

DLIFLC

GLOBE

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



"DLI has done a great job here (at Fort Jackson) and its training program is excellent." **BRIG. GEN. JAMES SCHWITTERS**



Page 20

Sgt. Mohammed Alazraqi translates for Iraqi Army Gen. Ali Ghaidan Al-Atbi and Barstow Mayor Lawrence Dale during a Change of Command Ceremony at Fort Irwin, Calif.

Front Cover

Col. Tucker Mansager, DLIFLC Commandant, Brig. Gen. James Schwitters, Fort Jackson Commander, John P. McLaurin, Deputy Assistant Secretary of the Army for Human Resources, and Dr. Ali Naqib, Fort Jackson Language Training Detachment Program Manager, participate in a ribbon-cutting ceremony for the opening of DLIFLC's 11th LTD.

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GLOBE
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Inside
GLOBE

Page 3

From the top

Page 4

DLIFLC faculty receive higher education degrees

Page 6

Presidio of Monterey opens virtual training facility

Page 7

Over 4,500 visit Presidio of Monterey for Language Day

Page 8

Memorial Day ceremony honors five alumni killed in War on Terror

Page 9

DLIFLC opens new Fort Jackson Language Training Detachment

Page 10

DLIFLC's in-country immersion program: Two years of exploring the unexplored

Page 12

Faculty & Staff Development Division: A hub of learning at DLIFLC

Page 14

311th Training Squadron gets new commander

Page 14

Presidio's Marine Corps Detachment changes leadership

Page 15

Former DLIFLC historian brings history to life in Nakamura Hall

Page 16

Integrating technology in the foreign language classroom

Page 17

Spanish classes help service members complete mission

Page 18

New computer lab may increase Marine graduation rates



Page 7

More elementary school children participated in DLIFLC's annual Language Day event on May 18 than in past years, with visitors surpassing 4,500.



Page 4

DLIFLC instructors graduate from California State University Monterey Bay on May 19. Zdravko Avdalovic (front), Veronique Durham, Tatjana Mitrovic, and Jelena Teague (above L to R).

Page 19

New lessons for the new learner: Weekly Training Events

Page 20

DLIFLC supports Iraqi general visit to Fort Irwin

Page 21

Indonesian program reopens at DLIFLC

Page 22

Interpretation and translation instructors reap rewards of hard work

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From the top...

By Col. Tucker B. Mansager

In the brief two years I have been in command, our budget at DLIFLC has gone from \$147 million to over \$206 million. We have purchased millions of dollars of tablet personal computers and iPods and invested even more into our information technology infrastructure. The Presidio is scheduled for its biggest construction boom in several years, with three new General Instructional Buildings planned for construction starting next year. Which of these are our greatest asset and investment? None of them! Our greatest asset is our people: faculty, staff, and students.

As we went through the yearly review of our mission, vision, and mission essential tasks, it became clear that investment in our people was a task without which our instructional mission would fail. In recognition of this, and to communicate more clearly within DLIFLC and with our outside constituency, we have decided to add this critical investment to our mission essential task list as: *Professional Development and Support to Students, Faculty, and Staff.*

This development and support is in time, money, and effort. Our Faculty and Staff Development Division is composed of almost 30 people, highly trained in improving the teaching, management, and leadership skills of our team. Together they provide over 16,000 hours of professional development a year, from the Instructor Certification Course to professional development days.

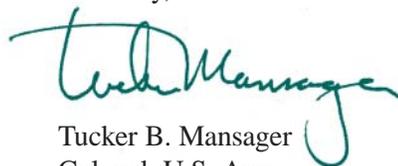
This year alone, we invested nearly a million dollars paying for college-level courses that contribute to our teaching mission here at DLIFLC, which, along with the personal resources and efforts of our faculty and staff, resulted in eight Masters of Arts in Teaching Foreign Language from the Monterey Institute of International Studies, 33 Masters of Arts in Instructional Science and Technology, and 60 faculty members participating in the Monterey Peninsula College English Professional Development class. Recent initiatives by the Provost have developed a path for work toward a doctorate in teaching foreign languages or related fields, and a faculty development regulation that will help clarify the various paths to advance professionally at DLIFLC.

Clearly, our people are our greatest asset. The senior leadership and I are firmly committed to making the proper investment in our people so that we can continue to accomplish our vital mission and improve our long-term capabilities.

Keep up the great and important work that you do every day.

One Team – One Fight!

Sincerely,



Tucker B. Mansager
Colonel, U.S. Army
Commandant



Col. Tucker B. Mansager
DLIFLC & POM Commander



Our people are our greatest asset. The senior leadership and I are firmly committed to making the proper investment in our people so that we can continue to accomplish our vital mission and improve our long-term capabilities.





DLIFLC faculty receive higher education degrees

By Natela Cutter

Strategic Communications

People normally think of the Defense Language Institute Foreign Language Center (DLIFLC) as a place where military students rise to the challenge of learning a tough foreign language. However, few realize that DLIFLC instructors routinely assume the student role as well; they take on the daunting task of seeking higher education degrees in foreign language teaching in order to be more effective in the classroom.

“This was the hardest thing I have ever done in my life not because of the difficulty of the program subject-matter, but because of the time constraints of working full-time, and traveling within and outside the United States for my work,” said Jonah Shimon, who teaches Modern Standard Arabic and the Iraqi dialect with the Distance Learning division in the Directorate of Continuing Education. Shimon is regularly assigned to a Mobile Training Team (MTT) and is required to travel to remote sites to conduct sustainment and refresher courses for Arabic linguists in the field.

DLIFLC offers generous tuition assistance to faculty members who wish to continue their education. Support is available to those pursuing a Bachelor of Arts, Master of Arts, and as of recent, Doctoral degrees in fields relevant to their professional role at the Institution.

Thirty-three instructors graduated from California State University Monterey Bay (CSUMB) this summer, gaining a Master of Arts in Instructional Science and Technology (MIST). The primarily online program, still in its nascent stages, lasted 15 months with two to three courses per semester and no breaks during the program.



California State University State Monterey Bay graduates (L to R) Vanida Rashan, Tatjana Mitrovic, CSUMB Professor Dr. Rosalie Strong, Zdravko Avdalovic, Veronique Durham, and Eunsook Park May 19.

“It was a grueling experience to meet both working and studying requirements,” said Shimon. But, regardless of the technical difficulties, frequent travel and sleepless nights when projects were due, he said the experience was remarkably valuable.

“Being a student again makes you more humble, you learn how to put yourself back in the position of being a learner, which is an important thing to remember as a teacher,” said Veronique Durham, a DLIFLC French instructor.

“I think it (the program) is a great marriage between technology and the theory of teaching,” said Ali Abueisa, whose thesis is a multi-media presentation for teaching Arabic grammar, with the use of Adobe Captivate 2, Microsoft Power Point, and audio and visual clips.

“What makes the MIST program unique is that we teach technology for communication and we are even located under the school of technology, rather than the school of education,” said MIST program director at CSUMB, Dr. Eric Tao, who added that the program would be extended to two academic years, allowing students a much needed break in between sessions.



Monterey Institute of International Studies graduation ceremony May 12.

Eight DLIFLC instructors completed the Monterey Institute of International Studies' (MIIS) Master of Arts in Teaching Foreign Language (MATFL) program in FY 07.

“The MIIS program is designed to last four semesters for full time students, but because our teachers work they are only able to take one or two courses per semester,” said Tracy Gates, the Faculty Development Specialist with the Office of the Provost.

Gates said the MIIS program requires the successful completion of a total of 40 credit hours in order to gain a MATFL degree. Though most DLIFLC instructors take up to five years to finish the program, some accomplish this goal in record time.

“The three years it has taken me to earn this degree have been a great investment and have provided me with a very solid foundation for understanding second language acquisition theory, methodology and research,”

said Nikolina Kulidzan, DLIFLC's Immersion Language Office director.

Though DLIFLC normally hires highly educated professionals as instructors, often times the political situation in a nation does not allow for generations of young people to obtain higher education degrees. In these instances, if the candidate shows potential, a waiver can be issued based on the candidate's intent to obtain a degree within five years.

A Bachelor of Arts program is currently offered through Chapman University College for faculty members who have obtained permission from their dean to attend.

"We currently offer academic evaluations for those who want to find out how long it would take them to finish their degree and what the cost would be," said program manager Jerry Edelen. He explained that the college is also offering a Master of Arts in Education in Curriculum and Instruction and Instructional Technology.

Because of an increase in interest among faculty members to obtain higher education degrees, the Institute has been giving tuition assistance for coursework to those who wish to obtain PhDs in a field that would benefit both the Institute and their professional development.

"I chose to get a degree in educational leadership and I can say that the experience certainly built professional capacity," said, Assistant Dean of Middle East I School Natalie Fryberger, who is one of the first faculty members

in DLIFLC's recent history to seek tuition assistance for for coursework toward a doctoral program of her choice.

Back in the late 60s, under a Department of Army grant, the Institute gave a one-year scholarship to six individuals to study at the University of California Berkeley. "The grant was not for obtaining a degree, but all six chose to continue beyond the one year on their own, and all obtained PhD degrees," said Dr. Mahmood Taba-Tabai, dean of the Emerging Languages Task Force, who was one of the first to obtain his diploma.

"Today the sky is the limit," said Gates, who added that candidates may obtain their degree from a variety of higher educational institutions because of the ability to do on-line course work.

"There are a few rules which much be observed; the institute needs to be accredited, one must seek approval from their dean to attend, and the coursework needs to meet DLIFLC mission requirements," said Gates.



DLIFLC's Faculty Development Specialist Tracy Gates.

"My job is to provide counsel to those interested in course work. I help them find a program that suits their needs, as well as the needs of the Institute," said Gates, who can be reached at (831) 242-6958, or via e-mail tracy.gates@us.army.mil ♦

CALIFORNIA STATE UNIVERSITY MONTEREY BAY

Master of Arts in Instructional Science and Technology

Haytham Abdelmalek
Ali Abueisa
Ali Afshar
Imad-Eldin Ali Babiker
Sarmad Amanuel Alkhayatt
Zdravko Avdalovic
Sun-Kwang Bae
Joonki Baek
Antoine Botros
Cho Dukhyun
Veronique Durham

Bozo Dzakula
Ismaeil Elrehama
Atheer Hanna
Bolis Haroun
Iksoo Jeong
Jadranka Kalenjuk-Papic
John Kaninya
Samra Kelly
Mirna Khater
Michelle Kolerstein
Hvejung Kwon

Christophe Lopez
Tatjana Mitrovic
Yousif Gariballa Omer
Eunsook Park
Sui Rao
Vanidda Rashan
Manasa Rizk
Branka Sarac
Eun Ah Seo
Jonah Shimon
Jelena Teague

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

Master of Arts in Teaching Foreign Language

Galia Baron, Esther Burshtein, Maida Dzakula, Edward Forsythe, Kaseema Jones, Nikolina Kulidzan, Anila Malaj, and Julija Suput



Presidio of Monterey opens virtual training facility

By Sgt. 1st Class Brian Lamar
Strategic Communications

On June 25, 2007, the Presidio of Monterey held a ribbon-cutting ceremony for the Engagement Skills Trainer 2000 (EST 2000), which is a virtual training facility for service members. The Commandant of the Defense Language Institute Foreign Language Center and Commander of the Presidio of Monterey, Col. Tucker Mansager, fired the first round to mark the occasion.



Lt. Col. Donald Sohn, the 229th Battalion Commander, listens to DLIFLC Commandant Col. Tucker Mansager at the opening of the EST 2000 on the Presidio of Monterey.

The EST 2000 was located in the Fort Ord training area in Seaside, Calif., for nearly two years. By moving it to the Presidio of Monterey, troops and commanders will have better opportunities to utilize the training facility; Soldiers, Marines, Sailors and Airmen are given increased access to realistic weapons training.

“The Presidio will benefit from this training tool because it increases the unit’s ability to focus on the fundamentals of firing a rifle and gives us more frequency in firing,” said Capt. Fergal O’Reilly, Commander of Co. A, 229th Military Intelligence Battalion.

“The EST 2000 can accurately detect flaws in a Soldier’s firing, such as not getting the same sight picture each time or problems with the trigger squeeze,” said O’Reilly.

With today’s high operational tempo, the Army requires a tool that teaches Soldiers to react in certain situations, while simultaneously training them to fire their weapons effectively.

“The system enables Soldiers and squad leaders to take steps just as they would do in the field,” said Lt. Col. Joseph Giunta, product manager for ground combat tactical trainers at the U.S. Army Program Executive Office for Simulation, Training and Instrumentation (PEO STRI).

In 2005 PEO STRI awarded an \$18.4 million contract to Cubic Corporation Simulation Systems Division in Orlando, Fla.

“The Presidio saw the need for this training tool. Some of our IET (Initial Entry Training) Soldiers are here for more than a year. We do not want the Soldiers to go that long without a good basic marksmanship training program,” said O’Reilly.

The EST 2000 is the Department of Defense’s latest solution to providing troops with the best virtual basic marksmanship training available. The EST 2000 replaces the Weaponeer, an outdated virtual rifle marksmanship trainer that began service after the Vietnam War.

“This (training facility) will basically be outside my door. The troops will have a greater ability to train more frequently,” said O’Reilly.

Now that the EST 2000 is located on the Presidio of Monterey, transportation time and logistics are no longer a planning consideration and Commanders are provided increased training time for their troops.

“This post has limited training opportunities because we are a language institution and not a lot of emphasis is put on Basic Rifle Marksmanship. The EST 2000 provides us with a unique opportunity to allow soldiers to hone their BRM skills,” said Sgt. 1st Class Fred Holt, the training noncommissioned officer of the Headquarters and Headquarters Company.

Commanders will now incorporate this training into the BRM program. The Presidio of Monterey plans to install the Vehicle Convoy Operation Training system in 2008. ♦



Lt. Col. Donald Sohn, the 229th Battalion Commander, tries out the MK-19 (an automatic 40 mm grenade launcher) at the EST 2000 facility.



Over 4,500 visit Presidio of Monterey for Language Day

By Natela Cutter
Strategic Communications

Younger faces from middle and elementary schools were present at the Defense Language Institute Foreign Language Center's (DLIFLC's) annual Language Day event that numbered over 4,500 visitors on May 18.

"We felt that having younger students attend was great. It really gives the event a more community feel," said Chief Warrant Officer Matt Riggs, one of the lead organizers of the annual event. "Each year is a learning experience for us, and each year our event seems to grow," he said.

Language Day is organized annually to invite local and northern California students to visit the largest foreign language institute in the nation and experience a full day of entertainment, cultural displays, and foreign language classroom demonstrations.

DLIFLC students participated in more than 30 stage performances that included Arabic, Pashto, Dari, and Korean dances, Japanese martial arts, and the Russian, German, and Chinese choirs. Visiting students and teachers could attend dozens of classroom demonstrations in various languages and have the opportunity to have their own language knowledge tested by DLIFLC professionals.

"I liked the cultural dances and the different types of food that they served," said Itana Avdalovic, a Walter Colton School 6th grader, adding that she also liked the

henna tattoos given by the Urdu instructors from Pakistan.

"I loved the elaborate national costumes that were worn because they really depicted the cultures represented," said Nina Kronic, a foreign exchange student, who also had the opportunity to try on an authentic Korean silk wedding dress.

Each year DLIFLC instructors diligently bring their most treasured cultural and religious relics to display for visitors in classrooms. Artifacts from papyrus drawings to Persian rugs are available for guests to view and enjoy, while many instructors prepare delicacies from their home countries to share.

"The faculty and staff of DLIFLC really come together to make these displays as entertaining and informative as they can be. Their pride in their heritage and culture really shines through," said Riggs.

Over 25 vendors of exotic foods were present, giving guests an opportunity to taste different ethnic foods from the Middle East and Asia, to South America.

"We loved everything about the day! The students were very impressed with the language classes and want to participate again next year," said teacher Pat Bowen from Miramonte High School in Orinda, Calif.

For Language Day 2008 DLIFLC plans to augment the number of classroom demonstrations because of student and teacher interest in learning basic greetings and gaining greater cultural understanding of nations.

To obtain information about next year's Language Day, you may call the Presidio of Monterey Public Affairs Office at (831) 242-5104, or visit our website at www.dliflc.edu ♦



Elementary school students, present in greater numbers this year, enjoyed Language Day May 18.



Memorial Day ceremony honors five alumni killed in War on Terror

By Elizabeth D'Angelo

Presidio of Monterey Public Affairs

"Memorial Day is a day when this nation honors our dead from all our wars," said Army retired Brig. Gen. William J. Mullen III, guest speaker at the Defense Language Institute Foreign Language Center's (DLIFLC) Memorial Day ceremony May 25.

Hundreds of DLIFLC students and staff gathered at Soldier Field on the Presidio of Monterey to honor five DLIFLC graduates who made the ultimate sacrifice during the Global War on Terror.



Spc. Jeffrey D. Lasure presents flowers to the widow of Lt. Col. Eric Kruger during the Memorial Day ceremony May 25 at Soldier Field. From left to right: Norma Mullen, Army retired Brig. Gen. William J. Mullen III, Stacy Mansager, Sara Beth Kruger, and Col. Tucker Mansager.

"Each service man and woman DLI graduated that's died in the line of duty has left each of you a gift," said Mullen. "Remember them. Honor them in your memories. Draw strength from them. Carry their torch that's been handed to you."

The five alumni honored were Lt. Col. Eric Kruger, Capt. Travis Patriquin, 1st Lt. Scott Love, Staff Sgt. Kyu Chay, and Cpl. Bernard Corpuz.

Kruger, 40, of Garland, Texas, died Nov. 2, 2006, from injuries he suffered when an improvised explosive device (IED) detonated near his vehicle. He graduated from DLIFLC in 1998 where he studied French. Kruger was assigned to the 2nd Brigade Combat Team, 2nd Infantry Division in Fort Carson, Colo.

Patriquin, 32, of Saint Charles, Mo., died Dec. 6, 2006, of injuries he suffered when an IED detonated near his Humvee in Ramadi, Iraq. He graduated from DLIFLC in 1997 where he studied Arabic. Patriquin was assigned to the 2nd Battalion, 3rd Field Artillery Regiment, 1st Brigade Combat Team, 1st Armored Division in Giessen, Germany.

Love, 32, of Knoxville, Tenn., died June 7, 2006, when an IED exploded near his vehicle in Ar Ramadi, Iraq. He graduated from DLIFLC in 2001 where he studied Arabic. Love was assigned to the 2nd Battalion, 6th Infantry Regiment in Baumholder, Germany.

Chay, 34, of Astoria, N.Y., died Oct. 28, 2006, in the Oruzgan Province, Afghanistan, from injuries suffered when an IED detonated near his combat patrol vehicle. He graduated from DLIFLC in 2002 where he studied Arabic. Chay was assigned to the 1st Battalion, 3rd Special Forces Group (Airborne), Fort Bragg, North Carolina.

Corpuz, 28, of Watsonville, Calif., died June 11, 2006, in Ghazni, Afghanistan, from wounds sustained when his convoy came under enemy small arms fire and an IED detonated during combat operations. He graduated from DLIFLC in 2005 where he studied French. Corpuz was assigned to the 303rd Military Intelligence Battalion, 504th Military Intelligence Brigade, in Fort Hood, Texas.

"This ceremony gives comfort," said DLIFLC Commandant and Commander of the Presidio of Monterey, Col. Tucker Mansager. "In our memory they will always be with us."

Attending the ceremony were the family members of Kruger and Corpuz.

Kruger's wife, Sara Beth, who traveled from Colorado Springs, Colo., said she attended the ceremony because the time spent at DLIFLC was one of the most influential times of her husband's life.

"You've got to live for today, honor the ones that you've lost, and the ones you have... hold them close to you," she said.

The names of the five fallen military members were added to the plaque that honors 13 other DLIFLC graduates who paid the ultimate sacrifice during the War on Terror. The plaque, donated by the DLI Alumni Association in 2006, was displayed on the reviewing stand at the ceremony.

A final roll call, a military tradition, was also conducted at the ceremony in which the names of the five graduates were called out three times.

"Although they are not present in body, their spirit will remain with us forever," said 1st Sgt. Scott Brokaw of Headquarters and Headquarters Company and emcee for the ceremony.

"Honoring past DLI graduates who have died as a result of actions in the Global War on Terror shows current students that once they leave DLI, they will always belong to the DLI family," said Sgt. Maj. Elaine Grant, DLIFLC Operations, Deputy Chief of Staff and ceremony coordinator. "The DLI staff is proud of the contributions of its former students who are serving in vital linguist positions around the world in defense of our nation." ♦



DLIFLC opens new Fort Jackson Language Training Detachment

By Sgt. 1st Class Brian Lamar
Strategic Communications

Nestled deep in the heart of South Carolina, the Defense Language Institute Foreign Language Center (DLIFLC) officially opened the doors of its 11th Language Training Detachment (LTD) on 19 July at Fort Jackson, S.C.

A ribbon-cutting ceremony was held to mark the official opening of the facility, though students and instructors have been working hard at this location since 2003. In the wake of 9/11, DLIFLC began teaching translation/interpretation in support of a U.S. Army program, designed to train newly recruited service members who are native or heritage speakers of languages frequently encountered during Operation Enduring Freedom and Operation Iraqi Freedom.

“I am proud of the way we do this here. This is a seamless process from the reception of the Soldiers through Basic Training into the language training. DLI has done a great job here and its training program is excellent,” said Brig. Gen. James Schwitters, the Fort Jackson installation commander.

The Fort Jackson LTD supports the Advanced Individual Training for the 09L Interpreter/Translator military occupational specialty. The official opening demonstrates DLIFLC’s continued commitment to the program and its efforts to further enhance the training provided; it is the only such training facility for 09Ls in the nation.

“The idea was to bring a permanent staff to Fort Jackson. Previously, we sent DLI instructors traveling back and forth and it was rough on them,” said Errol Smith, the 09L program manager from the Office of the Assistant Secretary of the Army for Manpower and Reserve Affairs. DLIFLC instructors will now reside onsite for a period of several years and will be able to provide a greater range of instruction than was possible during limited, temporary duty trips.

Fort Jackson LTD’s uniqueness lies precisely in the students it supports; they are all native or heritage speakers of languages most crucial to military operations in the theater today. In 2003 the Secretary of Defense mandated a new program that was designed to enlist proficient speakers of select languages with the aim of having them become a part of the Ready Reserve for two years, one year of which they

would be deployed to support commanders in the field.

“This LTD concentrates on teaching native and heritage speaker trainees. So, we are not focused on teaching them a language like some of the other schools, but we are focused on teaching interpretation and translation skills. These students are arriving with language proficiency, cultural awareness, and cultural knowledge. We are showing them how to present and use that,” said Smith.



DLIFLC Commandant Col. Tucker Mansager speaks during the Fort Jackson LTD ribbon-cutting ceremony.

Over the course of six weeks, the students go through dozens of situation-based training modules, from a high-level negotiation and escort mission to helping provide interpretation during a medical emergency.

The curriculum at the LTD is carried out in coordination with the Defense Language Institute English Language Center, located at Lackland Air Force Base, Texas; English instructors are also assigned to Fort Jackson to address the students’ English skills. Fort Jackson was chosen for an LTD site because of the vicinity of training facilities for Soldiers, who attend the class as soon as they finish their basic training.

Although it started as a pilot program for the Ready Reserve, the 09L program has grown into an official occupational specialty, allowing qualified candidates to enlist directly into the regular Army, with a viable career path from recruit to sergeant major. “Commanders in the field are saying that the 09L are force multipliers. That is saying a lot. They actually save lives in Afghanistan and Iraq,” said John P. McLaurin, Deputy Assistant Secretary of the Army for Human Resources. ♦





DLIFLC's in-country immersion program: Two years of exploring the unexplored

By *Nikolina Kulidzan*
Immersion Language Office

Exactly two years ago, in August 2005, what many of us at the Defense Language Institute Foreign Language Center (DLIFLC) would have considered impossible, actually happened. DLIFLC successfully began an in-country immersion program.

Considering how trying it can be to obtain permission to take our students just outside the fenced confines of the Presidio of Monterey, very few believed that flying our students to a northern Russian province, arranging host-family stays, and attending Russian language courses at the local university for four weeks, would ever come to fruition. But occasionally, things that appear to be too good to be true, happen.



DLIFLC Russian students on their first immersion trip to Petrozavodsk.

We recently contacted Russian students who traveled on that first-ever DLIFLC-sponsored immersion and asked them to describe the effect the in-country immersion had on them, both personally and professionally. Sgt. Andres Martinez-Alegria, a Marine now stationed at Camp Lejeune, N.C., said "I felt I saw the true Russia while I was there, a Russia no textbook could ever adequately explain. I feel as if, in a situation where I had to deal with Russians, having an understanding of the Russian culture and people would put me in a far more favorable position than someone who has not had that experience."

While the long-term future of the program remains uncertain, for now, it continues to grow. Both the number of trips and the number of students selected to travel to the target countries have continued to rise. From a mere two trips with 13 students in FY05 the number of trips in FY06

rose to 11, with 81 students traveling abroad. Within the first eight months of this fiscal year 138 students have already gone on 15 different in-country trips.

The growth can be noted not only in terms of increased trips and student numbers, but also by the number of languages that are covered. Perhaps unsurprisingly, most available resources are spent on the three largest language programs: Arabic, Korean and Chinese. However, strong initiative, persuasiveness, and good planning have ensured that Spanish, French and Turkish students have had a chance to partake in in-country immersions as well.



DLIFLC Chinese students preparing to get on a bus to go to the airport.

So how does an in-country immersion happen? The short answer is: through the careful planning and continuous cooperation of all stakeholders. However, there is a more comprehensive explanation. For an immersion to take place, all the pieces of a complex puzzle have to be put in place. What makes this undertaking somewhat challenging is the fact that many different hands hold pieces of the puzzle and cooperation is absolutely essential.

The Immersion Language Office (ILO), in addition to ensuring that all the logistics of the trip (country clearances, payments of all sorts, transportation, lodging, travel orders and vouchers) are coordinated, also acts as an intermediary between the host-nation schools, U.S. Embassies, and various DLIFLC schools and organizations.

ILO is ultimately responsible for the conducting of a smooth, safe, and educational immersion. The schoolhouses create demand for immersion training, participate in the selection of the host institutes, coordinate details of the curriculum, select students, and prepare them with the tools necessary for success in a different learning environment.

Host institutes in a given country tailor their existing programs to suit the very distinct needs of DLIFLC's student population and provide the kind of language instruction and services that will keep us coming back. Finally, DLIFLC's leadership, in addition to securing and approving funding for these events, also vigilantly demands accountability in

“There’s nothing like being in-country and experiencing life on the street first-hand to help get a feel for the people, their daily lives and the way they use their language.” *Capt. Steven Smith, Chinese student*

the form of student evaluations, thus ensuring constant program improvement.

Through all this, the program that was founded by trial and error has, two years into its existence, reached the point where it runs as a relatively well-organized operation with an occasional hiccup to remind us all that by learning we can only get better.

Making immersions happen is neither cheap nor simple; it demands that we ask: “Is it worth it?” and “What do we get out of it?” What we know beyond a doubt is that the students find studying in the host nation extremely motivating because, under these circumstances, learning is not only a duty but a necessity.

“Having to use Chinese in a real-life situation with real consequences for getting things wrong, like when reporting a stolen wallet, being taken to the wrong place by a taxi, ordering the wrong food in restaurants, etc., provided great motivation for remembering our classroom study, as well as learning new skills daily,” commented Capt. Steven Smith, a student of Chinese, currently studying at the Fudan University in Shanghai.



DLIFLC students stand in the Chinese capital of Beijing, posing with children who wanted to take pictures with American tourists.

Furthermore, the students frequently report that many concepts only vaguely clear to them in the past suddenly started making sense in the context of the host country environment: “You can learn all you want from a book, but nothing makes it ‘click’ like actually traveling to the country and speaking with the locals,” said Petty Officer 1st Class Amanda Todd, another student of Chinese who had an opportunity to go on an in-country immersion to Beijing.

When one speaks with students who recently returned from an in-country immersion, it quickly becomes apparent that it had been an experience of a lifetime, which will continue to affect them in more than one way throughout their military careers, and possibly throughout their entire lives. As for the more measurable outcomes of immersion training, little can be said conclusively, at least at this point.

Thus far, it appears that the students who go on immersions outperform, in terms of the Defense Language Proficiency Test (DLPT) and Oral Proficiency Interview (OPI), students who have not had the chance to go. However, as it is the best students who are usually chosen to go overseas, the better results can hardly be credited entirely to immersion. This is precisely why ILO, in cooperation with the Research and Analysis Division of the Directorate of Evaluation and Standards, has made an organized effort to temporarily suspend the selection of the very best students for an immersion course event, and to instead randomly select students from within a pool of qualified candidates.

The qualifying criteria in this case are a GPA of 3.0 or above, and the recommendation of the teaching team and the student’s unit. DLIFLC’s hope is that by doing so we would be better able to answer the critical question – do four-week in-country immersions help improve students’ proficiency as measured by the DLPT and OPI?

While an answer to this question is certainly much needed, it is important to keep in mind that what our students who travel to Cairo, Beijing, Seoul, or Petrozavodsk experience, cannot be measured strictly in numerical increments. Their experiences have the power to transform their attitudes, beliefs, and outlooks.

“There’s nothing like being in-country and experiencing life on the street first-hand to help get a feel for the people, their daily lives and the way they use their language,” said Smith when asked whether the in-country immersion had been a worthwhile training for him.

It is our hope that the two hundred-plus students who have thus far had the opportunity to travel on in-country immersions are not just lucky exceptions; they are just the beginning of something much needed. These immersions provide an ultimate opportunity for students to apply and test their language skills in the most authentic way possible – by communicating with native speakers in their natural environment. ♦



Faculty & Staff Development Division: A hub of learning at DLIFLC

By *Janette Edwards*
Faculty & Staff Development

Conventional wisdom holds that becoming a foreign language teacher takes time. It requires constant learning, experimentation, reflection, and renewal, all of which are irreplaceable components of a teacher's development. It is an endurance test, a series of frustrations and rewards played out over years before clarity and confidence take hold.

But conventional wisdom in the broader language-teaching world does not always conform to the realities of the Defense Language Institute Foreign Language Center (DLIFLC). The challenges inherent in this high-stakes learning environment can be daunting even for teachers who arrive with years of experience behind them. Teacher development has to be fast-tracked and folded into the general enterprise of bringing military students to the highest possible level of foreign language proficiency in the shortest possible time.

Newly-hired DLIFLC teachers, whether they bring with them a packet of professional credentials or simply happen to be educated native speakers of a mission-critical language, must be full partners in the effort to transform military students into competent linguists.

The creation of the Faculty & Staff Development division (FSD) in the early 1980s came about from the Institute-wide recognition that achieving excellence in foreign language instruction would require a teacher training capability comprehensive enough to build teachers from the ground-up. More than 25 years later and under the direction of Dean Grazyna Dudney for nearly half of that time, FSD is a well-established hub of learning within DLIFLC.

The Faculty Development Specialists who design and deliver the workshops that support the Institute's nearly 1,700-member faculty have assumed a special responsibility for staying ahead of the development curve, and their engagement with theories, research, and technologies that are influencing foreign language pedagogy is reflected in a long and varied list of course offerings.

Teacher development begins with the Instructor Certification Course (ICC), a 160-hour pre-service workshop that has been FSD's flagship program from the beginning. The ICC jump-starts the teachers' transition to their uniquely challenging workplace by introducing them first to DLIFLC's mission, then helping build their

understanding of the needs of their military students. It also steadily promotes communicative language teaching practices, building the case against teacher-centered lessons that are heavy on information about the target language and light on actual practice using it. The workshop combines theoretical and field knowledge with hands-on teaching practice, observation, discussion, and guided reflection, compressing what would be months of learning and self-assessment into four short weeks.

Over the course of a month, ICC facilitators choreograph a complex exchange of knowledge and perspectives among the teacher-participants whose cultures, life histories, and professional preparation are often so diverse that only their common experience of having learned a foreign language unites them. The result is new, shared awareness of how humans learn foreign languages and an enriched understanding of how they can best support that enormous effort.

After pre-service training, FSD's Foreign Language Education (FLED) course, divided into three topic areas ("Instructional Options," "Action Research," and "Academic Counseling"), each carried out over 16-weeks, revisits and expands upon many subjects raised in the ICC.

The recently introduced, 20-hour Second Language Acquisition Theory (SLAT) workshop guides chairpersons and academic specialists through a variety of theoretical frameworks of language teaching and learning that can be put into practice in the schools.

For faculty who want to pursue graduate degrees offsite, FSD offers Test of English as a Foreign Language (TOEFL) preparation classes to help strengthen their English language proficiency and enhance their prospects for academic success. Beyond its core teacher development curriculum, FSD provides language- and skill-specific workshops targeted to the needs of individual schools as resources and schedules allow.

Faculty development specialists travel as Mobile Training Teams (MTTs) to the various Language Training Detachments (LTDs) and language learning centers across the country, offering abridged versions of the ICC and other customized workshops. Such professional development opportunities have come to be viewed by faculty as critical to their career advancement. This, in turn, is good news to the DLIFLC leadership, who understand that encouraging teachers to make their own professional growth a priority holds the best promise of developing and retaining high-performing faculty.

The Institute's implementation of the Proficiency Enhancement Program (PEP) in 2004 has required virtually all DLIFLC personnel to think differently about ways to

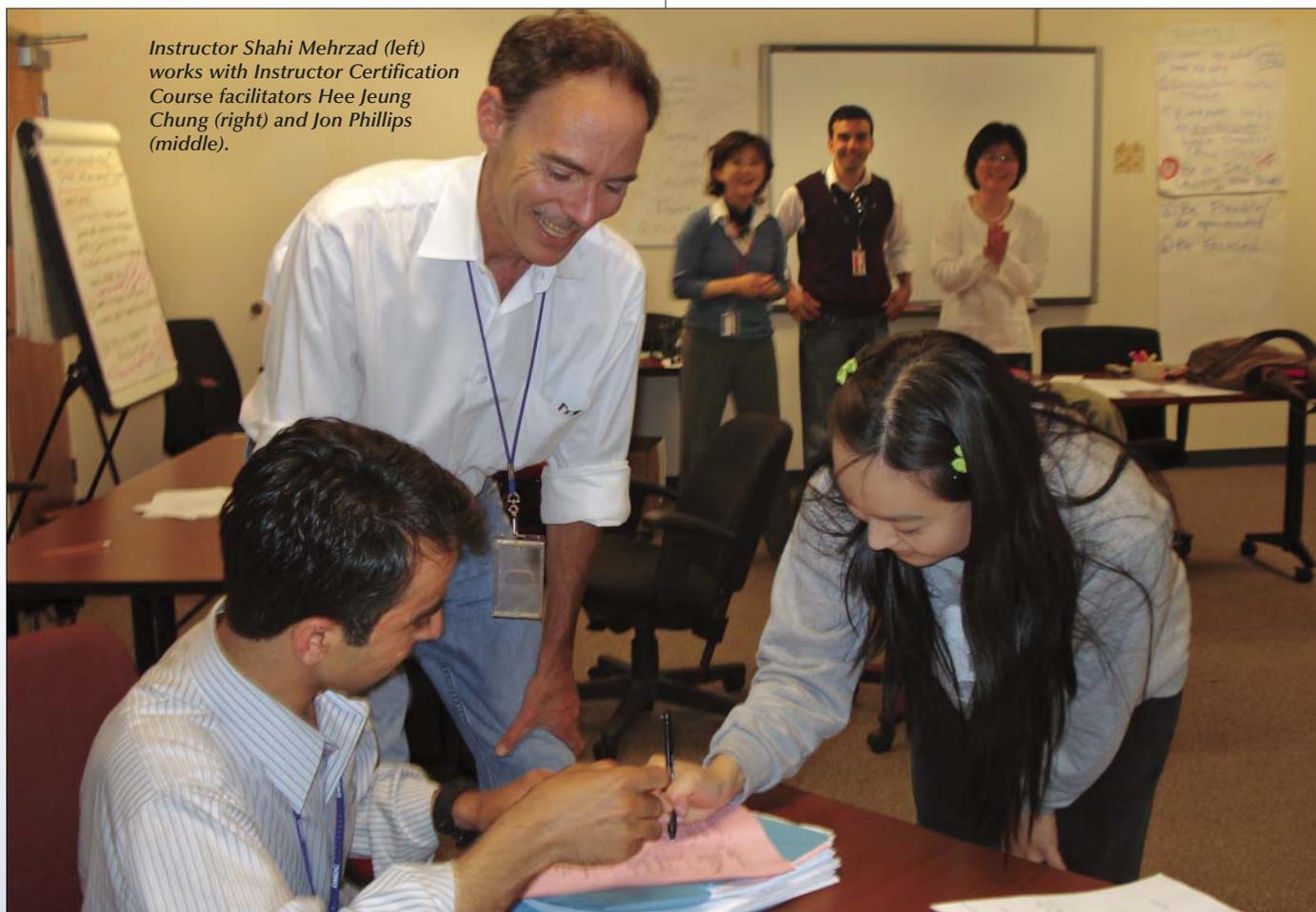


accelerate military linguists' learning. FSD has answered this renewed emphasis on cooperation and clear communication within teaching teams by developing its Team Building workshop and Team Integration workshop. These workshops are the latest in a series of courses, including Effective Leadership for Team Leaders (ELTL), Cultural Awareness for Teams, and Teacher Development Through Classroom Observation (TDCO), that focus on developing leadership capacities in the schools.

Historically one of the Institute's smaller divisions, FSD is currently experiencing unprecedented growth as it

opened up new projects and possibilities, including an enhanced instructional technology capability and plans to put portions of existing and future workshops online. All of the division's activities are in turn enriched by its Visiting Scholars Program, which brings top theorists, researchers, and practitioners to Monterey throughout the year for the benefit of faculty and staff across the Institute.

FSD's teacher training capability is expanding at an unprecedented pace, although, the idea of "training" may not sufficiently convey the division's long-term intent. Stimulating and extending teachers' thinking about the



Instructor Shahi Mehrzad (left) works with Instructor Certification Course facilitators Hee Jeung Chung (right) and Jon Phillips (middle).

responds to the Institute's dramatic increase in hiring brought about by the War on Terror. The roster of faculty development specialists has grown from approximately 12 to nearly 30 in just over a year, with plans to continue hiring over the next several months. This cadre of accomplished men and women, collectively representing 16 languages, is roughly divided between seasoned DLIFLC classroom teachers who have grown into their roles as teacher developers, and foreign language teaching professionals, who have entered DLIFLC from universities or the private sector.

This infusion of additional talent into the division has

way they teach, and why they teach the way they do has to be as important as teaching them new skills.

FSD aims to provide professional development experiences with the staying power to go beyond a single "training." It aims to develop teachers who are themselves agents of change, and who will continue to contribute to the development of best practices in foreign language teaching. ♦

Thanks to Dr. Neil Granoien, former Vice Chancellor for Language Science and Technology, for generously sharing his perspectives on the history and growth of the Faculty & Staff Development Division.



311th Training Squadron gets new commander

By Elizabeth D'Angelo

Presidio of Monterey Public Affairs

Lt. Col. Paul Issler assumed command of the Air Force's 311th Training Squadron at the Defense Language Institute Foreign Language Center, Presidio of Monterey (POM) from Lt. Col. Marilyn Rogers in a Change of Command ceremony at the Presidio's Soldier Field June 21.

"Now it's time to move on," said Rogers to the airmen. "I'm confident Lt. Col. Issler will be a terrific commander."

Rogers will be assigned as the Director of the Plans and Operations Directorate at the National Air & Space Intelligence Center, Wright-Patterson Air Force Base (AFB), Ohio.

Issler was previously assigned as Information Operations Planner at U.S. Central Command, MacDill AFB, Fla.

As commander, Issler will be responsible for Airmen assigned to the squadron whose mission is "to produce the world's finest linguists."

Col. D. Scott George, Commander of the 17th Training Group, Goodfellow AFB, Texas, presided over the day's ceremony. He recognized the squadron's selection as the 17th Training Wing Unit of the Year by attaching a streamer to the unit's guidon at the ceremony. George also presented Rogers with a Meritorious Service Medal for her achievements as squadron commander at POM.

Referring to the squadron's "Screaming Eagle" mascot and quoting lyrics from her favorite song "Hotel California" by the Eagles, Rogers said, "You can check out anytime you like, but you can never leave, and although I won't be a part of the 311th... I'll always be a Screaming Eagle." ♦



Col. D. Scott George, 17th Training Group Commander, Goodfellow Air Force Base, Texas, attaches a commander's badge to the uniform of Lt. Col. Paul Issler, who assumed command of the 311th Training Squadron from Lt. Col. Marilyn Rogers (right).

Presidio's Marine Corps Detachment changes leadership

By Elizabeth D'Angelo

Presidio of Monterey Public Affairs

The Marine Corps Detachment at the Defense Language Institute Foreign Language Center (DLIFLC), Presidio of Monterey welcomed new leadership when Maj. Gilbert A. Barrett III relinquished command to Maj. Jim Manel in a formal Change of Command ceremony June 18 at the Presidio's Soldier Field.



Master Gunnery Sgt. Michael Dobbs (right) passes the Marine Corps Detachment flag to Maj. Jim Manel who assumed command of the unit from Maj. Gilbert A. Barrett III (left) June 18.

"This really has been the greatest job I've ever had," said Barrett. "Marines, you've done a wonderful job since I've been here and I'd like to thank you for that. All parts of that are due to your efforts in school, due to your efforts in the community, and due to your efforts on post."

Barrett, who served as the detachment's executive officer beginning June 2005 and commanding officer since May 2006, will be assigned as the Division G2, Division Intelligence Officer, at the 1st Marine Division at Camp Pendleton, Calif.

Manel, a native of Brooklyn, N.Y., was previously assigned as the Division G2 at the 1st Marine Division prior to assuming command of MCD. His deployments include tours in Panama, Cuba, and Iraq.

"Taking charge of this detachment is a singular accomplishment of my life," said Manel. "I look forward in the coming years to taking care of this detachment as a good steward and making sure that the environment is such that these Marines get out there and serve the nation and provide the valuable skills that they have in service to our country."

Manel's new position means he will be leading the Marines assigned to DLIFLC and the officers studying at the Naval Postgraduate School. ♦



Former DLIFLC historian brings history to life in Nakamura Hall

By Sgt. 1st Class Brian Lamar
Strategic Communications

History can be labeled as boring by the casual observer. No matter how hard a person studies history, they have probably only scratched the surface before starting to drown in a vast and surging ocean of facts, figures, names and dates.

But once in a while, a person comes along and welcomes you into a world of enchantment by depicting either a particular time in history or a specific niche in a culture. Such an individual is Dr. James McNaughton, former Command Historian at the Defense Language Institute Foreign Language Center (DLIFLC).

On June 14, in Nakamura Hall at the Presidio of Monterey, McNaughton lectured on the trials and tribulations of Japanese American Nisei linguists, who in 1941 were the first graduating class of the Military Intelligence Service Language School located at the Presidio of San Francisco, the precursor of DLIFLC.



DLIFLC former Command Historian Dr. James McNaughton gives service members a signed copy of his book after his lecture about Japanese American Nisei linguists who deployed as interpreters and translators in World War II, playing a vital role in the Pacific because of their language skills.

Although World War II has spawned countless numbers of books and has been Hollywood's filmmaking playground since the 1940's, the Nisei linguists have only received a small portion of the spotlight in contrast to other special troops, such as Doolittle's Raiders.

"Very few people know about this segment of World War II history. Even those who know about the internment camps and the fame of the 100th ID and 442nd Combat Team in Europe, don't know much about the role the Nisei linguists in the Pacific. Without the linguists and the work they accomplished, the war would have cost more

American lives," said current DLIFLC Command Historian Dr. Stephen Payne.

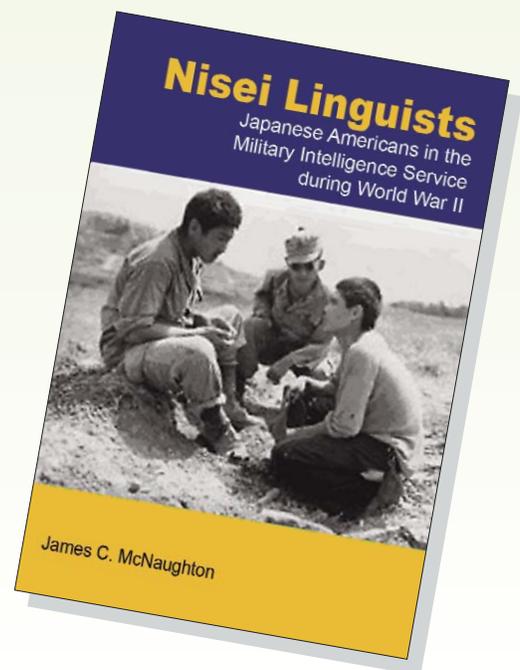
McNaughton, who is currently Command Historian of the U.S. European Command, derived most of his facts and stories throughout the lecture from his book, "Nisei Linguists: Japanese Americans in the Military Intelligence Service During World War II." McNaughton also used available photographs that covered the walls of Nakamura Hall to illustrate his points and add a face to some of his elaborate tales of adventure, humor and occasionally, sorrow.

McNaughton started the research for his book while serving as the command historian at DLIFLC from 1987 to 2001. During his tenure, he worked on two major history projects involving Asian Americans. According to Payne, his first project resulted in 22 Medals of Honor being awarded to Asian Americans who had been overlooked during the war. The second project resulted in the publishing of his new book.

To drive his lecture home and give his audience more information about the Nisei Linguists, McNaughton gave away 100 autographed copies of his book, which were well received by the crowd.

"The Global War on Terrorism reminds Americans everywhere of the continuing need for courage, loyalty and language skills for members of our armed forces in war and peace," said McNaughton, in a quote from his book.

"I noticed the way people stayed after the talk, as well as a good number of students. Overall, I would say it was a great success and shows a desire by students, faculty and staff to know more about the history of DLIFLC," said Payne. ♦





Integrating technology in the foreign language classroom

By Jack Franke

European and Latin American School

Throughout the history of the Defense Language Institute Foreign Language Center (DLIFLC) technological advancements have been embraced and implemented to aid U.S. military linguists. From reel-to-reel, to cassette players, to Walkmans, DLIFLC has strived to stay on the



Dr. Jack Franke, European and Latin American School assistant dean, demonstrates lessons on an iPod. Franke is in charge of the implementation of new technology and faculty training in his school.

cutting edge of language instruction through the use of technology. At the beginning of the new millennium, DLIFLC successfully continues to implement the latest advancements in technology and computer-aided language learning.

The appearance of portable MP3 players in 2003 prompted a search for a comprehensive technological solution to interactive language learning. The primary challenge in modernizing the format of existing courseware was converting analog technologies to digital ones.

To put the scope of this conversion effort into perspective, before 9/11, for example, students were issued Walkmans and about 200 audio tapes; next, they were issued MP3 players in CD-ROM format and 12 to 15 CDs; today, the students are issued solid-state MP3 players with voice recorders, while many students are issued a tablet PC. Each year, the Institute trains approximately 3,500 service members in 24 languages and dialects. Now the

students have the ability to digitally record themselves and watch videos directly on a portable device, wherever they may be.

The Technology Enhanced Classroom (TEC) project evolved in three stages: Prototype, TEC-2 and TEC-3. The prototype phase, which began in 2002, incorporated portable interactive white boards (SMART boards) that could be moved between classrooms. The success of the portable boards lead to the implementation of the next TEC-2 phase in 2003. The 2004-2005 phase called for the installation of SMART boards with connectivity to the Internet, computers and VCRs, in over 700 classrooms Institute-wide. TEC-3, the current phase, brings into the classrooms PC notebooks and calls for the establishing of a campus wireless network to streamline collaborative learning and task-based instruction.

The key beneficiaries are students and faculty. In the Russian course, for example, textbooks were translated into Adobe Acrobat formatted “e-books” and listening laboratory lessons were digitized into MP3 format to be synchronized with the lessons. Rather than searching through boxes in excess of 500 tapes, an instructor can now immediately find a given sound file or “e-book” on the campus server.

In most languages instructors can now electronically transmit textbooks and sound files instantaneously across the globe and distribute entire courses on just a few DVDs.

This project has realized a huge savings in time – an invaluable asset to an institute tasked with providing intensive foreign language instruction five days a week, seven hours per day, year round.

While serving as a driving force in the Institute’s technological revolution, numerous faculty developers continue to train the faculty on both new and existing technology, integrate new technologies into projects, and develop programs to satisfy the specific needs and goals of offices of concern.

DLIFLC’s present research interests include Blackboard, MP3 integration into the classroom, notebook computers for project-based instruction, and digital speaking portfolios. In addition, DLIFLC supports and sustains language learning for linguists worldwide, whether service members are preparing for deployment, in harm’s way in Afghanistan and Iraq, or in the field at various bases.

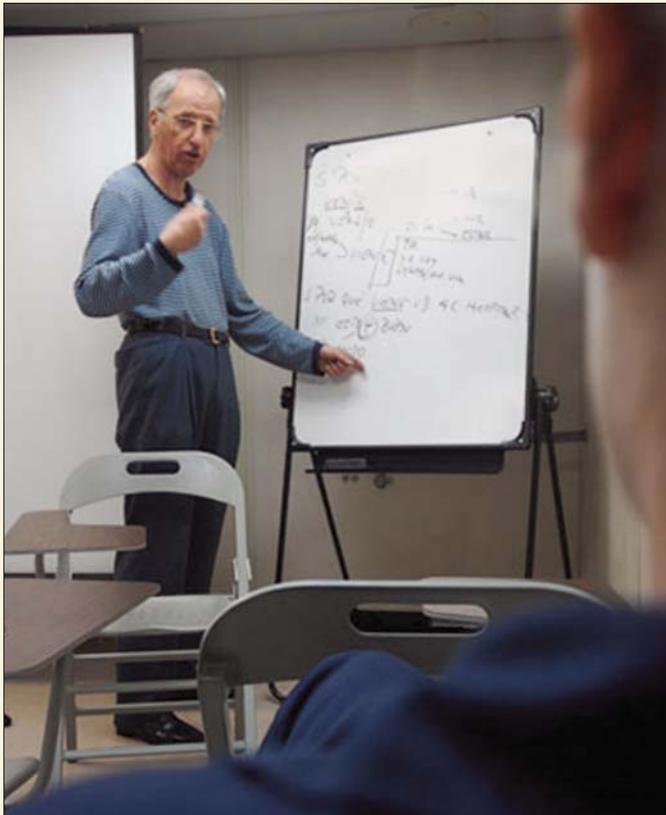
DLIFLC has revolutionized the teaching of foreign languages, resulting in a more effective, efficient cadre of teachers and a linguist force with maximized time on-task. To continuously maintain their language skills students can access a variety of technology-mediated materials by visiting www.LingNet.org ♦



Spanish classes help service members complete mission

By Petty Officer 3rd Class Tyler Jones
Mass Communication Specialist

To help doctors, nurses, and support personnel better interact with Spanish-speaking Latin Americans, the Defense Language Institute Foreign Language Center (DLIFLC) offered beginning Spanish classes aboard the U.S. Naval hospital ship USNS Comfort (T-AH 20).



DLIFLC instructor Andres Melber explains Spanish conjugations to Hospital Corpsman 3rd Class Crystal Hetzer (above), a student, aboard the Military Sealift Command (MSC) hospital ship USNS Comfort (T-AH 20) July 4.

The classes were aimed at helping medical personnel communicate with patients who speak little or no English. Basic vocabulary, greetings and phrases, with a focus on medical terminology, were the class's concentrations.

"The overall goal is for students to be able to communicate with the patients at a basic level," said Andres Melber, a Spanish instructor aboard Comfort. "In terms of language, the student needs to familiarize themselves with basic vocabulary – that's terminology, verbs, grammar – that way, they can work linguistically with the patients, at least at a basic level."

The classes were offered at varying times throughout the work day to accommodate the busy schedule of Comfort's



crew. With the ship's unique and unprecedented mission, finding time to brush up on a second language can be a challenge, explained Air Force Staff Sgt. Joshua Fonseca, a medic aboard Comfort. However, he explained, the benefits of the class outweighed the cost.

"I took the classes because of the language barrier and because I couldn't communicate that well with the patients and their escorts," said Fonseca. "We still have physical communication, and we have the host-nation translators, but I'd like to be able to communicate more thoroughly directly."

More than 30 students have participated in the classes, said the instructor. The classes were open to anyone aboard Comfort, but class sizes were limited so that instructors could offer quality student-to-teacher ratio training.

"DLIFLC has added a new dimension to its traditional role as a language school that trains just professional military linguists. We now work to enable our organization to meet requests (such as the USNS Comfort) to provide language training in locations that wouldn't have been considered just a few years ago," said Chief Warrant Officer Matt Riggs who works in Mission Support at DLIFLC in Monterey, Calif.

The Institute currently offers a variety of language and cultural familiarization courses through its Mobile Training Teams, instructors who travel onsite, to deliver training to service members world wide.

Comfort is on a four-month humanitarian assistance deployment to Latin America and the Caribbean. During the deployment, the ship will visit 12 countries across Latin America and the Caribbean providing no-cost health care to some of the world's most impoverished populations. ♦



New computer lab may increase Marine graduation rates

By Elizabeth D'Angelo

Presidio of Monterey Public Affairs

To help increase graduation rates among Marines assigned to the Defense Language Institute Foreign Language Center (DLIFLC) at the Presidio of Monterey, the Marine Corps Detachment (MCD), with help from the Army, established a Learning Resource Center (LRC), which officially opened July 6.

"We have dropped from 26 percent attrition to close to 15 percent in two years by changing things about the detachment environment," said Gunnery Sgt. Keevin Murray, the MCD's gunnery sergeant, academic coordinator, and chief information technology officer. "The detachment hopes the LRC will be the key to not only improving attrition and recycle rates but also increasing the language proficiency levels of the students as well."

The LRC, located in the detachment's barracks, is equipped with three high-capacity printers and 72 computers. Supplied by the Army, each computer is loaded with language learning software.

"The Army and Marine Corps have come together and made something out of nothing," said Maj. Jim Manel, MCD commander, who explained that good use had come of a formerly open space which had been used on occasion for military training and student study sessions. "We've (utilized) surplus assets that were not being used and an open space that needed to find a purpose," he said.

In 2005, a move to upgrade the 10 existing LRCs on the installation, including those in the Navy, Army and Air Force barracks, revealed the need for the establishment of a learning facility at the MCD. Contractor Carol Biehl McGregor, information technology specialist and technical trainer in the Chief Information Office at the Presidio, worked with Murray to perform a study of the detachment to determine the needs and technological requirements of the new facility.

"The two of us took a look at what space we had available and tried to determine what we could provide our troops here," said Murray. "The idea behind the LRC is to give the students greater capability to learn a language."

"These resources will allow students a quiet area to study with computers and software that are the same as those found within the labs and classrooms," said McGregor. "These areas will also provide an area where students can create projects and explore the language and culture in a more relaxed place than the actual classroom."

The LRC will also present an opportunity for newly arriving Marines to begin learning their language while

awaiting the start of class, transforming an often two-week long delay into a considerable head start in the crucial early stage of language acquisition.

"In the past, we did not have the ability to introduce incoming Marines to their assigned languages prior to entering the classroom," said Murray. Casual status students, or students awaiting training, have had to rely on older resources, such as cassette tapes, if they wanted an introduction to a language.



Marine Corps students begin learning the basics about a foreign language, prior to DLIFLC class enrollment, at the MCD's new Learning Resource Center. Computers are equipped with a variety of language-learning programs.

The computers are all installed with a number of language-learning programs including Rosetta Stone and Rapid Rote, which are licensed to the Department of Defense. Additionally, each computer subscribes to Satellite Communications for Learning Association (SCOLA), a non-profit educational organization that receives and re-transmits television programming from 120 countries around the world in 80 foreign languages.

"Rosetta Stone is a commercially available software often seen used in the Air Force," said Manel, "while Rapid Rote takes it several steps further so that students get more of a colloquial bend on what they're learning."

Manel also stated that the goal is to have all the students graduate in order to provide qualified linguists for the Fleet Marine Force. "The use of the LRC is a catalyst for the students to increase retention of material and develop the neural links that enable fluency, not just in content but in context."

"With this software, instead of starting cold from day one, students will already have a taste of what the alphabet is like, basic numbers, sentence structure, and a few phrases. We are hoping that the warm-up period will increase the overall mission success of all students at DLIFLC."



To prevent the numerous language-learning programs from overwhelming those Marines with no previous exposure to the language, the detachment is currently evaluating the utility of the LRC by surveying its student Marines, said Murray. “We are working on trying to get a more basic level introduction to the languages.”

“I just graduated so it’s a lot easier to come out here and use all kinds of authentic materials on the computers,” said Lance Cpl. Timothy Randolph. “There’s also software to check out in the target language in order to sustain it.”

Other tactics to improve the learning environment, such as videogames, have also been a topic of discussion, said Murray.

“The commanding officer and I have discussed the idea of installing a Marine Corps tactical fighting game called ‘First to Fight’ on one of the computers,” said Murray. “It can be set up as a language-based game. Everybody likes to play videogames, but if they can play videogames and learn at the same time, it’s just another tactic to make the students want to study.”

Incidentally, the LRC is open to all service members assigned to DLIFLC. Those who want to use the LRC should check in with the duty officer and sign their name on the list. ♦



Marine Corps students navigate together through Department of Defense-licensed computer language programs at the Student Learning Center on the Presidio of Monterey.

New lessons for the new learner: Weekly Training Events

*By Elena Allison, Andrei Aleinikov,
and Gregory Lloyd*

Curriculum Development Division

To serve the new generations of computer-literate, self-motivated, and independent language learners, the Curriculum Development Division (CDD) set out to develop online self-study lessons that could effectively teach advanced productive skills to U.S. military and government linguists.

The CDD responded by creating Weekly Training Events (WTE), an online technology mediated learning environment. The receptive skills (listening and reading) software, used for the existing Global Language Online Support System, had to be adapted for teaching productive (speaking and writing) skills.

Intended solely for receptive tasks, the original templates, developed using the Learning Object Generator, employ multiple-choice questions with four answers. However, in high-level productive tasks there are no simple answers; there may be brilliant, interesting, mediocre, or even unintelligible responses, but no clearly right or wrong ones. WTE lessons therefore provide a variety of sample-based, automated feedback modes.

After the learner produces an oral or written response, sample responses show a native speaker or professional interpreter/translator performing the same task. Sometimes two models, neither right nor wrong, give the learner food for thought that stimulates critical reflection, self-correction, and self-evaluation. To increase the online “teacher presence,” WTE lessons supply guidelines for learners which compare the model answers with their own, supported by notes on vocabulary, grammar, discourse features, and socio-cultural background.

WTE strives to create realistic scenarios focusing on interactive, task-based activities, including transcription and summarization. For example, in one lesson the learner is required to interpret for a senior U.S. Army officer attending the wedding of a Russian general in Moscow. The learner interprets both English and Russian, including parts of a wedding speech abundant with Russian proverbs.

In the next fiscal year, WTE will include a new type of learning activity that compares two different translations of the same text. The ability to judge the accuracy and quality of translations is especially valuable to WTE objectives because self-evaluation is an essential tool for the “expert learner.”

To access WTE lessons in several languages, please visit our website at <http://wte.LingNet.org> ♦



DLIFLC supports Iraqi general visit to Fort Irwin

By Sgt. 1st Class Brian Lamar
Strategic Communications

An 09L Soldier assigned to the Defense Language Institute Foreign Language Center (DLIFLC) saved the day with his interpreting skills at the National Training Center (NTC) at Fort Irwin, Calif., on July 8, when the official interpreter for a visiting Iraqi general suddenly fell ill and was unable to carry out his job.

The linguist chosen for the task of interpreting for several generals at Fort Irwin was Sgt. Mohammed Alazraqi.* “I was informed about two days before the event that I would be interpreting for an Iraqi general. The last minute preparations were nerve-racking, but the actual task was not that bad because I have done it before,” said Alazraqi.



Sgt. Mohammed Alazraqi interprets for Iraqi Army Gen. Ali Ghaidan Al-Atbi and Barstow Mayor Lawrence Dale during a Change of Command ceremony at Fort Irwin, Calif.

The Ground Forces Commander of the Iraqi Army, Lt. Gen. Ali Ghaidan Al-Atbi, was visiting Fort Irwin at the invitation of Brig. Gen. Dana Pittard. “This is my first time in America. I needed to come here for a mission rehearsal exercise on Fort Bragg, but Brig. Gen. Pittard, whom I developed a close relationship with in Iraq, invited me to come to his Change of Command ceremony. I came here first and then I will go on to Fort Bragg,” said Al-Atbi, who appeared to be enjoying his visit immensely.

“Alazraqi has been very helpful to me. He has worked diligently to ensure that I am aware of what is happening in our conversations and meetings,” said the general, who sat next to Barstow Mayor Lawrence Dale and discussed the similarities of the terrain and weather between the southern Californian town and his home province of Diyala.

“This is immensely helpful and important to have Sergeant Alazraqi (interpret). He has a very unique skill and he is in a vital position to help us communicate thoughts, intent and motivation. Of course, this helps break down the language barrier. With the Army’s need to engage globally, these young Soldiers are hugely valuable and a great asset to the Army,” said Gen. Charles Campbell, U.S. Army Forces Command (FORSCOM) Commanding General.

Alazraqi met the Iraqi general at the Ontario International Airport at 1 a.m. to ensure that he arrived at Fort Irwin safely. Staying up late, however, did not impact his ability to effectively perform his interpretation mission.

“The night before the Change of Command ceremony I stayed up until 3 a.m. and translated all the speeches so I could keep up with the narrator,” said Alazraqi.

“This mission was not extremely difficult. I have experience with the Iraqi dialect. I was deployed for one year as an interpreter/translator in Iraq for the 1st Cavalry Division,” said Alazraqi.

“The general is a very important person and I had to stay mentally sharp to do my best,” said Alazraqi.

Making certain that Al-Atbi understood everything that was happening was not Alazraqi’s only concern. “I thought it was just as important that I made sure that Gen. Al-Atbi’s thoughts and ideas were delivered to the American generals as well,” said Alazraqi. “I enjoyed playing a part in helping the generals of two nations come together and communicate effectively,” he said.

“Although this was a late-breaking requirement, the cadre of 09L Soldiers assigned here provided us the capability to respond in a timely, very effective manner,” said Lt. Col. John F. May, DLIFLC Chief of Staff. “The 09L Interpreters/Translators continue to prove themselves in a variety of roles here at DLIFLC; from platform teaching to course development, to pop-up missions like this one.”

DLIFLC’s rapid response to the Fort Irwin interpretation support request was not unusual, as the Institute has a continuous mission at Fort Irwin that provides cultural understanding and bilateral negotiations training for several days to commanders and staff of units preparing for deployment.

“Success in this current war relies heavily upon our ability to effectively communicate with our partners in the Global War on Terror. Missions such as this one, and the training that’s being done to support them, will ensure DLIFLC remains a leader in this effort,” said May. ♦

**Editors Note: Sgt. Mohammed Alazraqi’s name has been changed for security reasons, in accordance with Public Affairs Guidance for 09L Interpreters/Translators.*



Indonesian program reopens at DLIFLC

By Natela Cutter
Strategic Communications

The Defense Language Institute Foreign Language Center (DLIFLC) graduated its first class of Indonesian students on Aug. 16, just eight months after the department reopened.

“We had to completely create a new curriculum from scratch,” said Indonesian Program Leader Dr. Peter Silzer, explaining that old materials, dating back to 1989 when the department closed, were vastly outdated.



Maj. Cameron Pringle (center) interprets and explains the teaching methodology used in the classroom during Gen. William Wallace’s (right) visit March 23. Also present: DLIFLC Provost Dr. Donald Fischer and Indonesian Program Leader Dr. Peter Silzer.

“With the rapid pace of instruction here, and the use of technology to expedite the learning process, instructors here create lessons as they teach. I, in turn, quality control these materials and make sure that they are in line with our curriculum plan,” said Silzer, who lived in Indonesia for 18 years and taught at Biola University, Calif., before coming to DLIFLC.

“I try to create lessons that are very interactive for the students. This makes them more motivated to learn because technology plays such a large role in all of our lives,” said Indonesian instructor Shirlina Prahardi-Woolsey.

Students are issued tablet PCs and iPods in order to have easier access to authentic materials and audio and video files on the Internet. Instructors routinely use interactive whiteboards in the classrooms, allowing students to immediately download notes and materials covered during lessons.

DLIFLC’s Emerging Languages Task Force (ELTF) was commissioned to set up a 35-week Indonesian course

after the terrorist bombing of a popular tourist night club on the island of Bali in 2002. The 2004 bombing near the Australian Embassy in Jakarta, further pointed to the need of reviving DLIFLC’s Indonesian department.

“I have been really impressed with the Institute’s focus on the mission of teaching us language and cultural awareness,” said Maj. Cameron Pringle, who will be departing for Indonesian capital of Jakarta on an Air Force officer exchange program with the Indonesian government. “It is the equivalent of our Air Command and Staff College.”

Pringle, an F-16 and F-117 pilot, is looking forward to exchanging ideas with his Indonesian counterparts. “I am very confident in my ability to use the language and get around. I know I can get things done,” he said.

Though the language consists of hundreds of loan words from Arabic, Hindi and Dutch, and uses the Latin script, obtaining fluency in a foreign language in order to study at an academic institution can still be a daunting task.

“I am not worried. I found that the language is accessible, meaning that three months into the course we could put ideas together, which is huge, in comparison to other languages where they are still memorizing vocabulary,” he said.

When asked what he liked most about the course at DLIFLC, Pringle said “I have enjoyed the interaction with the teachers the most. It has definitely been the highlight of this class.”

Indonesia is the fourth most populous nation in the world with nearly 250 million inhabitants. The Indonesian language serves to unify the hundreds of ethnic groups such as Javanese, Balinese, Batak, Dayak, etc. Though 88 percent of the population are followers of Islam, the country is not an Islamic state. ♦



Indonesian instructor Mira Oaten carries on a rapid conversation with Maj. Cameron Pringle on the last day of the course. Staff Sgt. Amber Young, sits in the background listening and observing.



Interpretation & translation instructors reap benefits of hard work

By Daniel Shatsman-Turin and Elena Krasnyanskaya
Russian Arms Control Speaking Proficiency Course

Perhaps a teacher's greatest reward is the gratitude of students. This reward is realized when former students express appreciation to their teacher after using their newly acquired skills in a demanding professional situation. While the cultural respect that teachers receive is impressive, it is the intangible gesture of thanks from one's students that is the true reward of pedagogy.

On May 5-6, 2006 a graduate of the Defense Language Institute Foreign Language Center (DLIFLC) Russian Arms Control Speaking Proficiency Course (RACSPC), Sgt. Gennadiy Treyger, was called upon to interpret for the Vice President of the United States, Richard Cheney, and the President of Kazakhstan, Nursultan Nazarbayev. While this particular duty required professional skills beyond the requirements of the RACSPC graduates, Treyger executed his duties as an interpreter at the highest caliber of professionalism.

He attributes this success to the knowledge and skills he received in the RACSPC, particularly the interpretation course developed and taught by Dr. Elena Krasnyanskaya.

"In most cases, we provide interpretation, translation, and logistics support for the agency teams located at the embassies throughout the former Soviet Union. In Kazakhstan, the linguist also serves as the office deputy chief," Treyger said.

Treyger was serving a seven-week rotation at the American Embassy in Almaty in support of the Defense Threat Agency Reduction (DTRA) office when the call for interpretation support for the Vice President came.

"A White House representative called the Embassy to find out if there was a cleared interpreter available for the Vice President. The Ambassador knew that DTRA had a reputation for having the best Russian interpreters in the Department of Defense, and had observed my work in the past. There were no auditions, but the people that I worked with did have to vouch for me. I did not find out until the morning of May 5 that I would be the primary interpreter for the Vice President," he said.

When the Vice President's plane arrived everything began rolling.

"The Minister of Foreign Affairs of Kazakhstan, U. S. Ambassador John Ordway and I went up to the plane to greet him. From there, we went into a little room for customary tea. When tea-time was over, the motorcade departed for the hotel."

Treyger recounted, "after about an hour in the hotel, we departed for the Presidential Palace. At the Palace, the first activity was a one-on-one meeting between the Vice President and Nursultan Nazarbayev, the President of Kazakhstan. It was planned to last about 15-20 minutes, but it lasted over an hour."

"After this we went to the bilateral talks, which took about 30-45 minutes. They also signed several documents. From there we left to go to a press conference. Nazarbayev's interpreter had his statement written down and translated, while I had to take notes and 'interpret on the fly' for the Vice President. This was a tense moment for me; I wanted to interpret correctly, and I was able to do that."

Although faced with an important and intimidating mission, Treyger was able to maintain his military bearing and continue his mission.



Ssgt. Gennadiy Treyger, walking slightly behind and to the left of Vice President Dick Cheney, began interpreting the moment the airplane landed in the Kazakh capital of Astana. Bilateral negotiations took place at the Presidential Palace later in the day (Treyger, below, is seated to Cheney's left).



The next item on the agenda was the dinner. During dinner, I sat next to Vice President Cheney and interpreted his conversation with Nazarbayev. They talked about various subjects and my job was to interpret, and not to eat, so no matter how hungry I was, I didn't even think of eating!"

DLIFLC graduate SSgt. Gennadiy Treyger interprets in face to face negotiations between Vice President Dick Cheney and Kazakhstani President Nursultan Nazarbayev in the Presidential Palace.



Some of the issues discussed in Astana included: non-proliferation of weapons of mass destruction, prevention of illicit trafficking of nuclear materials as part of the Global War on Terror, U.S. investments in Kazakhstan, bilateral issues in the energy sector, Iran's nuclear program, and recent disagreements between the United States and Russia.

The list of complex topics discussed by Vice President Cheney and President Nazarbayev underscores the necessity of a broad variety of topics taught in the RACSPC program and Treyger's success in interpreting is indicative of DLIFLC's success teaching its students.

In summary, Treyger noted that, "at DLI in our RACSPC I had an instructor who emphasized that during interpretation we must always pay attention to all of the details and relax, even in a high profile situation. I almost tensed up during this situation, but I remembered that lesson. I heard it, it resonated in my ears. I relaxed, and worked through the interpretation for the Vice President. This was the most challenging interpreting opportunity I've ever had. The DLI course, and further training, fully prepared me for this event."

While RACSPC courses offer students the knowledge and skills to translate and interpret on sophisticated topics, it is the interpretation course that teaches the students to succeed in high-pressure working environments. The high level of our course graduate's performance is particularly

impressive considering that they come to the program with no previous interpretation training or experience.

This success, in great part, is due to the meticulous and systematic structure of the course. Students start with basic interpretation skill acquisition, such as memory training, compression and expansion techniques, gisting techniques and Interpreter's Code of Conduct in the 1st trimester, to higher level skill development in the 2nd trimester, such as a developed fluency in delivery, memory enhancement, switching languages in two-way interpretation, interpreting English-peculiar grammatical structures, and many other topics. Their effort is ultimately refined in the 3rd trimester with work demanding a cumulative command of all previously studied topics and materials.

RACSPC graduates, though enduring exorbitant amounts of stress during their course, always express their gratitude to the instructors of the RACSPC for the rigorous training they have received. For most of our students, this course, like many worthy challenges, looks best in life's "rear-view mirror." However, the success stories of our students, such as that of Treyger, provide the fuel and motivation for our student's continued efforts.

As for the professors, knowing we have improved the language abilities of our students is only surpassed by the sincere gratitude of our students; that keeps us coming back every day. ♦

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