair to the side.

"One time I was reporting on the rising price of vegetables at the open market in anticipation of Ramadan, when a young kid threw a tomato at me. It splattered all over my white suede jacket and I decided to make a run for it before the others followed his lead," she explained laughing.

But Gygax's life took a different turn in 2001 when she obtained a scholarship for the University of Wisconsin, Milwaukee, and began a Masters program in foreign language and linguistics. It was here that she met her Midwestern prince charming.

As the spouse of an Army officer, Gygax moved to Virginia, then to Texas, where she taught French in high school. "Teaching French was fun because I am bilingual and we learn French beginning 3rd grade in Morocco," Gygax explained.

The next move was to Monterey, Calif., where Gygax discovered DLIFLC.

"I began teaching Arabic at Middle East school III and taught for two years. I then moved on to Faculty Development, which was a different kind of experience because it involved teaching instructors various teaching methodologies," she said.

Though busy with a newborn, Gygax decided to sign up for another Master degree program in Language, Science and Technology at California State University Monterey Bay.

"This was a great program and it kept me up to date with what is going on in the field of foreign language acquisition and the use of technology as a teaching tool in the classroom. I have been able to apply a lot of what I learned," she said.

Gygax's next move was to Curriculum Development where she is currently researching and writing materials to be used in Modern Standard Arabic lessons created for the Arabic basic course program.

"I feel that I am learning something new every day through my research. Before, I thought of my audience as a group, and now I remember the faces of my students and realize that my mission as a teacher is as important as when I was a reporter," said Gygax.

"I am bridging the gap between cultures by teaching Arabic, rather than reporting on a gap between cultures," she said, with a satisfied smile.

To celebrate the "Year of the Faculty," we will devote several of its pages to outstanding faculty members for their dedication to their foreign language teaching.

Staff Sgt. **ANTHONY DAVIS** graduated from DLIFLC in 2003 with 3/3 scores in reading and listening. On his way to his duty station in Iraq, he ended up passing through half a dozen Middle East countries, one of which was Egypt, to participate in Operation Bright Star.

"One day we were driving along in our light armored vehicle through the narrow streets of Cairo when we heard a large thud. I heard my teammate say 'We just hit a bus.' I knew what would ensue," said Davis.

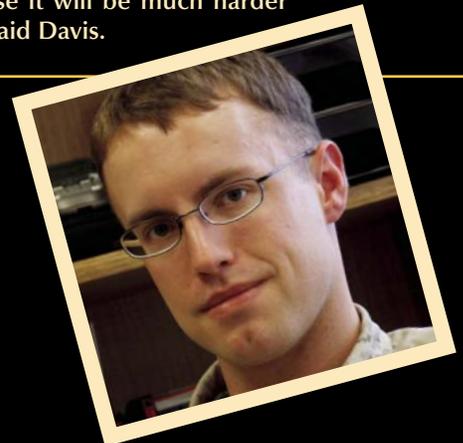
He crawled out of the vehicle to face an enraged bus driver screaming profanities.

"It brought back all the memories of my classroom days at DLI where instructors ran us through accident scenarios, and thankfully taught us a few bad words," said Davis with a chuckle. "I knew the vocab, it sounded like one of our speaking tests, but there was no need to respond in kind because I was standing there with five Marines armed to the tooth."

But this incident was only the tip of the iceberg of what Davis would linguistically, and physically, face in his new linguist career.

"I thought that DLI was really difficult back then and studied hard. But I then found out that working in the field was 10,000 times harder. I worked 20-hour days, weeks at a time because I was the only linguist in a 100-mile radius," said Davis.

And this is why he re-enlisted in 2007 to become a Military Language Instructor. "I came back to share some of the stuff I learned out there and to tell them that they don't have a choice but to give 100 percent of themselves here, because it will be much harder out there," said Davis.



# Faculty 09

2009 the quarterly Globe magazine  
highlighting faculty members who have shown  
dedication to their profession and the DLIFLC mission.



When first meeting  
**Dr. JACK FRANKE**, one  
would think that life is  
as easy as the Staples™  
“easy” button. He has a  
constant smile on his  
face, and whenever

asked how things are going - the answer is always “Ocenj  
harasho,” (fantastic).

But Franke is not Russian, he just has near native profi-  
ciency in the language and is one of the few American-  
born, home-grown DLIFLC-made linguists who come back  
to teach at the Institute and pass on an important message  
to students: “If I can do it - you can do it.”

“When I was in high school in Texas, I never dreamed of  
mastering a foreign language, let alone end up teaching  
others how to speak something so foreign as Russian,” said  
Franke.

“On the very day of graduation from DLI, I had a stroke.  
My life would be changed for ever. After months of recov-  
ery, I ended up taking a job on a Russian fishing boat, and  
learned the language pretty well,” said Franke modestly.

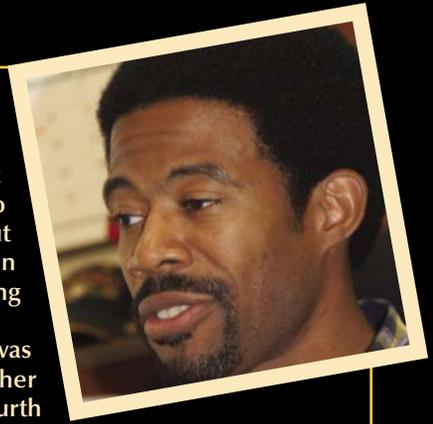
After spending three years on Russian fishing trawlers,  
Franke decided to apply for a position at DLIFLC in 1989.  
He began working at the Institute in 1990, and moved up  
from assistant instructor to team leader, then assistant  
dean of the European & Latin American School, and ulti-  
mately dean of Emerging Languages Task Force.

Eventually, Franke would continue his studies to earn a  
Master degree in Russian, specializing in translation and  
interpretation at the Monterey Institute of International  
Studies, and a PhD in Foreign Language Education. Years  
of working in the classroom led him to write a dictionary  
called the *Big Silver Book of Russian Verbs*.

Today, Franke runs ELTF, commonly known as DLIFLC’s  
“incubator school.”

“What we do here is teach critical, non-traditional lan-  
guages in a very rapid manner,” Franke quips.

“We strive to mesh course development and teaching at  
the same time. Once the curriculum has been established,  
the courses can be moved to other schools.” ELTF teaches  
Hindi, Indonesian, Kurdish-Sorani, Urdu, and Uzbek.



Most people would agree  
that becoming a comedian  
is no easy job and that it  
probably takes a lot of gusto  
to become one. How about  
trying that occupation in  
Japanese, with Japanese being  
a second language?

When **ERIC ROBINSON** was  
in second grade, his mother  
reluctantly let him skip to fourth  
because the teachers said he was  
so smart. When they asked her the same question a few  
years later, she refused, and Eric graduated high school at  
the ripe old age of 16.

“I started college that summer but I really didn’t appre-  
ciate my mom’s 9 p.m. curfew, so at 17 I joined the Marines.  
I have always wanted to be a Marine,” said Robinson.

When his orders came through to go to DLIFLC, his  
interrogation team was deploying to Beirut, Lebanon. Though  
not happy, he knew there was no point in fighting it.

“Mid way through the course, I got sort of bored and  
went down to the textbook warehouse and requested they  
give me Japanese books,” Robinson explained. “I took two  
DLPTs and passed them both in 1983.” Luckily for  
Robinson, 1983 was also the year the Marine barracks were  
bombed in Beirut, killing 220 of his fellow Marines.

Years later, Robinson left the military and opened an  
import-export company and a couple clothing stores in  
Hawaii. Life was good, until a family death in 1996 caused  
him to think twice, and he went to Japan for a break.

“I was renting an apartment from this lady who one day  
asked me if I wanted to be an extra on a variety TV show,”  
said Robinson in a matter-of-fact tone. “So while I was  
waiting to do my skit, I started telling jokes in Japanese and  
they really liked it. Eventually they would talk me into  
doing comedy in Japan,” explained Robinson.

Robinson’s stage name was Afro Eric, while his branded  
image was reminiscent of the 1970’s Motown music fash-  
ion with big hair, big glasses, and a big smile.

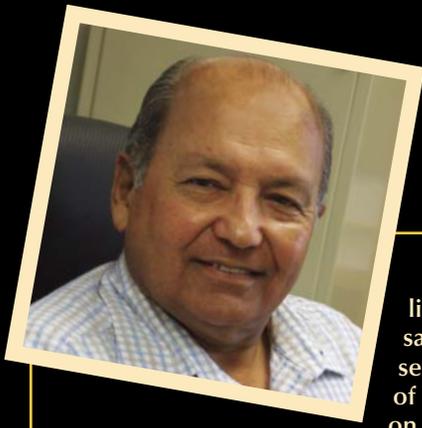
Afro Eric was an instant hit, appearing on prime time tel-  
evision every weekend. His image was on train advertise-  
ments, posters in big cities, fast food tray liners, cups, and T-  
shirts, while people in the streets flocked him for autographs.

Three years later, Robinson, again for family reasons,  
decided to come back to the United States.

“Coming back to DLI was a natural. What better way to  
pass on my joint/combined-service experiences to future  
linguists!” he said.

Robinson is currently Director of Operations at the  
Institute’s Student Learning Center where he manages the  
influx of all basic course students for a week of English  
grammar, area studies and learning strategies before they  
begin their intensive language studies.

“In my free time I run a blog called “Black Tokyo,” which  
I created to help people learn about Japan from an “afro”  
perspective to overcome cultural and racial divides. I also  
blog on issues which impact U.S. military forces in Japan,”  
said Robinson.



### RAHMATULLAH O MID'S

life would never be the same from the moment he set foot on the cold tarmac of Kabul international airport on April 27, 1978.

"It is one of the worst memories in my life," said Omid, with a half-smile, reflecting upon his return trip to Afghanistan from his studies at the Naval Postgraduate School in Monterey, Calif. "The plane landed at 10:45 and by 12:00 the coup was taking place all over the streets."

For the western-educated young Afghan officer who, at various times, had spent three years studying in the United States, the successful coup orchestrated against democratically-oriented President Mohammad Daoud, would lead to an isolated and dangerous career in the military.

"I became colonel, but they never trusted me because of my U.S. education. They followed me wherever I went and spied on me. It was like having the KGB follow you everywhere, and they wouldn't let me go," explained Omid.

Omid worked as a protocol officer for the Ministry of Defense where his excellent English skills came in handy.

"They never had a replacement for me, so I stayed there, but I was not allowed to apply for retirement," Omid said, explaining that within the Afghan army, officers were not allowed to apply for retirement before completing 25 years of mandatory service.

Eventually, after living through 10 years of war under the Soviet occupation and simultaneous Mujahideen fighting, and upon completing almost 26 years of military service, Omid became eligible for retirement.

In 1989, Omid retired and immediately began to plan a way to get his family members out of the country without getting killed in the process.

"I decided to become a businessman and applied for a business license and passport with which I could travel," said Omid. Because the end-of-year school vacation falls in the winter-time, and his wife was a kindergarten teacher, taking her and his three underage children to India during school break did not look suspicious.

"As soon as we arrived, I went to the American Embassy to apply for asylum. And the funny thing was that I actually knew the air attaché there from several years earlier when he was working as an assistant air attaché at the U.S. Embassy in Kabul," explained Omid.

In 2002, Omid learned of DLIFLC's need for Dari teachers and applied. One of his first projects was to translate the Army Field Manual 7-8 and Ranger Handbook for the Afghan National Army.

"By 2003, I was assigned to write the much-needed curriculum for the Dari basic course. I still do this work today, along with teaching in the classroom," said Omid.

"I love Monterey, it is not only beautiful, but safe."

Korean students at DLIFLC say their teacher, **YOUNG-A MACHORRO**, is the best, with a vivacious personality, passion for teaching, and permanent smile on her face.

"I love working here," said Machorro, who used to teach English as a foreign language in a Korean high school, where students numbered 40 to a classroom.

"It was very challenging to teach in Korea because I could not apply what I had learned at the university about foreign language teaching methodology," said Machorro. "Here we only have six students per class and I can really focus."

Machorro came to the United States in 2005 after she met her current husband, Master Sgt. Hector Machorro, through her English teacher in Korea. "I came to the dinner party so I could speak English, but Hector came to the party to learn Korean! Somehow we made a compromise," she said with a laugh. "We got married."

Today the Machorros are the perfect team. While Young-A teaches, Master Sgt. Machorro is the Chief Military Language Instructor for the Korean school, whose job is to provide senior enlisted leadership and be the military liaison between the students and the units. "I make sure the students are on track with their academic progress, and because I speak Korean, I also teach and can mentor them, having once been in their shoes," he said.

The secret formula of the Korean school's success at DLIFLC is often the quality of the teaching teams - the driving force behind student motivation to learn the language and culture.

"My students won the Korean speech contest when we were only in week eight. Their average GPA is over 3.6," said Machorro with great enthusiasm and pride. "I constantly talk to them about motivation and tell them to think about their career goals. I also teach them learning strategies and everything I have learned in grad school," she said. Machorro is currently attending the Monterey Institute of International Studies.

"I have discovered that American military students are very competitive, and when they have to speak in front of their classmates they will study very hard to save face," revealed Machorro, with a bit of a wicked smile.

"So every week, from the beginning of the course, we have a little speech contest. They write the text, we (teachers) edit it, and then they take it home to memorize. Their reward is cookies."





## DLIFLC linguist gets inside look at Afghan culture

*U.S. Air Forces Central Public Affairs*

*By Staff Sgt. Stacia Zachary*

Paktya Provincial Reconstruction Team convoys traveling to the far reaches of the Afghan border to scope out potential sites for construction of schools, medical facilities, or water purification facilities, provide many locals the rare opportunity to interact with Americans.

For the PRT, comprised of more than 80 U.S. personnel from the Air Force and Army active duty, Guard and Reserve elements – these trips would not be successful without an interpreter helping bridge the language barrier between two cultures. In many places where coalition forces have not visited for several years, all it takes is a smile and a few words spoken in Pashto or Dari to gain support.

“It’s amazing how knowing a few phrases in Pashto or Dari make people feel comfortable,” said Capt. Don Moss, Paktya PRT chief of intelligence operations. “Speaking a few words of the native language unlocks layers of a relationship you may have never known. It shows the locals that you respect them enough to have taken the time to learn their language. After that, they begin to gravitate to you in most cases. It’s amazing when that happens.”

While the PRT employs interpreters so team members can communicate with the local Afghans, Moss enjoys the rare privilege of being able to speak directly with the local population.

After graduating from Middle East Studies at the Naval Postgraduate School, he then went to the Defense Language Institute Foreign Language Center in Monterey, Calif., to learn Arabic. While it was tough at first, Moss soon discovered a love for the complex language.

“It was very demanding in the beginning, but when I was able to dedicate myself to learning the language, I just lost myself in it and really learned to appreciate Arabic,” he said.

Although the correlation between Arabic and the local languages of Pashto and Dari may seem an easy gap to overcome, the captain still has some difficulty in piecing together a complete conversation.

“You might think since it’s (Afghanistan) near the Middle East it would be easy to jump right in and talk to the Afghan people,” Moss said. “The alphabet is similar to Arabic and that certainly helps, but the vocabulary has been a huge obstacle. Some words have an Arabic origin which makes it easier, but the majority of Pashto and Dari words were simply unique to me.”

For the intelligence officer, this distinctive capability of speaking some of the local language helps him get a better grasp for the local atmosphere and its political leanings. This knowledge is put to use when he travels out to the different villages in the Paktya province.

“Being able to read and write parts of the language has been critical to understanding at least some of what the local thoughts, tensions and requirements are for certain areas,” Moss said. “There are still times when I don’t say the right thing, but I have fortunately saved myself from some potentially embarrassing situations.”

As an intelligence officer for Paktya province, Capt. Moss helps with the planning and execution of PRT missions.

“I also provide atmospheric or human mapping of an area,” said the captain. “Going out on missions allows me to gain knowledge of the tribal layout.”

This deployment with Paktya’s PRT has also opened up another realm of his career field he otherwise would never have experienced.



*U.S. Air Force Capt. Don Moss, Chief of Intelligence, Paktya Provincial Reconstruction Team, speaks to Afghan children in a village near Forward Operating Base Herrera, Afghanistan, April 17, 2009. (U.S. Air Force photo by Staff Sgt. Shawn Weismiller)*

“In my previous job, I was reading reports and pushing information up the chain. Now, I’m the one who’s out there collecting that information and capturing it with my own eyes and ears,” Moss mentioned. “It’s a completely different type of satisfaction being at the tip of the intelligence spear.”

Moss is able to use the intelligence he collects to then brief the security forces element and PRT team members who travel to locations which are often hostile and include insurgent elements such as Taliban and foreign fighters.

Going “outside the wire” has proven to be an eye-opening experience for Moss.

“Being out here in Paktya Province has made me realize that sitting behind a desk has its limitations. I am normally the one close to the fight and the intelligence who feeds back information to U.S. commanders,” he said. ♦



## Simulators always valuable in military training

By Hiro Chang

Presidio of Monterey Public Affairs

Video games have been popular since the 1970's.

The U.S. military has tried to capitalize on this trend by creating a training program for their military members after realizing the gamer culture has become ingrained into current, and thus, future generations.

This change has transformed most major simulation training in the military to create a fighting force capable of handling their real-world counterparts.

Practicality has always been an issue with training military members: scheduling for ranges, transportation to the sites, acquiring necessary equipment such as ammunition, viability and most importantly – time.

Time is something the students at the Defense Language Institute Foreign Language Center need in order to pass their classes and ultimately the Defense Language Proficiency Test.

Training around seven-hour school days that require another several hours or homework can be hard on the students who have to keep up with not only their academic work, but their tactical prowess.

The Army has brought in the next best thing – simulators. For the Presidio of Monterey and DLIFLC, they are the Engagement Skills Trainer 2000 (EST 2000) and the Virtual Convoy Operations Trainer (VCOT).

Located behind one of the barracks, the EST 2000 and VCOT are easily accessible, near-authentic training aids for students and other military members who need to brush up on specific tactical tasks – as long as Lisa Jewett knows about it.

Jewett, a former Army pilot currently working as the POM/DLIFLC training/instructor, coordinates and operates the virtual simulation systems.

“We see a lot of students just getting out of basic training that have probably only touched their weapon once their entire career,” she said.

The EST can simulate most of the military's firearms, from the basic M-16 A2 rifles to the heavy duty MRK 19 machine-gun, said Jewett.

“They have sound and recoil so that the Soldiers witness a reaction similar to real fire weapons,” Jewett said.

Jewett said that the EST has more functions than just “practice fire” for marksmanship qualification.

“There's more to it than just marksmanship. There are scenarios like “shoot – don't shoot,” where students test their ability to not fire on non-combatants, urban operations in Iraq, domestic disturbances and even Naval Maritime



Staff Sgt. Nathan Early, platoon sergeant for F. Co. Military Intelligence Battalion, gives his platoon members a class on convoy operations prior to their Virtual Convoy Operations Trainer exercise. The class area's screen can be used to display a completed scenario for an after actions review.

Operations on a boat,” Jewett said.

The simulator is limited only by what type of program has been uploaded and is tailored somewhat to the joint, language-skills-based atmosphere and current wartime activities, Jewett said.

“What is especially good for the students here is that we have the enemy combatants speaking foreign languages, like Arabic,” said Jewett. “This can help with their listening skills to understand what the enemy is saying.”

“It is also a collective trainer, where you can have all the lanes participate in all types of weather like snow or rain,” Jewett said. They can also progress from there and plan out things like sectors of fires.”

The VCOT takes collective training a step further by allowing the military members to take on different roles in combat, from driver to convoy commander, turret gunner to dismounted combatant.

“We can simulate the operations in places like Baghdad or Tikrit and set up the scenarios by levels, from novice to expert,” Jewett said. “Drivers and gunners are also in a 360-degree real-world scenario.”

Staff Sgt. Nathan Early, an F Company 229th Military Intelligence Battalion platoon sergeant, said he believes the simulators make more realistic scenarios as opposed to going out to a field and pretending one is in a vehicle in the desert.

“It gives the Soldiers a small taste of what it's like to be in a hostile environment in combat,” Early said.

But Jewett said the simulators are used just as stepping stones for students to help build their confidence.

“Nothing beats the real thing. Hands-on training is the best way to teach,” Jewett said.

“But if you can't have that, this is the next best thing,” she concluded. ♦



## DLIFLC students compete in 7th Annual Korean Speech Contest

By *Samantha Rice*  
*Strategic Communications*

Fourteen exceptional 1st, 2nd, and 3rd semester Asian School II students from the Defense Language Institute Foreign Language Center gave original speeches to compete in the 7th Annual Korean Speech Contest, held June 26 at the Presidio of Monterey Tin Barn.

More than 150 students, faculty and staff showed for the competition, to cheer on the students who spent numerous hours on their Korean language speeches to enter the contest.

“We have seen outstanding results from the Korean program. We are very lucky to have such a highly qualified faculty. I salute the members of the Korean schools, students and faculty. You guys are just great,” said DLIFLC’s Provost Dr. Donald Fisher in his opening remarks.

Aside from the speeches given, Korean students also engaged in singing and dancing, and wore traditional Korean dress.

Selected judges had a difficult time deciding the winner. Speeches were judged on content and structure, vocabulary and grammar, fluency, and audience reaction.

Winners included Army Maj. Matthew Simmons, Lance Cpl. Steven Bright, and Airman 1st Class Nicholas Abid. The Commandants Award was given to Lance Cpl. Miguel Lles.

“These students were excellent. That means the teachers are too. It is a very important mission to continue studying so we can keep North Korea peaceful. You will be on the front lines of very strategic communication,” said DLIFLC Commandant Col. Sue Ann Sandusky.

“I was astounded at the level of language being conveyed,” she added. ♦



*Winners of the Korean Speech Contest Lance Cpl. Miguel Lles, Airman 1st Class Nicholas Abid, Lance Cpl. Stephen Bright, and Maj. Matthew Simmons pose for a photograph with faculty, staff, deans, and DLIFLC Commandant Col. Sue Ann Sandusky and Provost Dr. Donald Fischer.*

## Multimedia adds style to curricula

By *Natela Cutter*  
*Strategic Communications*

Branka Sarac’s Multimedia department at DLIFLC operates like an academically elaborate beauty salon. Course writers bring in their aesthetically “non-groomed” products to her for “beautification” before they “hit the classrooms” and are used to instruct students on SmartBoards, coupled with tablet PCs and iPods.



*Branka Sarac demonstrates one of her HDV cameras in one of the Multi media sound-proof booths at their Monte Vista location.*

“We are the last link in the production chain before the final product is ready,” says Sarac, who runs a team of eight people, including a print production specialist for Language Survival Kits, a translation and transliteration expert, a graphic designer, a graphic illustrator, three audio-visual production specialists, and a multimedia specialist.

“This is where all the bells and whistles get inserted into the products. We create audio and video files in our studios for a majority of DLIFLC curricula, as well as sustainment online products such as GLOSS,\* WTE,\*\* etc,” explains Sarac.

With the infusion of cutting-edge technology into DLIFLC classrooms, the Institute’s Technology Integration (TI) division, under which the Multimedia department falls, has been growing by leaps and bounds and now numbers nearly 50 staff members. TI is in charge of not only bringing the latest instructional technology into the production of new curricula, but it also produces online materials geared toward cultural awareness, language sustainment, enhancement, and the production of materials for pre-deploying forces.

“We don’t have time for a bad hair day in this department,” jokes Sarac. ♦

\*Global Language Online Support System \*\*Weekly Training Events



## The Man with a Thousand Faces and Other Short Stories

By Christine M. Campbell

Associate Provost, Language Science and Technology

With *The Man with a Thousand Faces and Other Short Stories*, Benjamín De La Selva, the Defense Language Institute Alumni Association president, has made a successful foray into the world of literary production.

The author, who retired from the Defense Language Institute Foreign Language Center in 2005, displays noteworthy writing ability in this entertaining set of eight short stories.

Set in pan-cultural contexts such as Vietnam, Nicaragua, the United States, and a nameless Central American country, the stories take readers on a rich multi-cultural escapade that provides glimpses into the customs and mores of the countries depicted.

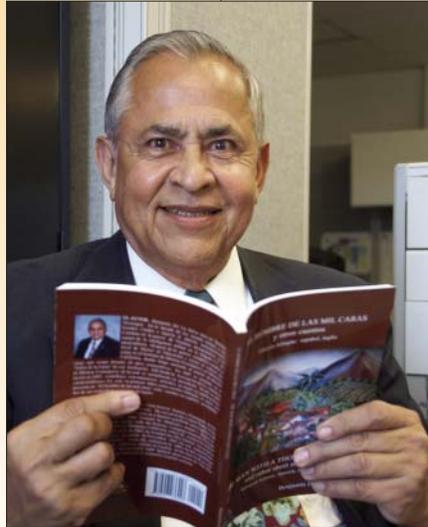
From a stylistic standpoint, many of the stories, appearing in both English and Spanish, display features of the “realismo mágico” or “lo real maravilloso” (magic realism or reality filled with marvels, respectively), a trend in Latin American literature in the 1960s.

What appears to be impossible or highly improbable, such as an intricate series of coincidences, becomes fact. For example, evoking Oscar Wilde’s *The Portrait of Dorian Gray*, the author has the protagonist in “Aurora” find a T-shirt with an image of a woman he had known years before, but the image shows her aged. In *The Fountain of Youth*, the main character buys an age-reducing elixir.

With “Aurora,” the collection starts on a mysterious note: the narrator acts on an inexplicable urge to go down into the basement of his house, where he finds the aforementioned T-shirt. De La Selva deftly creates a sense of

foreboding – “bizarre” is repeated twice on the first page, there is a reference to “nightmares,” and a dead person may have made a phone call. A series of weird events unfold. The narrator’s agitation is reminiscent of the reactions of Edgar Allan Poe’s narrator in *The Tell-Tale Heart*.

In *The Man with a Thousand Faces*, the reader is treated to a pleasant stay in a small Nicaraguan hamlet where all the residents are excitedly preparing for their first town-wide masquerade party. The reader does not anticipate the creative twist at the story’s end.



In *The Front Line Interrogator* and *The Suicide Counselor*, the plots are plausible and so deviate from “realismo mágico.” In the former, De La Selva underscores the importance of language proficiency in wartime, writing what appears to be a non-fictional account of an actual historical event. In the latter, he keeps the reader in suspense before providing a surprise ending like in *The Man with a Thousand Faces*.

*The Arabic Student* is also completely believable.

*Boarding School*, as the title indicates, is about a boy’s experiences studying at a national boarding school in a nameless Latin American country. The narrator’s conclusion, the majority of which is italicized because of the importance to the author, is intriguing: “In essence, what I got from those experiences taught me that ‘to become good at conflict resolution one must experience and welcome conflict’” (p. 105).

*The Fountain of Youth* is a fantasy where the protagonist has an Aladdin-like experience with a bottle labeled “time.”

*A Fatal Error* ends unexpectedly, with the main character inexplicably wearing his father’s watch versus his own. The author leaves it up to the reader to figure out what this play on time means.

We hope to see a sequel of this book soon. ♦



Are you a Command Language Program Manager? Do you know where to find sustainment refresher language materials for your linguists? Do you NOT have time for training because of your pressing duties?

Sign up for a CLPM course and DLIFLC will send the trainers to you! By regulation, military language professionals assigned to a unit are required to have a CLPM who is tasked with assisting military linguists in maintaining their language skills.

To aid CLPMs in their work of managing linguist training programs, DLIFLC offers a CLPM certification course once each quarter in Monterey and can also provide the course on-site via Mobile Training Teams. During FY08, the DLIFLC CLP support office taught 22 iterations of the one-week course and trained 222 CLPMs.

To find out more about CLPM training or to schedule an MTT please e-mail [CLPMcourse@conus.army.mil](mailto:CLPMcourse@conus.army.mil)



## Faculty Development goes to Kazakhstan

By Natela Cutter

Strategic Communications

The Faculty Development Division's recent visit to Kazakhstan marked the fifth consecutive year of cooperation between the Defense Language Institute Foreign Language Center and its counterpart, the Kazakh Military Institute of the Ministry of Defense (MIMOD).

"We have had excellent relations with MIMOD since 2005 when a delegation of the then Kazakhstan Defense Institute of Foreign Languages came to visit us for the first time," said DLIFLC Assistant Commandant Air Force Col. William Bare.

DLIFLC Faculty Development (FD) team, led by Dean Grazyna Dudney, spent two weeks in the former capital Almaty at MIMOD teaching a course on "*Advanced Foreign Language Teaching Practices and Instructional Technology for Higher Proficiency*" to some 25 military and civilian faculty members.

"It was a very interesting and challenging project. In designing the workshop we were very careful to include all the training objectives and requirements the MIMOD delegation addressed during their visit to DLI last November" said Dudney. Most workshop materials were translated into Russian for easier use for the instructors and cadre there.

The course the FD team designed for the MIMOD instructors included a selection from the best of methodology and technology workshops, as well as many new training activities designed specifically for MIMOD.

The workday in Almaty lasted anywhere between eight and ten hours, including working lunches, during which the FD team answered questions and discussed various aspects of classroom teaching. In addition, the four team members met at the end of each day for a couple of hours to debrief and reflect on the day and make adjustments to the next day's training plan to better meet MIMOD teachers' needs.

"The teachers were incredibly friendly," said Dudney. "They adapted quickly to the very intense pace of our workshop and were very interested in trying out new approaches to teaching." MIMOD teachers discussed issues in language teaching skills, grammar, vocabulary, translation, and interpretation.

The workshop was taught in three languages: Russian, English, and French. Through hands-on activities, the teachers became familiar with the Interagency Language Roundtable scale, analyzed and adapted their textbooks, designed tasks, and planned lessons.

"The teachers never seemed to grow tired of the new tasks, reflections and discussions," said Suput. "Their



DLIFLC faculty Bozo Dzakula, Irina Mikhailova, Julia Suput, and Grazyna Dudney pose for a photograph with MIMOD Commandant Maj. Gen. Bakhtiyar Syzdykov, and the Institute's faculty and staff.

engagement with the course material contributed greatly to achieving our objectives."

The interactive, task-based format of the course was new to MIMOD teachers, but several of them confessed that the concepts were easy to understand, the activities were enjoyable, and both new and experienced teachers found a lot of very useful ideas in this workshop.

"An interesting classroom dynamic was created by having experienced teachers and cadets working together," said Mikhailova. "They learned how to dialogue, stepped out of their traditional expert-novice roles, and discussed issues in language learning and teaching as partners.

"In terms of technology, they had SmartBoards in all the classrooms just as we do, and were eager to explore the full capability of the software. I worked with them on several new ways they can use the available programs for designing learning activities," said Dzakula, speaking about the use of interactive whiteboards.

Though the FD team had little time to visit the surrounding areas of Almaty they had an opportunity to sample traditional Kazakh, Uzbek, and Russian foods. "We did have a chance to eat in a traditional restaurant and I tried some horse meat sausage, it was excellent," said Dzakula, with a big smile.

"I feel very gratified that we are able to continue this valuable exchange of faculty and instructional progress. I was extremely impressed by the performance of our faculty and also the professionalism of the Kazakh teachers and leadership," said Bare, who was able to join the group for a few days at the end of their trip.

MIMOD was established in 2004 as a five-year academy to teach cadets foreign language, area studies, science and math, along with a rigorous schedule of military training. After finishing their studies cadets will serve as Foreign Area Officers for the Ministry of Defense and at Kazakhstan embassies around the world. ♦



## 517th Training Group stands up at Presidio of Monterey

By Senior Airman Stephen Musal  
17th Training Wing Public Affairs



Col. Richard Ayras, the 17th Training Squadron Wing Commander, hands the guidon to Col. William Bare in the 517th Training Group stand-up ceremony. Chief Master Sgt. Phillip Kristoff looks on.

A new chapter in the history of greater Team Goodfellow opened May 15 with the stand-up of the 517th Training Group at the Presidio of Monterey, Calif.

The training group will provide local leadership to more than 1,000 Airmen in the 311th and 314th Training Squadrons and Air Force mentorship to the Defense Language Institute Foreign Language Center, with a clear chain of command leading back to the 17th Training Wing at Goodfellow Air Force Base.

Taking command of the new group was Col. William Bare, formerly the commander of the Air Force Element, a predecessor to the 517 TRG.

“You and I are members of the newest group, the newest unit in the United States Air Force,” Bare told students and instructors during the stand-up.

“A couple of years ago, this was the largest squadron in the Air Force,” Bare said later, referring to the 311th Training Squadron which used to handle all Airmen assigned to DLIFLC. Last year, the squadron split in half and the flag of the 314th Training Squadron was moved from Fort Huachuca, Ariz., to the Presidio.

“Although the 17th Training Group at Goodfellow has done a great job supporting the Air Force DLIFLC students,” Bare said, “the two squadrons here at the Presidio have a unique set of challenges. We are located on an Army post and supported locally by an Army garrison, on whom we depend for facilities, infrastructure, food and lodging,”

he added. “All this time, there was a senior Air Force person here as the Assistant Commandant who was not in these Airmen’s chain of command.” All that, Bare said, changed May 15.

“Now, having the group commander, and also very importantly a chief master sergeant, as the group superintendent, located with the two squadrons at the Presidio provides unity of command and more effective command and control of the students, the squadrons and the missions,” Bare said.

“That mission,” he added, “is providing foreign language training to our young Airmen and ensuring the ‘Airmanization’ of our non-prior service students. They’re in an Army environment and see civilian instructors all day, so we want to make sure they train as Airmen and focus on the Air Force mission the entire time they’re here.” That linguist mission, the commander added, is at the forefront of our current operations.

“Now, more than ever, the training of Airmen in a foreign language and culture is important,” Bare said. “As we become more dependent on ‘soft power’ and diplomacy to achieve success in our military operations worldwide, all our Airmen need a better understanding of foreign cultures and foreign languages.”

Providing for that training is the key reason for the group stand-up, and as usual, Team Goodfellow is ahead of the curve.

“Colonel Ayres, the wing and the Air Force realized about two years ago the benefits of having a group out here,” Bare said. “It’s taken a while to come to fruition, but this will be a great thing for our Airmen.” ♦

### CLPM conference shows off new programs

DLIFLC held its annual Command Language Program Manager conference May 5-7 this year, gathering 250 participants for briefings on the latest developments in at DLIFLC, information on best linguist practices, and a hands-on workshop.

DLIFLC Commandant Col. Sue Ann Sandusky presented the Command Language Program of the Year awards to three of the four branches of service. The Marine Corps did not have a nominee this year.

Overall winner was the Army, represented by the 1st Special Forces Group, Fort Lewis, Wash. DLIFLC’s Command Sgt. Maj. Kenneth Clark presented the Linguist of the Year awards to Sgt. Aimee S. Sullivan, Petty Officer 1st Class Julio A. Vela, Sgt. Jayme L. Odom, and Air Force Staff Sgt. Shaunil Chockshi.



## Board of Visitors meet with Institute leadership

By Natela Cutter  
*Strategic Communications*

Members of the Defense Language Institute Foreign Language Centers Board of Visitors (BoV) met with the Institute's leadership June 24-25 to discuss a variety of education related topics in foreign language acquisition.

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

"The Board members are in a position to advocate for DLIFLC. Their expertise, access to government and private sector leaders and their understanding of the Institute's mission and vision make them natural links to external audiences," said DLIFLC Commandant Col. Sue Ann Sandusky.

The BoV visited the Emerging Languages Task Force and Multi Language Schools where they observed classes. Board members also visited the Continuing Education Directorate located at Ord Military Community in Seaside, Calif. ♦



Left to right: Dr. Robert Savukinas, DLIFLC registrar and BoV designated federal official, retired Vice Adm. Jake Jacoby, Dr. Galal Walker, Col. Sue Ann Sandusky, DLIFLC Commandant, Dr. Robert Brecht, Dr. Nina Garrett, BoV Co-Chair, (retired Lt. Gen.) Dr. Irv Rokke, BoV Chair, Mr. Robert Seger, AEAC Chair, Dr. James Keagle, (retired Lt. Gen.) Dr. Robert Gard, Dr. Donald Fischer, DLIFLC Provost. BoV members not pictured: Dr. John Petersen, Mr. Kenneth Nilsson.



## Cooking bridges the "cultural" divide

By Hiro Chang  
*Presidio of Monterey Public Affairs*

At least three or four times a year Russian students of the Defense Threat Reduction Agency program practice bridging the "cultural" divide by organizing a day of cooking together with their instructors at the Hayes Park Community Center on Ord Military Community.

"We have an opportunity a few times a year to try our hand at making Russian foods and learn more about the culture," said Air Force Master Sgt. Chad Duffield, senior class leader and toastmaster or tamada (in Russian) of the feast.

"You can't get away from singing and dancing at a Russian feast," Duffield joked.

For the students of the 47-week high-powered DTRA Russian Arms Control Speaking Proficiency Course, getting out of the classroom to spend time in a more relaxed atmosphere, is a rare and welcome opportunity.

"This is an important part of daily life for Russians," said Air Force Staff Sgt. David Riley, a junior class member. The all-day event is prepared by the senior students with the junior students participating and partaking in the event.

"The senior class is basically responsible for everything," said DTRA Professor Elena Krasnyanskaya, speaking about the organization and preparation of the event.

Although the feast is an occasion that cuts from the norm of classroom work, it is a great learning experience for the DTRA students who will spend a lot of time working in Russia or the former Soviet republics and be expected to interact with ordinary Russian speakers, as well as politicians and dignitaries.

Students participated in the chopping, blanching, and cooking of onions, vegetables and meats needed for the preparation of traditional meals such as borscht, pierogi and "olivie" (potato) salad, all aimed toward the goal of having a Russian feast or "banket."

"I mean the only thing not traditional about this is the lack of vodka," espoused Riley. "So things like this, cultural tours and the ability to bridge the cultural gap, are all important lessons for our next assignments," he added. ♦



## British professor guest speaker at Academic Senate Forum



Professor Gerald E. P. McClean, left, the Director for the Federal Language Academy in Münster, Germany was a guest lecturer for DLIFLC's Academic Senate's First Quarterly Forum on Tuesday, June 9. Professor McClean addressed negotiated learning and the role of Introductory Talk. Over 100 participants sat in the lecture to explore constraints in the learning and teaching process. McClean received a certificate of appreciation and Commander's Coin presented by Detlev Kesten, faculty associate in the Provost's office. ♦

## DLIFLC faculty, staff and military gather for annual strategy session

*By Natela Cutter  
Strategic Communications*

The Defense Language Institute Foreign Language Center leadership held the Commander's Annual Strategy Session June 30 and July 1 at the Presidio of Monterey's Weckerling Center to discuss academic and organizational issues and set forth a plan for the upcoming year.

More than 130 faculty, staff, and military members participated in the event. Participants were put into 10 different groups and were assigned discussion topics such as curriculum readiness, student readiness, classroom practices, academic leadership, and the use of technology.

"This was a great opportunity to meet with civilian and military colleagues from various organizations. The amount of resonance around certain topics was remarkable, and we welcomed the chance to feed forward and help shape the upcoming year," said Natalie Fryberger, assistant dean of Asian School II.



*Left to right: DLIFLC Provost Dr. Donald Fischer, DLIFLC Commandant Col. Sue Ann Sandusky, Command Sgt. Maj. Kenneth Clark, and Chief of Staff Lt. Col. Christopher Watrud, listen to a panel of students discussing language learning issues at the annual strategy session.*

## Language Day 2009

DLIFLC's annual open house was a success with more than 2,100 visiting teachers and students from 24 California Middle and High Schools. The Institute's faculty, staff, and students prepared cultural displays and performed traditional dances in costume for a total of 28 performances.



Six DLIFLC students from all four branches of the military participated in the event by telling leadership their experiences in the classroom and what they find good or in need of improvement in their particular language programs. Participants were able to ask questions of the students, while feedback and suggestions were recorded for appropriate action.

"This was a great event that allowed us to think about our strategy and to identify collaborative actions we can take to improve DLI and enhance the proficiency of students," said DLIFLC Commandant Col. Sue Ann Sandusky. ♦



## Renowned author meets with students, faculty

By *Kate Lamar*

*Naval Postgraduate School*

Several students and faculty members from the Defense Language Institute Foreign Language Center had the opportunity to meet with renowned author and activist Greg Mortenson at a book presentation at the Naval Postgraduate School on May 12.

Mortenson, co-author of *Three Cups of Tea*, discussed his success with community-building efforts in rural Pakistan and Afghanistan. As executive director of the Central Asia Institute, Mortenson has helped build schools, train teachers, and is an advocate of female education, primarily in Afghanistan and Pakistan.

"In 2000, there were 800,000 children in school in Afghanistan, mostly boys," said Mortenson. "Today, there are 10 million – 7-1/2 million boys and 2-1/2 million girls – the greatest increase in school enrollment in history."

*Three Cups of Tea* chronicles Mortenson's early efforts at school building and is often read by DLIFLC Urdu students as a way of familiarizing themselves with the culture and country of Pakistan. About half of the students in the Urdu class attended the presentation, along with nine of their instructors.

"Several students had read the book and were very interested in what he (Mortenson) has been doing," said Jay Kunz, program leader for the Emerging Languages Task Force at DLIFLC. "But, it was an eye-opening experience for those who hadn't read the book yet."

"Afghan girls and boys desperately want an education, and many girls, their families and teachers risk their lives daily to get it," the author noted. "Since 2007, over 400 schools, most of them for girls, have been burned or bombed in Afghanistan and over 320 in Pakistan. But the girls return, sometimes walking over two hours to get to class," said Mortenson to more than 1,000 people attending the event.

Kunz said he first heard about the book from a student presentation. "One of the students had given a report on the book in the past and I thought it sounded interesting," Kunz said. "I bought it and read it because of that book report," he said with a chuckle. "My daughters have also read the book. We were very impressed to read of the wonderful work that Mr. Mortenson is doing to help empower the people of Afghanistan and Pakistan through the education of girls."

Mortenson's presentation highlighted the numerous successes his institute has had in regions that have traditionally harbored strong anti-American sentiment. He attributes those successes to his institute's belief in empowering local com-

munities to take charge of and manage the community-education projects the institute funds. Mortenson said he believes when communities take ownership of projects they have a vested interest in protecting their efforts from radical forces such as the Taliban.

"In one village, it took us eight years to get the mullah to let the first girl go to school," Mortenson recalled. "By 2007, 74 girls were in classes. Now there are 350. Of the 84 schools we've helped build, only one has been attacked by the Taliban, because the whole community has been involved."



Left to right: Afzal Khan, Sameera Sharif, Mohtashim Raza Syed, Batool Talib, Jay Kunz and author Greg Mortenson pose for a photo after the book presentation.

"It was great to meet Mr. Mortenson and find out that his schools in the northern areas of Pakistan are well protected by the people of the community," said Syeda Batool Talib, assistant professor in DLIFLC's Urdu program. "My biggest concern was that he had built schools for girls in those areas and (where) the Taliban were destroying them."

"Meeting Mr. Mortenson was humbling and inspiring at the same time," said Ahmed Shah, a Military Language Instructor in DLIFLC's Urdu program. "By empowering small local communities in Pakistan and Afghanistan, and by giving them control of their own destinies, Mr. Mortenson has done with education what micro-economist and Nobel winner, Dr. Mohammad Yunus, has done with wealth in Bangladesh. The difference, in my opinion, is that a good education is far more enduring and will have long-lasting positive effects for generations to come," concluded Shah.

Mortenson was at the Naval Postgraduate School as part of the school's Secretary of the Navy Guest Lecture series, hosted periodically throughout the year. ♦



## New Language Training Detachment in Korea

By Staff Sergeant Christopher Callahan  
Osan Air Base, Korea

On April 10 six students graduated from the newly-established Language Training Detachment – Korea at Osan Air Base, Republic of Korea. Although the Defense Language Institute Foreign Language Center has instructional facilities throughout the United States, LTD-Korea is the only permanent organization providing full-time language instruction overseas. It is a part of a joint venture between USAF, DLIFLC, the Army, and DoD civilian organizations.



*LTD-Korea students practice speaking the target language working in pairs.*



*Korean students pose with their instructor Ms. Eunmi Kim in their classroom. This is the first overseas DLIFLC Language Training Detachment providing full-time language instruction to linguists.*

LTD-Korea is designed to assist Cryptologic Language Analysts assigned to the 303IS, as well as other units assigned to South Korea, in maintaining language skills while working in a high ops-tempo environment.

Traditionally, if a CLA needed training from a DLI-sponsored course the member would travel for training to Hawaii or California. This was not only costly, but also took essential linguists away from their core mission for lengthy training courses far from their unit. Conversely, LTD-Korea offers four-week courses while retaining members on station so that they remain “Ready to Fight Tonight.”

Classes here are tailored to the specific needs of the students as well as their units. The inaugural class was taught by Ms. Eunmi Kim from DLIFLC, and was composed of six CLA’s of various ranks from the 303IS. Mr. Jongkwan Lee, also from DLIFLC, will take the reins for the second

LTD-Korea course. The initial course was taught at an intermediate Korean language level; however, there are plans to incorporate advanced and refresher level courses in the future.

When asked how Ms. Kim felt after the first week of lessons, she said, “I am impressed with the level of language ability the students have been able to maintain since graduation from the basic Korean course at DLIFLC.”

The students will take the annual Defense Language Proficiency Test shortly after graduation and are expected to raise their scores due to their recent training.

“Today marks a milestone in linguistic continuity training because we no longer have to rely on ‘reach-back’

to sharpen our proficiency and expertise. The new Language Training Detachment establishes precedence in the capability to bring training to forward-deployed Airmen around the world. Thanks to support from the 7th Air Force Commander Lt. Gen. Remington, Air Force ISR Agency, DLIFLC, and the 480th Intelligence Wing, this classroom model is an exemplary demonstration of ‘Global Vigilance, Reach, and Power,’” said Commander of the 303IS, Lt. Col. Michael Downs.

The 51st Fighter Wing Civil Engineering and Communications Squadrons built a third floor to the building that will house state-of-the-art classrooms and office space, as well as special Internet access to allow students greater exposure to authentic materials. The facility is expected to open in the fall of 2009. ♦

Edited by Senior Airman Jacob Zanoni and Lt. Col. Mark Witzel.



## Accrediting Commission for Community and Junior Colleges visits DLIFLC

By Dr. Robert Savukinas, DLIFLC Registrar and Accreditation Liaison Officer



Twenty-four commissioners and staff members from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC) visited the Defense Language Institute foreign Language Center on 19 March 2009.

Commission members, consisting of college CEOs and other senior administrators, chose to visit DLIFLC as a complete group because of the uniqueness of the Institute. DLIFLC is the only military institution accredited by ACCJC.

Though the visit was not a part of the official accreditation reaffirmation process, which takes place every three years, the visitors were briefed by DLIFLC leadership.

“It was a pleasure to host such a diverse group of educators. We are lucky to have had the opportunity to host the entire Commission” said DLIFLC Commandant Col. Sue Ann Sandusky.

To start the meeting, Sandusky welcomed the ACCJC commissioners and staff members and presented DLIFLC’s mission and organizational overview. “The Commission was interested in DLIFLC’s accountability process,” Sandusky said. “As a military organization, committed to high training standards, we have many internal controls and oversight mechanisms to assure accountability. In many ways, our processes are more rigorous and demanding than those of most civilian colleges and universities. I think the Commission members were impressed by what they learned here.”

DLIFLC’s Provost Dr. Fischer, and other experts from several of DLIFLC’s divisions, presented on various topics including the Student Learning Center program which DLIFLC incoming language students attend to refresh their English grammar skills, find out about their own learning styles, and learn history and geography of the language and culture they will be studying. Other topics included DLIFLC’s budget, development, planning, and future expected growth.

The accreditation process, which validates DLIFLC’s competence as a degree-granting institution, has two fundamental purposes: to assure the quality of the institution, and to encourage institutional improvement. Accreditation of an institution certifies to the general public that the institution has the resources needed to accomplish its purposes; can demonstrate that it is accomplishing its purposes; and gives reason to believe it will continue to accomplish its purposes (ACCJC).

Three key accreditation events for DLIFLC and other colleges include the Institutional Midterm Report, the Self Study, and a Comprehensive Site Visit and Evaluation.

The Midterm Report and the Visit/Evaluation alternate occur every three years. The Midterm Report was forwarded to ACCJC on 11 March 2009 and the Commission acted to approve the Midterm Report in June without any follow-on questions or visits. The Self Study process will begin early next year, and the Comprehensive Visit and Evaluation will take place in 2012. ♦

## 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.