

DLIFLC

GLOBE

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



DLIFLC celebrates Year of the Faculty 2009

"Be innovative, be courageous and, most importantly, be optimistic." COL. SUE ANN SANDUSKY

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Jawaid Kotwal plays the Tabla, an Afghan instrument resembling drums, at a DLIFLC winter holiday gathering. Read about Kotwal's journey to the United States on page 13.



Congratulations Portuguese Department!

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From the top...

By Col. Sue Ann Sandusky



Col. Sue Ann Sandusky
DLIFLC & POM Commander

“Shoot, move and communicate.” These three words describe the Soldier’s basic tasks. In the 20th century, “communicate” meant: know how to follow correct reporting procedures when operating a field radio. In the 21st century, “communicate” has taken on greater significance.

As we look across the spectrum of 21st century conflict, we see Soldiers conducting stability operations and counterinsurgency operations – and operating among the people in the battlespace. We see U.S. military personnel operating in multinational formations with allies. We see military-military engagement and defense cooperation activities aimed at building partner capacity and interoperability. To be successful in these 21st century tasks, U.S. military personnel need foreign language and cultural skills to “communicate,” to understand meaning and to be understood, to shape perceptions, to “win hearts and minds,” to negotiate, and to collect intelligence.

President Barack Obama has recognized the importance of this military requirement to “communicate” differently in the 21st century and has called for an investment in foreign language training and cultural awareness.

In many ways, the Foreign Area Officer epitomizes the new “shoot, move and communicate” skill set. Known as “strategic scouts,” FAOs have a powerful combination of foreign language proficiency, cross-cultural competency and regional expertise. They work in U.S. Embassies as military attachés and security assistance officers. They serve as regional experts, analysts and advisors on the staffs of the Combatant Commanders. Read the article about the recent Foreign Area Officer conference held here at Presidio of Monterey.

If FAOs show us what it takes to be a 21st century warrior, our DLIFLC faculty members show us how to get there. In fact, if the Department of Defense is to develop the kind of foreign language and culture capability that President Obama views as essential to success, it will be largely as a result of the efforts of the DLIFLC faculty – through their teaching and mentoring, their research and innovation, their expertise, creativity and devotion. In recognition of the enormous contributions of our faculty, 2009 is the “Year of the Faculty” at DLIFLC. This issue of the Globe profiles several faculty members and highlights various “Year of the Faculty” initiatives.

For the Army, 2009 is also the “Year of the NCO.” Several NCOs are featured in this edition of the Globe, including Sgt. 1st Class Brian Lamar who is taking radio “communication” to new heights.

Sincerely,

Sue Ann Sandusky
Colonel, U.S. Army
Commandant



Commandant proclaims 2009 “Year of the Faculty”

By J. F. Morgan

Presidio of Monterey Public Affairs

Two initiatives underway at the Defense Language Institute Foreign Language Center will make 2009 the “Year of the Faculty,” DLIFLC Commandant Col. Sue Ann Sandusky announced. One initiative is participating in a thorough review to determine whether the DLIFLC faculty is adequately paid. A second initiative is helping lay plans for a program to prepare the next generation of academic leaders at DLIFLC.

Sandusky, who describes the 1,700-member DLIFLC faculty as “world class,” said instructors and students are the Institute’s major players. She said the success of DLIFLC instruction – and of DLIFLC’s Proficiency Enhancement Program, which is designed to produce graduates with higher levels of proficiency than ever before – requires about equal measures of hard work from those who teach and those who seek to learn.

“Recognizing that the faculty are key to the entire enterprise, and particularly to the Proficiency Enhancement Program, I thought that it was very appropriate to highlight the faculty for 2009,” Sandusky said.

Sandusky said she is concerned about the pay DLIFLC instructors receive because most faculty members are outside the government-wide General Schedule pay system and are in the Faculty Pay System, a facet of DLIFLC’s Faculty Personnel System that was established in 1996.

A wage-setting board in Washington, D.C., devises pay bands for the Faculty Pay System, indexing them against the salaries of community college instructors, Sandusky said.

She said the system has not undergone a thorough review since it was established and the time for one has come, “particularly to look at the structure of our faculty pay bands and how the basic pay index is established.”

To get the process started, Sandusky said, Dr. Donald Fischer, DLIFLC Provost, has done considerable leg work. He and members of his staff, along with the Deputy Chief of Staff for Personnel and Logistics staff have made a number of trips to Washington, D.C., to discuss the Faculty Pay System with federal government officials.

“It’s important, I think, that we undertake locally a thorough review of the Faculty Pay System,” Sandusky said,

“and also bring the results of our own internal review to the attention of senior decision-makers who have the authority to adjust the pay band structure and the indexing.” Sandusky said she cannot unilaterally make changes in the system.

“What we’re trying to do in 2009 is identify all of the areas that need to be updated or modified and make the case to the decision-makers that this is the right thing to do in order to adequately compensate our great faculty,” she said.

Sandusky said she also wants to use a collaborative process to identify a “pathway to academic leadership” to serve DLIFLC in the future.

“We have an active program to grow our faculty, mostly in their teaching capacity,” she said, citing classes and seminars available from DLIFLC’s Faculty and Staff Development Division and elsewhere.

“But what we don’t really have is a clear career path to grow the next generation of department chairs, assistant deans, deans, assistant provosts, associate provosts – that kind of academic leadership.”

Serving in those positions requires different skill sets than being a good teacher, Sandusky said.

“If faculty members are to step out of classrooms to head

schools with multiple departments and several hundred instructors,” she said, “they will need managerial, supervisory and leadership skills.”

What is taking shape for 2009, Sandusky said, are ongoing formal discussions of what an academic leader at DLIFLC needs to know.

“And I hope we have good discussions about what leadership means,” she said. “What skills do we need? Are there particular skills we need at DLIFLC that you might not need at a civilian university or at some other large organization in which you’re managing the same amount of money and the same number of people?”

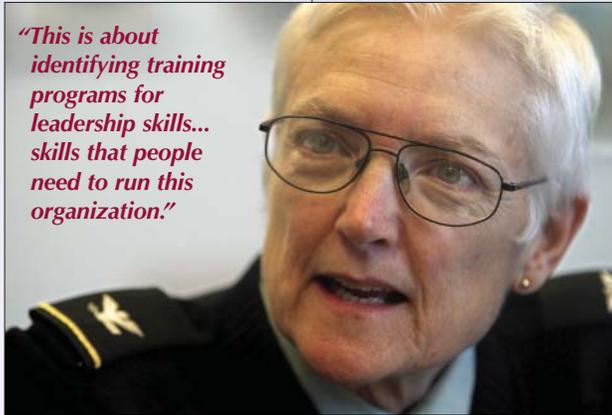
“And then we’ll look at what tools are available to help us do the leadership training that we will have identified. And those tools will include courses that are already offered through the civilian education system and possibly through the new Army Civilian University.”

Sandusky said the effort is not to assist individuals seeking advanced academic degrees.

“That’s not what this is about,” she said. “This is about identifying training programs for leadership skills – leadership, management and supervisory skills that people need to run this organization.” ♦

Photo courtesy Vern Fisher, Monterey County Herald

“This is about identifying training programs for leadership skills... skills that people need to run this organization.”





Japanese military students visit DLIFLC

By Natela Cutter
Strategic Communications

A select number of young Japanese military officer students visited the Defense Language Institute Foreign Language Center Feb. 23, as a part of a Defense Department-sponsored two and a half week tour of several military and government organizations throughout the United States.

“These students have graduated at the top of their class... They are expected to be leaders of their respective branches and they are on this trip to learn and share that knowledge with their peers when they get back,” said Lt. Col. Tatsuya Hirasawa, who accompanied the group of 13 officers composed of one captain, one medical officer, and the remainder lieutenants.

The Japanese military officers received a command brief from DLIFLC’s Assistant Commandant Col. William Bare who explained the significance of Japanese-American linguists who stood up the first Army Language School in 1941 in San Francisco, just weeks before Pearl Harbor and the beginning of WWII for the United States.

“Many of our buildings such as Aiso Library, Nakamura Hall, and Munakata Hall are named for important Japanese-Americans who were instrumental in the making of this Institute,” said Bare, explaining that the valiant efforts of the instructors and Army graduates saved hundreds, if not thousands of lives during the war.

Following the briefing the students were escorted to the Japanese language department where they were able to observe classes and speak with U.S. military students in Japanese. As the guests moved from class to class in small groups, they introduced themselves and answered questions.

“We always welcome open dialogue... it provides basic

insights and understandings of one another’s militaries, and allows us to gain a greater respect for what language can do to facilitate cooperative military-to-military relations,” said Maj. Wes Andrews, the associate dean of Asian School I.



Japanese military students pose for a photograph with their American counterparts during their visit to DLIFLC Feb. 23.

American and Japanese students in one class discussed where they were from, what their hometowns were like and which places were the most interesting to visit in the U.S. Singing Karaoke and celebrating holidays topped the list of mutual interests.

One American student said she loved studying Japanese, but complained about not being able to read all the characters. “Don’t worry,” said Lt. Ryuji Kato, “Even Japanese people cannot read all the Chinese (Kanji) characters,” he said, as the class erupted in laughter.

When asked what was the best thing about visiting the United States Lt. Yoshinori Tadano replied instantly, “Beef! And potato chips! But the beef is great, it is just so juicy.” Both hosts and guests laughed heartily, acknowledging that food is a very important thing to like when visiting a foreign country.

“Our Japanese teaching teams all thought that more time in the classroom would be useful with these types of delegations... unfortunately once an interesting topic was found it was time for the Japanese delegation to go. However, all the students were very motivated and excited to talk with their service counterparts from Japan,” said department chair Ms. Vanidda Rashan.

Each year, the Japanese military sends some 80 military personnel overseas for training. Lt. Col. Kazuyuki Sato, also accompanying the students, said he had the opportunity to go to infantry school for six months at Fort Benning, Ga. “I also attended the DLI English Language School for two months in Texas,” said Sato, in perfect English, adding that he was very impressed with the way the school and training was organized in San Antonio, Texas and at DLIFLC. ♦



Lt. Shingo Akeno introduces himself to U.S. military Japanese language students, while his colleague Lt. Kenichiro Sekiya looks on.



Marine Corps expands language, cultural learning

Courtesy of Marine Corps Times

An expanding Foreign Area Officer program and more seats for enlisted Marines at the Defense Language Institute are small parts of an ambitious plan for building language skills and cultural expertise within the Corps.

The service is also implementing online tools for any Marine who wants to learn a language, and it is developing a new regional studies program that will emphasize global knowledge for Marines planning to make the Corps a career.

Brig. Gen. Richard M. Lake, the Corps' top intelligence officer, said the service needs to place more emphasis on such programs so Marines will better understand foreign battlefields.

"We are very good at navigating the physical terrain," Lake said. "We have to be just as good at navigating the human terrain. Our operations have been, and will continue to be, amongst the people."

Foreign Area Officers

One way to remain aggressive and prepared is through the Foreign Area Officer program. Officers accepted into the FAO program attend graduate school, receive language training and gain first-hand knowledge with in-country experience, normally working for a defense attaché in an embassy.

Lake said the in-country experience is more than just military affairs work, focusing in part on "getting out and about, and learning about the people and the region."

In the past, Marines have exercised wide leeway in learning about the region, including training trips across China and attending cultural events far from the embassy or garrison.

In fiscal 2008, the Corps more than doubled the number of officers it is accepting into the program. The service had previously accepted only 10 new officers each year, but enrolled 27 in fiscal 2008 and plans to accept 25 this year. After that, the Corps plans to stabilize the number of incoming officers at 18 per year, Lake said. Within five years, the net result would be a FAO force of about 300 officers, 60 more than a decade earlier.

Lake, who served as a FAO and can speak four European languages, described the added positions as critical to meeting the goals in Commandant Gen. James Conway's Vision 2025 plan, which calls for Marines to be prepared to engage in the Middle East, Africa and the Pacific rim regions.

"A FAO, in any of the services, is your high-end, top-of-the-line capability," Lake said. "With FAOs, they are a very valuable tool in any multicultural situation you are in."

Along with the FAO program increases, the Corps has increased the number of Marines participating in exchange programs with 13 allies, adding five billets in the past three years, and it is exploring the possibility of short-term exchanges with nontraditional partners. Lake wouldn't specify which nations are being considered, but said countries in the Middle East and Africa are on the top of the list. "We might think 'Country X' is a great idea," Lake said. "But we have to get Country X to say 'We are interested in doing this.'"

The Corps has added a slot for another Olmsted Scholar, a program founded in 1960 that provides for two years of graduate study at a foreign university, and hopes to add another next year.

Enlisted opportunities

In early 2008, the Corps announced 25 additional seats



The Marine Corps Detachment marches on Soldier Field at the Presidio of Monterey. These language students will have valuable skills after graduation.



Marine Corps Detachment students work in the classroom at DLIFLC.

for Marines who re-enlist to learn operationally relevant languages. The training occurs at the Defense Language Institute in Monterey, Calif., and lasts up to 64 weeks, depending on the language.

After the training, participating Marines will return to their primary occupational specialty and be subject to special assignment as an interpreter/translator. The move to add Marine linguists should add to the already burgeoning number of Marines receiving Foreign Language Proficiency Pay.

“We’re paying more people more money today to speak foreign languages than we did three years ago,” Lake said. “And we are continuing to push to increase the number of people who are eligible for Foreign Language Proficiency Pay.”

After the Defense Department revised policies and allowed all occupational specialties to receive language pay, the Corps has more than doubled the amount paid to Marines. The maximum amount paid to a Marine for language skills has increased from \$300 to \$1,000 per month.

Regional studies program

While specific opportunities expand, the Corps also is implementing broader plans designed to increase knowledge about the world for thousands of Marines.

Called the Career Marine Regional Studies Program – still in development, Lake said – the program would require all Marines serving beyond their first term to study one of 17 regions of the world.

The goal is to create a pool of expert commanders available to tap into if a Marine task force is deployed to a lesser-known part of the globe. Lake said program officials are forging a plan robust enough to work, but not so ambitious that it hinders a Marine’s other obligations.

“We are still trying to come up specifically with ... the requirements,” Lake said. “We want to make sure that our ambition level is matched to our feasibility level.” ♦

Article published in www.marinecorpstimes.com on February 2, 2009

Brig. Gen. Cardon introduced to DLIFLC senior leaders

By Natela Cutter

Strategic Communications

The Deputy Commanding General of the Combined Arms Center and head of Leader Development and Education at Fort Leavenworth, Kan., told senior staff at the Defense Language Institute Foreign Language Center he strongly believes in the Institute’s mission.

Brig. Gen. Edward Cardon, who visited DLIFLC for the first time Feb. 19, received an in-depth command brief from DLIFLC Commandant Col. Sue Ann Sandusky and her staff.

Cardon was introduced to the many challenges of the Institute, including the DoD-wide ban on the use of peripherals on government-owned computers. Students are no longer able to use their government-issued iPods to transfer files between themselves and their teachers’ government computers.



Brig. Gen. Edward Cardon goes through a Persian Farsi lesson with Air Force Tech Sgt. Ron Maez during his visit to the Multi Language School on Feb. 19.

“We are falling back to the way we used to do things,” without the use of technology, said DLIFLC Command Sgt. Maj. Kenneth Clark. “I visit the classrooms every Tuesday to see what is going on. With the way things stand now, the work-arounds are too cumbersome.”

“Clearly, we have a requirement and we need to make the system (DoD policy) work for us. Either we need an exception or another solution,” Cardon said.

Cardon visited a Persian Farsi class at the Multi Language School where students explained the use of interactive whiteboards in relation to the tablet PCs and iPods. “Now I really understand what they are doing,” commented Cardon, referring to the use of technology as a tool for language learning, and acknowledging the need to find a solution to the Institute’s peripheral usage problem.

A native of Watsonville, Calif., Cardon was accepted into the the U.S. Military Academy at West Point, having been nominated by then-Congressman Leon Panetta. During his visit, Cardon saw DLIFLC’s Hall of Fame where Panetta is an honorary member as a result of his unwavering support of the Institute. ♦



DLI students play detective to catalog military memorabilia

By *Kevin Howe*

Monterey Herald Staff Writer

When sailors from the Defense Language Institute at the Presidio of Monterey showed up to help at a fish fry at American Legion Post 41, they were shown a room crammed with military memorabilia spanning the legion post's history through six wars. Rifles – a Japanese Arisaka, a U.S. Springfield M-1903A3, and a half-dozen U.S. Enfield M-1917s – uniforms of friends and foes, bayonets, canteens, packs, mess kits were jumbled in the storage room.

“You couldn't walk in it without stepping on something,” said Navy Seaman Apprentice Casey Cheves, who is studying Dari at DLI.

“I opened an old magazine, and all this money fell out,” said Seaman Matt Hermene, a Persian Farsi student. “German Reichsmarks from the Nazi times.”

“Someone told me about a Japanese pistol – a Type 14 Nambu – that was stolen from the collection,” said Seaman John Costello, a Chinese Mandarin student.

“I decided that shouldn't happen again.”

His response was to organize fellow sailors to inventory, research, and catalog the trove of memorabilia. The original team – himself, Cheves, Hermene, Seaman Apprentice Chelsie Fowler and Seaman Ryan Sebert – came back the following Saturday and began to take pictures, research and document all items owned by the legion post.

“What started out as a project to catalogue the items soon blossomed into the possibility of an exhibit at DLI,” he said.

Costello and his shipmates have become increasingly involved in activities at the legion post, which has long been a home away from home for the soldiers, sailors, airmen and Marines stationed at DLI. The major work on cataloging the relics began Oct. 18, Costello said. “At that point we had a clear and defined goal in mind and have worked from that initial vision ever since.”

Most of their research has been done online, Fowler said, and once launched, others made donations to the project.

The Men's Warehouse at Del Monte Shopping Center gave the sailors store mannequins to wear the uniforms, she said, and Searle Picture Frames in Monterey has donated frames and labor to mount some of the photographs, documents and other papers found in storage.

Costello described himself and his ad hoc crew as “big World War II history buffs.”

Online research averaged about an hour for each object,

he said, some of which were described on the Web in great detail while others were “ambiguous.”

On Thursday, the sailors – all students assigned to the Navy Center for Information Dominance Detachment at the language school – turned out to set up and act as docents to a “soft opening” at the legion hall of an exhibit that they plan to set up and open Dec. 5 at the Tin Barn on the Presidio.

Part of their vision has been to recruit newly arriving sailors into the project and approximately 20 turned out for Thursday's display.

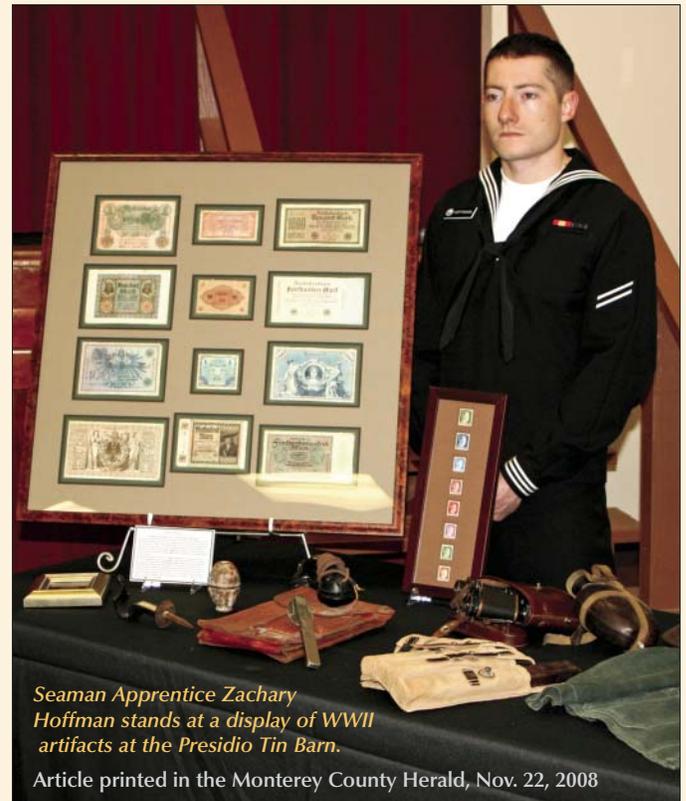
“I began the weekend I got here,” said Seaman Apprentice Sarah Dix. That was three weeks ago. “It seemed like a good way to get out and see the community and get to know it. I was hooked.”

Her father taught her how to shoot a rifle when she was a child and Dix expertly described the weaponry at the display table. “I'm a weapons person.”

The DLI students worked on the project in their own time and without a technical advisor, said the Presidio's command historian and archivist Kurt Kuss.

Legion Post commander Bob Grimes said he hoped the young sailors' enthusiasm and activity will give the post a boost.

Costello said that his group hopes to secure grants to properly preserve and display the collection in the legion hall ballroom and get the post recognized as a historic landmark by the city or the county. ♦



Seaman Apprentice Zachary Hoffman stands at a display of WWII artifacts at the Presidio Tin Barn.

Article printed in the Monterey County Herald, Nov. 22, 2008



DLIFLC becomes newest consortium member to Global Center for Security Cooperation

By *Kate Lamar*

Naval Postgraduate School

The Defense Language Institute Foreign Language Center became the newest consortium member of the Naval Postgraduate School Global Center for Security Cooperation, signing a Letter of Accord with the Global Center on Jan. 30.



Global Center Director retired Gen. Bob Ord and DLIFLC Commandant Col. Sue Ann Sandusky shake hands after the signing of an accord between the Center and DLIFLC.

The Letter of Accord makes DLIFLC the 13th consortium member at the Global Center. The consortium is one way the center meets its mission of sharing educational and training resources with Department of Defense international partners in order to increase global security cooperation, a mission given to the Global Center by the Defense Security Cooperation Agency.

Consortium members represent the leading edge of international partner education and cover a wide spectrum of education providers and topics,” said Warren Hoy, operations officer for the Global Center for Security Cooperation.

“Consortium members share information, faculty, and other resources, which makes course creation and presentation easier and more efficient. The Defense Language Institute Foreign Language Center’s membership adds a wealth of resources not available in our other member schools. In addition to its obvious unique language capabilities, DLI has a vast wealth of cultural expertise and products that will be very helpful to our other members as they are preparing to travel overseas and present courses, workshops and seminars to other nations,” said Hoy.

Retired Vice Admiral Daniel Oliver, NPS president,

concurrent, “The addition of yet another outstanding institution, DLI, I think, clearly is a milestone in the growth of the Global Center.”

The cooperation between members fostered by the consortium is essential to the effectiveness of the Global Center. “The whole idea now is to build capacity around the world, to empower host country nations to be secure,” said California 17th district Congressman Sam Farr. “Cooperation is the key to this... to bring all of these centers of excellence together, to essentially build a more effective network that will ensure global security.”

While the Letter of Accord was officially signed on Jan. 30, DLIFLC Commandant Col. Sue Ann Sandusky noted, “We’ve cooperated informally for many years, since the Center was created, because of our community of interest in global security studies. Now with the signing of this document, we will be able to go forward formally.”

Sandusky signed on behalf of DLIFLC, while Director of the Global Center, retired, Lt. Gen. Bob Ord, signed the accord on behalf of the Center. ♦

New automated test of spoken Arabic released

A new automated test of spoken Arabic has been released that will allow organizations to accurately and efficiently evaluate the language skills of candidates for employment or participants in language training programs.

The automated test is the result of a Pearson development project supported in part by the Defense Language Institute Foreign Language Center.

“We use the Versant™ product in Spanish and we will use it in Arabic as we progress through the validation phase. It is a very low cost test which allows for formative assessment to see how well students are speaking as they progress through the course” said DLIFLC Provost Dr. Donald Fischer.

Test takers are measured for proficiency in sentence mastery, vocabulary, fluency and pronunciation in spoken Modern Standard Arabic. The Versant™ Arabic Test can be taken on any landline telephone or on a computer, with no scheduling requirements, and lasts about 15 minutes. Results are available online shortly after the test is completed.

“For security, diplomacy and economic development, an increasing number of government agencies, corporations and other organizations have recognized that it is important to have employees who are fluent in Arabic,” said Jared Bernstein, chief scientist, the Knowledge Technologies group of Pearson.

The new language assessment, the Versant™ Arabic Test, is now commercially available for government agencies, corporations or universities to use for evaluating spoken Arabic language skills.

(<http://www.Versanttest.com>)



DLIFLC commandant holds town hall meetings with faculty

By Natela Cutter
Strategic Communications

The Defense Language Institute Foreign Language Center Commandant, Col. Sue Ann Sandusky, held 10 town hall meetings with faculty and staff during the months of January and February, to highlight DLIFLC’s central role in producing the Department of Defense’s foreign language capability, and, within this context, the important role the Institute’s faculty play in this process. Sandusky began her presentation with a slide showing U.S. President Barack Obama and a quotation from the White House website:

“Rebuild the Military for 21st Century Tasks: Obama and Biden believe that we must build up our special operations forces, civil affairs, information operations, and other units and capabilities that remain in chronic short supply; invest in foreign language training, cultural awareness, and human intelligence and other needed counterinsurgency and stabilization skill sets; and create a more robust capacity to train, equip, and advise foreign security forces, so that local allies are better prepared to confront mutual threats.”

She then showed a slide with images of the President, Secretary of Defense Robert Gates, Gen. George Casey, Chief of Staff of the Army, Gen. Martin Dempsey, Commander of the U.S. Army Training and Doctrine Command, and herself, as the next link in the chain of command for DLIFLC.

“I’m not showing you this slide to highlight my place in the chain of command. I am showing it so you can see how close YOU are to the Commander-in-Chief, the President, because every single one of you is contributing to making that investment in foreign language and culture awareness training a reality. And it is the President, just a few steps away from us, who has given us that mission... we have a duty to accomplish it, and believe me, I know we will,” said Sandusky, to a loud audience applause.

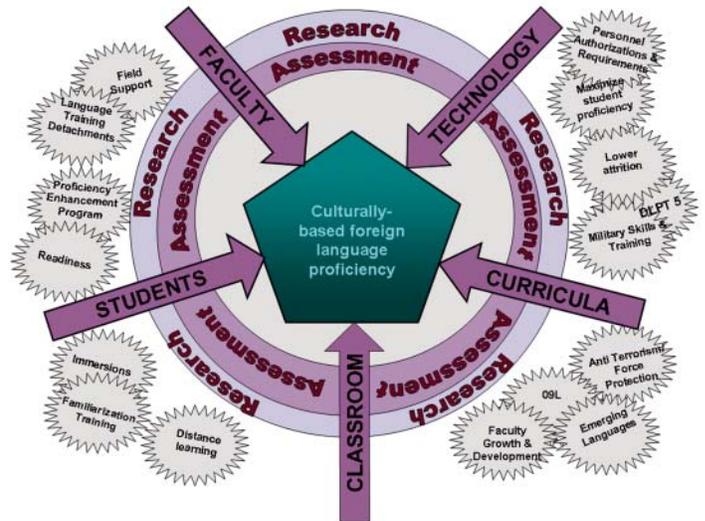
Referring to the White House website quotation, Sandusky told faculty and staff that it is very significant for DLIFLC that the first paragraph of the new Administration’s defense policy contained a reference to foreign language training and cultural awareness as vital competencies for the U.S. military in the 21st century.

“We need everybody’s effort in order for DLI to achieve the goal,” Sandusky said, explaining that DLIFLC is DoD’s main provider of culturally based foreign language capability. “We do this by working towards our goal of enhancing the foreign language proficiency of our students

– one student at a time, wherever they may be. It is very simple: the better we do our job of enhancing proficiency, the more foreign language capability DoD has. Everything we do, teaching, testing, curriculum development, faculty development... has to contribute to the effort. Each of you and all of us together are playing a key role in this,” said Sandusky.

To illustrate her point, Sandusky used a West African proverb and photograph of a baobab tree, showing African children trying to embrace its huge trunk. “Wisdom is like a baobab... no single person can embrace it,” she said. “That has always been a very meaningful proverb for me. It captures the essence of the need for collective wisdom and to work as a community to accomplish our goals. It means we need everybody’s ideas and experience.”

Asking the faculty for their expertise and help in language teaching and in accomplishing DLIFLC’s goal of enhancing DoD’s foreign language proficiency, Sandusky put forth her five lines of effort construct. “This is how I look at all the many things we are doing at DLI that get us to the goal,” Sandusky said.



STUDENTS

“The **first line** of effort has to do with everything that relates to our students, especially what we do to improve their readiness to learn. Students arrive at DLI with their language learning aptitude, as measured by the Defense Language Aptitude Battery scores, but they also bring different experiences, educational, operational, and in life,” Sandusky said “We do not have much influence over these characteristics,” Sandusky noted. “But students also bring motivation, discipline and effort to the language learning process and we do have the ability to influence these factors. In fact, I believe that you, our faculty and staff, including Military Language Instructors and the cadre in the Service units, have tremendous influence on a student’s motivation, discipline and effort,” she said.



Sandusky said she still remembered the teachers she had when she was a student at DLIFLC because they were inspiring. “Yes, I am asking you to be inspiring, and to continue to be inspiring,” she told the assembled faculty and staff.

In addition, prior to language instruction, students go to the Student Learning Center where they are introduced to some self-awareness tools that can help them during their language course. They gain insights into their own learning styles and how various learning strategies may help them meet the challenges they will encounter with their assigned language in the intense learning environment that DLIFLC provides. “I hope this has given you some idea of how I see our first line of effort,” Sandusky said.

FACULTY

DLIFLC’s **second line** of effort, according to Sandusky, is everything relating to the faculty, including faculty development. To ensure faculty readiness, DLIFLC strives to hire and retain the most qualified and experienced language educators available. The Institute supports faculty in their pursuit of professional development in foreign language education.

“Because faculty members are essential to our success, 2009 has been designated ‘Year of the Faculty,’” she said. This year senior leadership is focused on addressing equitable pay for teachers and defining the characteristics needed for academic leadership and charting a path that will foster the development of the next generation of academic leaders within the Institute.

CURRICULUM

Curriculum is DLIFLC’s **third line** of effort. According to the Commandant, curriculum readiness is more than ensuring materials are up-to-date, relevant and coupled with current technology.

The creation of quality curriculum is an ongoing process designed to put in place the building blocks of proficiency. Curriculum therefore needs to focus on scope and sequence of material and ensure that objectives for every lesson are clear to both teachers and students. In language education, curriculum also requires regional and area studies because language is more than just the ability to memorize vocabulary; it must encompass the context and culture of the country or countries where the language is used. In addition, Sandusky noted, the curriculum must support the development of critical thinking and analytical skills.

TECHNOLOGY

“Technology is our **fourth line** of effort,” Sandusky stated. DLIFLC is on the cutting edge of language learning technologies. Every student is issued an iPod™ and a tablet PC

for use in and out of the classroom. Interactive whiteboards are installed in every classroom while wireless technology integrates the students’ computers with the classroom and provides interconnectivity across the campus. Today’s technology delivers online courses ranging from rudimentary familiarization for the general purpose force to more advanced language enhancement for language professionals, as well as curriculum and test development products. “We must constantly look for technologies that improve language learning opportunities for our students,” she said.

CLASSROOM

“Our **fifth line** of effort is the classroom. This is where the rubber meets the road. The other lines of effort come together in the classroom and the teacher plays a key role here, orchestrating everything that happens.” Sandusky said. The teachers assess student needs, ensure curricular relevance, and incorporate technology into the classroom experience. “The classroom is anywhere a student, a language learner, interacts with curriculum and teaching. It is wherever we have a Mobile Training Team or a Language Training Detachment. It can be a virtual classroom through the Broadband Language Training System or through the Global Language Online Support System (GLOSS) that a student accesses from home or from a combat zone.

PIONEER SPIRIT

Sandusky called upon faculty and staff to shift the paradigm concerning proficiency. “The goal of getting our students to higher proficiencies of 2+/2+/2 is still important, but I encourage you to think beyond a particular proficiency level. Think about each student and about helping each one maximize his or her proficiency. This means some will go beyond 2+/2+/2 and we should push them to do that. When you are focusing on ‘maximizing,’ you can never slack off or slow down,” she explained, adding, “I expect you to do your best and for you to help each student do his or her best.”

Sandusky noted that this effort to enable students to maximize their proficiency puts DLIFLC in the forefront of language teaching and learning. “We are all pioneers in this effort, going where no one has gone before. No other institution is attempting what we are trying to do to get our students to the highest possible proficiency,” she said.

Recalling the pioneers of American history who blazed trails, took risks to reach their objectives, and were confident that they would succeed, Sandusky encouraged the faculty and staff to adopt the “pioneer spirit” as they engage in the work of building the Defense Department’s foreign language capability – one student at a time: “Be innovative, be courageous and, most importantly, be optimistic.” ♦

Year of the 20



For the dean of the European and Latin American School at the Defense Language Institute Foreign Language Center, the work-week should be eight-days long. **DEANNA TOVAR** runs one of the largest schools at DLIFLC with eight departments: French, German, Hebrew, Italian, Portuguese, Russian, Serbian and Croatian, and Spanish.

"I have about 200 people currently working for and with me," said Tovar, emphasizing the "for and with" intentionally. "It would be impossible to run such a large school if I did not have outstanding faculty and staff," she said, with a broad smile. "Of that number about 185 are civilian faculty, 15 are staff and military, and we have about 500 students."

The school encompasses almost the entire lower half of the Presidio of Monterey, and includes 13 buildings.

Managing such a large program keeps Tovar on her toes. "On any given Thursday I am either at a graduation or meeting and greeting new students," she said.

"There is never a moment to rest and our instructors face a lot of challenges. They are held accountable for so much, from the implementation of curriculum, to being accountable for the student learning outcomes. We have a very specific mission and our instructors work hard because they love what they do, and I hope they know how much I care about them and their well-being," said Tovar.

With a 31-year career at DLIFLC, Tovar knows well what dedicated teachers are all about. She started working at the Institute as a Spanish instructor in 1977. Three years later she moved on to the Continuing Education program, and then to Faculty Development where she worked on the Instructor Certification Course and Oral Proficiency Interview testing. Several years later, she became a Spanish department chair and then a Spanish academic specialist. In 1996 Tovar was offered the job of Serbian and Croatian chairperson.

"I was really surprised by the offer to become chair of this department because I knew very little about the Balkans, the culture, history or conflict. And I told the then-provost of DLI this... but he said I was perfect because I would have no bias."

Tovar took the job though she had studied and taught Romance languages her entire career. "It (job) was perfect for my professional development, and though I was nervous in the beginning, it allowed me to work closely with the teachers. I needed them to help me understand the culture, history and politics so that I could get the program back on track to putting the focus on the mission."

Moving on to becoming dean of the Russian department in 1999 was "a natural segue," she said.

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

If you have an opportunity to listen to audio materials produced by DLIFLC's famous Oral Proficiency Testing department, you may hear a familiar soft, yet beautifully eloquent voice on the recordings, which have been used as training materials for hundreds of OPI testing instructors.

"I have been here for a very, very long time... since 1978," said **MONICA LAVELLE**, now assistant dean in the Multi Language School where Dari, Pashto, Turkish, and Persian Farsi are taught.

Lavelle said she began working at DLIFLC because her parents urged her to find a "serious" job after graduation.

"Of course, they thought DLI was the best place on earth, especially since my father, uncle and cousin had all taught German here."

"I have had a lot of fun working in so many different departments at DLI," she said, citing her time spent teaching in the German department, in Faculty Development, in the OPI program, in Team Leadership and in the English as a Second Language program. Before becoming assistant dean in 2007, Lavelle had been an academic specialist for the same school.

"One of the most interesting projects I have ever worked on was the Basic Military Language Course in 1993, which was a 16-week course produced for the Special Forces at Fort Bragg. I was a part of the German pilot team and translated German into English," said Lavelle.



Faculty 09

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



SAMEERA SHARIF works in what people at DLIFLC call the “incubator school.” The Emerging Languages Task Force was created after 9/11 when within weeks it was determined that DLIFLC needed to provide immediate language training for Afghanistan and neighboring countries. ELTF, thus, is the school where instructors teach as they write curriculum, prepare quizzes, tests, oral interviews, and do all the other things necessary to launch a new language program. Once the program “matures,” and the number of students grows, the language is pushed out into one of the larger schools.

Originally from Pakistan, Sharif has been teaching Urdu at DLIFLC for three and half years and has achieved phenomenal results in several class generations to include graduating seven students at the 2+, 2+, 2 proficiency level.

“Our results were due to the team effort, and a variety of skills and knowledge the instructors brought into the classroom,” said Sharif, who is team leader of five Urdu instructors at ELTF.

But what makes Sharif special is her warm personality, glistening smile, inquisitiveness, and willingness to participate in a multitude of volunteer activities.

“I enjoy volunteering for my school and for DLI activities, not only because it is a part of my personality, but also because I like to learn and gain knowledge about DLI as an organization.”

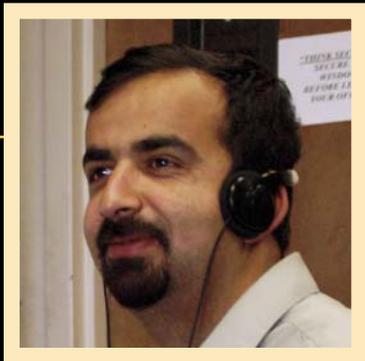
Sharif is an Academic Senate member and represents her school as a Faculty Advisory Council member. She takes pride in trying to get other faculty members involved in activities that will enhance their knowledge about DLIFLC.

“This year, while volunteering, I have taken a lot of faculty to different committees, involved them in Language Day organization, the DLIFLC 67th Anniversary Celebration, and encouraged them to join the FAC. I believe I have contributed to their better understanding of DLI,” Sharif said.

This past year, for Faculty Professional Development Day 2008, Sharif chaired a committee that collected presentation feedback from all the participants of the event.

“My team of four people processed evaluations for the 49 presentations that day, typed it all up, and sent it to the presenters,” said Sharif, adding that it was the first time this was done for FPDD.

But Sharif says that her true love is teaching. “My main goal is to keep the students motivated. For instance, one student had a rough time in the class because he was a different type of learner. He didn’t like to participate in the class, but he loved to draw. I worked with him for three months and we created a wonderful map of Pakistan which is now hanging on our wall,” explained Sharif. “Never give up on your students and be persistent.”



JAWAID KOTWAL plays an odd looking instrument called the Tabla during Afghan holidays. Though to most Westerners the lyrics are incomprehensible

and the music is a bit monotonous, the instrument is Kotwal’s secret weapon. He breaks down cultural barriers when the language turns to English and the music all of a sudden begins to sound like rap!

“I like to show this aspect of the Afghan culture to students so they can better understand the people of my homeland,” said Kotwal, a team leader of four instructors and 12 students.

Kotwal was a promising third-year law student in Pakistan, where he and his family were living as refugees, when his life took a new direction: his parents applied for immigration to the United States through the U.N. High Commissioner for Refugees. The family was granted political asylum in the summer of 2001 because of threats made against Kotwal’s father who had been an outspoken journalist, and subsequently a target of the Taliban.

“We came to the United States only four weeks before Sept. 11,” recounts Kotwal. “I immediately got a job as a case manager with IRC (International Rescue Committee) and stayed there for four years.”

Along with this job, Kotwal, an ambitious young man, decided he would teach Pashto with an agency in the Washington DC area. He soon found out that the six-month engagement would send him to Monterey, Calif., where he would work for DLIFLC.

“My friends and family said I was crazy to leave the stable job I had, but I had a feeling things would work out in Monterey,” said Kotwal, with a big smile.

A year later, Kotwal is a team leader, directing the implementation of the entire curriculum of the 47-week Pashto course. He has also enrolled at Chapman University’s Organizational Leadership program to finish his Bachelor’s degree. “I hope to be one of the new generation of leaders at DLIFLC,” said Kotwal.



Everyone knows that being in the military can mean risky business. But being arrested in a foreign country and spending three days in

jail or having your car break down in the middle of the desert is not exactly what the recruiters “sell” you when you sign up.

Maj. **JAMES HOWARD**, associate dean of the Multi Language School, has experienced this and much more in his 28-year military career. Howard is a Middle East Foreign Area Officer and speaks fluent Arabic, having graduated from DLIFLC in 2002. After graduation he went to Yemen to work at the U.S. Embassy for six months, and then on to Kuwait to the Joint Command and Staff College where he studied for 10 months.

While in Kuwait, Howard had the opportunity to travel to Morocco, Egypt, Jordan, Saudi Arabia, Oman, Tunisia, and Israel. The experience gained in these countries has given him the cultural know-how about the Middle East that he uses today while managing nearly 200 faculty and staff members and more than 400 students of Dari, Pashto, Turkish, and Persian Farsi.

One of his most memorable experiences was in Morocco where he rented a car to tour the country. As he drove down a narrow road one Friday night, a moped showed up out of no where.

“I clipped the front of the moped, demolished it, and broke the guy’s leg,” explained Howard. The police soon arrived on the scene and determined that the foreigner was responsible for the accident and that he should pay \$3,000 in damages. Being a Friday night, Howard’s Embassy contact did not respond to his calls.

“So I spent the next three days in a Moroccan jail eating couscous and playing checkers with the guy who arrested me,” said Howard. Someone from the US Embassy finally showed up on Monday morning, but Howard still had to pay.

Just as a negative experience can open one’s eyes to a culture, so can a positive one.

“One day I was driving through the desert in Jordan when my truck broke down. I looked around and could only see some tents in the distance,” explained Howard. “Once I reached the settlement I realized that it was a Bedouin family of three adults, seven children, four camels, two donkeys, and a bunch of sheep.”

The family offered him shelter for the evening and told him that they could not transport him to the nearest town before morning. “I had a case of MREs (meals ready to eat) and water which we shared and I had a wonderful FAO immersion experience,” he said.

“The next morning they came to get me – but pulled up with four camels! I jumped on the back of one and we took off,” said Howard, adding that the 20-mile-trek was one of the more memorable rides in his life.

DLIFLC is well known for its eclectic composition of instructors. **TAKASHI KATO** fits this description. He was the first Japanese-born naturalized U.S. citizen to receive a commission in the U.S. Army after the Vietnam era.

Kato, who is a team leader in the Japanese department, first came to the United States in 1979 as a foreign student and attended the English language school at the University of Michigan in Ann Arbor. After two years of college, Kato decided to go back to Japan to find a job as a translator, but it didn’t work out.

The next time Kato came to the United States, he chose to study at the University of Alaska Fairbanks and joined the ROTC.

“Upon graduation with two degrees I became a 2nd lieutenant in the Army Reserve,” while working as a liaison between two manufacturing companies in San Antonio, Texas. Then Operation Desert Storm happened.

“I found myself at King Khalid Military City in Saudi Arabia and at about the same time DLIFLC offered me a position as a Japanese instructor. At the time I thought I had seen enough sand for the rest of my life, and I took the job in Monterey,” said Kato.

What ensued was a prosperous 19-year teaching career at DLIFLC, three books, almost celebrity status in Japan, and years of “holy terror” for Kato’s Japanese language students.

“While at DLI, I was a Japanese instructor and a captain, so I taught my own Soldiers from my unit and after they graduated we deployed to Japan to support U.S.-Japanese bilateral training called Yamasakura,” explained Kato. “In those days, students dreaded me more than the DLPT because it was not their final exam. They had to go to Japan with me and work as real linguists!”

Kato has published three books in Japanese: *LT* in 1994; *Honorable Discharge* in 2005, and *Captain Kato’s English Boot Camp*, in 2008. For each of these books Kato went on a book tour to Japan, was interviewed on national television, and had the opportunity to meet with high ranking generals and officers who were curious to meet the famous Japanese-American retired U.S. Army captain.



Photos and stories by Natela Cutter.



Live it to learn it: DLI fully immerses students in language, culture

By Kevin Howe

Monterey Herald Staff Writer

After 20 weeks of intensive language instruction, just how much does a student learn? Military personnel at the Defense Language Institute at the Presidio of Monterey get a chance to find out, spending a day in total immersion of a language at a special facility at Fort Ord.

“It is meant to build confidence,” said Nikolina Kulidzan, coordinator for the language immersion program. It’s one thing for students to go to class, study, read and recite lessons, but another to be forced to speak it.

Select students at DLI, she said, are given three immersion sessions during their course of study: one day at the end of the first semester, which is 20 weeks; two days at the end of the second semester, at 38 weeks; and three days near the end of the third semester, at 52 weeks.

Some immersion courses have lasted up to five days, she said, though instructors found the students became bored if they went on much beyond that.

“It’s hard to find content to fill 24 hours a day,” she said. The students are given scenarios – going through an airport customs post, claiming lost luggage, ordering a taxi or booking a hotel room – in their language of study.

Other scenarios might include coping with or investigating a traffic accident, interrogating smugglers or having a coffeehouse discussion of current events, Kulidzan said.

Students wear the clothes, eat the food and study the etiquette of the country whose language they are learning.

On this particular day, students were taking a two-day immersion course in Mandarin Chinese and a three-day course in modern standard Arabic at the immersion center on Parker Flats Cutoff.

The Chinese students practiced tai chi to commands given by a teacher.

“At the end of the program, they are supposed to have a college graduate level” of language mastery, said Qian Eau, a Mandarin instructor in DLI’s Asian School I.

Students at the end of the first semester “are not expected to achieve dramatic levels,” but find that they can ask questions, follow instructions and function in simple day-to-day activities, he said.

They come away knowing that they can do these things, Eau said, which encourages them to speak to one another in Chinese after the immersion course.

“They find they can do a lot of things with it,” he said. “They aren’t afraid anymore.”

Navy Lt. Rob Eilers and Petty Officer 2nd Class Bryan Phillips teamed up for the Mandarin immersion.

Eilers, a Navy aviator, said he has long been interested in China, with its increased military power and capability and its surging economy. Phillips said he worked in a Chinese restaurant before joining up and became interested in the language and culture.

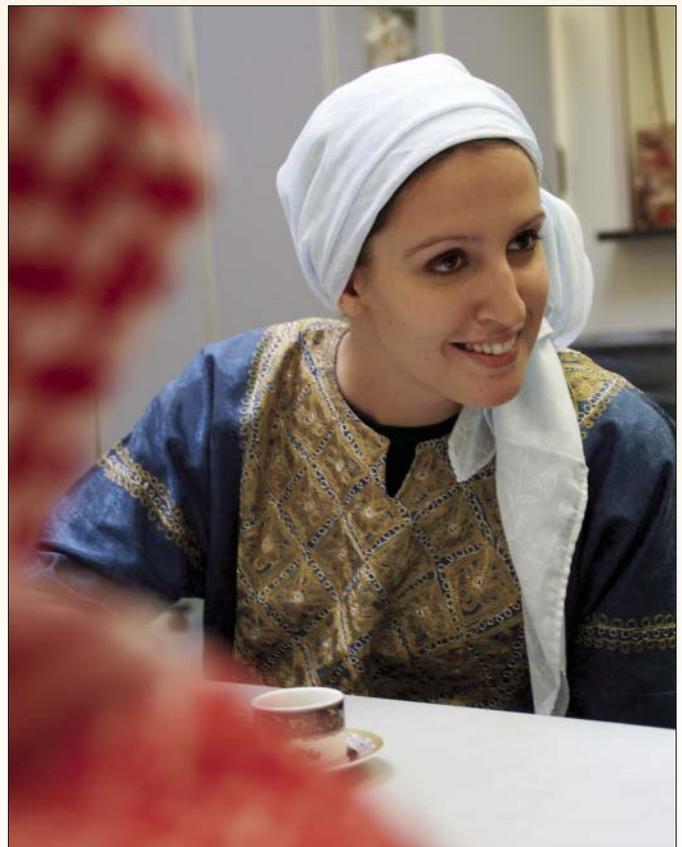
Students of Arabic are not only taught what to say, but how to say it, said Arabic instructor Ragaa Shenouda. That’s so they don’t converse while making gestures that, while normal or innocuous in the United States, would be insulting to someone in an Arabic country – such as showing the soles of your shoes while sitting, which is considered rude.

She served Arabic coffee and baklava to students and guests as they conversed.

“It’s a big step,” said Marine Corps Lance Cpl. Christopher Mortensen, teamed with Airman 1st Class Joseph Bennett for the Arabic immersion day.

Bennett said he learned Portuguese before joining the Air Force, but wanted a chance to travel in the Middle East and enlisted so he could learn Arabic.

Shenouda said 17 to 30 students at a time are enrolled in the immersion classes, and Kulidzan said more than 3,000 students were given the training last year. ♦



Arabic language students practice their speaking skills at the DLIFLC immersion facility at Parker Flats, Seaside, dressed in traditional garb, while sipping on a cup of Arabic coffee.

Article printed in the Monterey County Herald, Jan. 14, 2009



LTD Instructors receive Outstanding Educator Award

Ten Defense Language Institute Foreign Language Instructors, who conduct intermediate and advanced language courses outside of California, have received the 2008 Extension Programs Outstanding Educator Award for dedication to their teaching profession, in support of the DLIFLC mission.

"It is with great pride that I announce the results of this inaugural Outstanding Educator Award program for the Extension Programs," said Lt. Col. Mark Witzel, dean of Extension Programs at the Continuing Education Directorate, who manages 95 instructors working at five of the 13 DLIFLC Language Training Detachments. LTDs have been a major success in delivering post-basic instruction to language professionals around the world. In the past decade, these detachments have allowed post basic instruction to expand from a few dozen students a year to over 2,700 students in 2008.

The awardees are to receive a certificate, a Continuing Education Directorate coin, and 16 hours of paid leave, while plaques with their names will be mounted at the Continuing Education Directorate's central office.

"As I never tire of saying, you are all the hardest working instructors at DLIFLC, and you all represent our organization with great distinction!" said Witzel, in a letter to faculty and staff.

The top ten awardees are:

**WEEDA BAKHSHEE
IMAN ELAHMADIEH
GRACE FAKHOURI
REBECA GALINDO-
GONZALEZ
MELODY HOUNSELL
BOOYEON KIM
SHERRY LAN
JU-MEI MARTIN
FAIME MOUSSAVI
LILIJANA TESIC**

REBECA GALINDO-GONZALEZ
San Antonio, Texas



Gonzalez conducted 812 hours of intermediate and advanced level Spanish training, developed a self-contained eight-hour intensive Spanish Language Maintenance course, and authored 21 evaluation tools to gauge student mastery of transcription, translation, reading comprehension, and vocabulary. Gonzalez also coordinated, supervised, and redesigned a five-week-long Intermediate Spanish Grammar course, and augmented testing materials to match the Final Learning Objectives.

BOOYEON KIM
Hawaii



Kim taught a new blend of Korean web-delivered face-to-face Life-Long Learning Program whereby students improved their DLPT scores by at least one base level. She developed a highly successful new Korean Intermediate course and conducted pre-course student language proficiency assessments to establish individual student needs. She taught individually tailored "directed studies" for learners with specific learning objectives. To share her knowledge with colleagues, Kim delivered a presentation of LLLP for the DLIFLC Holiday Training Program 2008.

LILIJANA TESIC
San Antonio, Texas



Tesic taught sixteen iterations of Bosnian, Croatian, and Serbian intermediate and advanced level courses. As a curriculum developer, she updated a four-week-long Society and Culture Course, as well as materials for the intermediate Bosnian course. Tesic also developed a new four-week course addressing the Bosnian dialect and Islamic religion, culture, and traditions. She was extremely successful in developing language Proficiency Enhancement Sets, which helped students achieve higher proficiency levels.

SHERRY LAN
Hawaii



Lan taught 900 hours of Chinese language classes in 2008 and is very skillful in integrating authentic materials and instructional technologies. She created a multi-media course easy to archive, share with colleagues, administer, and update. Lan prepared and facilitated a Chinese immersion language program using the 2008 Beijing Olympics theme at the Hawaii Language Center. She also contributed to the local community by hosting a TV program to teach Chinese. In March 2008 Lan successfully delivered a presentation at the Chinese LEARN Conference in Monterey, Calif.



MELODY HOUNSELL

Hawaii



Hounsell developed a very successful new Hawaii Language Center course with a clear outline of weekly course FLO themes. The lessons teach specific tasks for the classroom and are available as online learning tools. Hounsell mentored and supported student learning by tailoring course instruction to their needs. Her coursework received high praise from DLIFLC Assistant Commandant Col. William Bare as "the best PowerPoint presentation I have ever seen."

FAIME MOUSSAVI

Fort Meade, Maryland



Moussavi proved to be the ultimate driving force behind revitalizing the Persian curriculum both at the Global Language Center and Language Learning Center at Fort Meade. Her efforts to review, update, and produce a solid Persian curriculum extended beyond the center to also include working with Fort Gordon, Ga., as well as the National Cryptologic School in Maryland. She worked closely with each individual student to provide them with extensive life-long learning plans for the Persian language.

JU-MEI MARTIN

Offutt Air Force Base, Nebraska



Martin has established herself as one of the most successful instructors at the Offutt AFB LTD. Because the Nebraska LTD does not have its own text book-based curriculum, Martin designed her own materials, covering all five content objectives and incorporated all sub-skill tasks, in accordance with DLIFLC's FLOs. As Martin speaks both the Mandarin Chinese and the Taiwanese dialect Amoy, she was able to conduct conversion courses with Chinese linguists.

IMAN ELAHMADIEH

Fort Gordon, Georgia



Strongly committed to learner-centered teaching techniques, Elahmadi has taught refresher and advanced courses in Modern Standard Arabic using well thought-out, task-based classroom activities. In December 2008 she successfully completed the first phase of a very challenging assignment to teach Modern Standard Arabic to graduates of an experimental "Iraqi cross training class." These students were civilian linguists who had studied Iraqi for a year without having any prior knowledge of Arabic. Their success is attributed to Elahmadi's tireless efforts.

WEEDA BAKHSHEE

Offutt Air Force Base, Nebraska



Bakhshee taught 1,280 course hours, or nearly twice the normal teaching load for instructors. Bakhshee concurrently teaches Dari and Farsi and simultaneously develops course materials for use in the classroom. In four weeks, 75 percent of her students improved on their previous DLPT scores. After eight weeks, students, with a background in similar languages, who had not previously tested in Dari or Farsi, achieved DLPT scores commensurate with DLIFLC students.

GRACE FAKHOURI

Fort Gordon, Georgia



A highly creative teacher, Fakhouri taught Modern Standard Arabic using various methodologies to suit student learning styles. Fakhouri produced a large amount of FLO-oriented materials, including exercises, games, grammar notes, review charts, tests, and quizzes. She recorded authentic audio clips and developed accompanying materials and activities ranging from level 2 to level 3 and made them available for distribution to colleagues. Fakhouri also played a very significant role in revising the Levantine curriculum and course materials.



Language program gives Soldiers head start on deployment

By C. Todd Lopez
Army News Service

The Defense Language Institute has developed a “Headstart” program to help deploying troops gain skills in Arabic, Pashto and Dari – languages spoken in Iraq and Afghanistan.

With conflicts ongoing in these two nations, there’s a need for at least some Soldiers to have knowledge of the languages spoken there. A recent study by the House Armed Services Committee highlighted the need for increased language capability in the armed forces.

“Only a small part of today’s military is proficient in a foreign language and until recently there has been no comprehensive, systematic approach to develop cultural expertise,” committee members wrote in their report in November 2008.

DLI’s “Headstart” program is one path that can help Soldiers develop language skills. Headstart is a computer-based, self-directed language learning program aimed at military members getting ready to deploy. The program offers lessons in five languages, including Dari, Pashto, Persian Farsi, Mandarin Chinese, and the dialect of Arabic used in Iraq.

The self-guided program takes between 80 to 100 hours to complete. After completing the course, Soldiers should be able to hit the ground in a new country with enough language skills to conduct business and have limited communication with civilians in the local language, according to the DLI commandant.

“You’d be able to take care of the survival-needs level of speaking requirements,” said Col. Sue Ann Sundusky, commandant, Defense Language Institute Foreign Language Center. “Even effectively conduct conversations and ask questions about a broad range of topics and understand a significant amount of the answers coming back. You’d certainly be able to communicate if you worked through the program.”

Sandusky said Headstart begins like every language program, in that all new language learners will need to learn numbers, colors, quantities, key verbs and key verb constructs. But the Headstart language program is designed primarily for military members on military missions and so the program is designed from that perspective.

“It’s basic language learning in a military context,” she said. “Every beginning student learns to count, and the basic military language student needs to learn to count too – but we can contextualize that in a way that it is meaningful. What are you counting? Are you counting money, houses, people in a crowd?”



Iraqi Headstart, a self-guided 80 to 100 hour program which gives Soldiers the tools to be able to conduct limited conversations with civilians and have basic cultural awareness skills.

Each Headstart language program is made up of two sections, including “sounds and script” and “military.” The sound and script portion of the program involves 10 modules that help Soldiers learn the four “modalities” of the language, including reading, writing, speaking and listening in the target language.

Module 1 of the Dari language program, spoken in Afghanistan, introduces students to the letters of the alphabet, and breaks those characters down by letters that are similar to the English alphabet, and letters that require students to learn a new sound. Subsequent modules introduce country names, telling time, weather, making appointments and topography. The lessons are broken into different interactive games involving word-matching using the Dari language script.

The second portion of the Dari language software, which is military themed, involves speaking and listening. Soldiers using the program will learn key phrases that might be used in the situations they could encounter in Iraq. In one module, users learn phrases and questions related to landmarks. “What city is this?” “This is Kandahar.” “What is the name of this village?” “This village is Asad Khyl.”

When DLI developed the Headstart program, the faculty put special emphasis on the military application of language, said Pamela Combacau, dean of technology integration at DLI.

“The main reason we are developing this is that there is a need in the field and there is nothing out there like this,” Combacau said. “Since our Soldiers are warfighters, they don’t have time to go through general global knowledge (lessons). This is a program for a specific purpose, not to teach a general language, but for the specific purpose for pre-deployment.”



The lessons in the military portion show questions and phrases in English and in Dari script. The program also shows transliterated phrases, where the Dari words are spelled out in Latin letters, so students can better learn to pronounce the words.

And on the screen, a digitally animated “avatar,” either a Soldier in battle gear or an Afghan civilian, speaks each phrase or question aloud. Within each module there are various steps, each presenting a different way to learn to speak Dari, each requires users to listen to the avatar speak and then determine what has been said.

The entire Headstart program is computer-based, involving various matching games, avatars, and speaking and listening skills.

“They try to capture a little bit of the excitement of video games in the sense that they have the avatar and you interact with it. It’s to take advantage of the fact the current generation of young Soldiers are computer savvy and would be bored with something not cutting edge,” Sandusky said. “And there is real good substantive language learning methodology in this program. It allows you to gain a little bit of familiarization in all four modalities”

The Headstart program also includes links to online “Field Support Modules” at <http://fieldsupport.lingnet.org>, that cover an array of cultural topics on nearly 40 countries. The cultural information is produced by members of the DLI staff and is largely original material, said Combacau.

All five language version of Headstart are available from the DLI’s Website at <http://fieldsupport.lingnet.org/products/headstart/> and are also available on CD-ROM. ♦

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equipment operator and signals interceptor?’ My ears perked up, but my look must have said ‘Say what?’ because he immediately ‘translated’ and said ‘linguist.’”

And thus began the fascinating Army career of this non-commissioned officer. It has led Folowell to studying Mandarin Chinese at the Defense Language Institute Foreign Language Center, deployment to Iraq, and then back to the Institute to work as a Chinese Military Language Instructor.

“The MLI is the first person that they (students) see straight out of basic training who has actually done the job they are training for in the field. The MLIs are able to convey the importance of learning in relation to the mission they will do and the potential lives they could save,” said Folowell.

As an NCO, Folowell’s mission at DLIFLC is as important as when she was in Iraq and worked on a special project to counter IED threats to allied forces.

Just as the NCO Corps is considered the backbone of the Army because of their ability to keep the Army standing in peace and wartime, NCOs like Folowell, and countless others, hold up the nation not only with their selfless dedication but also the knowledge they carry due to the experience they gained throughout their careers.

“I enjoyed my job (in Iraq) because it kept people alive, and I enjoy my job now because I am teaching service members how to keep themselves and others alive,” said Folowell.

This year the U.S. Army has declared 2009 to be the “Year of the NCO.” Each military installation will be recognizing outstanding NCOs for their contributions to the nation by highlighting their hard work, courage, dedication, and patriotism. ♦

YEAR OF THE ARMY NCO

What destiny has in store...

*By Sgt. 1st Class Brian Lamar
Strategic Communications*

Sgt. 1st Class Kristi Folowell didn’t know what destiny had in store for her when she talked with a recruiter on that fateful day 10 years ago. Never in her wildest dreams could she have imagined ending up in Beijing, at a restaurant, teaching students how to order food in Mandarin Chinese or leading a counter IED team in Iraq.

“I was interested in working with computers and was looking for something along that career path,” she explained, but when she got to the Military Entrance Processing Station, the recruiter had a different job to offer.

“After reading off a bunch of boring-sounding occupations, he said, ‘How about becoming an electronic warfare



Army Sgt. 1st Class Kristi Folowell atop a Humvee in Iraq in 2005.



Foreign Area Officers gear up for 21st century tasks

By Natela Cutter

Strategic Communications

Imagine someone telling you that you may end up working for the Secretary of Defense, giving senior civilian leaders advice about how the U.S. military operates on the ground and how best to achieve U.S. national security ends by working with foreign militaries; or that you may find yourself advising a U.S. commander in combat about the local customs and traditional power structures to help achieve success on the battlefield.

Sound crazy? Not for some 80 Foreign Area Officers who attended the Foreign Area Officer Orientation Course from February 11 to 13 at the Presidio of Monterey's Weckerling Center.

"I love my profession. For those who like working with foreign militaries through Embassies and on battlefields, studying languages and international relations, and traveling around the world, this is an absolutely fantastic career," said Col. Dino Pick, director of the FAO program at the Defense Language Institute Foreign Language Center.

The FAOOC, held semi-annually at DLIFLC, brings together newly designated FAOs for a three-day training session, designed to introduce them to their new career path and future training and educational requirements.

Today, the Army FAO program consists of about 1,000 officers, 850 of whom are actively working around the globe in various positions to include Combatant Commands, Army Service Component Commands, the Joint Staff, the Army Staff, the Office of the Secretary of Defense, almost every embassy in the world, the Department of State, various other Department of Defense and Federal agencies, and the National Security Council.

"DoD is expanding the program because of the value of the FAO's 'total package:' professional military skills, regional expertise, language competency, and military-political awareness to support the warfighter and advance U.S. interests at home and abroad," said DLIFLC Commandant, Col. Sue Ann Sandusky, a Sub-Saharan Africa FAO who spent 10 years working in U.S. Embassies in the region.

Col. Michael Curci, division chief for the FAO proponent office at the Pentagon, was a guest speaker at the conference. Curci opened his remarks with a message from the Army leadership. "Gen. (George) Casey is a strong advocate of the Foreign Area Officer Program," he said, referring to the Chief of Staff of the Army.

"Gen. Casey predicts that the need for Army FAO skills will grow exponentially as we progress to enhance

regional stability and provide security assistance in Iraq, Afghanistan and other parts of the world," Curci said.

"The Chief was very clear about our mission. Our primary mission is to support the warfighter, in both the strategic and operational context. In order to be successful, we must train long and hard to be able to operate simultaneously on multiple levels with high levels of competence," he said.

Curci reminded the conference attendees that individual Soldier skills, knowledge, and attributes make the difference on the battlefield, not inanimate objects.

"Indeed, training is the bedrock of our success; I cannot overemphasize the importance of what you are doing here at DLI and in your other blocks of training," said Curci.

As a result of military operations in Iraq and Afghanistan, new strides have been made toward rebalancing the Army in order to reduce the strain felt by Soldiers faced with frequent deployments. Along with this change, Curci says the Army is looking for new ways to bring up accessions numbers for FAOs.

"We have not met the needs for accessions to sustain the demand (for FAOs)," said Curci. "The resulting shortfall in FAOs requires the FAO proponent to look for efficiencies in accessions, training, and billets to meet and sustain present and future needs," he explained. "The number of FAOs currently entering the force each year has fallen below our desired numbers necessary to meet and sustain the demand."

To achieve this goal, Curci said the Army is looking to bring officers into the program who already have a masters degree in appropriate disciplines, fluently speak a foreign language and understand the culture and customs of a particular region.

"Accessing the right officers into the FAO program helps reduce the training pipeline without compromising our core competencies," said Curci.

Another option to reduce the training time is combining language and In-Country-Training (ICT) where feasible.

"This type of training will obviously not be available for every country, and it certainly won't be the answer for every officer, but we are looking at the possibilities," said Curci.

Speaking to an audience of young officers, nearly all of whom have served multiple combat tours in Iraq and Afghanistan, Curci said, "It is important to remain relevant to the Army and to our customers. By providing a political/military perspective with regional and cultural understanding, FAOs have become imperative in today's operating environment."

Guest speakers at the FAOC were Ambassador Edward Peck and retired U.S. Army Brigadier General John Adams, a former European FAO. ♦



DLIFLC Academic Senate revamps communications and teamwork building

*Courtesy of the
DLIFLC Academic Senate*

From the outside looking in, the Defense Language Institute Foreign Language Center can look like a giant Rubik’s cube. All the different colored moving pieces represent different groups who can enhance the mission of language training when lined up correctly. Getting those pieces into the right place takes brain power and dedication, the kind of power that only comes from volunteers who believe in their mission.

Fortunately for DLIFLC, two volunteer organizations try to put the Rubik’s pieces into the right order: the Faculty Advisory Council and the Academic Senate representatives elected from each school. The AS is currently engaged with DLIFLC leadership to streamline communication and reinvigorate the group. Furthermore, the AS wants to build a sense of mutual collaboration and shared governance concept of DLIFLC with the administration.

“This is an energetic, positive and professional Academic Senate,” said Dr. Mahera Harouny, Academic Senate President. “In the past year, we have had many first time accomplishments such as conducting Institute-wide surveys on motivation, values, study hall hours, and assessing theories and ideas for teacher incentives,” she said, adding that DLIFLC was for the first time presented at the California Community College Faculty Leadership Conference as an accredited two-year degree-granting institution.

At a communications workshop organized by the AS, Harouny explained that the shared purpose of the AS and FAC is to promote professionalism and excellence in teaching through a “meeting of the minds,” centered around ideas to improve the quality of academic programs, and provide advice on academic issues and educational priorities.

“One of the most important aspects of the FAC and AS is to be a forum for all teachers to communicate about academic concerns to those who can work to resolve these issues.”

Although the current AS and FAC have operated for a decade, Harouny is reinvigorating their functionality and expanding their influence at DLIFLC.

“We are bringing about positive changes, including an archival system for keeping minutes and agendas. We also publish a newsletter for the faculty, who are hard-working and dedicated,” said Harouny. The next large event organized by the AS is the 2009 Faculty Professional Development Day to be held on May 22. ♦



Kueilan Chen, a Faculty Development representative, hands out materials for review to AS colleagues in preparation for the May 22 Faculty Professional Development Day.



DLIFLC has made SCOLA – an educational U.S.-based international media content provider – available to you at any time in any place, providing you have Internet access. SCOLA provides a wealth of source material in more than 95 languages, including six channels of television equaling more than 52,000 hours per year of foreign language programming, hundreds of publications, audio broadcasts, pictures, and innumerable unique language learning resources.

All of this is accessible online, or via cable, by contacting SCOLA at contact@scola.org through your .gov or .mil e-mail address.

For more information visit SCOLA at www.scola.org



Over 400 years of experience leaves DLIFLC

By Sgt. 1st Class Brian Lamar
Strategic Communications

During a retirement ceremony on Jan. 30 the Defense Language Institute Foreign Language Center honored 17 language instructors for their dedication to their students, the Institute, and the country.

According to DLIFLC's Commandant and Installation Commander Col. Sue Ann Sandusky, the retirement of these instructors represented a loss of close to 400 years of collective teaching experience.



Retired are: Hiroko Tsuzuki, Young Chang, Tina Shim, Cecilia Barerra-Green, Ludmila Cole, Teresa Gryminska, Julian Menocal, Zenon Obydzinski, Nourredine Ale-Ali, Nizar Ersheid, Samuel Khacho, Samira Nissan, Yahia, Sirag, Despina White, Baghat Malek, Farid Hanalla and Iraj Salem.

"This is a potentially painful loss for the Institute and the quality of the rest of the staff here is the only reason we can carry on with our mission," Sandusky explained, as she went on to thank the departing faculty for their service.

The instructors retiring were from the Asian, Middle Eastern, European and Latin American, and Multi Language Schools, while one instructor was retiring from the Language and Science division of DLIFLC. These departures are creating a hole in the teacher pool.

"Replacing these individuals is a lengthy process, and in the interim, other faculty members will be doing extra duty to cover the work previously conducted by those faculty members who have retired," said Middle East School I dean Dr. Clive Roberts. "It is sad, but on the positive side, the Institute will look forward to welcoming new colleagues who will bring new perspective, ideas, and talents to DLIFLC."

The hardest hit area was the Arabic program. The department has instituted a temporary plan to keep the remaining teachers from feeling overwhelmed.

"We have been able to combine small sections to free up a number of teachers to temporarily fill the gaps without too much strain until a new class of students arrives at the end of March," explained Roberts, adding, "We are doing all we can to hire as expeditiously as possible." ♦

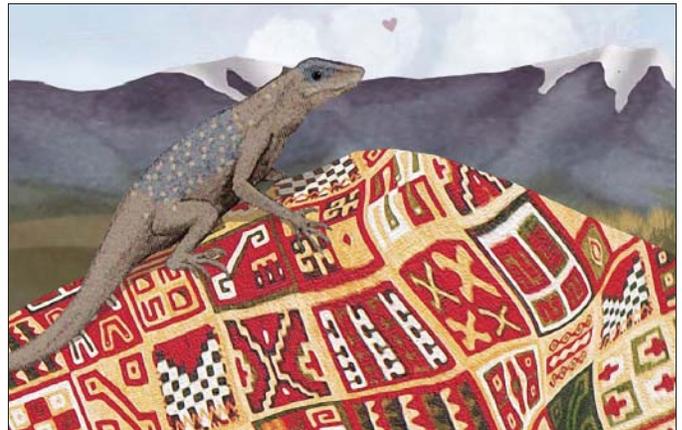
Defense Language Institute rolls out new programs

By John J. Kruzel
American Forces Press Service

The Defense Language Institute Foreign Language Center has launched two linguistic and cultural programs that now are accessible to the public.

"Legends and Folktales" is an interactive Web site that features animated versions of stories that form the cultural foundations of nearly three dozen countries. Short, narrated flash-animation films give viewers a rudimentary understanding of some of the ancient stories that still resonate strongly in national identities today. The films are available at <http://fieldsupport.lingnet.org/products/LF1>.

Similarly, DLIFLC's "Countries in Perspective" is a web-based tool designed to provide basic facts about countries and their geography, history, economy, society and security arrangements. The program, available at <http://www.lingnet.org/areaStudies/perspectives/default.asp>, is objective and fact-based, and doesn't editorialize, according to a DLIFLC news release.



DLIFLC officials also announced they've begun testing the Beta version of a Korean language and culture guide. These guides, known as Headstart Programs, are already available in Iraqi, Dari, Pashtu, Farsi, and Chinese. The kits provide non-linguist servicemembers a computer-based, self-paced method of receiving the equivalent of the first two weeks of training that students receive at the DLIFLC campus.

The self-guided program takes 80 to 100 hours to complete, according to a DLIFLC news release, and can be obtained at <https://lmds.dliflc.edu/home.aspx>.

"After completing the course, Soldiers should be able to hit the ground in a new country with enough language skills to conduct business and have limited communication with civilians in the local language," the release stated. ♦

www.defenselink.mil Feb. 11, 2009



DLIFLC starts up radio program dedicated to servicemembers

By *John J. Kruzel*
American Forces Press Service

The Defense Department's premier language school in Monterey, Calif., has launched several new initiatives designed to foster language and cultural outreach from as close as its backyard all the way to troops stationed in South Korea.

One domestically focused program the Defense Language Institute, or DLI, rolled out recently is a weekly AM radio program called "Salute to the Armed Forces."

The host, Army Sgt. 1st Class Brian Lamar, said the show is designed to connect military and civilian cultures.

"I want to show the local community that servicemembers are not only defending our nation, but are also real people with families who have many of the same problems in life," he said.

Lamar will interview uniformed servicemember guests on Wednesdays, discussing a range of topics that span military life. In the show's debut Feb. 4, two military moms spoke about the difficulties of balancing their military and family lives. A live stream of the show can be heard from 3-4 p.m. at <http://www.knry.com/StreamingMain.htm>. If listeners miss a show and want to hear an episode, they can log onto www.dli.podomatic.com. Listeners are also encouraged to call into the live line at (831) 373-1234. ♦

www.defenselink.mil Feb. 11, 2009

DLIFLC's next big venture: LIFT

By *Pfc. Chesley Bond*
Presidio Marine Corps Detachment

The small room was dominated by a table which seated officers and noncommissioned officers. At the front of the room, gesturing toward an interactive whiteboard, a young Soldier and Airman gave a thorough presentation about Facebook, completely in Arabic.

This is just one instance of a new program at the Defense Language Institute Foreign Language Center, under the direction of the Assistant Commandant, Air Force Col. William Bare. Leaders In Front Teaching, commonly referred to as LIFT, was started in December for all language courses. The program puts language students in the driver's seat, giving concrete expression to DLIFLC's commitment to learner-centered classes.

"The LIFT program is an initiative suggested by the assistant commandant," said Jieli Zhao, associate provost for undergraduate education. "The purpose is to motivate students by having student leaders conduct learning activities for the class."

The students who organize the project have a high degree of control over the implementation. When Airman 1st Class William Early and Army Sgt. Nicholas Morrell led their Arabic class they discussed, in Arabic, the effects of online networking sites, such as Facebook, on the global community. They formatted their class so that students went through the presentation three times for understanding, then followed up with an in-depth discussion.

"I think once the program grows a little, and ideas are exchanged, we will have a better idea of what a finished presentation should look like," said Marine Sgt. Benjamin Curtis, a Farsi student. For now, the key is that student-led lessons are designed to stimulate active learning.

The program stems from a discussion between Bare and DLIFLC Provost Dr. Donald Fischer. Bare said his previous experience in the classroom with student-led teaching really helped him take ownership of his education. According to Bare, Fischer immediately took the idea to the schools.

"I am very pleased to see how far the schools have taken this idea. The bottom line is to get our students more engaged in the learning process and to help develop stronger leadership qualities," said Bare.

Bare modestly refuses credit for the idea though, saying that the implementation of LIFT was handled by the teachers and students in the language schools. Everybody is working to make this happen. It is a fantastic team effort," said Bare. "Let's just call it a DLI idea." ♦



Airman 1st. Class Heang Puy Ly created a Korean lesson plan and taught the last unit of the semester, Unit 14, to his classmates.

New Iraqi, Dari, Pashto, Persian Farsi, and Chinese Headstart programs available NOW!



DLIFLC has released four new Headstart language programs. Dari, Pashto, Persian Farsi, and Chinese Headstart join Iraqi in this revolutionary new program. The 80-hour self-paced interactive lessons teach service members to read signs, pronounce basic phrases, understand cultural nuances, and give deployed warfighters an edge in understanding what is going on around them. All five Headstart programs are available for download at www.lingnet.org and can be ordered at www.dliflc.edu



The Defense Language Institute Foreign Language Center will host its annual **CLPM Seminar** from May 5-7 in Monterey, California.



The theme for 2009 is:

**“Language Proficiency Sustainment & Enhancement:
Using All Resources”**

CLPMs and Language Managers are invited to attend. For further information go to <http://clpm.lingnet.org> or e-mail: pres.CLPMConfPOC@conus.army.mil