Greetings from the Defense Language Institute Foreign Language Center! I am proud to offer our latest issue of the Globe, and take the opportunity to discuss the great news happening across the institute.

You’ll note that this issue is dedicated to our veterans and is meant to link our past to our future. Put another way, DIIFLC would not be the world-renowned institution it is today were it not for the foundation of our predecessors. We stand on the shoulders of their successes, strive to build upon their efforts, and take DIIFLC to new heights academically and professionally.

As DIIFLC enters its 75th year in 2016, it is important to look in our rear view mirror so we can better understand where we’re going. Opened in an aircraft hanger at Crissy Field on the Presidio of San Francisco in 1941, the institute was born under austere conditions, by some of the most forward thinking Soldiers of the time. Understanding the growing need for military linguists, our founders were provided $2,000 and told to “figure it out” with sixty students who initially used orange crates for desks. Over the last 75 years, that minimal start has matured into almost 230,000 graduates who learned nearly 100 different languages over this period.

It is important to note that since the need was identified back in 1941 for culturally astute military linguists, each DIIFLC graduate has also learned another critical skill while acquiring their language. That skill is the ability to assist our military and civilian leadership in making informed decisions and managing risk by the way of understanding the context in which a foreign language is being used.

Nearly each time an important military decision has been made overseas, a DIIFLC military service member has been involved in the decision-making cycle, giving that critical advice to commanders in the field.

Our rich past encourages us to meet new challenges. The 2+2+2 goal for our undergraduate students is on the minds of everyone at DIIFLC. However, we know what our predecessors did with $2,000 and the guidance to “figure it out.” Fortunately for us, there has been a tremendous effort put into the details of our 2+2+2 plan and it is well resourced. We are definitely postured for future success. Still, we need to remind ourselves that 2+2+2 is just a first step. We also need to focus on our efforts in Continuing Education to help military linguists reach 3+3+3 and beyond.

DIIFLC is a dynamic institution, at the forefront of foreign language acquisition and the development of a professional military linguistic force. I am indeed humbled to be a part of this important process.

From the Top
DIIFLC Commandant, Col. Phillip J. Deppert

Col. David Chapman passes the guidon to Kirby Brown, deputy to the commanding general of the U.S. Army Combined Arms Center. As Col. Phillip Deppert stands ready to take command of DIIFLC July 29. See the story on page 5.

(Photograph by Gary Harrington, DIIFLC Public Affairs)

ON THE COVER
DIIFLC Commandant, Col. Phillip Deppert visits with a Nisei veteran during a ceremony at Crissy Field on the Presidio of San Francisco Nov. 14, 2015. (Photo by Patrick Bray, DIIFLC Public Affairs)

FULL STORY Page 14-15

BACK COVER
Join us to celebrate the 75th anniversary of the Defense Language Institute Foreign Language Center on Nov. 4 and 5, 2016.

The event will kick off with the induction of new DIIFLC Hall of Fame members. On Saturday, Nov. 5, the DLI Foundation will co-host with the institute the 75th DIIFLC Anniversary Ball, to be held at the Hyatt Regency in Monterey from 6 to 11 pm.

To find out more about the event, please go to: www.dli-foundation.org

주의: 특별히 제공된 콘텐츠.
As we reflect on 2015, I begin by acknowledging and recognizing our world class, one of a kind faculty and staff, including those at our DLI-Washington and Language Training Detachment sites, both CONUS and OCONUS, and every cadre member within our four service detachments. I applaud your character and virtues for being experts and professionals in support of our mission; a difficult job, extremely well done. As we usher in 2016, I am certain we will remain laser focused as we continue developing competent, culturally based professional military linguists.

This upcoming year in 2016, we will embark on a significant milestone; DLIFLC will celebrate its 75th anniversary. Without doubt, all of us should look forward with excitement as we approach this significant achievement. Reflecting on the past of DLIFLC dating back to 1941, I found a story of military triumph resulting from the success of Japanese courses taught in San Francisco.

My research revealed the following: U.S.-trained military linguists and analysts turned the tide of World War II during the Battle of Midway. This was a turning point in the war and it could not have been successful if it were not for the cryptanalysts who broke the JN-25 Japanese Naval code. Commander Joseph J. Rochefort and his intelligence analysis team were able to confirm Midway as the target of an impending Japanese strike. Our military linguists intercepted and our analysis decoded those Japanese messages. Very quickly, they were able to provide Admiral Nimitz with a complete Japanese Naval Order of Battle.

As I reflect on the present day DLIFLC, the caliber of our linguists who have volunteered to answer the call to serve, are some of the very best and brightest of our nation. Our relevant curriculum, our passionate teachers, coupled with our sustainment Language Training Detachments serve our “linguist cycle of excellence” as we teach more than 100 languages.

Optimistically looking into the future of DLIFLC, I am certain our legacy will continue to leave a positive and lasting impact on matters of national interest and national defense. I look forward to knowing that DLIFLC linguists will graduate at higher proficiency rates. Whatever the future holds, may we all serve as worthy as those who stood against impossible odds in 1941, with unending teamwork, selfless service, all while remaining grounded on pride and discipline. I remain impressed. Our Soldiers, Marines, Sailors, and Airmen will certainly answer the call.

Since 1941, we remain DLIFLC Strong!

“Yankee Samurai”

Matildo Coppi
Command Sgt. Maj. Matildo Coppi

Deppert assumes command as Chapman says farewell

By Patrick Bray
DLIFLC Public Affairs

MONTREY, Calif. – After serving successfully for more than a year, Col. David Chapman relinquished command of the Defense Language Institute Foreign Language Center to Col. Phillip Deppeart July 29, at the Presidio of Monterey.

Chapman, in his farewell remarks, recognized what he called a “world class faculty” and thanked them for their dedication and all they do for the institute.

“DLIFLC is the standard in language acquisition, testing and maintenance. No one does what you do and no one does it on this scale,” said Chapman.

“I am honored to have had the opportunity to lead such an amazing organization and I wish you all the best,” said Chapman.

Deppeart arrived in Monterey after serving as the chief of staff and deputy commander of Joint Task Force North at Fort Bliss, Texas.

“DLIFLC has established a great legacy of producing the best language professionals in the world,” said Deppeart in his first remarks as commandant. Deppeart told Chapman he can rest assured that the institute will remain in good hands and wished him and his family “fair winds and following seas” as they move on to their next assignment. Chapman is now the senior defense official and defense attaché at the U.S. Embassy in Paris.

DLIFLC is regarded as one of the finest schools for foreign language instruction in the world. The institute provides resident instruction in 23 languages to approximately 3,500 service members, five days a week, seven hours per day, with two to three hours of homework each night.

“I am honored to have had the opportunity to lead such an amazing organization and I wish you all the best”

—Col. David Chapman—

After serving successfully for more than a year, Col. David Chapman relinquished command of DLIFLC, Presidio of Monterey, California, to Col. Phillip Deppeart July 29. (Photo by Patrick Bray, DLIFLC Public Affairs)
TRADOC general says DLIFLC is a “national treasure”

By Patrick Bray
DLIFLC Public Affairs

MONTEREY, Calif. – The Defense Language Institute Foreign Language Center welcomed Lt. Gen. Kevin W. Mangum, the deputy commanding general and chief of staff of the U.S. Army Training and Doctrine Command at Fort Eustis, Virginia, to the Presidio of Monterey, California, Sept. 2.

"There is a lack of language proficiency in the Army. Having men and women who better understand the culture, and certainly speak the language, as we engage populations across the world is critical," said Mangum, during his first visit to the institute since appointed to his new position at TRADOC in 2014.

"Language is the driver to understanding a culture," Mangum said, referring to the native-born DLIFLC faculty who already provide a level of cultural awareness as they teach language in the classroom.

A career aviator, with overseas deployments to Korea, Honduras, the Persian Gulf, Turkey, Bosnia, Afghanistan and Iraq, Mangum recognizes the crucial role that cultural training and language familiarization play for the warfighter.

"With the outreach programs that DLI has, we could certainly provide better cultural awareness and some basic language skills to the operating force," said Mangum. "We must make them more culturally aware and provide as much regional expertise as we can."

Turning from cultural awareness to training more proficient professional linguists, Mangum spoke briefly about the value of overseas immersion training opportunities and the benefit students gain from the experience.

"It's one thing to sit in a classroom at the Presidio of Monterey and talk about other cultures and languages, but putting it into context and perspective in the native land is priceless," said Mangum.

DLIFLC has a robust immersion language program that sends students to more than 20 countries outside of the U.S. Returning students say that the experience improves confidence and motivation in using the language, which generally contributes to higher scores on their final language proficiency test.

Recognizing that it is not possible to send every student overseas, DLIFLC has a designated Isolation Immersion facility where students spend from one to two days immersed in the language and culture, an experience that cannot be replicated in the classroom.

"I'm happy that we are doing immersions and I know there is an initiative to get more of it," said Mangum.

Mangum's visit to DLIFLC lasted only a day, but he was able to observe the full spectrum of training that linguists undergo.

"It all starts here. DLIFLC plays a great role for the entire joint force in what it provides," said Mangum. "Obviously this is where we grow our linguists in their language proficiency and then send them out to the rest of the big-wide world. The language experts, the linguists that are trained here, certainly make a difference when they hit the ground in their units."

"This is a world-class language institute… and a national treasure. It was a pleasure to see it and learn more about it," said Mangum.

He observed language training at the institute's Middle East School III and interacted with students studying Arabic. He then visited the Directorate of Continuing Education to observe further education of linguists after completing the basic program. Later in the day, Mangum spoke to Command Language Program Managers who are responsible for ensuring that units in the field continue to provide language sustainment opportunities for professional linguists.

Lt. Gen. Kevin W. Mangum, the deputy commanding general and chief of staff of TRADOC, speaks with Middle East III School Assistant Dean Zdravko Avdalovic. (Photo by Natela Cutter, DLIFLC Public Affairs)
Acting under secretary of defense for intelligence says “language worth the investment”

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif. - Acting under secretary of defense for intelligence, Marcel Lettre, visited the Defense Language Institute Foreign Language Center Nov. 4, to gain a greater understanding of the institute’s vital mission of educating and training Department of Defense linguists.

“Languages and cultural awareness of our forces is critical in making strategic solutions to protect the nation,” said Lettre.

Lettre had the opportunity to receive a brief given by DLIFLC Commandant Col. Phillip Deppert, meet the institute’s staff, and pay a visit to the Persian Farsi School where he observed students in action in the classroom.

““There are a lot of tough choices that the Defense Department has to make on budgets. It is worth having an investment in languages even though we have to make tough choices, and not forgetting the impact that languages have and looking to reinforce that capability wherever we can,” he said.

Lettre had the opportunity to receive a brief given by DLIFLC Commandant Col. Phillip Deppert, meet the institute’s staff, and pay a visit to the Persian Farsi School where he observed students in action in the classroom.

“One of the responsibilities that my office has for the Secretary of Defense is to make sure that we are building intelligence capability for today, tomorrow and the future,” said Lettre. “Languages and cultural awareness of our forces is critical in making strategic solutions to protect the nation.”

Service members earn prestigious German military badge

By Sgt. 1st Class Ryan Bickel
Immersion Language Office

MONTEREY, Calif. – Sixteen service members assigned to the Defense Language Institute Foreign Language Center, Presidio of Monterey, California, and two service members in local reserve units, earned the German Armed Forces Badge for Military Proficiency. German Army Col. Peter Frank awarded the badges following the DLIFLC Commandant’s Run July 24.

Participants tested for the proficiency badge July 13 to 16 at Fort Ord in Seaside, California, with help from six German Army and Air Force officers. Eighteen of the 21 personnel who tried out qualified, with eight service members earning the gold badge and 10 earning the silver badge.

The German Armed Forces Badge for Military Proficiency is one of several hundred foreign awards approved for wear on U.S. military uniforms. This was the first time DLIFLC conducted qualification events to earn the proficiency badge.

“This was a good opportunity to get out into the field and do things I don’t get to do on a daily basis,” said 1st Lt. Joy Palmer, DLIFLC executive officer. “I also enjoyed working with the German officers whom I just met from the Naval Postgraduate School.” Palmer is one of the recipients of the gold badge.

“It’s an honor to be able to earn this award. I’ll always wear it with pride,” said Palmer.

To qualify, participants are tested in their physical prowess, marksmanship skills, first aid, and knowledge of nuclear, biological and chemical protective gear.

A 100-meter swim, basic fitness test and a ruck march tested physical fitness. Participants swim while wearing their combat uniform in under four minutes without assistance. This was followed by treading water while removing the uniform. The basic fitness test consisted of three timed events with averaged scores, that included a shuttle run, flexed arm hang keeping their chin above the pull-up bar, and a 1000-meter run.

The following day, service members completed a 9 or 12 kilometer ruck march in under 90 or 120 minutes respectively, based on their qualifying scores in the fitness test up to that point. After completion of the ruck march, service members had to pass a first aid test and a nuclear, biological and chemical protective gear test.

The qualifications concluded with pistol marksmanship at the Laguna Seca Shooting Range in Salinas, California. DLIFLC leadership is working closely with German officers attending courses at the Naval Postgraduate School in Monterey to develop plans to make qualification for the German Armed Forces Badge for Military Proficiency a regular event.
MONTEREY, Calif. – The Defense Language Institute Foreign Language Center conducted its Fall 2015 Resiliency Day in conjunction with Patriot Day and Suicide Prevention Month Sept. 11 at the Price Fitness Center field, at the Presidio of Monterey, California.

Resiliency Day promotes wellness, safety, team-building, unit morale, and esprit de corps among service members, especially at DLI/FLC where the stress of foreign language study can seem overwhelming.

Col. Phillip Deppert, DLI/FLC commandant, kicked off the day’s events, which included physical fitness competitions such as team sports and races, wellness awareness activities, a variety of food vendors, and much more.

“We stop and take a knee today to remember to take care of each other,” said Deppert in his suicide awareness remarks. He continued by encouraging the troops to have fun and stay safe. “You all deserve to have this break today.”
DLIFLC student among winners of UN essay contest

By Patrick Bray
DLIFLC Public Affairs

MONTEREY, Calif. – Spc. Caitlin League, an Arabic language student at the Defense Language Institute Foreign Language Center, Presidio of Monterey, California, spoke at the United Nations General Assembly in New York City July 24. League is one of 70 worldwide winners of the “Many Languages, One World” international essay contest. (Photo courtesy Spc. Caitlin League)

League met the other Arabic language winners from around the world on July 20 at the “Many Languages, One World” forum. For the next two days, these students worked together to develop a topic to address to the U.N. General Assembly. From early morning until late at night the students wrote in Arabic about “equitable quality education and lifelong learning opportunities for all.” They also had to ensure their presentation was within the time constraints, which equaled about two minutes for each student.

The “Many Languages, One World” forum culminated in the trip to the General Assembly July 24.

“It was really, really amazing to actually go into the General Assembly where you see major decisions taking place,” said League. “We walked in and were treated like very important dignitaries. We had seats assigned just for us. We had interpreters assigned just for us.”

“It was also interesting to see everything come together and to listen to the other groups and what ideas they came up with,” said League.

The U.N. set sustainable development goals for 15 years in 2000. Now, the U.N. is coming up with its post-2015 agenda through 2030. Many of the U.N. delegates in attendance were interested in what the students had to say.

“I could see people there listening to us and trying to pick out what they could take away from our presentations,” said League, surprised that the contestants drew so much interest.

Afterwards, the students had an opportunity to socialize with U.N. delegates and learned how busy diplomatic life can be.

Though League has visited New York many times before, she believes that her U.N. experience will be the most memorable. “I don’t think anything will ever top this,” said League.

The “Many Languages, One World” international essay contest is held annually and is organized by ELS Educational Services Inc. and the United Nations Academic Impact.

“Just the topic alone was enough to deter a lot of people,” said League. “Fortunately, the organizers provided us with a lot of links to information to help us get started.”

The essay contest rules further stipulated that the essay be written in a language other than their first language and be an official language of the United Nations – Arabic, Chinese, English, French, Russian or Spanish.

“I chose to write in Arabic about the importance of cultural diversity in the U.N.s sustainable development agenda and why it’s important to recognize viewpoints from all over the world as opposed to just a Western point of view,” said League. “Bilingualism is important in sustainable development because it helps you speak to people in their native language where they’re more comfortable discussing ideas they may not have heard or encountered before.”

Students from 42 countries participated in the contest. All of them are pursuing undergraduate or graduate degrees representing 60 prestigious international universities. A total of 70 students were selected from a pool of more than 1,200 entrants. League was one of 10 winning Arabic language students.

Those who were selected underwent an interview via Skype to further ensure the student is not a native speaker but also capable of speaking in that language.

Finally, at Adelphi University in Garden City, New York, League met the other Arabic language winners from around the world on July 20 at the “Many Languages, One World” forum. For the next two days, these students worked together to develop a topic to address to the U.N. General Assembly. From early morning until late at night the students wrote in Arabic about “equitable quality education and lifelong learning opportunities for all.” They also had to ensure their presentation was within the time constraints, which equaled about two minutes for each student.

The “Many Languages, One World” forum culminated in the trip to the General Assembly July 24.

“It was really, really amazing to actually go into the General Assembly where you see major decisions taking place,” said League. “We walked in and were treated like very important dignitaries. We had seats assigned just for us. We had interpreters assigned just for us.”

“It was also interesting to see everything come together and to listen to the other groups and what ideas they came up with,” said League.

The U.N. set sustainable development goals for 15 years in 2000. Now, the U.N. is coming up with its post-2015 agenda through 2030. Many of the U.N. delegates in attendance were interested in what the students had to say.

“I could see people there listening to us and trying to pick out what they could take away from our presentations,” said League, surprised that the contestants drew so much interest.

Afterwards, the students had an opportunity to socialize with U.N. delegates and learned how busy diplomatic life can be.

Though League has visited New York many times before, she believes that her U.N. experience will be the most memorable. “I don’t think anything will ever top this,” said League.

The “Many Languages, One World” international essay contest is held annually and is organized by ELS Educational Services Inc. and the United Nations Academic Impact.

“Just the topic alone was enough to deter a lot of people,” said League. “Fortunately, the organizers provided us with a lot of links to information to help us get started.”

The essay contest rules further stipulated that the essay be written in a language other than their first language and be an official language of the United Nations – Arabic, Chinese, English, French, Russian or Spanish.

“I chose to write in Arabic about the importance of cultural diversity in the U.N.s sustainable development agenda and why it’s important to recognize viewpoints from all over the world as opposed to just a Western point of view,” said League. “Bilingualism is important in sustainable development because it helps you speak to people in their native language where they’re more comfortable discussing ideas they may not have heard or encountered before.”

Students from 42 countries participated in the contest. All of them are pursuing undergraduate or graduate degrees representing 60 prestigious international universities. A total of 70 students were selected from a pool of more than 1,200 entrants. League was one of 10 winning Arabic language students.

Those who were selected underwent an interview via Skype to further ensure the student is not a native speaker but also capable of speaking in that language.

Finally, at Adelphi University in Garden City, New York,
DLIIFLC HONORS NISEI ROOTS

"Without you, the Nisei veterans, there would be no Defense Language Institute."

- Col. Phillip Deppert-

By Patrick Bray
DLIIFLC Public Affairs

SAN FRANCISCO, Calif. — Marking the second anniversary of the opening of the Military Intelligence Service Historic Learning Center on Crissy Field in San Francisco, veterans, their families and guests gathered together to mark Veterans Day on Nov. 14.

"Without you, the Nisei veterans, there would be no Defense Language Institute," said guest speaker, Col. Phillip Deppert, commandant of the Defense Language Institute Foreign Language Center in Monterey, California. "I am here to thank you personally, from the bottom of my heart, for the things you have done in the service of this great nation."

DLIIFLC in fact traces its history to the eve of World War II when the Army decided to establish a secret language school with soldiers of Japanese descent, called Nisei. Numbering around 60, the second generation Japanese-Americans undertook language studies just five weeks before Pearl Harbor, in an abandoned aircraft hangar at the Presidio of San Francisco on November 1, 1941.

"These brave soldiers not only fought like lions and used their language skills, but they had a strategic impact – interpreting for generals, working the peace negotiations, or as court translators during the post-war trials," said Deppert.

Deppert spoke about the World War II Nisei legacy and their contribution to what is now the largest foreign language school in the U.S.

"We have come a long way from our modest beginnings here in 1941. Today, we teach 23 resident languages with the capacity to instruct another 65 through our Washington, D.C. office. All said and told, we have graduated more than 200,000 linguists since 1941," said Deppert.

Though the Presidio of San Francisco today is closed, the hangar where it all began almost 75 years ago still remains as part of the Golden Gate National Recreation Area just below the Golden Gate Bridge. To honor the Nisei’s service and sacrifice, the National Japanese American Historical Society established the MISHitu Center as a place where younger generations can see Nisei accomplishments and bravery during World War II.

Other speakers included the Consul General of Japan in San Francisco, Jun Yumada, and personal reflections from Nisei veterans.

The success of the first few Nisei linguists convinced the War Department to establish Japanese-American combat units, such as the 442nd Regimental Combat Team that fought in Italy, France and Germany.


Lawson Sakai, a veteran of the 442nd, said that he is often asked why Nisei were so willing to serve while their families were being interned under an executive order during World War II.

A Nisei veteran looks at an exhibit at the Military Intelligence Service Historic Learning Center on Crissy Field in San Francisco Nov. 14. The National Japanese American Historical Society paid tribute to World War II Nisei veterans during a ceremony at the learning center. (Photo by Patrick Bray, DLIIFLC Public Affairs)

"If we had not served, people would look upon the Nisei as an idle group. What we showed this country is that we too are loyal American citizens," said Sakai.

Another Nisei unit, the U.S. Army Reserve’s 100th Infantry Battalion from Hawaii, also saw combat in North Africa and Europe.

On October 5, 2010, the 100th Infantry Battalion, the 442nd Regimental Combat Team and the Military Intelligence Service received the Congressional Gold Medal, officially recognizing the service and sacrifices of the Nisei in World War II.

Below, Ronald Yoshida, a Nisei veteran, wears his Congressional Gold Medal during the National Japanese American Historical Society World War II Veterans Day ceremony. (Photo by Patrick Bray, DLIIFLC Public Affairs)
Veterans Day on the Presidio of Monterey and in our community

Defense Language Institute Foreign Language Center Commander Col. Phillip Duppert and DLFLC Command Sgt. Maj. Matthew Copp presents a speech during the Veterans Day ceremony at Cook Hall Nov. 9. (Photo by Patrick Bray, DLFLC Public Affairs)

1st Lt. Jay Pulver visits with a Notre Dame High School student in Salinas, California, during a veteran appreciation luncheon. (Photo by Naoemi Carter, DLFLC Public Affairs)

The Archive Senior Inc. group invited service members from DLFLC to a luncheon in Salinas, California, Nov. 12 in honor of Veterans Day. (Photo by Patrick Bray, DLFLC Public Affairs)

DLFLC Color Guard and service members participate in the Hollister, California, Veterans Day Parade Nov. 11. (Photo by Staff Sgt. Tyler Demont)

Two DLFLC Color Guard members lay a wreath at the Presidio of Monterey Cemetery on Nov. 11. (Photo by Staff Sgt. Tyler Demont)
Retired general,
“DLIFLC experience influenced most of my career”

By Patrick Bray
DLIFLC Public Affairs


Adkins retired from the Army National Guard as the 28th adjutant general of Maryland and served just four days short of 40 years. Throughout that time he says that his DLIFLC experience has influenced him for most of his career.

“Now, it’s hard to believe that it’s been 40 years since my class was here and that I sat where you are today. In October 1975, we would have been halfway through our Russian program. We experienced the same emotions that you no doubt are experiencing, from excitement to uncertainty, from frustration to fear, and we had a little fun along the way,” said Adkins.

Adkins spoke to an audience of about 200 students about his experience and personal stories from his time as a student. He emphasized the lasting friendships he made with several of his classmates who joined him on the visit, as he shared photographs from when they were students. He quoted his class leader, Staff Sgt. Al Kohler, who said he was born in Pennsylvania but learned to “live” at the school in Monterey.

“As you see with our class, friendships and bonds formed here have lasted for decades,” said Adkins.

“Your experience here at DLIFLC will be a part of you for the rest of your lives,” said Adkins. “In my case, DLIFLC was always at the core of my preparations for a career that took me from Afghanistan to Iraq; from Kuwait to Kosovo; from Cairo to the Sinai; from Bosnia and Herzegovina in the Balkans to Estonia in the Baltics; from stateside assignments to the Far East, and a lot of places in between.”

Adkins began his career as an enlisted Soldier and later became a commissioned officer serving in intelligence, infantry and cavalry assignments. He graduated from the U.S. Army Command and General Staff College and the U.S. Army War College.

“DLIFLC meant more to me than any other school I attended including the War College. It provided us with an understanding of language and culture that were instrumental to our success as Soldiers and civilians,” said Adkins.

“You never know when you will get an opportunity to use your language. In my case, there were little opportunities and big ones. From a park bench in San Antonio to the streets of East Berlin to a stranded vehicle in an East Coast blizzard, I had the opportunity to use my Russian. Be ready and use it,” said Adkins.

Adkins also warned students that the “Russian bear is once again stirring.”

“DLIFLC has no doubt seen an ebb and flow of emphasis on certain languages. I imagine today that Russian is on the rise as it was 40 years ago,” said Adkins.

Recently, Army Chief of Staff Gen. Mark Milley outlined goals for active duty and reserve components stating that with the drawdown in the number of troops, he would be increasingly calling on the National Guard to potentially deter growing threats from Russia, China and North Korea.

As a retired Army National Guard officer, Adkins asserts that the National Guard is already an essential component of the Army, especially with the State Partnership Program, which links a state’s National Guard with the armed forces of a partner country in a cooperative relationship.

“Since 9/11 the National Guard has been effectively deployed and these partnerships have only grown stronger,” said Adkins after his speech to the students.

As a Russian linguist, Adkins knows how important language and cultural understanding is in building a partnership.

“You can’t surge a partnership,” said Adkins as he continued about the program. “When the time comes that these partnerships are needed to deter aggression or for any other reason, they are already established,” he said.

As adjutant general of the Maryland Army National Guard, Adkins oversaw the state’s partnership with Estonia in the Baltics.

“Russian was valuable to me when I assisted the former Soviet Republic of Estonia in its transition out of what they called their occupation,” said Adkins.

“As you begin to apply your language skills in assignments after DLIFLC, you never know when you will be that service member who, at a critical time and place, will see something or hear something that saves the lives of fellow Americans and possibly change the course of history,” said Adkins.
DLIFLC raises graduation standards

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif. – With an ever-increasing, unstable political landscape overseas and demands for higher foreign language proficiency of Defense Language Institute Foreign Language Center linguists, the graduation standard at the institute has been changed to 2+/2+ in both reading and listening modalities of the Defense Language Proficiency Test. While the change will become effective as of 2022, the schools are already working toward that standard.

"The push for 2+ is not something new," said DLIFLC Provost Dr. Betty Lou Leaver. "When we received the requirement back in 2002, we were not in the position to implement such high standards without significant change." Just after 9/11, the institute was struggling to meet immediate requirements for the training in obscure languages such as Dari, Pashto, Tadjik, Uzbek and Georgian.

"Instructors here literally wrote curricular in the afternoon after the last class of the day and taught it in the morning," said Leaver. With the support of the Department of Defense, a Proficiency Enhancement Plan was implemented that called for the reduction of class sizes, higher student aptitude entry scores, the hiring of more faculty, upgrading curricula, enhancing faculty training, and deploying cutting edge technologies in the classroom.

Additionally, DLIFLC responsible for the development and fielding of the DLPT worldwide in more than 60 languages, revamped its tests, moving from paper and pencil to computerized exams.

"But even with all this investment—more teachers, better tests, more technology, smaller classes and new buildings-reaching 2+ will be challenging," said Leaver, speaking about the Interagency Language Roundtable scale used by government.

There are several things that Leaver says need to be done to reach this goal, mostly from an academic perspective.

"We have to change our philosophy from teaching transactions, a methodology focused on communicative competence, to one of transformative pedagogy, in which students are encouraged to take control of their own learning. On the other hand, teachers need to be empowered to tailor their curriculum to student needs through a syllabus-based, open architecture approach to curricular design," she explained.

This change will occur methodically and by plan over the next six years. There is a lot of work ahead. Each language will "mature" according to a carefully scheduled timeline, based on the current success rate of that language and considerations such as level of staffing and experience of the faculty with higher levels. The latter requires significant investment in faculty development, to give instructors the proper tools to teach to higher levels.

Some of these tools, according to Leaver, include extensive use of diagnostic assessment and recall protocol (formative assessment tools) at all levels with all students, and more subject-based (vs. skills based) immersion opportunities for both strong students and at-risk students. Other methods include using authentic materials from day one, a more rapid introduction to sound and script, and incorporation of aspects of content-based instruction, project-based instruction, and scenario-based instruction, along with the development of greater student autonomy by putting students in front, leading instruction, and thereby learning by doing.

"It was very cold and there were not many trees," Yang said, with a laugh as he recalled his childhood days in Hohhot. "It was almost desert-like, but we lived in the city so it wasn’t what a lot of people think of Mongolia — herders, cattle, and horses.

Yang grew up in a bicultural, bilingual family with his father being ethnic Mongolian and his mother a Han Chinese. As such, they were given a choice of which school to attend. The family chose the more beneficial one, which was the Mandarin school, as opposed to the Mongolian school. As a result, Yang speaks only Chinese.

Both of Yang’s parents worked. His mother was a doctor of internal medicine and his father was employed by the government as a public prosecutor.

"In America, people think that we must have had a lot of money with a lawyer dad and doctor mother, but that was not always the case," said Yang. "It wasn’t a luxurious life but it was a decent life.

One of the most difficult times for Yang, when he was about 15 years old, was when his father was placed under house arrest for more than a year at his workplace during the Cultural Revolution that took place from 1966 to 1975. Yang’s father was eventually exonerated and received an apology from the Chinese government in 1976.

Because of this, Yang developed a habit of listening to the radio.

By Patrick Bray
DLIFLC Public Affairs

MONTEREY, Calif. – Zhijian “kevin” Yang has been teaching at the Defense Language Institute Foreign Language Center’s Asian School I since 2007, but his story begins during the days of China’s Cultural Revolution in the mid-1960’s, in Hohhot, the capital city of China’s Inner Mongolia Autonomous Region.

“By the way, I was 11 years old when the Cultural Revolution started,” Yang said, “and I still remember being sequestered in my school dormitory with the other kids to watch the red guards march by our windows.”

Yang grew up in a bicultural, bilingual family with his father being ethnic Mongolian and his mother a Han Chinese. As such, they were given a choice of which school to attend. The family chose the more beneficial one, which was the Mandarin school, as opposed to the Mongolian school. As a result, Yang speaks only Chinese.

Both of Yang’s parents worked. His mother was a doctor of internal medicine and his father was employed by the government as a public prosecutor.

“In America, people think that we must have had a lot of money with a lawyer dad and doctor mother, but that was not always the case," said Yang. "It wasn’t a luxurious life but it was a decent life.

One of the most difficult times for Yang, when he was about 15 years old, was when his father was placed under house arrest for more than a year at his workplace during the Cultural Revolution that took place from 1966 to 1975. Yang’s father was eventually exonerated and received an apology from the Chinese government in 1976.

Because of this, Yang developed a habit of listening to the radio.

(Determination leads teacher to DLIFLC)

By Patrick Bray
DLIFLC Public Affairs

MONTEREY, Calif. – Zhijian “kevin” Yang has been teaching at the Defense Language Institute Foreign Language Center’s Asian School I since 2007, but his story begins during the days of China’s Cultural Revolution in the mid-1960’s, in Hohhot, the capital city of China’s Inner Mongolia Autonomous Region.

“It was very cold and there were not many trees,” Yang said, with a laugh as he recalled his childhood days in Hohhot. “It was almost desert-like, but we lived in the city so it wasn’t what a lot of people think of Mongolia — herders, cattle, and horses.

Yang grew up in a bicultural, bilingual family with his father being ethnic Mongolian and his mother a Han Chinese. As such, they were given a choice of which school to attend. The family chose the more beneficial one, which was the Mandarin school, as opposed to the Mongolian school. As a result, Yang speaks only Chinese.

Both of Yang’s parents worked. His mother was a doctor of internal medicine and his father was employed by the government as a public prosecutor.

“In America, people think that we must have had a lot of money with a lawyer dad and doctor mother, but that was not always the case,” said Yang. “It wasn’t a luxurious life but it was a decent life.

One of the most difficult times for Yang, when he was about 15 years old, was when his father was placed under house arrest for more than a year at his workplace during the Cultural Revolution that took place from 1966 to 1975. Yang’s father was eventually exonerated and received an apology from the Chinese government in 1976.

Because of this, Yang developed a habit of listening to the radio.

(Determination leads teacher to DLIFLC)
“Some stations out of Hong Kong were saying different things from what Chinese stations were saying,” said Yang. “One station I listened to all the way up through university was the Voice of America.”

A few years following the Cultural Revolution, Yang enrolled at the Inner Mongolia University as an English major in 1978 where he became even more of a freethinker.

Some of the Voice of America programs taught English. One day he even sent a letter requesting a free textbook, but did not have high hopes of receiving anything.

“A month later the Chinese Communist Party secretary in my department called me to her office. There were these books on her desk wrapped in brown paper with the corner torn open and Hong Kong stamps on it. I then realized why she called me,” said Yang. “I had to confess, telling her what I had done. I just wanted to learn English. That’s all and it was free.”

Yang received a warning but was allowed to keep the books. This experience emboldened Yang and he started ordering anything he could from the radio. He ordered a Bible because he thought it would be a great English study resource.

“ar time I got in big trouble because, according to the Chinese, the Bible is considered religious propaganda,” said Yang. “The Bible was confiscated at the post office and all that arrived was a letter to my department head.”

For this, Yang received an on-record disciplinary letter from the Communist Party.

Yang served as an interpreter at a travel agency without pay during his summers while at the university.

“One day, there was this wonderful fellow about my size and he gave me a pair of blue jeans. There were no blue jeans in China at that time, but I so,” Yang.

Yang would eventually be allowed to go to the U.S. to study, despite his rebelliousness in the eyes of the Chinese Communist Party. A lot of English speaking expatriates in China supported him, including several of his teachers from the U.S. and Canada, as well as several exchange students whom he befriended on campus.

“My determination formed when I was in college studying English,” said Yang. “I learned so much about the U.S. without having been there.”

Yan received a scholarship from Portland State University to attend the university in Oregon in 1985.

“He was not easy to get out of China at that time. I first tried in 1982 and everything was ready to go, but because my tuition to Inner Mongolia University was paid for by the government I had to follow their arrangements.”

Yang’s application to travel to the U.S. was denied and he was sent to an agricultural university to teach for three years. After that three-year period he still wanted to travel to the U.S. and had to persuade the agricultural university to let him go.

The government was also suspicious because Yang was not a government-assigned exchange scholar. He was someone who arranged his study completely on his own. They even took away his passport in order to keep him in China.

“I told them that I studied English. I will never have this opportunity again, but they said that my English was already good enough, that I didn’t need more training,” said Yang.

Yang eventually was sent through determination and the fulfilling of his obligation to the agricultural university. He enrolled at Portland State University and began a new life in the U.S. in 1985. When his scholarship ran out he took jobs in translation and interpretation to continue to support his studies.

“By doing this I realized that translation is a good business here. I was so enthusiastic about my future,” said Yang, who decided to teach and do translation full-time after graduation rather than return to China.

“One day my former classmate from Inner Mongolia University called me and said she got a job at the Defense Language Institute. She said they still needed a teacher and that I should apply too,” said Yang. “She said that it’s so cool to teach these young American service members Chinese.”

Yang submitted his application and was hired within a few months.

“This is the best job I’ve ever had. After all the jobs I’ve had, I like teaching Chinese the best. My students tell me I’m a natural teacher,” said Yang. “The rewarding part of this job is seeing these bright young people come here with zero knowledge of the language and through our teamwork 64 weeks later we are able to see them flourish in Chinese. I enjoy being part of this.”

(Photos courtesy Zhijian Yang)
Korean students celebrate Hangul Day with writing contest

By Patrick Bray
DLIFLC Public Affairs

MONTEREY, Calif. – The ninth of October every year in Korea is Hangul Day, translated as Alphabet Day, and is a holiday commemorating the gift of a simplified alphabet from King Sejong the Great to his people in 1446, replacing complicated Chinese characters.

"Being of foreign origin, Chinese characters are incapable of capturing uniquely Korean meanings. Therefore, many common people have no way to express their thoughts and feelings," said the king, according to the alphabet's historical account.

More than 500 years later, the Korean alphabet withstood the test of time and is being taught all around the world, to include the Defense Language Institute Foreign Language Center at the Presidio of Monterey, California.

To celebrate Hangul Day, the Korean School at the institute held the 13th Annual Korean Alphabet Day Video Contest, and the best three videos were shown at an awards ceremony Oct. 8. The contest themes "Our favorite moments from studying the Korean language" and "Studying the Korean language at DLIFLC" allowed students to showcase their Korean writing ability and cultural awareness in a fun way.

For the video entries, awards were given by Col. Phillip Deppert, DLIFLC commandant, Ron Nelson on behalf of the DLIFLC provost, and Dr. Marina Cobb, dean of the Korean School.

Awards were also given for participation in the 24th Annual Korean Language Writing Contest for Foreign Nationals hosted by Yonsei University in Seoul, who judged the entries.

U.S. Marine Corps Pfc. Samuel Vu won first place for a poem he wrote in Korean and read it aloud at the awards ceremony.

"When I look into the black of the night sky, I see only your brightness," Vu read in Korean reciting his poem.

"This was unexpected, but it feels great to win," said Vu, who is still early in the Korean program and had no prior experience with the language.

Second place poetry winner Airman 1st Class Jaymin Ko comes from a Korean family, but grew up in Colorado. Studying at DLIFLC is also his first real experience with Korean.

"The teachers at DLIFLC do a very good job. Korean is a difficult language, but we also have a lot of fun in class learning," said Ko.

"Summer passes and turns to autumn. Autumn passes and turns to winter. That star in the sky is always there for me," Ko recited in Korean.

Chul-soon Choi, education director for the Korean Consulate General in San Francisco was a special guest at the ceremony and spoke about the spread of the Korean alphabet around the world and commended the students for studying the Korean alphabet.

"To see the alphabet so widely used by so many people pays homage to the efforts of King Sejong," said Choi.

"Summer passes and turns to autumn. Autumn passes and turns to winter. That star in the sky is always there for me."
The Comman-
dant of the Defense Language Institute
Foreign Language Center, Col. Phillip
Deppert, and Command Sgt. Maj.
Manildo Coppi, presented awards Sept.
1 to the winners of the Department of
Defense's best Command Language
Program and Command Language
Professional of the Year.

“I am honored, and even more hum-
bled to be here today to present these
awards. You as individual Language
Program Managers, and the organi-
zations you represent really make up
a ‘team of teams,’ that keep the entire
Defense Language Program alive and
vital. It could not happen without each
and every one of you. I couldn’t be
prouder of what you do,” said Deppert.

Members of all four branches of the
Services and DoD civilians gathered
at DLIFLC’s Weckerling Center, at the
Presidio of Monterey, to attend the
Advanced Command Language Pro-
gram Manager Workshop held from
Sept. 1-3, during which the awards are
traditionally presented.

Each year, more than 150 foreign
language program managers attend the
course to glean knowledge about the
trends in foreign language acquisition
and new products offered to military
service members to better maintain
and improve their foreign language
skills.

“There is no end to the language
pedestal,” said Cheryl Houser, Nation-
al Security Agency Senior Language
Authority and guest speaker at the
event. “Just as you get to the top, the
bar will rise. And you will be surprised
at how you will make it over the top
every time.”

The Marine Corps took third place,
with Sgt. Nielsen Rivera, of the
USMC 1st Radio Battalion. He fluently
speaks Pashto, Brazilian Portuguese,
European Portuguese, and Spanish.

Fourth place was awarded to the
Army and Sgt. Elizabeth Stegeman
from the 341st Military Intelligence
Battalion, Chicago. She received rec-
ognition for successfully
training and maintaining
proficiency in German, Russian,
Polish and Ukrainian.

The Marine Corps took third place,
with Sgt. Nielsen Rivera, of the
USMC 1st Radio Battalion. He fluently
speaks Pashto, Brazilian Portuguese,
European Portuguese, and Spanish.

Fourth place was awarded to the
Army and Sgt. Elizabeth Stegeman
from the 341st Military Intelligence
Battalion, Chicago. She received rec-
ognition for successfully
training and maintaining
proficiency in German, Russian,
Polish and Ukrainian.

Reduction Agency Non-Commis-
sioned Officer, Staff Sgt. Nathan
Evans, stationed in Kaiserslautern,
Germany. He received the award
for his performance in the DTRA
missions and for maintaining their
foreign language program. He is
fluent in Russian and Modern
Standard Arabic.

The winner of the DoD’s best Com-
mand Language Program of the Year
was the U.S. Army Intelligence and
Security Command’s 500th Military
Intelligence Brigade stationed at
Schofield Barracks, Hawaii. The award
was received by Col. Patrick Wenke,
Command Sgt. Maj. Brian Cullen, and
the Command Language Program
Manager Frank Everson.

Individual Services selected the best
foreign language professionals of their
individual programs.

This year, first place was taken by the
Navy, represented by Petty Officer 1st
Class Harrison Goforth, who fluently
speaks Modern Standard Arabic, Iraqi
Arabic, Levantine Arabic, Egyptian
Arabic and Somali.

“This award is really not mine alone,
but it belongs to all who work diligent-
lly in this program,” said Harrison.

Second place was taken by the Air
Force and the Defense Threat

By Natela Cutter
DLIFLC Public Affairs

The winner of the DoD’s best Com-
mand Language Program of the Year
was the U.S. Army Intelligence and
Security Command’s 500th Military
Intelligence Brigade stationed at
Schofield Barracks, Hawaii. The award
was received by Col. Patrick Wenke,
Command Sgt. Maj. Brian Cullen, and
the Command Language Program
Manager Frank Everson.

Individual Services selected the best
foreign language professionals of their
individual programs.

This year, first place was taken by the
Navy, represented by Petty Officer 1st
Class Harrison Goforth, who fluently
speaks Modern Standard Arabic, Iraqi
Arabic, Levantine Arabic, Egyptian
Arabic and Somali.

“This award is really not mine alone,
but it belongs to all who work diligent-
lly in this program,” said Harrison.

Second place was taken by the Air
Force and the Defense Threat

By Natela Cutter
DLIFLC Public Affairs

The winner of the DoD’s best Com-
mand Language Program of the Year
was the U.S. Army Intelligence and
Security Command’s 500th Military
Intelligence Brigade stationed at
Schofield Barracks, Hawaii. The award
was received by Col. Patrick Wenke,
Command Sgt. Maj. Brian Cullen, and
the Command Language Program
Manager Frank Everson.

Individual Services selected the best
foreign language professionals of their
individual programs.

This year, first place was taken by the
Navy, represented by Petty Officer 1st
Class Harrison Goforth, who fluently
speaks Modern Standard Arabic, Iraqi
Arabic, Levantine Arabic, Egyptian
Arabic and Somali.

“This award is really not mine alone,
but it belongs to all who work diligent-
lly in this program,” said Harrison.

Second place was taken by the Air
Force and the Defense Threat

By Natela Cutter
DLIFLC Public Affairs

The winner of the DoD’s best Com-
mand Language Program of the Year
was the U.S. Army Intelligence and
Security Command’s 500th Military
Intelligence Brigade stationed at
Schofield Barracks, Hawaii. The award
was received by Col. Patrick Wenke,
Command Sgt. Maj. Brian Cullen, and
the Command Language Program
Manager Frank Everson.

Individual Services selected the best
foreign language professionals of their
individual programs.

This year, first place was taken by the
Navy, represented by Petty Officer 1st
Class Harrison Goforth, who fluently
speaks Modern Standard Arabic, Iraqi
Arabic, Levantine Arabic, Egyptian
Arabic and Somali.

“This award is really not mine alone,
but it belongs to all who work diligent-
lly in this program,” said Harrison.

Second place was taken by the Air
Force and the Defense Threat

By Natela Cutter
DLIFLC Public Affairs

The winner of the DoD’s best Com-
mand Language Program of the Year
was the U.S. Army Intelligence and
Security Command’s 500th Military
Intelligence Brigade stationed at
Schofield Barracks, Hawaii. The award
was received by Col. Patrick Wenke,
Command Sgt. Maj. Brian Cullen, and
the Command Language Program
Manager Frank Everson.

Individual Services selected the best
foreign language professionals of their
individual programs.

This year, first place was taken by the
Navy, represented by Petty Officer 1st
Class Harrison Goforth, who fluently
speaks Modern Standard Arabic, Iraqi
Arabic, Levantine Arabic, Egyptian
Arabic and Somali.

“This award is really not mine alone,
but it belongs to all who work diligent-
lly in this program,” said Harrison.

Second place was taken by the Air
Force and the Defense Threat
The Defense Language Institute Foreign Language Center team poses with the institute’s banner following the 31st Annual Army Ten-Miler in Washington, D.C., Oct. 11. (Photo by Patrick Bray, DLIFLC Public Affairs)

By Patrick Bray
DLIFLC Public Affairs

WASHINGTON, D.C. – The Defense Language Institute Foreign Language Center competed in the 31st Annual Army Ten-Miler in Washington, D.C., Oct. 11. The Army Ten-Miler is a long tradition for military running events and is one of the largest races in the country, with more than 35,000 participants. Almost every major military command from all the branches participate by sending a team. DLIFLC participated in the event for the first time in 13 years.

“The DLIFLC Foundation is happy that all of leadership were extremely supportive in reviving this opportunity for the students. It is also a great opportunity for the team to visibly represent and educate fellow runners on the mission of DLIFLC,” said D.J. Shelton, DLIFLC Foundation president.

The race began and ended in the parking lot of the Pentagon and winds around Washington’s National Mall and along the Potomac River.

On race day, two DLIFLC runners came in under an hour. Derek Schnell finished in 56 minutes, 2 seconds and Alexander Branch finished in 59 minutes, 11 seconds. The team’s top female runner, Hannah McKenzie, finished in 1 hour, 9 minutes, 5 seconds.

Since the tryouts, all the runners improved their times, with Schnell cutting his time by the most at six minutes.

The DLIFLC Foundation organized the tryouts for the team and funded the majority of the costs for travel and accommodations. The Foundation also arranged for a special tour of the Pentagon and Arlington National Cemetery for the team members.

The DLIFLC Foundation and the Army Ten-Miler team thank Fleet Feet for volunteering to run the tryout qualifier race and for providing uniforms to the runners at no cost. The DLIFLC Foundation and the team also thank DLIFLC alumni and community members for donating funds to help with airfare, lodging and food.

Most people think military instructors only teach tactical and technical knowhow to young service members, help them enhance communication skills and uphold their appearance and military bearing. What Sgt. Renee Greene does, as a Military Language Instructor at the Defense Language Institute Foreign Language Center’s Korean School, goes far beyond the ordinary teacher. She actually instructs Korean in the classroom and serves as an example to students that they too can get through one of the most challenging schools in the military.

“Even if you went to Harvard or Yale, you’re not getting this kind of quality language education in 64 weeks,” Greene tells her students. “I know because I looked into it before I came here.”

Having experienced the rigor of studying five days a week, six hours per day in school, with three to four hours of homework each night, Greene knows well what it takes to get through DLIFLC, making her the most qualified to motivate and mentor her students.

“My experience at an MLI has absolutely catalyzed the success of the program here at DLIFLC. They are the golden standard we are looking for in the operational field in terms of knowledge, and Greene is exceptional in her ability to bridge the gap between the military unit and the civilian staff in the school,” said Provost Sgt. Maj. James Southern.

Before joining the Army, Greene earned a Bachelor of Arts degree in Economics and a Master of Science degree in Management, specializing in international management. Although she only traveled outside the U.S. on a single occasion, she felt that being a linguist would be a fulfilling career for her.

“This was a life-changing experience for me,” said Greene of her training as a Korean linguist at the institute. “I got an associate’s degree while here as a student and just last year I finished up my master’s degree. Now I am going back for another associate degree.”

Greene often tells her students to take advantage of these opportunities. She just recently graduated a class of 17 linguists with 10 receiving the DLIFLC Associate of Arts degree, the rest just being a few credits shy of the diploma. As her students are approaching graduation and preparing for the Defense Language Proficiency Test, she tells them to study hard and try not to stress too much over the infamously difficult test.

“I think, after DLI, once your language settles in and you start using it in practice, you find that the DLPT is a lot less stressful,” said Greene.

“Immersions are a chance of a lifetime. When I was in college, studying abroad was cool, but it would have cost $10,000 I didn’t have,” said Greene.

As an MLI, she has escorted students on six-week Korean immersions to Seoul National University in October 2013 and March 2015. These trips incorporate intensive language training and academic cultural tours that keep students busy throughout their days.
Recruiting command commits to bringing on more linguists

By Patrick Bray
DLIFLC Public Affairs


"It’s nice to come here and see the investment we are making in young men and women and the growing appreciation that we really need to cultivate language capability in our Army," said Snow. "We are absolutely committed to ensuring that quality applicants are coming to the Army," which includes linguists, he said.

The institute’s assistant provost for academic support, Steve Koppany, briefed the general on DLIFLC’s goals to reach higher proficiency levels, distance learning capabilities and online learning materials to train linguists to meet the professional needs of the Army. The Army offers 150 military occupational specialties and linguists are a priority occupational skill.

"As you look at the Army operating concept and the uncertainty, the pace of change and instability in the world, you realize that we’ve got to be able to operate in any culture using any language to be successful," said Snow.

Snow visited a Korean classroom to see firsthand how new recruits receive language training. Generally, students spend between 26 to 64 weeks at the Presidio, depending on the difficulty of the language.

"Last time I was here I saw Pashto. I saw a Korean class today. In both cases I was impressed for a couple of reasons," said Snow. "I think the faculty here are extraordinary. It is clear in the way they conduct themselves that they care about their students.”

"I’m also impressed with the technology," Snow continued. "Students and faculty are leveraging smart technology in ways that I think all of our education programs should.”

DLIFLC has interactive white boards installed in more than 700 classrooms and issues MacBook pros and iPads to students.

Turning from language training to education programs, Snow spoke about the new Army University initiative.

"I’m very excited about Army University," said Snow. "Young men and women want both an education and an experience and I think Army University makes that possible.”

In 2015, the Army established what is known as the Army University, which encompasses all 37 U.S. Army Training and Doctrine Command schools, including DLIFLC. The intent is to create single point university structure that will maximize educational opportunities for Soldiers by providing valid academic credit for the education and experience they receive while on active duty.

"Folks coming into the Army are afforded the opportunity to have a job and they can obviously enhance their education," said Snow. "We are excited about the chance to provide our young recruits with an understanding of how Army University might benefit them.”

The Army views education as the most reliable strategic investment it can make. Each year the Army estimates that more than 8,000 Soldiers earn degrees from the associate level to doctorates. With Army University, the Army expects more opportunities to emerge for Soldiers to earn degrees.

DLIFLC has been accredited since 2002 by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and has granted more than 12,000 Associate of Art degrees in foreign language.

The Institute provides resident instruction in 23 languages to approximately 3,500 military service members. Upon successful completion of their language program, students receive 45 transferable units and can receive a DLIFLC Associate of Arts degree with an additional 15 units transferred from other accredited academic institutions in subjects not taught at the Presidio.
Join us to celebrate
DLIFLC’s 75th Anniversary
Nov. 4 & 5, 2016

The events will kick off with the induction of new DLIFLC Hall of Fame members. On Saturday, Nov. 5, the DLI Foundation will co-host with the institute the 75th DLIFLC Anniversary Ball, to be held at the Hyatt Regency in Monterey from 6 - 11 pm.

For more information go to www.dli-foundation.org