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GLOBE

Serving the military and civilian communities of the
Defense Language Institute Foreign Language Center and Presidio of Monterey
SPRING 2010



“In today’s operating environment, the languages you are learning here will be valuable not only immediately upon graduating, but for many years to come.”

34th Commandant of the United States Marine Corps, Gen. James T. Conway

www.DLIFLC.edu



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Army Sgt. Karah Jarrett writes letters of the Pashto alphabet at the Fort Campbell Language Training Detachment. Jarrett is a Soldier with 2nd Battalion, 506th Infantry Regiment, 101st Airborne Division.

Photo by Michele Vowell/Courier



Front Cover

Gunnery Sgt. Heriberto Purcell, Joint Task Force Haiti engineers operations chief, uses the Haitian/English Basic Language Survival Guide while talking with a Haitian girl in Port-au-Prince, Haiti, Feb. 20, 2010. The Jan. 12, 2010 earthquake, which measured a magnitude of 7.0 on the Richter scale, nearly leveled the country's capital city.

Photo by Senior Airman Andria J. Allmond

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From the top...

By Col. Sue Ann Sandusky



Col. Sue Ann Sandusky
DLIFLC Commandant

The theme for 2010 at DLIFLC is: “Moving Up and Out” and this edition of the Globe certainly demonstrates why those words describe the Institute this year.

As we continue to implement the Proficiency Enhancement Program (PEP), aimed at enabling our basic course students to maximize their language learning and obtain the highest possible proficiency levels, we are seeing better and better results. The new General Instructional Building, featured in this Globe, will enable us to add additional high-tech classrooms needed for PEP’s small sections and virtual immersive environments to keep our students “moving up.”

One measure of continued academic excellence is DLIFLC’s Associate of Arts degree program. This edition highlights the awarding of our 5000th AA degree – and the numbers continue to “move up.” Other examples of the great things happening at DLIFLC are reflected in other articles – activities of our outstanding faculty and staff – including some who travelled a perilous route to arrive at the Presidio of Monterey, the profile of a multi-talented Military Language Instructor (MLI), Staff Sgt. Bastura selected to perform with the prestigious Air Force performance group, “Tops in Blue,” a record-setting performance by Navy language student, Seaman Jason Armstrong, the continuing education of our Foreign Area Officers (FAOs) and accomplishments of a few foreign officers – from Denmark – studying with us. Finally, the senior-level visits covered in this Globe, underscore the recognition of the Institute’s critical mission at the highest levels within the Department of Defense (DoD).

But in addition to moving up, we are moving out – and at a very rapid pace! The expertise in culturally-based language teaching and learning, developed at our Presidio of Monterey campus over nearly seven decades, allows DLIFLC to project training globally in support to troops deploying to Afghanistan and Iraq, Haiti or other worldwide contingency operations. Our support to the Joint Staff Afghanistan/Pakistan Hands initiative, the Army’s Campaign Continuity language training program, Language Survival Kits and predeployment training demonstrate DLIFLC’s agility and strategic relevance. Our doctrine tells us and our experience during eight years of war confirms that counter-insurgency and stability operations, security force assistance, multinational partnership and coalition operations all require culturally astute leaders who can communicate in the language of the people among whom or with whom they are operating. DLIFLC will continue to “move out” to support deploying forces – anywhere, any time.

Sincerely,

Sue Ann Sandusky
Colonel, U.S. Army
Commandant



Gen. Caslen says cultural astuteness important warfighting skill

By Natela Cutter
Strategic Communications

Lt. Gen. Robert L. Caslen Jr., commander of the Combined Arms Center at Fort Leavenworth, Kan., visited the Defense Language Institute Foreign Language Center April 1 and 2 to get an overview of DLIFLC’s foreign language and culture teaching mission.

Caslen had an opportunity to talk with DLIFLC staff about the resident courses for professional linguists, distance learning used to support language learners worldwide, and discussed DLIFLC’s role in the Campaign Continuity Language Training Detachment establishment, as well as the Pentagon’s new Afghanistan/Pakistan Hands program. As part of his two-day tour, Caslen also visited classrooms and spoke to students.



Lt. Gen. Robert L. Caslen is welcomed by DLIFLC Commandant Col. Sue Ann Sandusky and Command Sgt. Maj. Kenneth Clark at Monterey Airport April 1. Photo by Petty Officer 2nd Class Steven L. Shepard

“You have to be encouraged when you see how enthusiastic these young men and women are in learning these very complex languages,” said Caslen, after visiting the Institute’s immersion facility and observing ongoing classes of students in Chinese, Korean and Farsi.

When asked what role foreign language and cultural awareness play on the battlefield, Caslen, having just returned from a deployment in Iraq as commander of the 25th Infantry Division, said “Our best commanders were those who were culturally astute - they were the ones who could identify the network and the fabric of the society, all the different elements of it, whether it is economic, political, tribal...”

Caslen noted that although U.S. forces have withdrawn from a majority of Iraqi cities and towns, they are still mandated to fulfill the same requirements of maintaining peace and building a legitimate government. He said that this can be achieved only through building relationships.

“The best units are those units who did not have to fire a shot, because they could accomplish everything they

needed to accomplish through the relationships and partnerships that were established. It is not all about control and power, but about influence as a result of relationships and partnerships. That is why you have to have these types of skills, and these are the same skills that are being taught right here at DLI,” Caslen said. ♦

Marine Corps Commandant’s first visit to DLIFLC

By Maj. Deborah Molnar, *Strategic Communications*

The 34th Commandant of the United States Marine Corps, Gen. James T. Conway, toured the Defense Language Institute Foreign Language Center on March 29, marking the first such visit by the highest-ranking officer in the Marine Corps.

While at the Institute, Conway, along with Marine Corps Sgt. Maj. Carlton W. Kent, visited classrooms where students demonstrated the types of methodology and technology they use to acquire language and culture skills.

Conway, while discussing the current capabilities of the Marine Corps, shared that pre-deployment language and culture training has improved the Marine Corps’ capability to conduct Full Spectrum Operations.

According to Conway, early on in Iraq and Afghanistan, the U.S. did not have an appreciation of how important it was to understand language and culture. “One of the early lessons we learned... in Iraq, that now has application in Afghanistan, is that it is absolutely critical that you understand the culture.”

Conway said that it is imperative for servicemembers to be able to relate their intentions in order to gain the assistance of the people. “Language facilitates all of that.”

He concluded his visit with an “All Hands” session at Soldier Field, where Marine students had the opportunity to pose questions ranging from the implication of new military policies, to promotion opportunities and pay.

In his parting comments, Conway shared with Marines the importance of what they were learning at DLIFLC. “In today’s operating environment, the languages you are learning here will be valuable not only immediately upon graduating, but for many years to come.” ♦

Marine Corps Gen. James T. Conway listens to Pashto lessons demonstrated by Lance Cpl. Lauren Kohls during his visit to DLIFLC March 29.





Presidio of Monterey breaks ground on DLI classroom building

By Kevin Howe
Monterey County Herald



(L to R) Garrison Commander Army Col. Darcy Brewer, Pacific Grove City Manager Thomas Frutchet, DLIFLC Commandant Col. Sue Ann Sandusky, Deputy Undersecretary of Defense for Plans Ms. Gail McGinn, Monterey City Manager Fred Meurer, and Army Corps of Engineers Michael Mahoney, break ground on a new DLIFLC instruction building.

Ground was broken March 10 at the Presidio of Monterey for a \$13.4 million, 47,000-square-foot classroom building for the Defense Language Institute.

The general instruction building will hold 36 classrooms for language students, along with faculty offices, a conference room, test control areas, multipurpose areas and cultural exhibit rooms.

Gail McGinn, deputy undersecretary of Defense for Plans, was introduced by DLI Commandant Col. Sue Ann Sandusky as a longtime advocate of military language training.

“Clearly, Ms. McGinn, the DoD Senior Language Authority, Congressman Sam Farr, and other local representatives in Congress have been phenomenal in recognizing DLI’s unique contributions to our national security efforts as we move forward with these new GIBs,” Sandusky said.

The school is “our cornerstone for language training,” McGinn said, which the Department of Defense “has come to embrace the need in a big way.”

In addition to DLI courses, she said, troops are now given pre-deployment language training, military linguists are being more stringently tested before being assigned to commands, and the training budget has grown from \$88 million to nearly \$300 million annually in the six years she has been with the Pentagon.

Linguists perform duties “that minimize the need for combat,” McGinn said, and make it possible for the U.S.

military to operate with their counterparts in other countries in military operations and humanitarian missions.

The new building is the second of three such buildings to be added to the language school.

Army Col. Darcy Brewer, commander of the Presidio of Monterey Garrison, noted that a larger classroom building begun in 2008 – 81,000 square feet with 60 classrooms – will be completed by November, and is one of several projects under way in his command.

Others include the \$90 million construction of 284 houses for military families in the Gen. Doe Park area of Fort Ord between Coe Avenue and Gigling Road, the renovation of the Presidio’s medical clinic, and the rebuilding of its four access gates to accommodate visitors at all of them.

The new classroom building will meet “silver-level” Leadership in Energy and Environmental Design standards and occupy the site of a parking lot between Lawton and Kit Carson roads.

Construction of the building is scheduled to begin approximately May 1, with completion in November 2011, by Cox Construction Co. of Vista in San Diego County. ♦



Deputy Undersecretary of Defense for Plans, Ms. Gail McGinn, speaks at the groundbreaking ceremony of DLIFLC’s second instruction building.

Story courtesy of Monterey County Herald, March 11, 2010
Photo by Petty Officer 2nd Class Steven L. Shepard



Navy linguist helps Haitian people aboard Comfort

By Petty Officer 2nd Class Steven L. Shepard
Strategic Communications

When Lt. Yonnette Thomas heard about the devastating 7.0 earthquake that struck Haiti on Jan. 12, she knew that she could help. As a former enlisted Navy Linguist who spoke French, Haitian-Creole, Spanish, and Portuguese, she was certain that her skills would be needed in any relief effort the U.S. military would provide.

Thomas contacted the U.S. Navy 2nd Fleet, U.S. Naval Forces Southern Command and her own chain of command to offer her service. As it turned out, it wasn't necessary. Thomas' name was quickly pulled from a Navy language database and on Jan. 19 she was told that she would be leaving for Haiti. She arrived two days later.



Lt. Yonnette Thomas, Officer in Charge of the Center for Information Dominance Learning Site in Norfolk translates between Haitian Patients and a delegation of visiting physicians from Colombia aboard the Military Sealift Command hospital ship USNS Comfort.

Photo/Navy photo by Staff Sft. Loobens Alphonse.

Thomas works as the division officer to a group of 64 Navy personnel, almost all native Haitian speakers, who translate aboard the USNS Comfort. The Comfort is anchored one mile offshore of Haiti's capital, Port-au-Prince, and is providing medical services and humanitarian relief to Haitians as part of Operation Unified Response Haiti.

At one time Thomas was in charge of as many 154 personnel, which included 88 Red Cross volunteers.

"We are working with everybody and anybody," Thomas explained in a telephone interview while deployed, about the translators' role on board the Comfort, "Doctors, nurses, patients, chain of command. There are Argentineans, Brazilians, French, Colombians... you name it and they are here."

Thomas was born in the South American country of Guyana to parents of mixed heritage. She was raised in the neighboring country of French Guyana where she learned

to speak multiple languages that reflect the diverse culture of the people who live there. She immigrated with her family to the United States in 1988 and enlisted in the Navy in 1990.

Originally working as a Machinist's Mate for the Navy, she cross-rated to a Cryptologic Technician Interpretive (CTI) while attending the Defense Language Institute Foreign Language Center. She completed the Spanish Language program in October 1995.

"I worked very hard to leave with top scores and I have always tried to make sure I remained a top linguist."

Thomas spent six years as a CTI before receiving her commission as a Naval Officer in 2001. During that time, she was personally selected by the Chief of Naval Operations to deploy to Haiti in 1997 in support of the State Department.

"I grew up with a lot of Haitians and the impression I had was that they are always very positive people," said Thomas, "but when I came in 1997 and I saw Haiti, I understood the people more because of the economic and social conditions," Thomas explained.

"After the earthquake, while spending time on the ground, I have seen the devastation and the people who still live in poverty. Sometimes it is difficult to tell what damages were inflicted by the earthquake and what preexisted. There are signs of progress, but the country still has a long way to go."

When asked if she had to learn a whole new vocabulary to translate within a medical setting, Thomas stated that there wasn't much time for preparation and that she just hoped for the best.

"You just plunge right into it," she explained, "and I don't know if it's the impact of the mission or the environment but the words just come to you. And if there is a type of medicine or something you don't know the word for, you explain it through context."

But Thomas pointed out that translating is not solely about knowing all the correct words. Translating is about culture as much as it is about language.

"You have to know the culture and be sensitive about it, which is very important as a linguist. It is one thing to speak the language, but if the people you are speaking to can't relate to what you are saying then they won't understand. You have to be able to marry the language and culture together."

And there are some experiences that words simply cannot describe.

"Death, children, amputations, destruction. I have seen it all since I've been here," said Thomas. "I have tried not to get attached. It is very hard not to dwell on the personal stories. You try to separate yourself somewhat so that when you walk away from here you still maintain some semblance of sanity."

Thomas has served in the U.S. Navy for 19 years. She



Lt. Yonnette Thomas (back row, third from left) poses for a group photo onboard the USNS Comfort. Thomas is joined by a Colombian medical delegation, embarked DESRON 40 staff and the Comfort medical team. Official U.S. Navy photo

has spent time in both the Persian Gulf and Afghanistan. Soon, she will return to her position as the Officer in Charge at the Center for Information Dominance Learning Site Norfolk, but she says nothing can compare to her time in Haiti translating onboard the USNS Comfort.

“It is indescribable,” she said. “This is about saving lives and changing people’s lives. It is about your ability to communicate, to be loving, and to give that one person a smile of encouragement. To be there for that person and listen to what they feel and tell them that someone cares. I can’t tell you how much the local population appreciates us for what we are doing here.” ♦

DLIFLC ships 65,000 Haitian-Creole Language Survival Kits

By Brian Lamar, Strategic Communications

Within three days after the devastating 7.0 magnitude earthquake that hit the Haitian capital of Port au Prince Jan. 12, the Defense Language Institute Foreign Language Center (DLIFLC) shipped 20,000 Language Survival Kits (LSKs) to U.S. forces preparing to deploy to aid the Haitian people.

Tasked as a rapid reaction force to maintain the stability of the country and to provide humanitarian assistance, the U.S. Southern Command and the 18th Airborne Corps sought support from DLIFLC.

“We immediately ordered the printing of 20,000 Haitian Creole Language Survival Kits from our warehouse, and prepared to be ready to send more,” said Noel Unite, a Mission Support staff action specialist at DLIFLC. “Thus far, we have shipped 65,000 kits to troops deploying or already deployed to Haiti.”

DLIFLC first began producing Haitian-English and Haitian-Spanish basic LSKs when U.S. forces deployed to the country in 1993, to quell the turmoil that ensued as a result of the coup d’ état carried out against the nation’s president.

Following the earthquake, DLIFLC’s Technology Integration division jumped into high gear to refresh existing materials in topics dealing with civil affairs, military police and medical terminology.

“For emergencies, we (DLIFLC) can produce a Language Survival Kit and have it on the website for download within a few days,” said Sabine Wolpers, a department chair in the Technology Integration division. “We also did the same thing for Indonesian when the tsunami struck in 2004,” Wolpers explained.

To order DLIFLC LSKs, please visit our website at www.dliflc.edu or <https://lmds.dliflc.edu/home.aspx> ♦



U.S. Army Sgt. Chris Johnston, 82nd Airborne Division, 2nd Brigade Special Troops Battalion, Headquarters and Headquarters Company medic, uses the Haitian/English Basic Language Survival Guide to speak with a Haitian child outside of a medical facility, Port-au-Prince, Haiti, Feb. 20, 2010. The medical facility is manned by both U.S. military, United Nations and non-governmental agency members with a goal of providing care to small children, pregnant women and the elderly.

Photo by Senior Airman Andria J. Allmond



AETC Commander motivates Presidio of Monterey Airmen

*By Maj Joseph Schneider
311th Training Squadron*



Gen. Stephen Lorenz speaks with mainly Air Force students about their studies of Iraqi Arabic and the difficulties of learning a foreign language.

For a few short, but action-packed, hours on 4 and 5 March, Gen. Stephen Lorenz, Commander of Air Education and Training Command, visited the Defense Language Institute Foreign Language Center (DLIFLC) at the Presidio of Monterey, Calif.

Lorenz kicked off his visit with a DLIFLC mission briefing by DLIFLC Commandant, Col. Sue Ann Sandusky, followed by a 517th Training Group mission briefing by the Group Commander, Col. William “Terry” Bare, joined by leadership from the 311th and 314th Training Squadrons.

Faculty and multi-service students in one of the Arabic classes at DLIFLC’s Middle East III School demonstrated some of the latest language learning technology being employed by DLIFLC during an in-class session with Lorenz, sparking comments from the general about the importance of innovation in the present and future of education and training. Lorenz then had an opportunity to see and hear first-hand the importance of learning the various dialects in the Arabic-speaking world with Airmen in one of the Iraqi dialect classes.

As one of the highlights of his visit to Monterey, Lorenz recognized and coined several outstanding performers among the Air Force staff and students and then addressed a massive combined formation of 311th and 314th Training Squadron Airmen, providing motivational words about the importance of the training mission here.

Lorenz also had the honor of cutting the ceremonial ribbon on the new Air Force Heritage Exhibit that now stands between the wings of the buildings that house the 311th

and 314th Training Squadrons. The exhibit was designed as a tribute to Air Force cryptologic linguists who have fallen in the line of duty, spanning from 1953 over the Sea of Japan through the most recent in 2005 in Albania.

Lorenz concluded his visit by joining a group of approximately 20 staff members and students for breakfast, providing them with more insight into AETC and his leadership philosophy.

“The Air Force allows ordinary people to do extraordinary things,” remarked Lorenz. ♦

Ribbon cutting held for new housing area: General Doe Park

The Presidio of Monterey held a ribbon cutting April 9 for a new military housing area at Ord Military Community.

The new community was named after Maj. Gen. Jens A. Doe, who was the commanding general of Fort Ord and the 4th Infantry Division from March 1947 to February 1949.

Since the Base Realignment and Closure (BRAC) of Fort Ord in 1993, a good portion of this land was put to use for military housing. The Gen. Doe Park housing area is the Army’s sixth Residential Communities Initiative (RCI) privatization project and is a joint venture between Clark-Pinnacle, the Army and Navy.



Col. Darcy Brewer, Presidio of Monterey Commander, Camilla May, the daughter of Gen. Doe and Charles Ricks, a Soldier who served with Gen. Doe, celebrated the opening of the new housing development.

“Looking back on the last 17 years and seeing all we have accomplished on the Peninsula, this development is a success. Even with construction halted throughout the U.S., this community is still building and growing,” said Congressman Sam Farr.

Over five years in the making, Gen. Doe Park marks a new chapter for the Ord Military Community and represents the latest milestone for the RCI partnership. Gen. Doe Park transforms the gateway to Ord Military Community by offering 284 brand new homes, tot lots, and an impressive community center that will feature an indoor swimming pool.

Additionally, Clark-Pinnacle has donated over \$200,000 to local schools attended by military families, awarded over \$100 million in contracts to small and local businesses, and created numerous jobs in the community. ♦



Defense Language Institute awards 5,000th Associate of Arts degree

By *Brian Lamar*

Strategic Communications



DLIFLC Commandant, Col. Sue Ann Sandusky, awards the Institute's 5,000th Associate of Arts Degree in Foreign Language to Pfc. Tyler Rasmussen on March 18th at the Post Theater on the Presidio.

On March 18, the Defense Language Institute Foreign Language Center (DLIFLC) celebrated the awarding of its 5,000th Associate of Arts degree to Pfc. Tyler Rasmussen.

Rasmussen, a Georgia native, graduated from DLIFLC's 64-week-long Arabic basic course nearly 16 months after he began the program.

"I am definitely honored to have received this degree. Being the 5000th AA degree recipient is really extra special," said Rasmussen. "I didn't know it (DLIFLC) was an accredited institution and was excited to learn that because I had a lot of credits from college... and this was a way to get my degree."

"Keep the door open to DLI," said DLIFLC Commandant Col. Sue Ann Sandusky, addressing graduates, instructors and family members at the ceremony. "We hope you have not only learned the language but have grown spiritually and morally... We need the full spectrum of your talents," said Sandusky, adding that students could easily find themselves back at the Institute for an intermediate or advanced course, or even a new language. "You may become commandant some day."

Rasmussen's future plans include obtaining another degree while in the Army, and possibly even a Master degree.

DLIFLC averages about 625 AA degrees annually and

was formally recognized for academic excellence by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges in 1979. The ACCJC accredited DLIFLC in 2002 as an Associate Degree granting institution, just a year after a Congressional authorization.

Servicemembers who enlist in military positions that require language training typically attend DLIFLC after basic training. When a student completes a basic language program with passing grades and a qualifying exit exam score on the Defense Language Proficiency Test, 45 of the 63 credits required are automatically earned for an AA degree, according to DLIFLC's Registrar Office.

"There are a series of additional general education credits that students are required complete in order to earn the DLIFLC Associate of Arts degree," said Dr. Robert Savukinas, DLIFLC's registrar. "If a student at DLI successfully completes the basic language program and transfers another 18 credits in the areas of English, Math, Natural Science, Social Science, Technology, and Physical Education, they can earn their AA degree from DLI," Savukinas explained, adding that the physical education requirement is satisfied through military physical training.

Since students are already required to complete the language classes with passing grades as part of their military training, the end result of getting a degree is just an added benefit.

"Students find it amazing that they are completing military training and are getting college credit for it," said Savukinas. "Students at DLI are paid to study, which I think is the best type of scholarship around."

For complete program details, please visit the AA degree page at www.dliflc.edu ♦



Dean of Students, Lt. Col. Trent Falon, congratulates Pfc. Tyler Rasmussen on the receipt of an Associate of Arts degree in the Arabic language



Maj. Gen. Csrnko addresses Special Forces needs

By Natela Cutter
Strategic Communications

Commanding general of the John F. Kennedy Special Warfare Center and School (SWCS), Maj. Gen. Thomas Csrnko, visited the Defense Language Institute Foreign Language Center to discuss Special Forces language training needs with DLIFLC leadership.



Maj. Gen. Thomas Csrnko listens to DLIFLC Commandant Col. Sue Ann Sandusky during an informative briefing about the Institute's programs.

"I would like to thank you for all your efforts and support over the past year," said Csrnko, in a command briefing at DLIFLC Nov. 19, 2009.

With an increased emphasis on language and cultural awareness skills throughout the Special Forces community, DLIFLC has increased its support and is gearing up to expand the number of instructors needed to teach at its Language Training Detachments (LTDs). To this end, DLIFLC's Continuing Education Directorate has formed a new department called Operational Unit Support (OUS) and assigned a manager to better serve the needs of U.S. Special Operations Command (USSOCOM).

Csrnko discussed with DLIFLC leadership the best way to assess the level of proficiency of Special Forces, once their language training concluded. "The 2-skills OPI appears to be the best tool, along with the use of VLR (very low range) testing," he stated.

DLIFLC has been supporting Special Forces language testing requirements by providing two-skills Oral Proficiency Interviews for students, and is also developing a new Defense Language Proficiency Test (DLPT) called Very Low Range (VLR) DLPT5 testing, which tests at the level 0+ to 1+.

SWCS has recently established a new Military Occupation Specialty (MOS) called 18L, which contains three phases of language training, ultimately leading to a

listening and speaking Level 3 proficiency level. The new MOS will be secondary for Soldiers who "still have to have the warrior skills," said Csrnko.

"We currently run three shifts (of language training) at SWCS. At first we thought they (Soldiers) would hate it, but they love it, and even study on the break," said Csrnko, with a smile.

According to Csrnko, the newest challenge given to Special Forces is the creation of intermediate and advance courses, a tasking assigned by Adm. Eric Olson, commander of USSOCOM and a two-time DLIFLC graduate. Olson visited the Institute in October 2009 to discuss the surge in foreign language training requirements. ♦

Brig. Gen. Longo talks Campaign Continuity at DLIFLC

Brig. Gen. Richard Longo, the Senior Language Authority for the Army, visited the Defense Language Institute Foreign Language Center Dec. 11, 2009 to discuss the Institute's support and language training role in the opening of Campaign Continuity Language Training Detachments (LTDs) at Fort Campbell, Ky., Fort Carson, Colo., and Fort Drum, N.Y.

Language training began at Fort Campbell Feb. 1, with the first iteration of 74 students studying Pashto. DLIFLC has been instrumental in the organizing of the language component of the program, with instructor, logistical and technical support for students. Students receive tablet PCs and iPods from DLIFLC to aid them in their studies.

"We need to develop a culture of language capability within the Army for the long-term, at least 10 years," said Longo, speaking to DLIFLC senior leadership. He also commented on the importance of life-long learning and noted the importance of finding the right incentives, including possibly providing Foreign Language Proficiency Pay for Soldiers who can attain and maintain proficiency in a language. ♦



Photo by Petty Officer 2nd Class Steven L. Shepard



DLIFLC opens “Afghan Languages Portal”

By Joe Morgan

Presidio of Monterey Public Affairs

The Defense Language Institute Foreign Language Center (DLIFLC) has added an Afghanistan languages link to its series of online language “portals” designed for service members who can benefit from self-instruction materials in languages and culture.

The new Afghan Languages Portal offers instructional resources in the Dari language, spoken by an estimated 50 percent of Afghans, and in Pashto, spoken by an about 45 percent of the population, the remainder consisting of various other dialects.

The portal is designed for servicemembers who are deployed or who are preparing for deployment. The resources are readily available to all Internet users who log on to <http://www.dliflc.edu/LangPortal/index.html>.

DLIFLC opened the Afghan Languages Portal on Feb. 5. The opening came soon after Gen. Stanley McChrystal,

Commander of the International Security Assistance Force/ U.S. Forces in Afghanistan, set language requirements for U.S. troops who deploy to Afghanistan.

“Language training is as important as marksmanship, medical, unit drills, physical fitness and other key training that you will conduct prior to deploying to Afghanistan,” McChrystal said in a Jan. 24 memo to brigade combat teams. The “ability to speak with Afghans in their language will allow you to more easily interact with those who speak little or no English and show respect for the country and culture.”

Additionally, DLIFLC’s Language Materials Distribution System (LMDS) provides Language Survival Kits, pocket sized booklets and CDs with mission-specific vocabulary and simple phrases in 55 different languages with up to 10 topics per language, ranging from Civil Affairs to Military Police.

DLIFLC’s newest product is HeadStart2, which contains 100 hours of self-paced, interactive exercises, with avatar-based military tasks which cover a multitude of real life scenarios. These settings range from basic greetings to searching vehicles and persons, controlling building entries, and gathering basic information. To order or download these materials, please go to <https://lmds.dliflc.edu/home.aspx>. ♦

STUDENT PROFILE



SGT. JIM SUMMER
Sgt. Jim Summer serves as the...

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02/23/2010
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New Language Training Detachments preparing Soldiers for Afghanistan

By *Todd Lopez*
Army News Service

Soldiers at Fort Campbell, Ky., and Fort Carson, Colo., are now taking language courses that will better prepare them to meet the demands of operations in Afghanistan.

Since Feb. 1, more than 70 Soldiers at Fort Campbell have studied either Dari or Pashto in advance of their upcoming deployments to Afghanistan. At Fort Carson, 270 Soldiers began learning Dari March 8. It's expected some 70 Soldiers will begin Dari instruction in early April at Fort Drum, N.Y.

The three installations now have "Campaign Continuity Language Training Detachments." They are the result of a partnership between the operational Army and the Defense Language Institute. The pilot program is a direct response to requirements put forth by Gen. Stanley A. McChrystal, commander, U.S. Forces Afghanistan, to put more "language-enabled" Soldiers on the ground there.

"His goal is to have one leader in every platoon or platoon-sized element that will interact with the Afghan population who is familiar enough with the Dari language to go beyond the 'hello's and 'thank you's' and platitudes – but to instead have rudimentary conversations," said Lt. Col. Stephen J. Maranian, executive officer for the Army training directorate, G-3/5/7.

The three detachments were built with funding from the Joint Staff from the overseas contingency operations budget. Maranian said money is allocated already for Fiscal Year 2011-2015 to expand the program to more installations. Right now the DLI detachments are staffed with native-language speaking DLI contractors as the instructors, and Department of the Army civilians as local program managers. The language-training capability won't be exclusive to just the Army either, he said, but will be available to other services.

The first iteration of the course at Fort Carson lasts seven weeks, because when the first day of class kicked off there, students didn't have as much time to train before their deployment. But the second iteration of classes there, along with the classes being taught now at Fort Campbell, and the classes to be taught at Fort Drum are 16 weeks long.

Maranian said 16 weeks is based on data that suggests students – who take a course structured like the CCLTD – can achieve results in that amount of time which will meet the theater commander's needs.

"We're comfortable that at that duration, with chain of command emphasis and student commitment, we're going to get a really good product," he said.

McChrystal asked, in a November 2009 memorandum, that each "platoon, or like sized organization" that will have regular contact with the population of Afghanistan should have "at least one leader who speaks Dari at a 0+ level, with a goal of level 1 in oral communications."

Most students in the past who have taken a 16-week language course ended up with a "0+/0+" level of language capability – a rating that refers both to speaking and listening capability – but many have achieved the higher 1/1 goal.

Clare Bugary, the director of operations at the Defense Language Institute, said the 16-week course will meet the 0+ requirement set by McChrystal, but for Soldiers to exceed that and achieve the goal of a level 1 skill, they will need to push themselves.

"The key is motivation," she said. "If they want it, they can get there. And what we are seeing at Carson and Campbell now is a motivated group of Soldiers who are applying themselves."



Staff Sgt. Walter Camphouse writes in Pashto during class at the Language Training Detachment at Fort Campbell. Camphouse, a Soldier in 1st Battalion, 506th Infantry Regiment, 4th Brigade Combat Team, 101st Airborne Division, is one of 74 Soldiers participating in the Army's first Language Training Detachment. Photo by Michele Vowell/Courier

Bugary said to guarantee higher levels of language proficiency, students will need to spend more time in class. The DLI's normal Pashto-basic course is 64 weeks long, for instance. "There's no way the Army can send everybody through that."

"It's an issue of time really," she said. But she added that



the 16 weeks the Army is committing “says a lot” about their willingness to have Soldiers learn both the language and the culture of Afghanistan. “It’s a big commitment for the Army to do that, and it’s very encouraging that the Army takes the steps to incorporate language and cultural training. It’s going to have a positive effect.”

Bugary said the language skill levels, “0+”, or “1”, for instance, are defined by the Interagency Language Roundtable. On the scale, a level 0 learner has “no ability whatsoever,” while a level 0+ learner is “able to satisfy immediate needs with learned utterances.” A level 1 student is “able to satisfy basic survival needs and minimum courtesy requirements.”

For this fiscal year – which ends Sept. 30 – Maranian said he believes the pilot iteration of language training can reach some 600 Soldiers total.

“That meets the goal of the pilot and sets the stage for continued expansion of the program,” he said. “We’re training about 70-75 per brigade combat team, with a goal of one language-enabled leader in each platoon or platoon-sized element which has regular contact with the Afghan populace.”

The coursework in the CCLTDs is structured after that included in a larger Department of Defense program called “AF/PAK Hands,” which is a language and culture immersion program for field grade officers, senior NCOs, and DoD civilians that includes not just instruction, but a nearly five-year commitment to a specific portion of the mission in Afghanistan.

Bugary said students in the CCLTDs are learning the language script [alphabet] and also phrases, to provide a “proficiency foundation.” But she also said students will come out of the class with enough knowledge to not just repeat phrases, but to know how to replace words in a sentence to change their meaning and to have enough knowledge to seek out more knowledge – so it’s not simply reading off a card.

“What you don’t want to do is have them memorize sounds they don’t know what they mean,” she said. “They can’t extrapolate meaning from what they don’t know.”

Sam G. Garzaniti, director of the Campaign Continuity Language Program at Fort Campbell, said the classes focus first on basic listening and speaking skills before moving on to more practical applications for Soldiers in theater. Maranian added that Counter Insurgency (COIN) doctrine makes it absolutely essential to be able to communicate with village elders about such things as governance, economics, and security.

“After a month, they know the alphabet and basic phrases,” he said. “In the coming weeks, they will learn social, economic, and military vocabulary to assist them when partnering with and operating amongst the Afghan people.”

The courses also focus on cultural awareness, to help Soldiers learn to avoid the cultural faux pas that could hinder their unit’s ability to conduct operations. Equally important, Garzaniti said, is that Soldiers pass what they have learned to other Soldiers in their unit.

“I would hope they impart to fellow Soldiers some language, but especially culture,” Garzaniti said, himself a former military linguist.

Knowing how to communicate with Afghan civilians not only makes conducting operations there easier, but also helps build rapport with Afghan nationals, said 1st Lt. Robert Sagris, a student in the Fort Campbell language detachment.

In COIN doctrine, relationships are key to achieving success. “Every time I’ve dealt with a native speaker of a language, being able to express the simplest things in their tongue goes a long way in showing we are putting out an effort and trying to relate,” Sagris said.

Sagris, who serves with the 426th Brigade Support Battalion, 1st Brigade Combat Team, 101st Airborne Division, is a prior-enlisted Arabic linguist, and deployed in 2008 to Iraq. He’s preparing now for a deployment to Afghanistan and says he knows those Soldiers participating with him in the language course are going to bring needed capability to their units.

“After this course, they’ll have skills and ability to do basic translation,” he said. “Each and every one of these students are going to be an asset their commanders will be able to leverage. Even at the most basic level, it’ll be a strong asset.”

Staff Sgt. Kenneth Forbus, a sniper squad leader with the 1-61 Cavalry, 4th Brigade Combat Team, 101st Airborne Division, returned from a year-long Afghanistan deployment in March 2009. He’s getting ready to go back. Last time he deployed, he went with “absolutely no-language skills.” His experience there let him know how useful it’d be to learn the local language.

“We can have some basic conversation with the locals and gain some confidence,” he said. “Ninety-nine percent of your day you are on patrol – you’re not going there to fight a bad guy. There’s a lot of time to interact with people – if you could talk to them: do they have food, are they getting what they need? If you can talk to them, it’s huge. You get a lot accomplished if they feel they relate to you.”

Forbus said he’s impressed with the coursework, and with the instructors. He said he believes having learned the language will enhance his deployment experience in Afghanistan.

“Now I can go there and talk to the people myself and understand them and interact with them, instead of just pulling security in the mountains,” he said. “I think it’ll be much more enjoyable.” ♦

Courtesy Army News Service, March 18, 2010.

DLIFLC – safe haven for extraordinary displaced persons

By Brian Lamar, Strategic Communications

**“Give me your tired, your poor,
your huddled masses yearning to breathe free,”**

~ Emma Lazarus – *The New Colossus* ~

In the media, most have seen the words refugee, displaced person, defector, evacuee or stateless person. People who fall into one of these categories, regardless of what they are called, all have one thing in common. They left their homes because of some type of political turmoil or oppression in order to better their lives. The United States has been a safe haven for millions of displaced persons. Fortunately for the Defense Language Institute Foreign Language Center, some of these people have found refuge working in foreign language classrooms. The following articles represent just a few stories about people who have managed to immigrate to the United States and contribute to making DLIFLC the best language institute in the world.

DUSAN TATOMIROVIC is currently a stateless person, meaning he does not “belong” anywhere and has no citizenship. In 2001 Tatomirovic received political asylum from the oppressive government of the former Federal Republic of Yugoslavia.

He was born in Belgrade in spring of 1956 and had a passport at the age of 10. He grew up in an upper middle class family, and traveled to England during summers to learn English. “At the time, Yugoslavia was a good place. It was not the West, but it was not the East either. It was a peaceful place,” Tatomirovic said.

During the 1980s Tatomirovic lived and studied in New York on a student visa. “During this time (President) Ronald Reagan had an amnesty program for illegal immigrants to get a Green Card to stay in the U.S.,” Tatomirovic explained. “My friends, who were not even illegal immigrants, were seeking Green Cards, but I didn’t feel that I had any reason to ask for one. I would simply go to the U.S. Embassy and have my visa re-issued every so often, and it was easy.”

During the 1990s Tatomirovic realized that his family situation would dictate that he return home to care for his mother and grandmother. To sustain himself and help his family, he took a job running a film studio. “Everyone was saying *Don’t go, there is going to be war*, and I said, *Why would they want to kill each other, that is insane!*”

“I was in Yugoslavia for only about one year and realized that things were taking a dramatic turn for the worse, but I was already committed to staying with my mother and grandmother,” he said.

Shortly after making the decision to stick it out through the war with his mother and grandmother, Tatomirovic was offered a job to run one of the national channels for a state-run TV station. “I told them that I did not have any interest in politics and I was told that it was not part of my job, so I went ahead and took the position... It only took three months before they started forcing me to run political propaganda,” Tatomirovic recalled.

Tatomirovic left the TV station to strike out on his own and the real trouble began. The Yugoslav government was upset with him for establishing the first commercial Internet service



provider in Southeastern Europe. “They weren’t thrilled that I had a means of communication which they didn’t control,” he explained. To placate him and keep him quiet, they offered him a job as general manager for a national telecommunications company. “I told them, you have to be joking. This goes against everything I stand for. I would be aligning myself with the government,” Tatomirovic explained.

Once Tatomirovic turned the job down and went back to running his company, he was approached by a regime bureaucrat and told that “in the interest of the government,” he had to turn the company over to the regime. “Things started to degrade from there. I started being harassed in certain ways and a long-time friend called and pointed out that I had to give up the company or someone would come and take it from me...” Tatomirovic explained.

In 2001, Tatomirovic got a job as an international correspondent for the United Nations in the U.S. and was granted asylum. “And the rest is history...” he said with a smile. ♦

Three powerful forces, the Vatican, Pan American Airlines, and the U.S. State Department joined together in 1961 to save 14,000 children from being kidnapped by a Caribbean dictator. One of these children was **MAYDA CRUZ**, now a Spanish instructor at DLIFLC.

Soon after Fidel Castro seized control of Cuba, rumors spread that the new government was aligned with the communist government in Moscow, and children, ages five to 16, would be taken from their homes and indoctrinated in Moscow.

Operation Pedro Pan was a Catholic Charities program that was established to save these children from Marxist-indoctrination. Parents in Cuba requested help from the Diocese of Miami, Fla, to provide a way for their children to escape. After diplomatic relations with Cuba broke in 1961, the U.S. State Department waived visa requirements for children coming from Cuba. This enabled the children to travel by commercial flights to Miami.

On the Cuban side of the water, Mr. James Baker, the headmaster of an American school in Havana, organized a Harriet Tubman-like underground railroad made up of Cubans and expatriates who helped the children escape from Cuba. Cruz, then eleven years old, was one of the 14,000 children who had to leave her home country.

“I got on the flight and kids of every age were all crying. I was crying and everyone was nervous. This was a traumatic experience,” Cruz said.

Many families in Cuba believed that this would be a temporary solution and that they would also gain visas to join their children. But at this young age, Mayda only understood that her parents were sending her away.

"Once you enter into customs, it is all glass. I could see my parents on the other side, and I was hysterical. I remember that I was crying so hard," Cruz recounted.

"I always had the mind-frame, 'I am going home, I am not worried about my parents coming here because I am going home.' But as the years went by I started to embrace the new country and my thoughts began to adapt and change," said Cruz.



On the other side of the 90-mile gap between Havana and Miami was the Catholic Charities representative which organized the children's evacuation, provided a large school/foster care infrastructure, and offered the opportunity for the children to live free lives.

"There was an older lady at the airport in her 50s or 60s," Cruz recalled. "She had a sign that said 'Catholic Charities' and she took us to our new home - little houses designed for 24 girls and a foster couple who took care of us," Cruz said.

With only one phone call allowed to parents per week, not only was physical communication limited, but so was emotional communication.

"Your parents were not telling you that they are not coming. Every conversation was like a little code, telling us about the situation in Cuba," she said

Cruz, did not see her parents again until she was a university graduate and a married woman.

"Seeing my mom was moving, but at the same time I had grown independent and was not used to the Cuban way of life," said Cruz.

Eventually Cruz found her way to DLIFLC. "I met a Soldier and married him," she said. When her husband was stationed at Fort Ord, Cruz was able to find work at DLIFLC.

"In 1991, I started working at DLI. I have been here for the past 19 years," Cruz said. ♦

In 1943, the war raging in Europe had finally made its way to a small town in Southern Ukraine. For **Dr. PETER JACHNO**, this would mean the beginning of a life-long adventure that would eventually take him to Monterey, Calif., to teach Russian to students attending the Defense Threat Reduction Agency (DTRA) course at DLIFLC.

The Nazis ripped Jachno from his home at age 16 and placed him in a labor camp in Stuttgart, Germany, where he was forced to work for the Axis powers war effort until the camp was liberated in 1945.

Jachno did not want to return to the Soviet Union following his internment, so he travelled through Europe as a freed man until 1949. He stayed in United Nations relief camps looking for work and had an assortment of tough jobs like coal mining.

"Work was very hard to come by in those days, but I did not want to go back to the Soviet Union," reminisced Jachno.

Because of his "stateless" status, Jachno was able to immigrate to the U.S. under the Law of Admission for Displaced Persons. "I was looking for a way to make a better life for myself. I thought I could find a hopeful future in the United States," said Jachno.

Less than a year after Jachno immigrated to the U.S. he was drafted into the Army and spent 10 months on the front lines during the Korean War as a machine-gunner in the 40th Infantry Division. His actions in Korea earned him the Expert Infantry Badge and the Bronze Star.

"I practically didn't speak English, but soon I learned 'Army' English," said Jachno.

When he came back from the war, Jachno applied to the University of California, Los Angeles (UCLA), but was told his English was not good enough for university study. This didn't deter him. He went to Los Angeles Community College for a few semesters and worked on his English proficiency until he was admitted to UCLA. In 1958 he graduated with a degree in psychology.

Soon after graduation, Jachno received word through a letter that his 74-year-old mother was alone and disabled in the Ukraine.

"I decided to go back to the Soviet Union to help her. So I applied to the consulate to receive permission to go," said Jachno.

When Jachno returned to the Soviet Union, he looked for work to earn money to help his mother. Being a decorated U.S. Army veteran did not help his social status in the Soviet Union and work was not easy to find.

Thinking that he was more of a burden than a help to his mother, he went to the authorities to tell them that he would like to go back to the U.S. because he could not find work.

"They told me that I better keep quiet about going to the United States because I would get myself sent to Siberia," he explained.

Then, unexpectedly, one of the authorities decided to do him a favor. He was taken to a metallurgical plant where he received a job as a quality control manager.

As soon as Jachno's reputation spread as having been educated in the West, he was sent to work at a middle school as an English assistant professor for two years. Recognized for his academic excellence, Jachno was sent to the Soviet National Pedagogical Institute where he worked on the methodology and psychology of teaching foreign language, and earned a PhD on the same topic.



While studying, he began conducting experiments to prove his theory that assimilating a lexicon for foreign language in secondary education forums was better than existing Soviet methods. These unique and innovative experiments revolutionized foreign language acquisition in the Soviet Union.

In 1986, Jachno found his way to DLIFLC where he began teaching Russian in the basic course. In 1994, he was recognized as a candidate to stand up a new DTRA advanced Russian-language program that trains servicemembers advance Russian language skills to become interpreters and help mitigate Weapons of Mass Destruction threats from the former Soviet Union.

"The Russian Department was a wonderful place to work. I am proud that I spent so many years training interpreters (linguists) for such an important endeavor like DTRA," Jachno said.

Jachno retired from DLIFLC Feb. 1, after 23 years of service. ♦



Language Survival Kits giving medics tools to help Afghans

By **Brian Lamar**

Strategic Communications

In the largest and best equipped hospital in Afghanistan, U.S. Department of Defense (DoD) medical staff are working side-by-side with Afghan doctors while being bombarded by Dari and Pashto speaking patients.

DoD personnel have been sent to the National Military Hospital in Kabul, Afghanistan's version of the Walter Reed Army Medical Center, to assist and mentor Afghan medical personnel in caring for those in need.

When language barriers were encountered, the commander of the Naval Medical Embedded Training Team called upon the Defense Language Institute Foreign Language Center (DLIFLC) for help. The Institute responded by sending "redbooks," pocket-sized booklets filled with hundreds of medical phrases like "I am here to help you" and "We need to take you to surgery."



Army Lt. Col. Joseph Myers poses with two Afghan counterparts at the Kabul National Military Hospital, showing off medical Language Survival Kits used as a communication tool between U.S. servicemembers and Afghan patients and medical staff.

The medical team, composed of three doctors, four nurses, eight medical service corps officers, and eight hospital corpsmen, is a part of the International Security Assistance Force's nation-wide training mission, which is to advise the various medical professional specialties in Kabul.

"Each mentor works specifically with an Afghan counterpart to address day-to-day, short and long-term issues within their medical specialty," said Army Lt. Col. Joseph Myers.

The training team is mentoring their Afghan teammates on areas that have a huge impact on everyday oper-

ations that keep hospitals running. The team mentors Afghans on patient administration, blood bank operations, biomedical engineering, anesthesia, emergency medicine, radiology, and many more areas of expertise.

The hospitals do have a few interpreters, but in many cases emergencies arise and the teams do not have the luxury of taking time to find them.

"We have a team of interpreters but they can't be everywhere all the time. The booklets DLI gave us help us converse with our patients in our medical endeavors," said Myers.

The mission of the embedded medical training team is not a simple one. Aside from reporting back to the NATO Training Mission Command Surgeon regarding their work, they are also responsible for "collaborating with other regional medical centers to provide a standardized focus on medical issues so all of Afghanistan is addressing topics equally," explained Myers.

DLIFLC has developed Language Survival Kits for more than 55 languages and has distributed more than one million booklets to troops who need basic language phrases. To order Language Survival Kits from the DLIFLC, go to <https://lmds.dliflc.edu/home.aspx>. ♦

Danish students study Dari at DLIFLC

By **Natela Cutter**

Strategic Communications

Four Danish military students are currently studying Dari at the Defense Language Institute Foreign Language Center (DLIFLC), honing their speaking, reading and writing skills in preparation for deployment to Afghanistan.

The four are the third group of Danish students to come to Monterey to attend one of the Institute's intensive programs, taught by native Afghan speakers. Two separate 10-member classes of Pashto students graduated from DLIFLC in 2008 and 2009.

"Our instructors in Denmark are not native speakers so we like to send the students here (DLIFLC), to a more intensive environment, before they deploy to Afghanistan," said Simon Ekelund Nielsen, of the Royal Danish Defence College, Institute of Foreign Languages, who is program coordinator and head of curriculum at the Danish Institute. Additionally, DLIFLC has hosted its NATO ally twice for two-week-long immersion events for up to 12 Danish students each January, exposing the linguists to native speakers.

"We organize the entire event for the Danish students and prepare skits, plays, speeches, luncheons, and other activities and scenarios in order to expose the students to a variety of



Danish students at DLIFLC intently listen to their Dari instructor during class. The Danes are highly motivated students as their next assignment after the 47-week course will involve deployment to Afghanistan

situations and vocabulary,” said Assistant Dean Monica Lavelle, of the Multi Language School.

The highly motivated Danish students have consistently achieved very high scores on their Defense Language Proficiency Tests and Oral Proficiency Interview exams. ♦

Pashto training required for some Commanding Officers

*By Amy McCullough
Marine Corps Times*

All commanding Marine Corps officers of infantry and light armored reconnaissance units scheduled for deployment to Afghanistan must learn some basic Pashto sayings before they depart, skills the top U.S. commander there has repeatedly emphasized as key to the U.S. strategy in the region.

The Incidental Language Capability program, outlined in Marine Administrative Message 670/09, is intended to give Marine commanders the confidence needed to engage with locals. Marines will be expected to maintain their language training as long as there is an operational demand for it.

Pashto is considered the “everyday” language of the Afghan people. It is spoken primarily in the southern provinces and along the Afghanistan-Pakistan border, where most Marine units will be concentrated, said Air Force Master Sgt. Eric Popham, a chief military language instructor at DLIFLC’s Multi Language School in Monterey, Calif.

Enlisted Marines already interact with Afghan role players during pre-deployment exercises, which expose them to the region’s language and culture. The goal of the new program is to give their commanders the tools to “shape local perceptions [and to] conduct limited introductory engagements with key local leaders,” said Maj. Stephen Fiscus, a Marine infantry advocate at the Pentagon. It is not intended to eliminate the need for interpreters, he said.

Despite the continued need for interpreters, the gesture won’t be lost on the Afghans, said Col. Daniel Kelly, who retired as director of the Corps’ Center for Irregular Warfare.

“Language training is definitely a plus. You can’t beat that,” he said. “It’s important to show that you are trying to understand the environment you are going into. You are never going to be a Pashto expert, but your work is going to be appreciated. It really does open up some conversations, which allows you to learn some things.”

Commanders will receive CDs and DVDs so they can learn at their own pace, but they also will be required to complete 40 hours of training with an instructor before deploying. The plan is to provide a one-to-one or one-to-three instructor-to-student ratio, according to the message, but Fiscus admits that will be a challenge due to the Corps’ high operational tempo.

“Time is a precious commodity when preparing Marines for deployment, and balancing the demands on a commander’s time is of great concern to our senior leadership,” he said. “The Marine Corps was well-prepared for the presidential decision [to send an additional 30,000 troops to Afghanistan] and will ensure our commanders receive the maximum support in order to deploy fully prepared.” ♦

DLIFLC Arabic language students work on an electronic whiteboard in their classroom during break. Every classroom at the Institute is equipped with SmartBoards.





314th Public Affairs center takes on pre-deployment language training

By *Brian Lamar*

Strategic Communications

The 314th Reserve Public Affairs Operations Center from Birmingham, Ala. was given a difficult task – to deploy to Iraq and become the voice and face of the U.S. military and work with local and international media covering the war.

With the challenge of trying to accurately represent the U.S. to the Iraqi media, something more than just media relations training was needed. The 314th called the Defense Language Institute Foreign Language Center's scheduling department and requested an Iraqi familiarization Mobile Training Team (MTT).

"Our job as Public Affairs Soldiers assigned to the MNF-I Combined Press Information Center in Baghdad requires us to interact with Iraqis (mainly members of the media) on a daily basis. I sincerely believe that DLI instructor training and guidance back at home station went beyond just teaching us useful phrases and customs of the Iraqis," said Sgt. 1st Class Jeremiah Glassford, the Multi National Force-Iraq Combined Press Information Center operations chief.

During the post 9/11 era, DLIFLC has expanded its mission to include the augmented production of pre-deployment language materials and cultural familiarization courses which are taught by instructor MTTs.

In FY09, DLIFLC instructors provided 18,386 instructional hours to more than 30,136 servicemembers via 238

familiarization MTTs in 13 languages.

"Of all the contractors involved and money spent preparing units for deployment, I personally believe that this (MTT) endeavor was well worth the taxpayer's dollars used to make it happen," said Glassford.

Servicemembers benefit from this training because they are exposed to instructors who are native speakers and who also bring their culture and customs into the classroom.

"About half of our Soldiers had never deployed before and this was their first exposure to Iraqi language and culture. On top of teaching us basic Arabic phrases, she was able to provide valuable insight into the Iraqi and Muslim mindset that prepared our Soldiers to better interact with Iraqis upon our deployment," said Glassford.

The 314th believes that professionally-trained instructors from DLIFLC make learning about language and culture much more personable than watching a PowerPoint presentation.

"Her (instructor) presence and professional demeanor eased some of the concerns our Soldiers had regarding their upcoming deployment, as well as enabled them to humanize the Iraqis and see that they are really not much different than us. Her training dispelled some misconceptions that some Soldiers might have had and showed them how to successfully interact with Iraqis," said Glassford, adding that he thought the language pre-deployment training was well worth the time invested.

"Every unit should receive training from Iraqi/Afghan natives before deploying to those countries. It just isn't the same as having a Soldier get up there and simply read from PowerPoint slides. The Army should have DLI instructors stationed at every mobilization site," said Glassford. ♦

Sgt. Autumn Hope, a Public Affairs NCO with the 314th Public Affairs Operations Center, is congratulated after being promoted while in Iraq.





Lt. Gen. Koziol returns to DLIFLC

By Lt. Col. Donna O’Harren

311th Training Squadron Commander



Lt. Gen. Craig Koziol walks with DLIFLC Commandant, Col. Sue Ann Sandusky, toward the Multi Language School where Koziol observed classroom activities in the Pashto language.

The Air Force’s highest ranking active duty career intelligence officer, Lt. Gen. Craig Koziol, returned to the Defense Language Institute Foreign Language Center (DLIFLC) Nov. 6, wearing a new hat.

As the Deputy Undersecretary of Defense (Intelligence) for Joint and Coalition Warfighter Support and Commander of the Intelligence, Surveillance, and Reconnaissance (ISR) Task Force, Koziol was keenly interested in DLIFLC’s efforts regarding language training for military operations in Afghanistan.

Koziol last visited DLIFLC in September 2008, as the Commander of Air Force ISR Agency, which oversees all operational Air Force cryptologic linguists worldwide. In his current role, he is focused primarily on Afghanistan, and during his visit with DLIFLC leadership and unit commanders, he emphasized that language will be a “game changer” in Afghanistan.

Regarding partnerships and information-sharing with coalition forces, Koziol remarked, “If they’re willing to fight with us and die with us on the ground, we have to be willing to share information with them, and they need to share with us.”

During his visit, Koziol had the opportunity to meet with Soldiers, Marines, Sailors, and Airmen in various language programs to gain their perspectives on the language training experience at DLIFLC. He took time to have breakfast with a multi-service group of DLIFLC students and to visit several classrooms.

Students in the Multi Language School, which administers the majority of the Afghan language programs,

demonstrated their language technology capabilities. Koziol came away impressed by the caliber of young professionals at the Presidio and reiterated his message on the importance of what they do and how it is absolutely key to the fight: “This is a great school... we need cryptologic linguists – badly.”

Koziol’s visit concluded with a meeting with Air Force commanders and key staff from the 517th Training Group, 311th Training Squadron, and 314th Training Squadron, who provided an update on Air Force language training statistics and initiatives. Koziol shared with them information on some of his ISR Task Force initiatives in Afghanistan and re-emphasized the importance of what the Air Force and the other service units at DLIFLC are doing to ensure linguists are well trained so they can make an impact in the field. ♦



Lt. Gen. Craig Koziol speaks with a servicemember about the dictionary used in the course. Students in the Pashto department have designed their own electronic dictionary in order to capture numerous variations of dialects spoken in Afghanistan.



NPS, DLIFLC collaborate to educate FAOs service-wide

By *Kate Lamar*

Naval Postgraduate School

A new Joint FAO Skill Sustainment Program (JFSSPP) at the Naval Postgraduate School (NPS) is bringing practicing Foreign Area Officers (FAOs) back to Monterey for a refresher course on cultural, linguistic and regional knowledge, as well as policy and strategy analysis.



Col. Mark Chakwin speaks to Foreign Area Officers about the new Joint FAO Skill Sustainment Program during a conference Feb. 11, at the Presidio of Monterey.

In cooperation with the Defense Language Institute Foreign Language Center (DLIFLC), NPS has added a language component to the program and has designed the new JFSSPP to build upon the existing graduate degree program in the department of National Security Affairs.

“It is critical that our FAOs expand upon their regional, strategic and analytic knowledge gained at NPS, to include language fluency and culture,” said Navy Lt. Cmdr. Jim McMullin, program officer for the National Security Affairs Department at NPS.

DLIFLC’s role includes providing instructors for the resident language and cultural familiarization week-long program, as well as a critical distance learning piece, whereby FAOs undertake a 12-week online course, which will help them brush up on their language prior to the advanced language training at NPS.

“The approach we take during the resident course is to foster discussion and debate on strategic topical areas in

the target language,” said DLIFLC Assistant Provost for Continuing Education, Marine Lt. Col. Bob Lucius. “Since we have limited direct contact time with the FAOs, we focus on high-level language skills.”

The non-credit short courses, designed to ensure FAOs in the field stay current on regional knowledge and language skills, are critical, given FAO mission requirements.

“The Foreign Area Officers are the officers who are expected to be regional experts, to have a high level of language skill, to be able to engage in military-to-military diplomacy and to operationally advance U.S. interests where ever they are,” said DLIFLC Commandant Army Col. Sue Ann Sandusky, who is also a Sub-Saharan Africa FAO.

“The FAO may be the only Department of Defense representative in a country,” Sandusky said. “It is on his or her shoulders that our bilateral relationships are really hinging.”

These resident courses are supplemented by an exciting new web portal called FAOweb. The portal, released in February, will provide distance learning and community networking for FAOs worldwide. A cutting-edge example of Web 2.0 technology, FAOweb will expand and adapt in coming years as courses and language resources are developed by professors at NPS, DLIFLC, and FAOs themselves.

“Currently FAOweb contains the legacy DLI products organized by language,” Lucius said. “We are working on developing advanced modules on topics geared specifically to FAOs. The current materials are intended for beginner language acquisition and sustainment. The new modules, which should be ready by this summer, will be for more advanced learning and will focus on the strategic-level at which FAOs operate.”

The first iteration of the program began in September 2009, focusing on Europe and the countries of the former Soviet Union. It brought together seasoned FAOs from Eurasia for a week of professional seminars at NPS, followed by another week of regional security seminars in Germany at the NATO School in Oberammergau, the Marshall European Center for Security Studies and the United States European Command (EUCOM) in Stuttgart.

The second iteration of the course this spring focused on Latin America. FAOs from across the Americas came to Monterey for a week of professional education and refresher language training, followed by an additional week of regional studies in Lima, Peru.

For more information about the new FAO program at NPS or to request access to FAOweb, please visit their website at <http://fao.nps.edu>. ♦



Airman advises Iraqis on ISR missions

By Senior Airman Alyssa C. Miles
U.S. Air Forces Central Public Affairs

A U.S. Air Force officer assigned to the Iraq Training and Advisory Mission is an adviser to Iraqi intelligence, surveillance and reconnaissance airmen within the Iraqi Air Operations Center.

Capt. Sean Reynolds, an IAOC intelligence advisor, helps Iraqi airmen with ISR mission scheduling and planning while advising them on how to make their processes better and integrate with Iraqi ground and naval forces. The captain, who is deployed from Goodfellow Air Force Base, Texas, says he believes in the saying, "People don't care how much you know until they know how much you care." Therefore, he works daily to build a strong relationship with his Iraqi equivalents.

"One of the keys to being an advisor within this culture is to build a relationship first," Reynolds said. "To do that, we hang out with the Iraqis every day. Whether it's having

coffee with them, talking about families, or watching an ISR mission."

The prior-enlisted officer served as an Arabic linguist for seven years and says understanding the language has helped facilitate communication throughout the IAOC. Although he feels he's a little "rusty," the Iraqi airmen were excited to learn their American advisor could comprehend the language.

"It's great to be able to use Arabic again," he said. "The number-one thing it helps with is building relationships with Iraqis. Knowing even a little bit of the language really helps build rapport. They don't meet many Americans who speak Arabic. The most difficult part for me is still the local Iraqi dialect. When they lay it on thick, I have to back them up and tell them to slow it down a little bit."

Nonetheless, communication has proved to be effective, and the Iraqis have proven to be capable of handling their missions.

"One of the biggest successes I've been a part of so far was the first Iraqi Hellfire missile launch," the captain said. "Now the Iraqis have the no-kidding ability to shoot a missile from the air and engage a ground target."

Several groups were part of this accomplishment, from load crews to pilots. For his part, the captain said the ISR Airmen completed seven dry runs of the exercise before the live mission was executed to ensure pre-strike planning and targeting was correct.

Iraqi 1st Lt. Hikmet Fadhel, intelligence officer, is very happy with the progress his air force has made, and says he is hopeful for the future.

All-in-all, Reynolds says this deployment has been enjoyable and unique thus far.

"I like my job a lot," he said. "It's not at all like what you'd do on a normal intelligence deployment. These are really good dudes. They're working hard."

"A lot of them take great risks to be in their own military," Reynolds continued. "They risk their lives and their families' lives just to be here. They have set out to make their country better. Being a part of that and to witness that first hand, witness the rebirth of an air force, is good." ♦



Capt. Sean Reynolds, an Iraqi Air Operations Center intelligence advisor with the Iraq Training and Advisory Mission, speaks with an Iraqi air force officer Nov. 25, 2009 at Camp Victory, Iraq.

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Colombian Gen. Padilla visits DLIFLC, speaks to FAOs

By Natela Cutter
Strategic Communications



DLIFLC Commandant Col. Sue Ann Sandusky, receives a gift from Gen. Freddy Padilla de Leon, Commander of the Colombian Armed Forces.

The Colombian Commander of Military Forces, General Freddy Padilla de Leon, visited the Defense Language Institute Foreign Language Center (DLIFLC) at the Presidio of Monterey on Nov. 20, taking the opportunity to meet with the Institute’s Commandant and address Latin American Foreign Area Officers.

DLIFLC Commandant, Col. Sue Ann Sandusky, presented Padilla with an overview briefing of DLIFLC. The Colombian general expressed an interest in how the U.S. military prepares Soldiers for deployment to Afghanistan and was particularly interested in whether to concentrate on Pashto or English as the language of choice for Colombian Soldiers potentially deploying to the region.

Upon completion of the briefing, Padilla was given the opportunity to speak to 21 FAOs who are either studying Spanish at DLIFLC or are Latin American FAOs currently attending the Naval Postgraduate School (NPS).

“When you are there (Colombia), no matter who you are, you will be a member of the Joint (Colombian) Staff, said Padilla, to the group. “I want you to think of us (Colombian military) as your closest possible ally,” said Padilla, referring to those U.S. officers who would be serving at the American Embassy in Bogota during their FAO careers.

“It was unbelievable that he was here and that we had direct access to top Colombian military officer,” said Maj. Chris Folk, who attended the event, adding that he fully understood what the general way saying in Spanish. “He focused on how Colombian and U.S. military personnel have to have a relationship based on trust from day one.”

Upon the completion of his remarks, Padilla and Sandusky exchanged gifts. The Commandant gave Padilla a book about the Monterey Peninsula, while the general presented Sandusky with a Colombian armed forces plaque. ♦

09L Translator/Interpreter program moves to Fort Huachuca

By Staff Sgt. Todd Pruden
Personnel Force Innovation

The U.S. Army implemented in January a move of the Translator/Interpreter Military Occupation Specialty (09L) Advanced Individual Training (AIT) Course from Fort Jackson, S.C. to the proponent school at the U.S. Army Intelligence Center of Excellence, Fort Huachuca, Ariz.

Instructors from the Defense Language Institute Foreign Language Center (DLIFLC) relocated or returned to Monterey, Calif., to their home base.

“We have 14 DLIFLC personnel on staff currently,” said 09L AIT Language Program Manager, David Villareal, adding that this number included instructors teaching Arabic, Farsi, Pashto, Dari and Kurmanji. “We provide the 09L AIT Soldiers with interpretation and translation tools through scenario-based training.”

Soldiers attending 09L training will be a part of Company B which was stood up in January to accommodate the influx of new troops and will fall under the 309th Military Intelligence Battalion, 11th Military Intelligence Brigade.

Col. Dennis Perkins, deputy director for Training at the U.S. Army Intelligence Center of Excellence said that relocating the school to Fort Huachuca would be beneficial to the Soldiers, to achieve efficiencies through the training of similar occupational specialties, while saving resources as the 09L specialty and force structure matures.

“Having 09L Soldiers working side-by-side with human intelligence collectors and military intelligence officers increases realism in training and an understanding by Soldiers of how to work as a team,” he said. “There will be a constant need for different heritage speakers due to different missions the Army may find itself involved with in the future.” ♦



Front row (L-R) - Haitham Abdullah, George Rayes, Minal Alshakarji, Angel Mehran, and Lamia Elbakri. Back row (L-R) - David Villarreal, Matti Khoshaba, Sargon Jabri, Raphael Adam, Aida Hallaq, Nik Ahmadi, Chassan Bidawid, and Aliya Amir.



Lady in blues sings the blues: DLI instructor tours with Air Force variety show

By Kevin Howe

Monterey County Herald

A Korean language instructor at the Defense Language Institute and Presidio of Monterey will spend the coming year touring with the Air Force variety show “Tops in Blue.”



Air Force Staff Sgt. Lesley Bastura was among 71 performers chosen from more than 300 applicants to attend a 10-day “American Idol” style audition at Lackland Air Force Base, Texas, in January, where 35 finalists were selected.

She got word that she’d made the cut Feb. 16.

Bastura, 28, joined the Air Force in August 2001, and was in the middle of basic training when the 9/11 terrorist attacks took place.

A native of Huntsville, Ala., she attended the University of Northern Alabama as a vocal music major before joining the Air Force.

She sings first soprano, “primarily classical and opera,” Bastura said, “but I’m from Alabama; I can sing country, too.”

The candidates for the cast of “Tops in Blue” were asked to sing a variety of songs – jazz, pop, country and contemporary – during the 10-day audition, she said.

Other performers had different talents, and the variety show has included jugglers, acrobats, magicians and comedians as well as singers and dancers.

“I didn’t do much with music when I joined the Air Force,” Bastura said, “but when I heard about ‘Tops in Blue,’ I wondered... ‘Sing and dance in the Air Force?’ I always wanted to do it, but the timing was just never right. This time, it worked out.”

Bastura graduated from the Korean language program at DLI, served a tour in Korea, and built up enough language proficiency to qualify as a Korean instructor. Her Air Force job is Korean linguist, and she was assigned to teach at the language school in Monterey in 2007.

Teaching is a performance art, as much as singing and dancing, she said. “You have to think on your feet, be prepared if a student asks an off-the-wall question. A performance background helps. You have to roll with it.”

Bastura is also a marathon runner and a member of Team in Training, whose members raise money to combat leukemia and lymphoma by collecting pledges for mileage.

“Last year, I raised \$6,000 on my own,” she said,

competing in the Seattle Rock-and-Roll Marathon in June and the Nike Women’s Marathon in San Francisco in October.

She also led the team for the 517th Training Group at the 13th annual Air Force Marathon at Wright-Patterson Air Force Base, in Ohio in September.

Bastura has left for San Antonio, Texas, where the “Tops in Blue” show cast will work on its staging, music and choreography for six weeks, then go on a 10-month world tour.

“We’re our own stage crew,” she said.

Bastura said she expects to return to DLI and her teaching duties in March 2011. ♦

Story courtesy of the Monterey County Herald, published March 7, 2010

DLIFLC shows off talents in art expo

By Hiro Chang

Presidio of Monterey Public Affairs

While the Presidio of Monterey is known for being the nation’s premier language school, it is also home to some very talented artists who showed off their skills at the DLIFLC Technology Integration Division Art Exposition at the Weckerling Center Jan. 29.



(Back row left to right) Elaine Koppány, Patrick Wilkes, Peter Silzer, Joshua Soto, Michael Cumberworth, Nikki Gagliardo, Dorice Farley, (Front row left to right) Nicole Phillips, Ramon Lomeli and Elizabeth Concepcion stand with one of the Technology Integration (TI) Division art displays at their Art Exposition.

The art show gathered staff and faculty members from the entire Institute for a rare glimpse at their colleagues work that included graphics for computer-based learning software as well as personnel artwork such as hand-carved sculptures, said Van Ipson, TI division associate dean.

“This was also a chance to provide faculty the opportunity to see how TI personnel can liven up their classroom instruction materials and presentations, in addition to (having) a possible increase in interactive resources in their instructional blocks,” Ipson said. ♦



CIDD Monterey holds change of charge

By Petty Officer 2nd Class Steven L. Shepard
Strategic Communications

A change of charge ceremony was held for the Center for Information Dominance Detachment (CIDD) at the Presidio of Monterey's Price Fitness Center on Jan. 14.

Lt. Cmdr. Thor Martinsen relieved Lt. Cmdr. Leonard Caver as officer in charge of the CIDD.

Guest speaker, Capt. Gary Edwards, commanding officer of the Center for Information Dominance, Cory Station, Fla. praised Caver and his staff on their accomplishments in producing U.S. Navy linguists and fleet ready Sailors.

"Lt. Cmdr. Caver has developed and produced more than 1,000 Navy linguists who are participating in overseas contingency operations and special operations around the world" said Edwards. "The linguists you've trained here are directly responsible for helping save American lives overseas."

Following his remarks, Caver was awarded the Navy Commendation Medal (Gold Star in lieu of Fifth Award) for his exceptional performance as officer in charge from January 2008 to January 2010.

Caver reflected on his time spent in command. "I often think of the words told to me by our CO (CID Commanding Officer Capt. Edwards), that 'there is no greater achieve-

ment in your military career as an officer than to be in command,'" said Caver. "The Sailors of CIDD Monterey have made my tour here the best in my nearly 25 years of naval service."

As Martinsen assumed charge of the CIDD, he acknowledged the quality of the students and staff he was inheriting.

"I am extremely proud to be the new Officer in Charge of CIDD," said Martinsen. "Lt. Cmdr. Caver did an excellent job during his time here, I have very big shoes to fill and I hope to continue in the tradition of success he achieved."

Martinsen previously spent time in Monterey attending the Naval Postgraduate School starting in 2005, where he earned a dual Master's degree in Computer Science and Applied Mathematics.

Since 2007, Martinsen has been with Amphibious Squadron Three as the staff Cryptologic Resource Coordinator (CRC) and Deputy Information Warfare Commander (DIWC) for Peleliu Expeditionary Strike Group (PELESG), which included a deployment to Fifth Fleet in support of operation Iraqi Freedom and the Global War on Terrorism.

Caver's next assignment will be at the National Security Agency/Central Security Service, (NSA/CSS) Kunia, Hawaii. ♦

Lt. Cmdr. Thor Martinsen (left) relieves Lt. Cmdr. Leonard Caver (right) as the officer in charge of the Center for Information Dominance Detachment Monterey during a ceremony held Jan. 14 at the Price Fitness Center, Presidio of Monterey.

Photo by Petty Officer 2nd Class Steven L. Shepard





Language and culture skills save lives

By Natela Cutter
Strategic Communications



DLIFLC Dari instructor, Barry Arsala, works with students in the classroom. Arsala has been teaching at DLIFLC since 2005.

One thing Barry Arsala can say with certainty is that his life has not been boring. He has lived and been educated in three different countries and has survived a multitude of cultural shocks. Today he teaches the Dari language and culture to young military service members at DLIFLC.

“When I was young and studying and traveling through the Middle East and Asia, knowing language, and especially the culture of the people, enabled me to get where I needed to go, whether it was signing up at the university or buying dinner in a restaurant,” explained Arsala.

Having majored in civil engineering at Kabul University, Arsala left war-torn Afghanistan at the age of 23, when the Russians took over in 1979. “We had to flee because my wife was related to the king’s family, while my father happened to work as a chief of counterintelligence in the Afghan Army,” he said.

“We fled to Iran and there I attended Pahlavi University and studied English literature. But we could not get an immigration visa for the U.S. in Iran due to the hostage crisis. We had to go to India,” said Arsala.

Arsala and his family finally made it to the U.S. in 1982. By 1998 Arsala and his family had moved from Chicago to Fresno, Calif., and in 1999 he began teaching at Fresno City College in the department of humanities, as an adjunct faculty member. In 2005 he began working at DLIFLC.

“I enjoy teaching language to students here because this is really my true profession. Additionally, I am also able to teach the students about cultural differences and how important that

is to be able to communicate with the people,” he said.

“Sometimes soldiers can make mistakes which are really non-intentional but could cost them a lot. For example, I explain to my students that one cannot go into an Afghan house with boots on because they eat and pray on the floor and this is the cleanest place in the house. After someone has walked on the carpet, it is considered unclean,” Arsala explained.

“I also teach them that it is customary to offer people food if you are eating in front of someone. It is very rude in our culture not to offer food, or eat in front of people as a non-Muslim, during the holy month of Ramadan,” Arsala said, adding that culturally insensitive behavior can lead to conflict. “And there is no reason for that. Just learning the culture can save a life or many lives.” ♦



DLIFLC instructor, Barry Arsala, works with a student in the classroom. Aside from instruction in the classroom, Arsala also devotes a lot of his working hours to creating lessons and populating with vocabulary a program used by students called Rapid-Route.

Photos by Petty Officer 2nd Class Steven L. Shepard



DLIFLC says goodbye to former commandant

By Natela Cutter
Strategic Communications

The Defense Language Institute Foreign Language Center's (DLIFLC) former commandant, retired Col. Daniel Devlin, passed away on Jan 26, at the Inova Mount Vernon Hospital, Va., after suffering a stroke on Jan. 7.

Devlin is warmly remembered at DLIFLC as one of the Institute's most influential commandants and as a long-standing advocate of foreign language acquisition, while working for the Office of the Secretary of Defense in Washington D.C. after he retired from the Army.

Devlin was one of the longest serving commandants in the history of the Institute. He took command of DLIFLC on Feb. 26, 1996 and remained for five years, until Dec. 1, 2000 when he retired from the Army after 31 years of service.

Some of the most remarkable changes to the Institute were made during Devlin's tenure. As a Russian language graduate from DLIFLC in 1979, Devlin was particularly keen on improving the Institute's ability to hire and maintain quality faculty, as well as having the voice of students heard and their opinions taken into consideration by the schoolhouses.

One of his most notable achievements was the implementation of the Faculty Personnel System (FPS). In order to hire native speakers and keep experienced teachers in the classroom, Devlin completed the move of faculty out of the old GS personnel system and into the current FPS that rewards merit instead of seniority.

Similarly, Devlin made important progress toward the ability of the Institute to grant two-year Associate of Art degrees to students who fulfilled the requirements, which DLIFLC began issuing shortly after he retired.

Devlin is especially remembered at DLIFLC for trying to inculcate a culture of "customer service" among faculty and staff, tying the success of DLIFLC instructors to that of their students. He made sure to ask for input and feedback from all, including DLIFLC students. Years later, this feedback system is used by supervisors to rate the success of instructors and the teaching teams, ultimately having an effect on merit pay points received by teachers each year.

During his tenure, Devlin realized that it would be more beneficial for students to be given a second chance in taking a language if their disenrollment came about because of illness, or personal problems. As a result, student attritions declined as more students were recycled or re-linguaged and proficiency levels in all languages improved.

As the Presidio of Monterey Installation Commander, Devlin oversaw the largest and most successful base closure process in the United States as the former Fort Ord was cleared of unexploded ordnance and toxic waste then dispersed to numerous municipalities and educational institutions for reuse. He also renamed the portion of the former fort the Ord Military Community to keep alive the name of General Edward Otho Cresap Ord, who during the Mexican-American War was placed in charge of the Monterey Garrison (1847-49), at what later became the Presidio of Monterey and home of DLIFLC.

Devlin was particularly proud of having been able to obtain a patch for DLIFLC students. In 1999 Devlin approached the Department of the Army Institute of Heraldry with a design which was approved. DLIFLC students today wear the patch which is a shield divided, with a black griffin's head on one side, and the Rosetta Stone on the other. The griffin represents a mythological

beast possessing great intelligence and farsightedness, while the Rosetta Stone is known as a means of translating languages.

Devlin was a 1969 graduate of North Dakota State University and was commissioned through its ROTC program. In 1977 he was selected for Soviet/East European Foreign Area Officer training, and attended the U.S. Army Russian Institute and the Command and General Staff College. He was a veteran of the Panama invasion and Desert Storm/Shield. He held an M.A. degree from the Naval Postgraduate School in National Security Affairs, an M.A. in International Relations from the University of Southern California, and was a graduate of the U.S. Army War College. Devlin was assigned to the Joint Staff as Chief of Psychological Operations and Civil Affairs at the Pentagon before coming to DLIFLC in 1996.

Only 17 days after his passing, Devlin's wife, Darlene, died in their home in Virginia. A funeral ceremony is planned for May at Arlington National Cemetery. They are survived by their two sons, Daniel Jr. and Robert. ♦





CIDD Monterey Sailor sets world record in indoor rowing

*By Petty Officer 2nd Class Steven L. Shepard
Strategic Communications*

On Nov. 8, 2009 Center for Information Dominance Detachment Monterey Sailor, Seaman Jason Armstrong, set an Indoor Rowing World Record in the 100,000 meter Individual Men's Heavyweight 19 & Under category with a time of 6hr46min00.7sec.

Armstrong is no stranger to the record books. He captured his first world record in 2006 by completing the most chin-ups (2,406) in a 12 hour period at the age of 16. Although attempts were unsuccessful to have the record verified by the Guinness World Records, it was listed in the European-based Book of Alternative Records.

Armstrong's recent indoor rowing record is the fourth world record he has set in the last five months. He holds the current world record for the half marathon Men's Heavyweight 19 & Under in July, breaking his own record set just two weeks prior. In September he set the 100,000 meter Men's Heavyweight Tandem 19 & Under with teammate Paul Murray, who is currently in the Delayed Entry Program for the U.S. Army.

The indoor rowing records were all set on the Concept 2 Indoor Rowing machine, which is the standard for international competition.

When asked how he accomplished these feats of strength and endurance, Armstrong replied, "If you want to get good at something I have found that the best way to do it is to train harder and longer than anyone else."

Armstrong says that his fitness training has greatly benefited him as a Sailor by helping him maintain a good work ethic and goal-oriented mentality which he applies to his studies at the Defense Language Institute Foreign Language Center where he is currently enrolled to become a U.S. Navy linguist.

Next on the list of record attempts by Armstrong is the most pull-ups in a 12 hour and 24 hour period, which he hopes to accomplish in May, 2010. Armstrong stated that he would like to use this attempt to raise awareness and benefit an, as of yet, undetermined charitable organization.

For now, Armstrong says he is focused on continuing to be a good Sailor and student and is working towards graduating from his language school.

Armstrong's records, along with other indoor rowing records, can be viewed at <http://www.concept2.com/us/racing/records> ♦

Photo by Petty Officer 2nd Class Steven L. Shepard

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