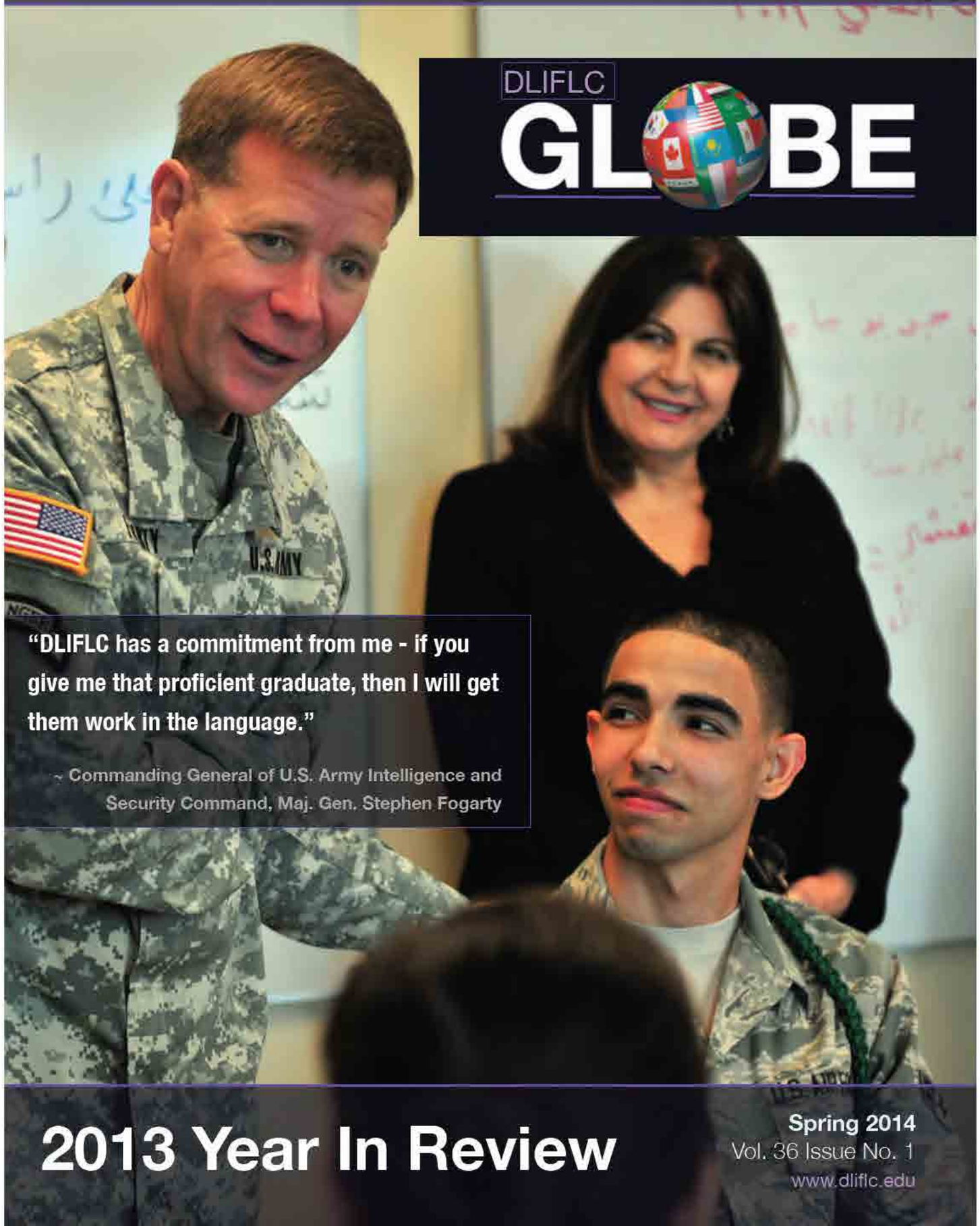
Serving the military and civilian communities of the Defense Language Institute Foreign Language Center and Presidio of Monterey

DLIFLC GLOBE



"DLIFLC has a commitment from me - if you give me that proficient graduate, then I will get them work in the language."

~ Commanding General of U.S. Army Intelligence and Security Command, Maj. Gen. Stephen Fogarty

2013 Year In Review

Spring 2014
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From the Top

Col. Danial Pick

Commandant, DLIFLC

Welcome to the 2013 Year in Review edition of the GLOBE Magazine. Our team of dedicated professionals has developed a content-rich, interactive digital GLOBE as a vital part of DLIFLC's exciting Lifelong Learning Initiative. This initiative's goal is to establish a link with DLIFLC students, in some cases before they arrive at the Presidio of Monterey or one of our Language Training Detachments, and maintain that link for life.

The ability to reach out to a greater audience is enabled by our world-class information technology infrastructure and Alumni Relations Office, as well as the efforts of the DLI Alumni Association and Foundation. An important part of the Lifelong Learning Initiative is to inform prospective students, through events such as Language Day and our alumni network, that one can be paid to learn a foreign language and enjoy an incredible career, as long as aptitude and motivation are demonstrated.

One of our top priorities here at DLIFLC is not only to train service members to a level of professional proficiency not attainable at any civilian university, but to also educate them on how to sustain and to improve their language skills throughout their careers.

The staff is working on the development of an e-folio of our students' work, which may include current Defense Language Proficiency Test scores, Diagnostic Assessment results and a learning plan. The e-folio will be available to the student and his or her Command Language Program Manager after they leave the Institute.

In addition to the CLPM and e-folio link, our graduates' will receive periodic digital Globe magazines with updates about DLIFLC's cutting edge resources throughout their professional lives. Just as importantly, our graduates will be able to tell us what works best for them, helping DLIFLC remain the agile institution that it is.

As our DLIFLC alumni leave military service to continue their professional lives in education, business, or continued government service, the ability to reach back will enable them to be ambassadors of DLIFLC, and of language education more broadly.

Many of the components I have mentioned already exist, but in relative isolation from each other. In this era of declining resources the DLIFLC team is working to weave these components into a powerful capability that strengthens the Department of Defense foreign language capability and enriches our nation. That is the Lifelong Learning Initiative!

I hope you enjoy this edition of the GLOBE as it catches you up on some of the many events and developments within the DLIFLC family.

Sincerely,

Danial D. Pick
Colonel, U.S. Army
Commandant

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(Cover photo and retreat photo by Natela Cutter/relased)

Chapter 1

Managing the Linguist Enterprise

"The 'Cycle of Excellence' encapsulates the various stages in the military services' efforts to recruit, educate, and retain the best military linguists to accomplish vitally important and sensitive missions for the nation."

~ DLIFLC Chief of Staff Steve Collins

Read more of this story on **Page 3.**

Enterprise linguist management

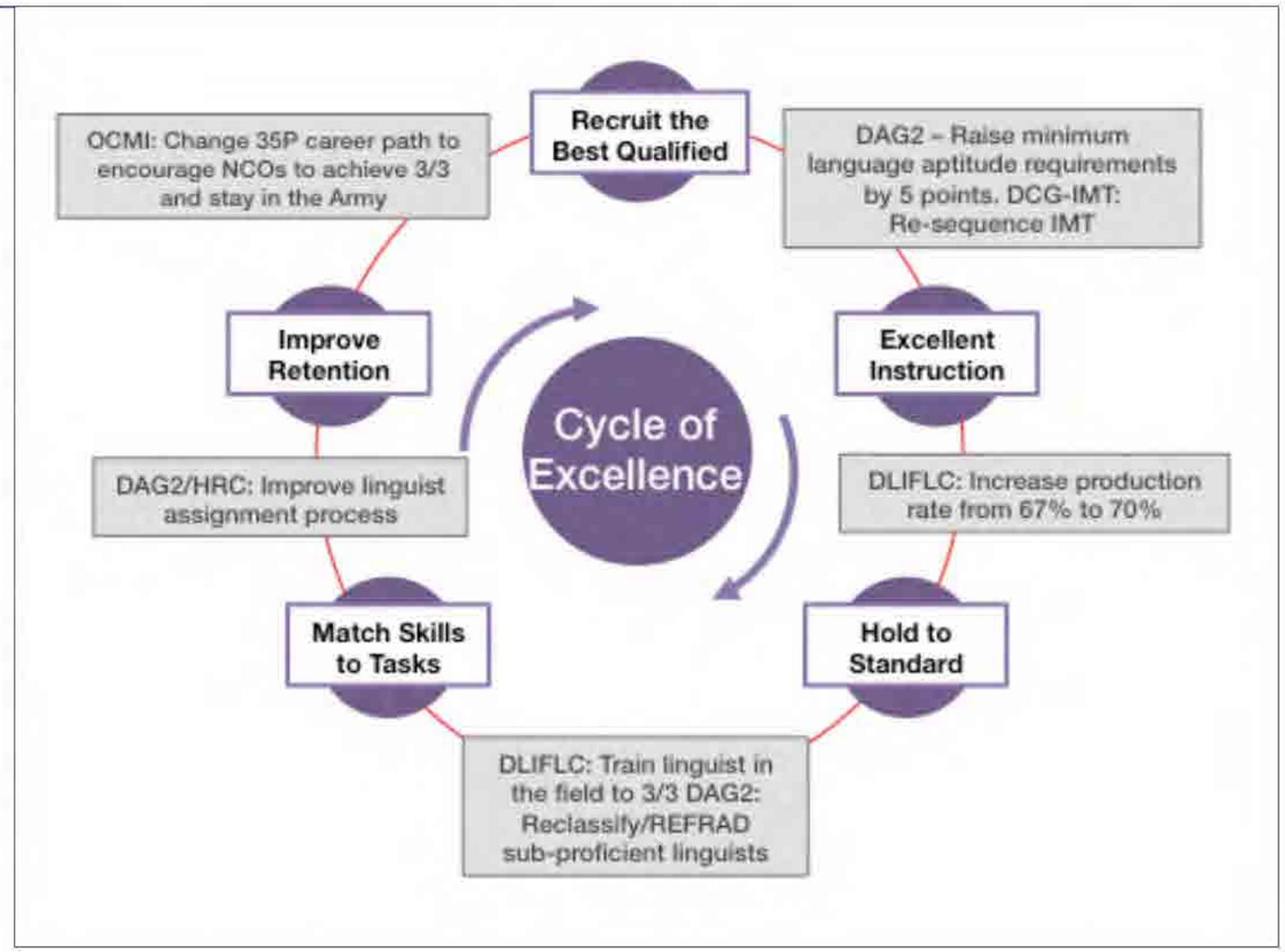
By Steve Collins
Chief of Staff, DLIFLC

To increase effectiveness and efficiency of DLIFLC's efforts to continue to be the world's best center for culturally based foreign language training and education, the commandant, Col. Danial D. Pick, has developed a concept entitled the "Cycle of Excellence."

This cycle encapsulates the various stages in the military services' efforts to recruit, educate, and retain the best military linguists to accomplish vitally important and sensitive missions for the nation. The goal is to look at the entire enterprise rather than trying to work on the parts of the "Cycle of Excellence" in isolation.

We need to start by recruiting the best young men and women with high aptitudes for language study who are interested in serving in the military. While motivation always remains a vital component of intensive language learning at DLIFLC, given the relatively small amount of time available to achieve high levels of proficiency, innate aptitude is critical.

Of course, our role here at DLIFLC remains the same – providing the best in foreign language instruction and education. We must strive to dramatically increase the number of graduates achieving 2+/2+/2 and higher from



The "Cycle of Excellence" for increasing effectiveness and efficiency of foreign language training for professional linguists.

the basic course, while simultaneously lowering our administrative and academic attrition.

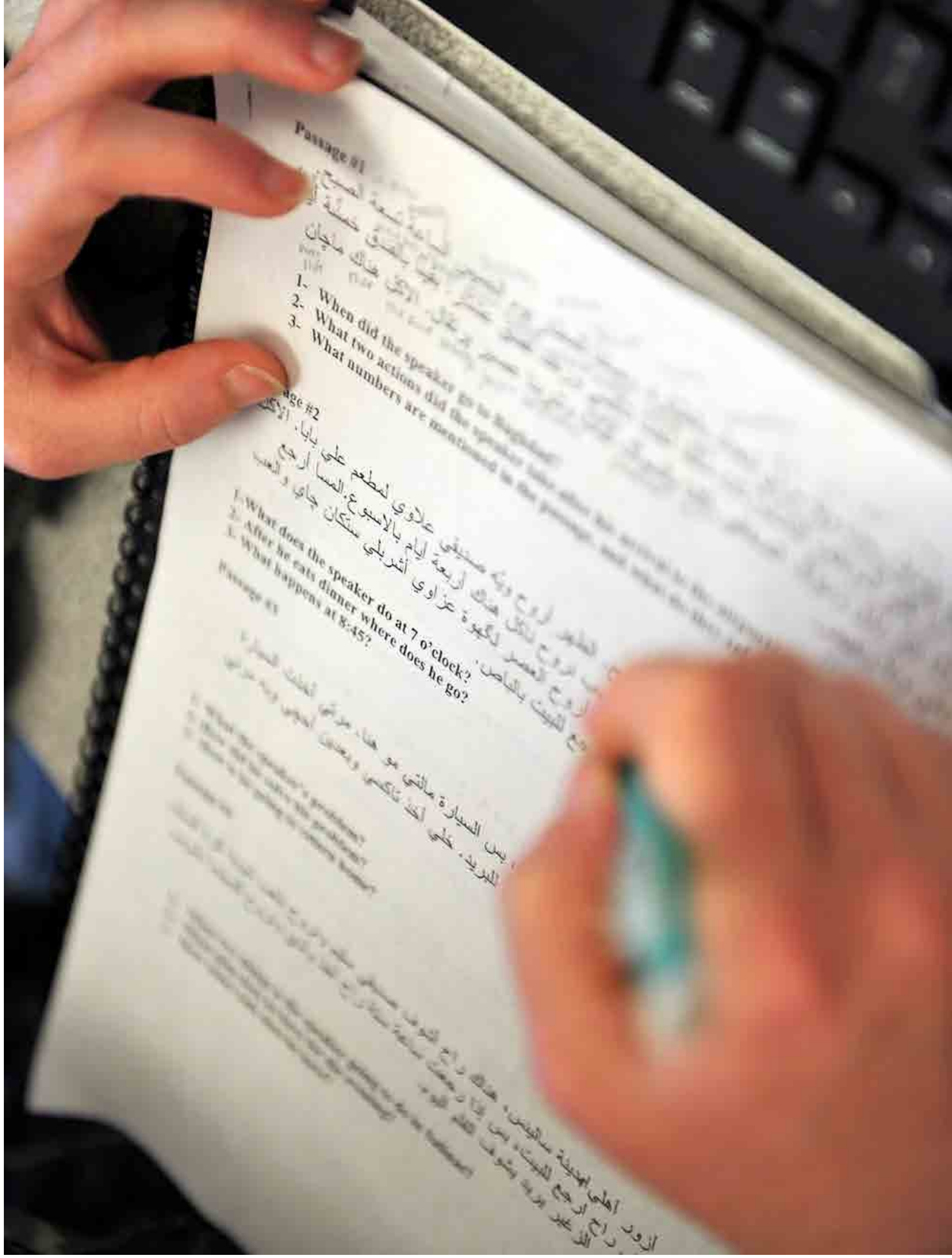
Senior leadership throughout the Army and the other services are considering re-sequencing the linguist training pipeline by moving advanced individual training at Goodfellow Air Force Base prior to the language training at DLIFLC. This re-sequencing, along with a move to make the training at Goodfellow AFB language non-specific, could save millions of dollars in training costs and reduce attrition dramatically at DLIFLC.

Another action worth considering is to more closely examine the type of missions DLIFLC graduates receive upon departure. By assigning the most challenging linguist positions to the top graduates, there will be a better match of assignments to skills.

Additionally, these top graduates will likely thrive in an environment where their target language capabilities are pushed to the limit, and will be more willing to re-enlist if they are assigned in a manner that accounts for their particular skills.

Within the military, leadership assignments are often required to advance in rank; there is certainly an "up or out" reality in today's military. It may be possible to reconsider this traditional career path and look to promote linguists for target language excellence – not just Non Commissioned Officer leadership. This would enable a linguist to work in positions that accentuate their technical skills and not force them to take leadership positions to the detriment of their hard-earned language skills.

By looking at the "Cycle of Excellence" as an interlinked, interdependent enterprise, a number of very positive changes could occur and magnify one another. All of these actions portend great opportunities to increase linguist proficiency, reduce the numbers the services need to recruit to maintain adequate manning levels, and reduce overall costs for the Department of Defense.



(Photo by Natela Cutter/released)

DLIFLC provost restructures Institute

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif., - DLIFLC's new provost, Dr. Betty Lou Leaver, has a lot on her mind these days. She is not only in charge of some 2,000 civilian faculty, but she is also held responsible for the academic success of more than 3,500 military service students, whose proficiency in foreign languages ultimately affects the success of military missions at home and abroad.

"I knew it was going to be a complex and challenging job, but I am lucky to have the complete support of the Command Group here and we are surviving these tumultuous times," said Leaver with a smile, sitting in her relatively small office, on the second floor of the DLIFLC headquarters, with a view of the Monterey Bay which she rarely has a chance to enjoy.

Just as she was taking the helm of the largest foreign language school in the nation, government sequestration measures began and budget cuts were implemented that spanned the entire Department of Defense.

"We knew that the good times of being able to spend a lot of money on language programs had ended and that we would have to take a serious look at how we do business in order to continue to produce highly competent linguists while reducing any redundancies," she explained.

"One of our biggest problems over the years was that various government agencies would come to us with demands to produce foreign language materials or create new programs and give us money. Though this may not sound like a problem, it was because the money did not come with authorizations for positions to be added to our Table of Distribution and Allowances," said Leaver.

As DLIFLC leadership was assessing how to cut its budget without significantly impacting the core mission of teaching students in the classroom, the U.S. Army Manpower Analysis Agency (USAMAA) announced that it would be conducting a manpower study to validate the Institute's workload and assess the number of requirements and authorizations allotted for faculty and staff.

"We are not an ordinary military organization with standard duty descriptions that fit into a neat little box. The USAMAA team had difficulties understanding our structure, how our teaching hierarchy functions, and how support organizations were set up," Leaver explained. As a result, many of DLIFLC's organizations that were conducting support activities such as faculty and curriculum development were severely cut.

"I had to sit down and rethink how to preserve the functions that these departments performed in order to not affect proficiency levels of students in the classroom. Ultimately, I decided that the best way to keep those vital functions was to integrate them back into the schools and use the knowledge of, say, a faculty developer, as a force multiplier and implement a train-the-trainer system."

As a result of the Institute restructure, the rank-and-file of several departments are currently being reintegrated into the basic courses: Faculty Development, Curriculum Development, and the Student Learning Center. Technology

Integration will merge with the existing Continuing Education Directorate.

"We used to be very fragmented," said Leaver, "Now there will be more cross fertilization, people working together, sharing knowledge, and, over time, creating a better command climate." she explained.

Faculty and staff from FD, CD, and SLC have begun moving back to the language schools where they are to assume similar, if not the same, functions as they performed while working off site, such as the production of new curricula or faculty training that enhances teaching methodologies in the classroom. They will be able to provide on-the-spot and just-in-time assistance to faculty and management of the schools, and in the case of SLC specialists, they will be able to help teams provide ongoing, everyday learner assistance, not just one introductory week and a few individualized days later in the course.

"The writing teams are also going into the schools. They will be able to try out materials as they go and not develop materials in a vacuum but rather as a part of the teaching teams, which will provide them with immediate, valuable feedback," Leaver explained, in reference to curriculum development.

The leadership of FD, CD, and SLC form a "core" of experts that have been assigned to the Associate Provost for Academic Support. Their role is that of moving cutting-edge practices forward, conducting quality assurance, and certification of faculty in specialty areas. Joining them is the Research Department, formerly part of the Directorate of Testing, which will assist with analyses and research that position DLIFLC to lead the foreign language field into the future. The CD core, for example, will be responsible for activities generic to all course development efforts, such as overseeing scope and sequence, copyright, and production support.

Meanwhile, Leaver has introduced several initiatives, designed not only to improve teaching skills but also to change how faculty and supervisors relate to each other.

"Among these are annual reverse evaluations, in which employees are able to pinpoint the decisions and behaviors of their management that impede mission success (and a good working climate), discuss the critiques in an open forum, and develop "due-outs" for solutions to the problems presented. The reverse evaluation provides transparency and changes the mentality of 'us vs. them' to just 'us.' It is a reflection of what servant leadership is about," she explained. "You can't get better if you don't look at yourself. You must know the tools, when and where to use them."

Other initiatives include

- Helping Students Become Aware Learners - a joint effort between the schoolhouse and the military units to understand better those elements that help students learn more effectively, such as recognizing the "invisible classroom" (knowing the unspoken roles of students in the classroom, such as the real leader, the nurturer, etc.);
- Mental Management - the coaching of students on how to deal with pre-exam stress; and
- Diagnostic approaches to teaching - Diagnostic Assessment, which involves finding out student linguistic strengths and weaknesses and working on specific problems in accordance with their cognitive styles; and
- Recall Protocol, which pinpoints gaps in how students are processing language.

"I think we have a pretty bright future once the current changes are implemented, and I expect that we can look toward providing ever more competent linguists for the Services," said Leaver.

Photo by Flickr User Jemimus.

DLIFLC completes migration to Academic Network

By Jonathan Russell
DLIFLC Chief Technology Officer

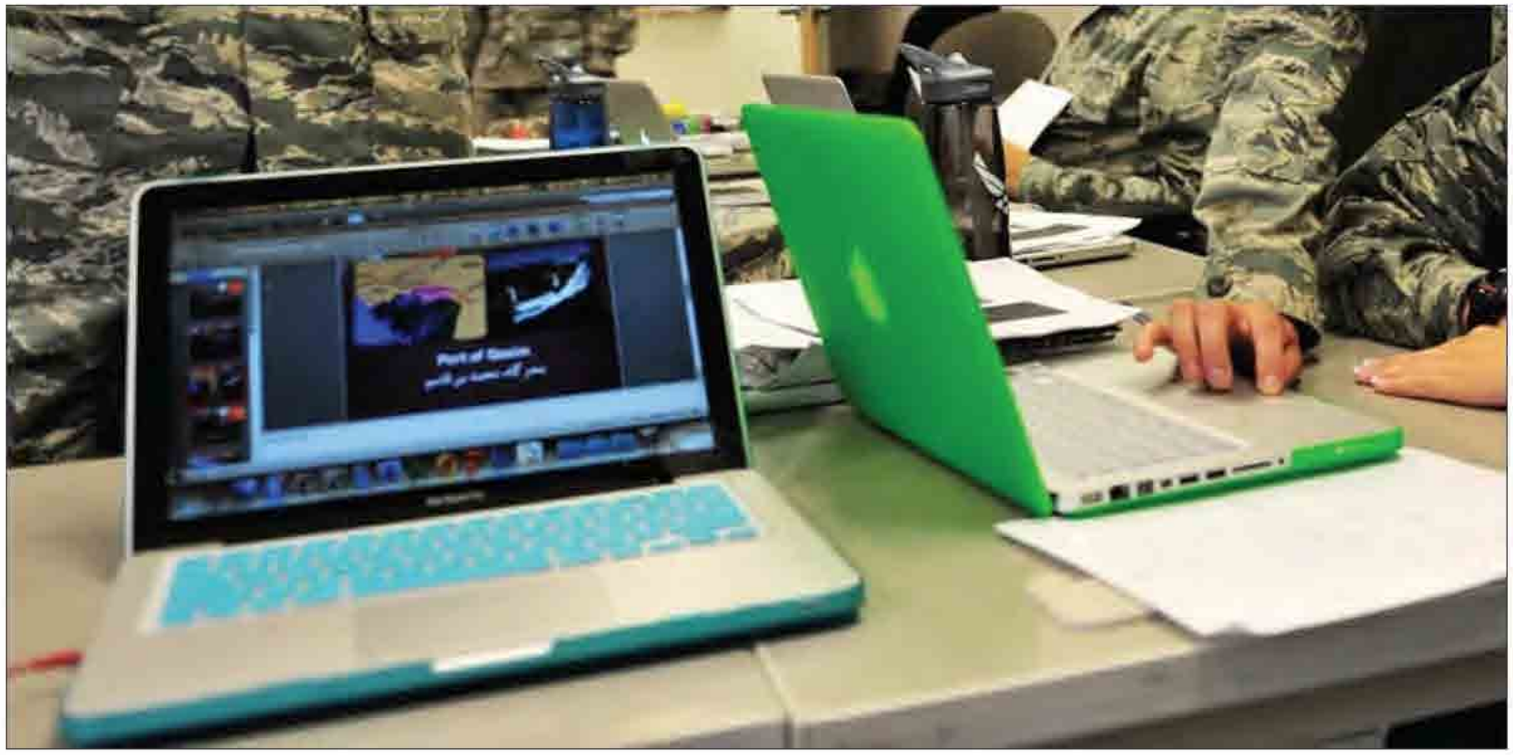
Capping off a three-year effort to modernize the information technology capabilities of the Defense Language Institute Foreign Language Center, the Institute has completed the deployment of a new network infrastructure providing students and faculty with state-of-the art computing capabilities.

DLIFLC students now benefit from a high-capacity computing network optimized to support audio- and video-based foreign language curricula. The network was also designed with a robust wireless capability to support mobile computers, tablets, and handheld devices.

Students are issued mobile devices that provide push-button access to their curriculum, a vast array of language learning applications, and quick access to authentic materials via the Internet. Having access to both Internet and DLIFLC resources on a mobile device reinforces classroom lessons with outside learning opportunities, whether in the barracks, waiting for a bus or grabbing a bite to eat. Faculty members are also issued mobile devices to help them tailor lessons to the interactive capabilities of mobile computing.

Graduates, Language Training Detachments, Mobile Training Teams, and other Department of Defense linguists are also benefiting from this change.

Language resources available via www.dliflc.edu such as HeadStart2, Rapport, and the Global Language Online Support System, known as GLOSS, now reside in a state-of-the-art virtual data center with more than twenty times the previous bandwidth. This has resulted in a more stable environment with



Air Force students use laptop computers in class at DLIFLC (Photo by Natela Cutter/released).

less buffering time for DoD distance learners attempting to access online language materials.

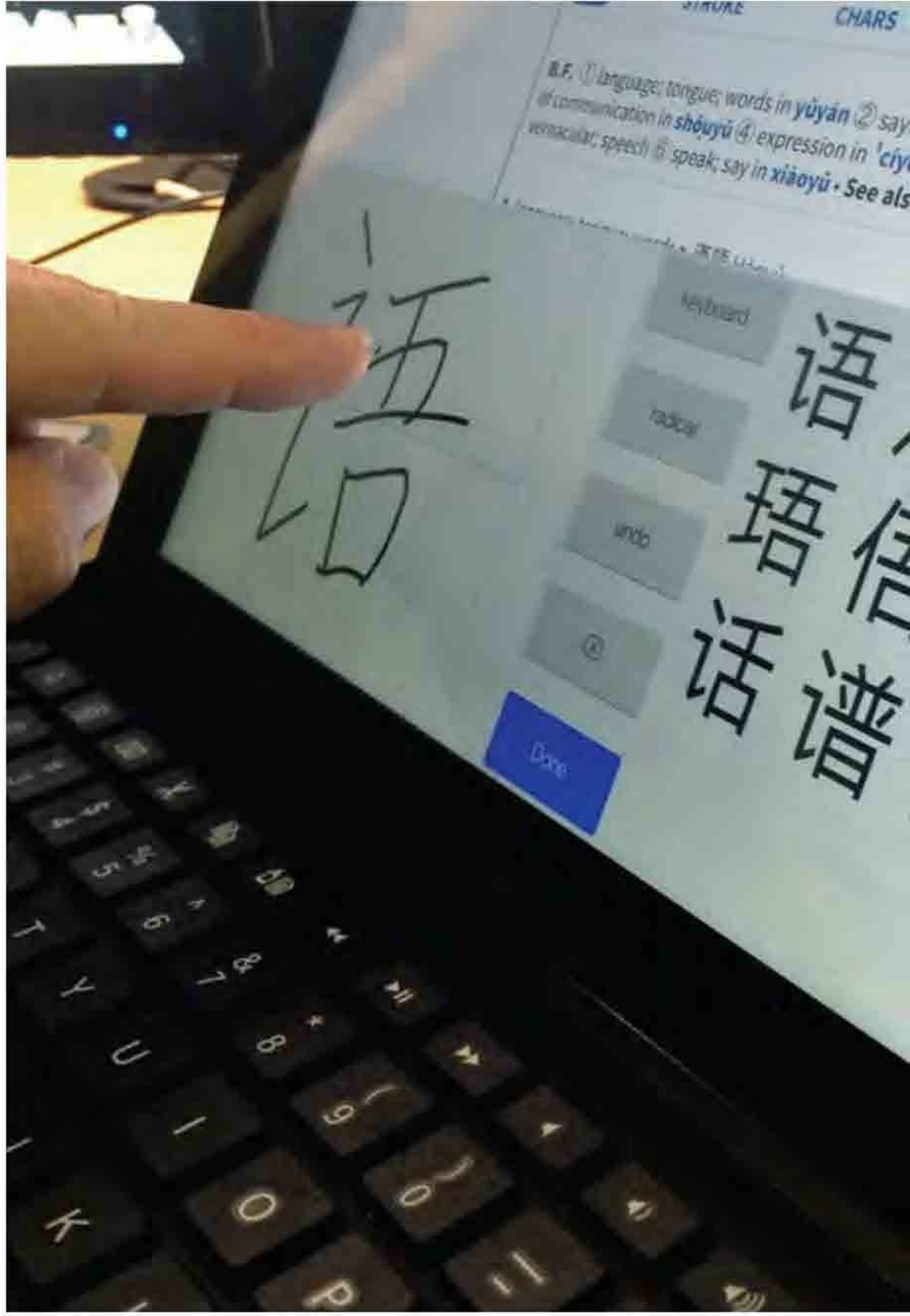
Teachers are using these technologies in the classroom to provide training simulations where students interact with other classes at different points in their studies. Students take on different roles in the simulations to practice culturally appropriate interactions in the target language. This capability is also used to promote peer mentoring and virtual office hours for those requiring extra help in their studies.

Another benefit of the Academic Network Migration has been security, especially with regard to mobile devices. DLIFLC has deployed a state-of-the-art mobile device management solution that allows cyber-security personnel to manage the security posture of more than 10,000 mobile devices, use location services to find lost devices, and remotely erase all content on a device in the event of theft. This deployment was so successful that the Army War College has partnered with DLFILC to secure their mobile devices.

DLIFLC also partnered with the neighboring Naval Postgraduate School to establish a network security monitoring facility to better protect students and faculty at both campuses. Established with assistance from world-renowned cyber-security experts at NPS, staffed by both DLIFLC and NPS employees and contractors, the facility monitors external and internal threats to the technology infrastructure in real time.

Investments in technology upgrades are already paying dividends. Student satisfaction is up as they spend less time waiting for technology and more time practicing their language. Faculty members are delivering a more immersive experience inside the classroom and providing more engaging activities outside the classroom. Development teams are creating more interactive curricula and language learning tools.

Over the next few years, DLIFLC will continue to push the technology envelope by moving to a fully mobile computing standard for students, supported by a robust private cloud virtual learning environment. The ultimate goal is to continue to provide DLIFLC students with the best learning environment possible, whether physical or virtual.



Mobile language app being used on a tablet device at DLIFLC (Photo by Mike Cumberworth/released).

Assistant Commandant change of command

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif., - The Defense Language Institute Foreign Language Center and members of the Air Force's 517th Training Group said goodbye to one commanding officer and welcomed a new one during a formal change-of-command ceremony at the Presidio of Monterey June 26, 2013.

The Institute bid farewell to Assistant Commandant and Commander of the 517th Training Group, Air Force Col. Laura Ryan, and welcomed Air Force Col. Ginger Wallace during the event at Soldier Field on the Presidio of Monterey.

Air Force Col. Kimberlee Joos, Commander of the 17th Training Wing, Goodfellow Air Force Base, Texas, who presided over the ceremony, said she had served with Ryan at McConnell Air Force Base, Kan. at the beginning of their officer careers and "knew she was destined for great things."

Ryan was awarded the Legion of Merit for her outstanding service as commander of the 517th Training Group and assistant commandant of DLIFLC. The citation stated that her "work on linguist reclassification and discharge processes assured the retention of the best Airmen and saved the Air Force over $24 million dollars."

Col. Ginger L. Wallace accepts the guidon from Air Force Col. Kimberlee Joos, Commander of the 17th Training Wing, Goodfellow Air Force Base, Texas, who presided over the ceremony on June 26, 2013 (Photo by Steven Shepard/released).

"Colonel Laura 'Cricket' Ryan has been the exact right commander ... She has superbly led over 130 permanent party staff and over 3,100 Air Force students during her two-year command, driving graduation rates 15 percent higher than the Institute average," said Joos, referring to Air Force service members who either attended or served on staff at DLIFLC.

In a letter sent by Congressman Sam Farr, presented by his representative Alec Arago, Ryan was praised for her work at the institute saying, "Col. Ryan has performed exemplary work in helping to improve the internal management of the Institute's faculty and staff. It's a job that goes largely unnoticed from the outside, but one that is vitally important for the future of DLI in particular, and military language training in general."

"Thank you for a wonderful experience," said Ryan, to an audience of DLIFLC leadership, community leaders, faculty and staff. "My family and I will miss Monterey, but I leave you in capable hands," she said. Ryan's next assignment will be at the Air Force Intelligence, Surveillance, and Reconnaissance Agency at Lackland Air Force Base, Texas.

The incoming assistant commandant comes to DLIFLC from Afghanistan where she spent a year deployed as an Afghanistan/Pakistan Hand, a program that requires language and culture training and is designed to build partnerships and strengthen ties between International Security Assistance Force members and Afghan nationals.

"Col. (Danial) Pick, Dr. (Betty Lou) Leaver and the Defense Language Institute faculty, I look forward to being part of this incredible organization to ensure we provide the best possible academic and learning environment for the Department of Defense," said Wallace, addressing the Institute commandant and provost.

As the assistant commandant, Wallace will be in charge of overseeing the institute's 24 academic foreign language programs attended by some 3,500 students, 31 sites worldwide, test development and administration, and more than 2,500 faculty and staff.

AF Chief retires after 30 years of service

Story and photo by Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif., - After 30 years of service to the nation and seven years at the Defense Language Institute Foreign Language Center, Chief Master Sgt. Leo Chang retired from the Air Force with more than 100 military and civilian members present at his ceremony on Oct. 31, 2013.

"If you know Chief Chang, you also know that his strengths as a man derive from his faith and his family and from his passionate belief in his service," said Lt. Col. Thomas Coakley, Commander of the 311th Training Squadron. "Strengths like Chief's don't come easy. If you are a man or woman in uniform you are not issued strength as you would be a canteen or a weapon. Strength is hard won - by men like Leo Chang."

Chang received a retirement certificate, a presidential letter of appreciation, and a shadow box from his Air Force colleagues. The ceremony was attended by Chang's spouse, daughter, extended family members and military members from all four branches of the service who work at DLIFLC.

"Thanks for two things, for making family a priority and teaching me respect and humility," said his daughter Nichole Chang. "You came to my softball and cheerleading practice every time. You never missed a birthday – ever. Even when you were deployed overseas, you would come home for my birthday," she said. "I know you worked hard but you always said it was team work, a team effort that got the job done. But today, I want you to take the credit."

Chapter 2

Visitor's Log

"Mr. Han's willingness to engage with our students in Korean sets a positive precedent for our activities as a school and supports our efforts to promote a Korean-only learning environment for our students."

~ Dr. Steven Berbeco, dean of Asian School II.

Read more of this story on **Page 15.**

Republic of Korea Consul General Dong-man Han discusses U.S.-Korean relations in Korean with students of the DLIFLC Korean Basic Course and Continuing Education programs Jan. 24, 2014 (Photo by Natela Cutter/released).

Visitor's Log

INSCOM general visits DLIFLC

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif., - The Commanding general of the U.S. Army Intelligence and Security Command, Maj. Gen. Stephen Fogarty, told Defense Language Institute Foreign Language Center students Nov. 6, 2013 that they need to "study hard" because he will "hang onto [their] every word" once they graduate and are sent to their duty stations.

"Trust me, when you are sitting next to me in a meeting with a senior government official and I am trying to explain and convey a message that has a lot of nuances, it is going to be really important to get it right," Fogarty told a classroom of Air Force and Navy service members studying the Iraqi Arabic dialect.

Fogarty, whose organization is an end user of DLIFLC linguists and conducts intelligence, security and information operations for military commanders and national decision makers, visited the Institute to discuss how to improve student proficiency output, a process that depends on the synchronized efforts of multiple military agencies.

"This is an enterprise effort and what has to happen for an enterprise to function effectively is for all the stakeholders to do their job," said Fogarty, referring to the foreign language training cycle that includes the recruiting of the best students, providing excellent foreign language instruction, holding the students to standard, matching their skills to tasks, and ultimately leading to the improvement of retention.

"What I have seen on a daily basis is the lives that are saved [and] the decisions that are enabled by the product that comes out of DLI. I am a big advocate of the faculty and the program, and I really wanted to come out to thank the team here and find out how we can get even better," he said.

Many DLIFLC students come back to the Institute to learn up to three and four foreign languages throughout their professional linguist careers. Following graduation from DLIFLC, linguists continue their language studies at their

Maj. Gen. Stephen Fogarty, speaks with service members studying Iraqi Arabic (Photo by Natela Cutter/released).

next duty station and specialize in vocabulary of their area of expertise.

"We find [that if] you give me a proficient linguist, I will get him on the mission, and generally what we see is that they get very excited by the mission… They are able to use the skill set that they worked so hard to obtain. And what we are able to do is reap that benefit, not only from the task at hand but by retaining them for the future. And then, every time they reenlist they are working the target longer and [proficiency] continues to increase," said Fogarty.

Because of their multiple skill sets and the wars in Afghanistan and Iraq, over the years the Army and other services have been challenged to place linguists in appropriate job slots that require the use of their foreign language skills. Meanwhile, to maintain their foreign language proficiency pay, linguists must take an annual exam each year.

"I have a responsibility to make sure that they are working the mission that they were trained for. And so we have to get away from the day where our linguists are doing something other than language," stated Fogarty. "DLI has a commitment from me - If you give me that proficient graduate, then I will get them work in the language."

Interactive 2.1 INSCOM general tells linguists to study hard

The commanding general of the U.S. Army Intelligence and Security Command, Maj. Gen. Stephen Fogarty, speaks to Defense Language Institute Foreign Language Center students in Dec. 2013 (Video by Dusan Tatomirovic/released).

Video requires an internet connection

http://www.youtube.com/watch?v=AnFvHJqRMBw

Korean consul general addresses DLIFLC students

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif., – Students of Korean programs at the Defense Language Institute Foreign Language Center had a rare opportunity to hear directly from a spokesman of the South Korean government in their target language on Jan. 24, 2014.

Republic of Korea Consul General Dong-man Han presented his thoughts on U.S.-Korean relations and the status of North Korea to an auditorium of participants with standing room only.

DLIFLC Undergraduate Education Associate Provost Dr. Jielu Zhao; Republic of Korea Consul-General Mr. Dong-man Han, and Korean School Dean Dr. Steven Berbeco walk toward the Munakata Hall following a the consul general's presentation to students and faculty Jan. 24, 2014 (Photo by Dusan Tatomirovic/ released).

"We are excited to make this connection with the Consul General and grateful that he has shared his thoughts and experience with us," explained Dr. Steven Berbeco, dean of Asian School II. "Mr. Han's willingness to engage with our students in Korean sets a positive precedent for our activities as a school and supports our efforts to promote a Korean-only learning environment for our students."

The hour-long presentation was conducted entirely in Korean, with an opportunity for several questions from students attending the Korean Basic Course and Continuing Education programs.

The visit served dual functions of strengthening ties between DLIFLC's Korean program and an important community stakeholder, as well as offering students the opportunity to engage directly with a high-ranking member of the South Korean government.

In preparation for the consul general's visit, instructors worked with their students on vocabulary specific to the topics that were to be presented, allowing them to fully follow and participate in a question and answer period that produced a lot of verbal interaction.

Han has been serving as consul general of the Republic of Korea since May 2013. He received his Bachelor's at Yonsei University in Korea and his Master's in International Organization Law at the Pantheon-Sorbonne University in Paris, France. He joined the Ministry of Foreign Affairs in 1985 and has held diplomatic posts in Algeria, the United Kingdom and Australia, and has worked in the Office of the President in Korea.

The Korean Basic Course language program at DLIFLC is 64 weeks long. Students are full-time learners, with five days of class a week and seven hours per day of class time.

"Our students are in one of the most rigorous language programs in America today," Berbeco stated. "We are always looking for ways to improve teaching and learning at our school to help them succeed."

TRADOC general: language is a "life skill"

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif., - The deputy commanding general of U.S. Army Training and Doctrine Command, Lt. Gen. David Halverson, told service members studying Chinese at the Defense Language Institute Foreign Language Center that the language and culture training they are receiving will be a "life skill" that will contribute to national security.

In a visit to DLIFLC on Feb. 20, 2013, Halverson toured the facilities at the Presidio of Monterey and observed Chinese and Korean Basic Course classes. He also spoke with students in an advanced Russian Defense Threat Reduction Agency course, and watched the interaction of Persian Farsi and Arabic language students in an immersion setting.

"It will be a life skill...and you will find that it will change who you are and how you see things... (you will) break down barriers ... because today we are very globally connected and we have to make sure that we adapt ... and that we apply (cultural and language knowledge) properly," said Halverson, addressing students who attend the 64-week course.

With Army transformation plans in full swing reflecting the changing geopolitical and strategic environment, TRADOC is the leading Army organization that will implement the new concept of Regionally Aligned Forces with the combatant commands via its 32 schools and more than half a million Soldiers trained each year.

"We have been at war for the last 12 years. It has been a war of the physical. We are at that transition (period) here. In FY14 ... we will have to be the Army of preparation. The Army of preparation is really from the physical to the intellectual and how we will invest ... to focus on Regionally Aligned Forces," said Halverson.

One of the major components of the Regionally Aligned Forces concept includes foreign language and culture familiarization training for service members that will be organized by specific combatant commands such as those in Europe, the Pacific, and Africa.

Gallery 1 Lt. Gen. Halverson visits DLIFLC

Deputy commanding general of the U.S. Training and Doctrine Command, Lt. Gen. David Halverson, speaks with Russian linguist Technical Sgt. Paul Shoop, the Defense Threat Reduction Agency liaison for the advanced level Russian course at DLIFLC (Photo by Natela Cutter/released).

"I think it is an exciting time and I think that DLI obviously can help us with (defining requirements) ... so that our Soldiers at all levels are much more effective when they go into an area and have both the culture and language skills," said Halverson, adding that acquiring these skill sets would "ensure that we have the best trained force possible."

Since 9/11, DLIFLC has expanded its reach beyond the Presidio of Monterey to support pre-deployment training for the General Purpose Force by establishing more than 30 Language Training Detachments throughout the world. While some of these detachments serve the continuing education needs of professional linguists, the LTD model has proven to be successful for language training that is shorter in duration, yet critical for supporting successful missions abroad.

Interactive 2.2 TRADOC general tells students language is a "life skill"

The deputy commanding general of the U.S. Training and Doctrine Command, LTG David Halverson, told service members studying Chinese at the Defense Language Institute Foreign Language Center that the language and culture training they are receiving will be a "life skill" that will contribute to national security (Video by Dusan Tatomirovic/released)

Video requires an internet connection

http://www.youtube.com/watch?v=NaHhsY53_-o

Stars align on importance of FAO mission, skill sets

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1. Addressing future "statesmen-soldiers" at DLIFLC Joint Foreign Area Officer Course

2. Advice for FAOs and lifelong learning

Movie 2.1 FAO Professionalism

Air Force Brig. Gen. David Stilwell, Joint Staff deputy director for Politico-Military Affairs for Asia, discusses the importance of Foreign Area Officers acting as military professionals overseas.

Senior leaders address Joint Foreign Area Officer Course

More than 65 newly assigned Foreign Area Officers received advice and a glimpse of their future careers from guest speakers during the weeklong Joint Foreign Area Officer Course held at the Defense Language Institute Foreign Language Center Jan. 13-17, 2014.

DLIFLC regularly hosts the course for officers beginning a language program at the Institute, or pursuing graduate studies at the Naval Postgraduate School on their way to becoming defense attachés, security assistance officers, and political-military planners worldwide.

The guest speakers, Lt. Gen. Mary A. Legere, U.S. Army Deputy Chief of Staff for Intelligence, and Air Force Brig. Gen. David Stillwell, deputy director for Politico-Military Affairs for Asia on Joint Staff at the Pentagon, welcomed the new FAOs to their chosen career path by highlighting the dedication and professionalism it requires.

"You are soldier-statesmen for the United States, the Department of Defense, and the U.S. Army," said Legere, who spoke via teleconference. "You are now part of an elite corps of professionals."

FAOs must learn a foreign language, earn a master's degree relevant to their assigned region of the world, and gain in-country experience prior to starting careers as advisors to senior leaders on political, military, social, and economic issues of the host nations where they will be stationed.

Legere reminded participants they must know as much about their own country and military as they do about the area they are studying, as FAO responsibilities include building partnerships and facilitating military cooperation: "In some cases you will be it - the one and only representative of the U.S. Department of Defense."

In order to be successful as FAOs Legere said, “You must immerse yourself in the region, sustain your language - which is your weapon system - and maintain yourself as an ambassador at all times,” to include moral and ethical integrity.

This advice was echoed the next day by Stilwell, a DLIFLC graduate and a former senior defense attaché at the U.S. Embassy in Beijing, China.

“As we wrap up activities [in Iraq and Afghanistan] … the concept of building partner capacity becomes increasingly important. And to do that you have to have awareness of culture and language. The best way to understand culture is through language,” said Stilwell.

“This is an opportunity for you to participate in the highest levels of diplomacy and to help [foreign dignitaries] understand our position,” Stilwell said, conveying to students that their future jobs will require an exceptional depth and breadth of expertise in order to advise superiors on often sensitive foreign policy matters.

“When your comments get into the presidential brief, and you get that Presidential Ribbon, it will hit you,” Stilwell said, referring to political analysis reporting duties of officers that are read by Pentagon and White House staff and officials.

Returning to the role of FAOs as soldier-statesmen, Stillwell said, “Regardless of where you are, what you are doing, or what time it is, you are always on duty … Never forget that you are a military officer first.”

Gallery 2 Joint Foreign Area Officer Course Gallery

Foreign Area Officers participating in a conference at the Defense Language Institute Foreign Language Center Jan. 13, 2014, listen carefully to U.S. Army deputy chief of staff for intelligence, Lt. Gen. Mary Legere, as she explains what is expected of FAOs when they go on their first assignments abroad as defense attachés, security assistance officers, or political-military planners. (Photo by Natela Cutter/released)

Rear Adm. Douglas J. Venlet
DLIFLC graduate in Russian in 1974 and 2009.
Senior Navy Foreign Area Officer and director of international engagement

"We live in a globalized world. If we are not connected linguistically, we are out of the picture."

"You need to be elite … Focus on the language you are studying now and get to that 3/3 level….Study, study, study. Don't settle for anything less than full capability."

"I would like to emphasize to the FAO spouses that this career path is a family affair and that you are a part of the team … My wife played an important role in establishing and maintaining bonds between families … Her ability to speak Spanish and Russian was invaluable."

Maj. Gen. Charles W. Hooper
Chinese at West Point, DLIFLC Mandarin Basic Course graduate, 1987.
Director of strategic plans and programs for the U.S. Africa Command

"You need to be agile, flexible and responsive… and have a broad skill set because you may get an offer that requires universal skills."

"Language is a window," into the world of other cultures.

"If you can tell a joke and get them to laugh, that is success."

"You have to network and be sensitive to power relationships … keep up with the people you meet … always be nice to interns because you may end up working for one."

Regional expertise key in new Army construct

The director of Strategy, Plans and Policy Office of the Deputy Chief of Staff, G- 3/5/7, Army Maj. Gen. Jeffrey Snow, speaks at the Foreign Area Officer Conference June 10, 2013, at the Defense Language Institute Foreign Language Center in Monterey, Calif. (Photo by Natela Cutter/released)

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif – At a four-day Foreign Area Officer conference here in June 10, 2013, Army Maj. Gen. Jeffrey Snow, director of Strategy, Plans and Policy Office of the Deputy Chief of Staff, G- 3/5/7, discussed a new concept to reorganize military missions geographically.

Snow described how the Regionally Aligned Forces approach, to be implemented over the next year, will reorganize military missions into five geographic regions of responsibility, making language and culture skills even more important.

"You will be the individual[s] who will be translating ideas between the support command, theater objectives and building partnership capacity," he told the group of 80 FAOs from all services meeting at the Defense Language Institute Foreign Language Center.

As a part of the Regionally Aligned Forces, units will now serve in direct support of the regional combatant commanders and are expected to participate in hundreds of missions that include joint exercises, partnership training, quick reaction forces, and humanitarian assistance.

Much of the initial coordination of these types of activities goes through U.S. Embassies abroad where military attachés serve as critical liaisons back to the Pentagon.

Board of Visitors convene at DLIFLC

By Dr. Robert Savukinas
DLIFLC Associate Dean of Academic Affairs

MONTEREY, Calif., - Members of the Defense Language Institute Foreign Language Center's Board of Visitors convened at the Institute in Dec 2013 to examine lifelong-learning initiatives aimed at maintaining continuity of instruction throughout a linguist's career and beyond.

"The lifelong learning model is a cycle that essentially provides support to linguists throughout their professional careers and beyond," said DLIFLC Commandant, Col. Danial Pick "From the moment a linguist steps over DLI's threshold, they are linked to this Institute via continuing education, in-person and online instruction, and an alumni outreach program. And even after they leave the military, they can still access materials online," he said.

Members of the board were briefed on DLIFLC's accreditation status and recommendations by the Accreditation Commission for Community and Junior Colleges' (ACCJC). The ACCJC is responsible for quality assurance to the public and ensures that institutions are meeting specific standards, and achieving their stated educational goals. Members were also updated on DLIFLC's restructuring efforts, Command Language Program initiatives, and Continuing Education Programs.

"We were pleased to host the Board of Visitors and to have the opportunity to show the Board how flexible and agile we have become

Image 2.1 BoV members with DLIFLC staff

Top Row, Left to Right: Dr. James Keagle; Dr. Robert Savukinas, BoV designated federal official, Assoc. Dean; Dr. Galal Walker, BoV Co-Chair; Dr. Robert Gard; Dr. Ervin Rokke; Mr. Scott Allen. Bottom Row, Left to Right: Col. Danial Pick, DLIFLC Commandant; Mr. Craig Wilson; Col. Ginger Wallace, DLIFLC Assistant Commandant; Dr. Betty Lou Leaver, DLIFLC Provost; and Dr. Richard Brecht, BoV Chair. (Photo by Sal Marulo/released)

given the current climate of fiscal uncertainty and execution of Department of Defense-directed cuts to our budget. We have actually been lucky in the sense that we have been able to restructure and cause minimal impact to the quality of linguists we produce," said Pick.

The BoV is comprised of distinguished individuals from academic, business, military, and other professional fields. The BoV provides DLIFLC leadership with recommendations on matters related to the Institute's mission, academic policies, staff and faculty development, educational and instructional methodology, research, and technological advances in the field of education.

The December meeting marked the eleventh DLIFLC BoV meeting. The inaugural meeting was held in December 2007. "The depth and breadth of BoV discussions, deliberations and findings have definitely increased over time" said Dr. Robert Savukinas, DLIFLC associate dean and accreditation officer. "DLIFLC is fortunate to have a very talented, dedicated board whose members graciously serve without compensation," Savukinas explained.

BoV members in attendance were: Dr. Richard Brecht, Chair, Dr. Galal Walker, Co-Chair, Mr. Scott Allen, Dr. Robert Gard, Dr. Ervin Rokke, Dr. James Keagle, and Mr. Craig Wilson. The next BoV meeting is scheduled to take place in the summer of 2014.

Gallery 3 Egyptian Brig. Gen. visits DLIFLC in May 2013

Egyptian Brigadier General Mohamed Moustafa Kamal Ibrahim Fahmy, the Commandant of the Defense Language Institute of the Egyptian Ministry of Defense, speaks with DLIFLC staff in an office call with DLIFLC Commandant Col. Danial Pick. (Photo by Steven Shepard/released)

Chapter 3

Around the Presidio

The Defense Language Institute Foreign Language Center held its first organization day Oct. 18, 2013. The event, which included contests of strength and skill, was designed to build esprit de corps among members of all four branches of the service who attend the Institute. View more photos of the event on **Page 25**.

(Photos by Natela Cutter/released)

Organization Day

Gallery 4 Organization Day Photo Gallery

The Defense Language Institute Foreign Language Center held its first organization day Oct. 18. The event, which included contests of strength and skill, was designed to build esprit de corps among members of all four branches of the service who attend the institute. (Photos by Natela Cutter/released)

Air Force 311th drill team sweeps victory

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif., - Members of the 311th Air Force Training Squadron drill team won hands down over their competitors, the 314th AF Training Squadron team, in a quarterly competition that took place on Soldier Field Sept. 12, 2013, at the Presidio of Monterey and Defense Language Institute Foreign Language Center.

Interactive 3.1 517th Training Group Drill Competition 2013

517th Training Group held their quarterly Drill Competition on Presidio of Monterey's Soldier Field in Sept. 2013.(Video by Dusan Tutomirovic)

Video requires an internet connection
http://vimeo.com/74484913

"It was like watching an America's got Talent show with a backdrop of an incredible view of Monterey Bay from Soldier Field, "said Col. Ginger Wallace, who took command of the 517th Training Group and position of DLIFLC Assistant Commandant in June."This was the first time I have presided over this kind of an event here. It's fantastic!"

The 311th drill team prepared an elaborate freestyle routine that included tossing rifles more than 20 feet into the air to be caught seamlessly by another team member, finishing up with a human pyramid constructed with the aid of rifles to form a standing platform for an Airman.

"We judged three categories," said Senior Master Sgt. Carol Sligh, who was on the judging panel. "We look at a 'regulation,' portion which is a collection of marching movements; then we evaluate their freestyle routine, where they get to choreograph their own piece; and the third category is called 'overall' where we judge dress and appearance and ask questions to test their Air Force knowledge."

Air Force service members who want to participate in the drill team have steep requirements to qualify. "The students have to have a 3.0 in their studies of a foreign language, as well as a record of good conduct at the squadron level," said Sligh, explaining that the difficulty and length of the 24 courses taught at DLIFLC can be daunting.

"For example, the Arabic course lasts 64 weeks and they have tons of homework every night. It takes a lot of effort to participate in extracurricular activities and still excel in the classroom. It is extraordinary to see how proud these young Airmen are to wear the Air Force uniform," explained Sligh.

The 311th squadron won in all three categories, receiving three trophies, presented by Col. Wallace. As assistant commandant, she is responsible for both the 311th and 314th Training Squadrons, as well as another 3,500 students from the Army, Marine Corps, Navy, and Coast Guard who attend DLIFLC.

Dia de los Muertos

Gallery 5 Dia de los Muertos

Defense Language Institute Foreign Language Center students learn about the cultural significance of celebrating Day of the Dead in Spanish at the Presidio of Monterey Nov. 1, 2013. (Photos by Natela Cutter/released)

AF pilot receives DFC with Valor

U.S. Air Force photo/Staff Sgt. C[illegible] Brotz

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif. – A Defense Language Institute Foreign Language Center student was recognized Oct. 17, 2013 with the Distinguished Flying

An HH-60G Pave Hawk assigned to the 83rd Expeditionary Rescue Squadron at Bagram Airfield, Afghanistan (U.S. Air Force photo by Capt. Erick Saks/released).

Air Force Capt. Charles C. Napier is credited with saving the lives of three critically wounded U.S. Soldiers in an Afghan village west of Kandahar by skillfully maneuvering his rescue helicopter and placing it between enemy and friendly forces, thereby blocking close-range intense small-arms fire.

award Capt. Napier the ss with Valor during our Force Wingman Day," said Col. Ginger Wallace, the commander of the Air Force 517th Training up and assistant commandant of DLIFLC, referring to the afternoon-long event that promotes peer support, team building and resiliency.

g to begin the event by recognizing an Airman who demonstrated tremendous courage to protect his aircraft and successfully rescue coalition Soldiers while facing enemy fire," she explained, to the applause of hundreds of Airmen.

Aside from the Distinguished Flying Cross with valor, Napier received the Air Force Combat Action Medal, and his 16th Air Medal.

Napier graciously accepted his awards, but insisted he was only doing his job.

"This was a total surprise. I would not have expected this [recognition] in my wildest dreams. I am really humbled," Napier said, adding that "the success of the mission is a result of teamwork. I couldn't have done it without my crew members."

In an interview, Napier divulged some of the details about the complexity of the mission and the real danger that faced the two HH-60G Air Force rescue helicopters and two Army OH-58 Kiowa scout helicopters that came under rocket-propelled grenade attack.

(Photo Illustration by Mike Cumberworth)

Team members of Pedro 62 pose together in Afghanistan. (L-R) Technical Sgt. Anthony Yusup, Staff Sgt. Joshua Reid, Senior Airman James Dougherty, Staff Sgt. Jason St. John, (2nd row L-R) Senior Airman Chris Petersen, Capt. Patrick Burke (not present on mission), and Capt. Charles C. Napier. Not photographed is First Lt. Patrick Mount, the co-pilot. (Photo courtesy of Cpt. Charles Napier)

"We were able to identify the enemy position after the RPGs were fired at the lead HH-60 aircraft," explained Napier. "We made several weapons patterns and the final one was used to mark the enemy with our rounds in order for the Kiowas to identify the enemy position."

A lull in fighting ensued after the Kiowas aggressively engaged the enemy with machine guns and rockets, allowing the first aircraft to land and offload three pararescue jumpers, known as PJs. From the air, the situation on the ground appeared frenzied, with Army leadership wounded and younger Soldiers left in charge to sort out the chaos.

"My aircraft went first and we took some fire while on the ground. As I lifted, my gunner fired back. Next, Pedro 61 landed and we protected them with suppressive fire while they were loading," he explained, speaking of the second Air Force rescue helicopter that also unloaded three pararescue jumpers.

Napier's repeated skillful maneuvering of his aircraft into firing position just 60 feet away from the enemy, shielding friendly forces from enemy fire, essentially saved the lives of the men on the ground that day.

"Once the PJs packaged up the wounded and all were on board, we returned to base," he said, in a matter of fact way with a broad smile.

"It was just like any other day. That is what we are trained to do. We help people who are in harm's way," he said.

Napier is currently attending an intensive French course at DLIFLC, which is the Department of Defense's premier foreign language provider. After graduation he expects to be stationed in the French region of Bordeaux as an exchange pilot to fly search and rescue helicopters with his French counterparts.

(U.S. Air Force photo by Senior Airman Nicholas Benroth/released)

DLIFLC student saves diver, receives Soldier's Medal

By Natela Cutter
Public Affairs, DLIFLC

MONTEREY, Calif. – A Defense Language Institute Foreign Language Center student of Arabic received the prestigious peacetime Soldier's Medal award in Oct. 19, 2013 for having saved the life of a local man in a diving accident in Sept. 2012, in the Monterey Bay area.

Staff Sgt. Eric J. Meas (center) poses with his fiancé Dana (left) and DLIFLC Commandant Col. Danial D. Pick after receiving the Soldier's Medal in Oct. 2013. (Photo by Natela Cutter/released)

Army Staff Sgt. Eric J. Meas earned the medal for his actions in rescuing a fellow diver after Meas noticed that the diver had lost consciousness at a depth of 50 feet. Without regard for his own short air supply, Meas was able to bring the diver to the surface where he administered rescue chest compressions and emergency breathing until help arrived.

"It gives me tremendous pride to recognize Staff Sgt. Eric Meas for his heroic actions. It is not often tested to the level he was (in the accident), said DLIFLC Commandant Col. Danial D. Pick. "It is what every one of us needs to be doing every day – taking care of our buddies, inside the classroom and out."

Meas received the award during Organization Day at the Institute, in front of more than 4,000 service members standing in formation on Soldier Field. The Soldier's Medal is awarded to a U.S. service member or of a friendly foreign nation who, while serving in any capacity with the U.S. Army, distinguishes him or herself by heroism not involving actual conflict with an enemy.

"We had decided to do a deep-water dive to 105 feet that day," said Meas, recounting the events of the day. Meas had been paired with Dave Neely, a fellow diver whom he had met through the Advanced Open Water Course.

"At about 50 feet I noticed that he was showing signs of being out of air," explained Meas, adding that he tried to help him by giving him air and by filling his buoyancy compensator that is used to help maintain position of the body in the water. "But he started to go back down."

Calculating what to do next, Meas noticed that his own air supply was short. "I had only 200 PSI, not enough for a safe ascent." Disregarding his own safety, in a split second Meas decided to go down to grab Neely and sling his arm though the straps of his buddy's air tank.

"I filled his buoyancy compensator all the way and then kicked as hard as I could. We surfaced in about 10 seconds, which is extremely dangerous," explained Meas.

When he reached the surface, Meas called for help from the dive master, and administered rescue breathing to attempt to get the water out of Neely's lungs. "It seemed like a long while before the dive master arrived," recounted Meas. After reaching the shore, the Coast Guard and Fire Department took over and transported Neely to the nearest hospital.

Monterey Kelp Forest (Photo by Flickr User iluxlave)
Pressure gauge (Photo by Flickr User Tetsuji Sakakibara)

DLIFLC Korean speech contest

By Devon Swanson
DLIFLC Public Affairs

Students of the Korean Basic Course at the Defense Language Institute Foreign Language Center gathered to help commemorate the 60th anniversary of the Korean War Armistice at the 11th annual Korean Speech Contest held on June 27, 2013.

DLIFLC Commandant, Col. Danial Pick, praised the students for undertaking an endeavor as serious and difficult as learning a foreign language for the benefit of their country. Pick also applauded the teachers of Asian II School who make student success possible.

"I would like to thank the faculty and staff who continue to provide leadership and academic excellence in the classroom day after day that leads to events like today and the graduation of 87 percent of our students at a 2/2/1+ rating," said Pick.

Command Sgt. Maj. Alan Pendergast, a 1988 graduate of the Korean Basic Course, commended students on their hard work and noted the contest was the highlight of his year spent at DLIFLC in the capacity of Command Sergeant Major.

The dean of Asian II School, Dr. A. Clive Roberts, gave welcoming remarks and provided insight into what the contest means to DLIFLC and its students.

"These amazing and interesting speeches illustrate our student's readiness in the crucial role they will play in the U.S., South Korea, and all of global security," he said.

Students of the Korean Basic Course at DLIFLC commemorate the 60th anniversary of the Korean War Armistice at the 11th annual Korean Speech Contest held June 27, 2013. (Photo by Natela Cutter/released)

The 12 student participants, who were able to choose their speech topics based upon three broad categories which matched their competency, practiced for weeks in preparation for the contest.

Pvt. 1st Class Benjamin Bennett was awarded the Commandant's Special Award for his speech about his Korean step-grandmother. While his grandfather was serving in the Korean War, he met and married a Korean woman. Prior to his Korean course, the language barrier kept Bennett from becoming close with his grandmother.

"My grandmother has now become not only a close friend and speaking partner, but also a very nice Korean language teacher. Someday, I would like to visit Korea with her," said Bennett in his speech.

While some topics were light and conversational like Bennett's, other speeches discussed the Korean government or explained the Juche philosophy used to further communism and economic development within North Korea.

All the speeches had an underlying common thread though, which was the apparent enjoyment and respect the students had for the Korean language and culture. One of the guest speakers, Dr. Jung Sup King, the dean of the Institute of International Education at Kyung Hee University, urged all of the students to continue their pursuit of passion for the language.

"Your Korean language ability will fulfill your life in diverse ways. Because of that, we hope you not only practice Korean professionally, but also that you enjoy it as a hobby," said Sup King.

229th Soldier named local Rising Star

By Tonya Townsell and Natela Cutter
Presidio of Monterey and DLIFLC Public Affairs

MONTEREY, Calif., - Sgt. Scott Harris, representing Company B, 229th Military Intelligence Battalion, walked away the winner competition at the st October, touting a

entire life, but never said Harris, who had played in cover rporate parties, large nts, and even in Las

were a lot of good e in the show. It was rve wracking. (We had) a lot of talented singers and people who have passion and are good at what they do" said Harris, adding that there was no room for error during the competition that started in September. "You had to be good every single week … It was humbling to be around them."

A native of Virginia Beach, Va., Harris comes from a long line of musicians on both sides of his family. "My grandmother was choir director; my father's brother was a professional drummer. It is in my blood," said Harris, explaining that his music career during a 17-year gap in military service gave him the opportunity to open for bands and musicians such as Lonestar, Willy Nelson, and John Fogerty.

Operation Rising Star is the Family Morale, Welfare and Recreation's "American Idol"-style singing competition for service members, families, and Department of Defense civilians.

The five finalists also included Pfc. Greg Norris, Pfc. Anthony Elliot, Airman 1st Class Jillian Grode, and Marine Cpl. John Varkados. They appeared before community members who encouraged all contestants while showing their support for their favorite performer.

Operation Rising Star is Army Entertainment's premiere vocal competition that showcases the talent of Soldiers and their Family Members. Each year, garrisons around the world host local talent contests and send in their winners' videos for judging. The competition is open to adult service members and military family members, 18 years and older. Operation Rising Star is in its ninth season and supports the

Sgt. Scott Harris, Company B, 229th Military Intelligence Battalion, winner of the 013 local Rising Star competition at the Hobson Recreation Center Oct. 25 (Photo by aul Harper, Presidio of Monterey photo lab/released).

Army's commitment to deliver high quality programs for Soldiers and their families that support resilience.

Twelve individuals are selected to compete in the Army-wide final competition. Through an online voting process in which everyone can participate, one performer is declared the winner. Video of all rounds, including the Army-wide final competition, can be seen online at risingstar.us.army.mil.

The winner of Operation Rising Star represents the best in individual vocal talent in the Army, and is awarded a custom recording experience.

"Operation Rising Star demonstrates … that Soldiers and their families are people just like you and me, with talents worthy of recognition and praise. In a lot of ways, programs like this are even more effective in boosting morale because they include Soldiers entertaining Soldiers," said ORS Executive Producer Tim Higdon. "They've been providing entertainment for each other since the days where they sat around a campfire the night before a battle telling stories to one another. Entertaining each other has always been an integral part of Soldier camaraderie," said Higdon.

Harris, who is a student of French at the Defense Language Institute Foreign Language Center, received $500 for first place. Other prizes were $250 for runner-up, and $100 for third place, along with a $300 spirit award to encourage audience participation

The grand-prize winner receives an all-expenses paid, three-day professional recording studio experience, including a three-song demo compact disc and $1,000 in spending money.

The professional studio time includes musicians, music arrangement, mixing and mastering, a vocal coach, an audio engineer and a CD producer. The approximate retail value of the prize package is $18,700.

Last year's local Rising Star winner, Spc. Constance Mack, was chosen the 2012 Operation Rising Star.

Interactive 3.2 Sgt. Scott Harris Rising Star performance

Sgt. Scott Harris performs at the DLIFLC Rising Star Final in Oct. 2013 (Courtesy video from Wild4Muzik on YouTube)
Video requires an internet connection
http://www.youtube.com/watch?v=bVBzploj1fQ

Run for the Fallen at Fort Ord

By Steven L. Shepard,
Presidio of Monterey Public Affairs

MARINA, Calif., - The Monterey Peninsula is home to a new racing event with a cause close to the heart for many local military community members: honoring service members who lost their lives while serving in the wars in Afghanistan and Iraq.

An estimated crowd of 500 runners and spectators were on hand at Fort Ord Dunes State Park for the first Run for the Fallen Fort Ord 10K in Nov. 2013. The race was the first major event held at the state park in Marina, established in 2009 on land once part of the now-closed Fort Ord Army post.

The idea for the run and the driving force behind its organization was Margot Stengel, whose son died in a non-combat related incident in Afghanistan in December 2010. Proceeds from the race were to be donated to local organizations dedicated to honoring the memory of local veterans or assisting men and women returning from war.

The course ran parallel to the Pacific Ocean shoreline, with stunning views of the Monterey Bay. Memorials marked every half-mile, one for each of the 13 service members from Monterey County at that time who had lost their lives serving in Iraq or Afghanistan.

Crossing the finish line first was Lt. Cmdr. Austin Jackson, a Navy SEAL who is working on his master's degree at the nearby Naval Postgraduate School. Jackson, who competed in the 2013 IRONMAN World Championship in Kailua-Kona, Hawaii, said that the Fort Ord race meant something special to him.

"It is such a great cause. I have lost a lot of close friends, and I think taking time out to recognize our fallen is something important," Jackson said. "It is great to see the support and get to know some of the families out here that have given their sons and daughters. I just hope they are in a better place."

Stengel walked the course with family and friends by her side, solemn but upbeat after crossing the finish line.

"I'm very excited and exhilarated that so many people came out to support our fallen and the families and support the military; it's very heartwarming. We have introduced the people to a beautiful park and a chance to honor our fallen. I had no idea I could do this. This is a serious accomplishment, and I know that my son would be proud of me," Stengel said after the race. "He got back in the service at 41 years old after being out since he was 29, and I kept thinking about that when I was ready to quit and didn't know what I was doing.

"I have been the most surprised out of all of us; before this I had not organized so much as a Tupperware party," Stengel added. "The last couple of years I have been [reclusive] and not sure how I was going to react to life again, and thought that maybe by giving I could feel stronger and have a life again, and live and love and laugh – that's what it is all about, why we're here. It was worth the sweat and the tears, many tears, to get to this point."

Spc. Daniel del Arroyo was one of about 50 volunteers from the Defense Language Institute Foreign Language Center on hand to assist in making

sure the race went smoothly from start to finish. Del Arroyo said he was involved in the assembly and dismantling of the main stage and moving it during the race from the starting point to the finish line.

"I love to volunteer at events and spend free time away from studying, I think it is an important part of being in the military," del Arroyo said. "This event has been great, there are so many people here representing the Army, Navy, Air Force, and Marines. Just seeing everyone out here together is great."

In addition to the volunteers, service members also comprised a large number of the participating runners, including DLIFLC Col. Danial Pick and Presidio of Monterey Garrison Commander Col. Paul Fellinger.

"The [local military community] has been such a big support. Because of their volunteers and support I have felt stronger," Stengel said.

Stengel noted that the race is to be an annual event. "It will get bigger and better," Stengel said. "Next year we will have an enormous post-party; barbecue, live music, dancing and jump houses. It is going to be cool."

Gallery 6 Run for the Fallen at Ft. Ord in Nov. 2013

The first Run for the Fallen Fort Ord 10K running event was held at Fort Ord Dunes State Park in Nov. 2013. An estimated 500 runners and spectators attended, and proceeds went to local veterans' organizations. First place was won by Lt. Cmdr. Austin Jackson; second by Jerry Thomas, and third by Col. Danial Pick. The Joint Service Honorary Color Guard from the Defense Language Institute Foreign Language Center participated in the opening ceremonies and about 50 student volunteers from the school were on hand to assist in making sure the event went smoothly. The event was organized in large part by Margot Stengel, a Monterey resident and Gold Star mother, whose son died in Afghanistan in Dec. 2010. (Photos by Steven L. Shepard/released).

Kiwanis Club recognizes instructors

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif. - In an awards ceremony organized by the local chapter of the Kiwanis Club Monterey Oct. 30, 2013, two Defense Language Institute Foreign Language Center instructors and two Naval Postgraduate international students received recognition for their outstanding performance in the classroom and contributions to the community.

"Each year we hold a Military Recognition Day where we give awards to two outstanding instructors from DLIFLC, one civilian and one military, and awards to two exceptional NPS international students," said Dr. Christine Campbell, a long-time member of the Kiwanis Club of Monterey. "The Club has given over one million dollars in donations to local charities since its inception in the '50s."

The 2013 recipients, Dr. Johnathan Gajdos, assistant professor of German, and Petty Officer Douglas Rankosky, a military language instructor of Mandarin Chinese at DLIFLC, received the distinguished award for best civilian and military instructors. Some 30 Kiwanis Club members were present at the event that included Air Force Col. Ginger Wallace, DLIFLC assistant commandant and commander of the 517th Training Group, as keynote speaker.

"DLI will continue to produce outstanding linguists because of the people whom we will recognize today," Wallace said, in a speech delivered to the group about the mission of the foreign language institute.

Dr. Johnathan Gajdos and Petty Officer Douglas Rankosky pose for a photo with their Kiwanis club awards for best civilian and military language instructors of the year on Oct. 30, 2013 (Photo by Natela Cutter/released).

"Foreign language learning can be a transformative process that can open learners up to intellectual, personal, and professional growth. It is my privilege to be part of that enterprise," said Gajdos. "With this in mind, I humbly accept this award with gratitude towards both those who have taught me and those whom I teach."

Gajdos, who received a Ph.D. from the University of Iowa in 2011 with a dissertation in German demonstrative adverbs of spatial deixis, (the use of words whose meaning depends on the situation), simultaneously performs the duties of team leader, curriculum developer, and technology specialist while serving on the Faculty Advisory Council representing DLIFLC faculty.

"We want to give back to the community," said Lt. Commander Frode Mjelde, a member of the Royal Norwegian Navy who received his master's degree in Human Systems Integration and has served many hours with his spouse volunteering in the community.

"We have three girls who attend Stevenson school. They have come a long way (since arriving) and have learned positive life skills. Since the Kiwanis Club's motto is to improve the world one child at a time, I have to say that you have changed three kids and I thank you for your service," said Mjelde, who received the NPS International student of the year award.

The second NPS international student award was presented to Lt. Gokay Huz, a member of the Turkish Coast Guard who is receiving a Computer Science Master Degree and for the past year has served as the international co-chair of the NPS International Executive Committee which most notably organizes International Day each year at the school.

Lt. Commander Frode Mjelde, a member of the Royal Norwegian Navy who received his master's degree in Human Systems Engineering, poses with his spouse and a Kiwanis Club member following the awards ceremony Oct. 30, 2013. (Photo by Natela Cutter/released)

Hermann Hall at the Naval Postgraduate School (U.S. Navy Photo by NPS Staff)

DLIFLC instructors become U.S. citizens

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif., - Ten faculty members of the Defense Language Institute Foreign Language Center became naturalized U.S. citizens in a ceremony carried out by the U.S. Citizenship and Immigration Services at the Presidio of Monterey in Sept 2013.

Four additional family members participated in the naturalization ceremony, though they had become citizens the moment their parents received notification. The process takes place automatically for children under the age of 18.

The youngest person ever to participate in this ceremony was Ms. Zainab who is six years old.

"She was so excited about the ceremony and wanted to be there with her big brother and sister," said Connie Trautman, a DLIFLC Faculty Personnel System staff member who helped coordinate Thursday's event.

"It is a great honor to stand before you today and congratulate you on becoming United States citizens," said DLIFLC Assistant Commandant Col. Ginger Wallace, who read a short biography of each individual who received a certificate.

Naturalization ceremonies are organized jointly by USCIS and DLIFLC each quarter because of the large number of foreign instructors the Institute employs.

Gallery 7 DLIFLC faculty & family naturalization ceremony

Assistant Commandant Col. Ginger Wallace hands Zainab her naturalization certificate during a ceremony at the Presidio of Monterey Sept. 5, 2013. (Photo by Natela Cutter/released)

Flag photo (U.S. Navy Photographer's Mate 2nd Class Dennis Cantrell/released)

Chapter 4

Alumni Corner

"It is here at this Center that the story of these veterans' courage, sacrifice and love of country will be told..."

~ Bryan Yagi, president of the National Japanese American Historical Society

Read about the Military Intelligence Service Learning Center opening on **Page 40**.

Members of the official party at the opening of the National Japanese American Historic Learning Center stand near the entrance on opening day, Veterans Day Nov. 11, 2013. (Photo by Natela Cutter/released)

MIS Historic Learning Center opens

By Natela Cutter
DLIFLC Public Affairs

SAN FRANCISCO, Calif., - After 20 years in the making, the Military Intelligence Service Historic Learning Center opened on Veterans Day Nov. 11, 2013, at Crissy Field on the Presidio of San Francisco to commemorate and honor the legacy of Japanese American Soldiers trained as military intelligence linguists attached to combat units during WWII in the Pacific.

"It is here at this Center that the story of these veterans' courage, sacrifice and love of country will be told, so that our children, grandchildren, and future generations will remember what happened here and will continue to honor that legacy," said Bryan Yagi, president of the National Japanese American Historical Society.

Just one month before the bombing of Pearl Harbor, a secret Army Language School was formed on Nov. 1, 1941, composed of 58 Japanese Americans, known as Nisei, and two Caucasian Soldiers who were secretly trained as Military Intelligence Service (MIS) interpreters in Building 640, an abandoned airplane hangar on Crissy Field. Under austere conditions, with few books, using orange crates as desks and chairs, some 6,000 linguists eventually graduated from the program.

Interactive 4.1 Military Intelligence Service Historic Learning Center

After 20 years in the making, the Military Intelligence Service Historic Learning Center opened on Veterans Day, at Crissy Field on the Presidio of San Francisco to commemorate and honor the legacy of Japanese American Soldiers who were trained military intelligence linguists attached to combat units during WWII in the Pacific (Video by Dusan Tutomirovic/released).

Video requires an internet connection
http://www.youtube.com/watch?v=ZJe2v2mz4_k

Bryan Yagi, president of the National Japanese American Historical Society (C-R), cuts the ceremonial ribbon with Major Gen. Arthur Ishimoto, a native of Hawaii and first Japanese American to hold the rank of major general. Ishimoto joined the military right out of high school, just after Pearl Harbor and attended the Camp Savage language school. (Photo by Natela Cutter/released)

"Their specialized knowledge of the Japanese language and culture helped gain a tactical and strategic advantage over their opponents. In post-war Japan, under the command of Gen. Douglas MacArthur, these 'grassroots' ambassadors helped lay the groundwork for Japan's transition to a democracy," Yagi said.

The school was moved to Camp Savage, Minnesota in 1942, after Japanese Americans were sent to internment camps, ironically, by the same government they supported.

"We began a long journey here to prove we are Americans….In 1943 we were allowed to enlist in the U.S. Army… and 33,000 of us volunteered in WWII. The Nisei fought all over, in eight major campaigns, received 18,000 decorations and 21 medals of honor," said Major Gen. Arthur Ishimoto. A native of Hawaii, Ishimoto joined the military right out of high school, just after Pearl Harbor and attended the Camp Savage language school that was renamed the Military Intelligence Service Language School (MISLS).

"We were taught to 'not give up and hang in there,' (by elders) and these values carried us through the war," he said, adding that the work of MIS Soldiers included not only translation of documents and interrogating prisoners of war, but also entailed "chasing enemies out of caves, parachuting behind enemy lines, and blowing up bridges."

Today, no graduates from the first MIS class at the Presidio of San Francisco remain. A few hundred of those who completed the MISLS program in Minnesota are mostly in their 90's and are extremely proud of the new Center which will keep history alive and their memories fresh.

"This has been a long time coming," said Koji Ozawa, who was deployed to the Philippines with a war crimes investigation unit, interpreted for Prisoners of War, translated documentation, and was later stationed in Japan.

"It has been 70 years since the war ended and I am lucky to be alive to see this. I was planning on coming with Tom Sakamoto," said Ozawa,

speaking of Col. Tom Sakamoto, who passed away a week prior to the event. Sakamoto was a first-class graduate of the school as well as an instructor whose contributions included $100,000 and unwavering commitment to the 20-year plan.

"I am glad that they are carrying on the language program," said MIS veteran Warren Eigima, referring to the Defense Language Institute Foreign Language Center, the successor to the original Army Language School located at the Presidio of Monterey, Calif., and which teaches 24 foreign languages to all four branches of the service and select Department of Defense agencies.

The building of the 10,000 square-foot Center was initiated in 1993 by the National Japanese American Historical Society with support from the Military Intelligence Service Association of Northern California. The completion of the project came about after diligent work by the Golden Gate National Recreational Area/National Park Service, The Presidio Trust, Congressional support from Senators Daniel Akaka, Daniel Inouye, Dianne Feinstein, and Democratic Leader Nancy Pelosi, and grassroots political

A family looks at exhibits at the MIS Historic Learning Center that opened on Veterans Day Nov. 11, 2013. (Photo by Natela Cutter/released)

Two Nisei veterans - Mas Kawaguchi (MIS) and Ken Nihei (442nd RCT) - search the MIS Honor Wall, containing the names of over 13,000 Soldiers, instructors, support staff, and others who served alongside the MIS. (Photo by Natela Cutter/released)

A stone plaque in front of the National Japanese American Historical Society at Crissy Field, at the Presidio of San Francisco. (Photo by Natela Cutter/released)

Members of the official party at the opening of the National Japanese American Historical Society stand at the entrance way allowing visitors to enter the center for the first time. (Photo by Natela Cutter/released)

support from the National Japanese American Citizens League and the Japanese American Veterans Association.

The Center includes interactive exhibits about Japanese American history, development of the MIS, the attack on Pearl Harbor, Executive Order 9066 that interred Japanese Americans on the West Coast, as well as the history of MIS in Minnesota. There is also a classroom mock-up in Building 640; a database of service members from MIS, the 100th Infantry Battalion and the 442nd Regimental Combat Team; and the MIS Honor Wall containing names of more than 13,000 Soldiers, instructors, support staff, and others who served alongside the MIS.

In memoriam: Col. Thomas T. Sakamoto

Col. (ret.) Thomas T. Sakamoto, passed away October 18, 2013 at the age of 95, only days before the opening of the Military Intelligence School Historic Learning Center at the Presidio, San Francisco, Sakamoto was instrumental in bringing the project to life.

During his 28-year career as a military linguist Col. Sakamoto used his skills in many capacities. In World War II Sakamoto translated captured Japanese documents detailing the locations of previously unknown enemy positions, and another indicating an impending "banzai" attack. The flawless translations led to the capture of the Los Negros Islands Naval Base and earned Sakamoto the first of two Bronze Stars.

Sakamoto later provided translation during the Japanese surrender on the U.S.S. Missouri, and served as the official translator for President Eisenhower on trips to Okinawa. He was also advisor to the Director of Intelligence for the Royal Thai Army in Bangkok, Thailand and served in various other military intelligence positions including assignments at the Sixth Army Headquarters, Headquarters U.S. Army in Vietnam and the Intelligence Headquarters Office of the Deputy Chief of Staff.

Sakamoto was a graduate of the first Army Language School class in 1941 as well as an instructor at what became the Defense Language Institute.

Gallery 8 Col (ret.) Thomas T. Sakamoto photo gallery

Col. (ret.) Thomas Sakamoto visits DLIFLC and shares photographs with Col. Danial Pick, DLIFLC commandant, in 2010. Sakamoto was a student in 1941, again in 1949-50 when he learned Russian, and in 1964 when he returned for the Thai Basic Course. He was inducted into the DLIFLC Hall of Fame in 2007 (Photo by Natela Cutter/released).

Korean Basic Course student has tough act to follow

Spc. Emily Sugimoto studies Korean at the Defense Language Institute Foreign Language Center in Monterey, Calif. Her grandfather was among the original 60 Nisei students of Japanese in 1941 (Photo by Natela Cutter/released).

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif., - She feels "lucky," and says that her experience has been fun, interesting, and challenging, all at the same time. There is passion flashing in her alert, light-brown eyes, and excitement in her voice as she talks about her new large family.

The large family is the U.S. Army, and the challenge is studying Korean at the Defense Language Institute Foreign Language Center in Monterey, Calif. Both are things Spc. Emily Sugimoto has in her blood.

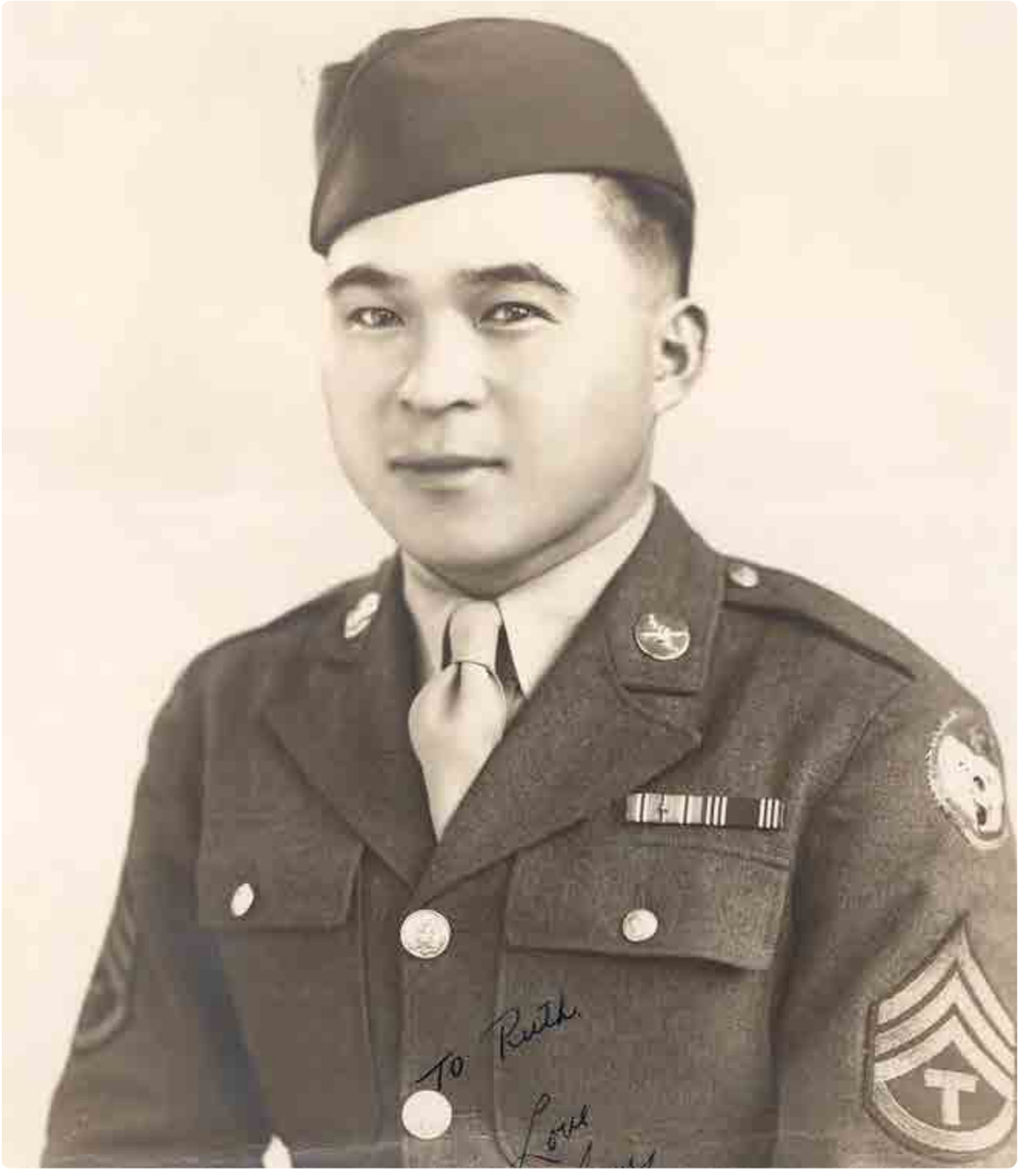
With a bachelor's degree in Linguistics and a minor in French and German, Sugimoto is above average in comparison to most DLIFLC students, who arrive here fresh from Basic Training with only a high school diploma. Her motivation to become a member of the elite Military Intelligence Corps, with a career path that could take her to Officer Candidate School or the prestigious Foreign Area Officer program that leads to overseas tours at U.S. Embassies, goes much deeper.

With her entire family having served the nation in some fashion, including her father who served two tours in Vietnam with the Army Security Agency, and her brother who is a non-commissioned officer with the 75th Ranger Regiment, Spc. Sugimoto has a tough act to follow.

"My father had always talked about DLI because my grandfather (Sam Sugimoto) was one of the original Nisei students here," said Spc. Sugimoto, referring to the 60 American Japanese students who began studying Japanese at the Presidio of San Francisco in 1941, only weeks before the United States entered World War II. They fought, translated, and used their language skills to interrogate prisoners of war and serve as interpreters during peace negotiations and the rebuilding of Japan.

"After graduation, (Sam Sugimoto) was sent to Alaska where he participated in the recapture of Attu Island from the occupying Japanese forces," said John Sugimoto, Spc. Sugimoto's father. "Though he rarely spoke about the war, he did mention that his boat was the first to land at Attu Island where he helped a lieutenant

Gallery 9 Sam Sugimoto Photo Gallery



Portrait of Sam Sugimoto in 1944 (Photo courtesy of the Sugimoto family).

capture a Japanese artillery piece and turn it around for use against the occupying troops," explained John Sugimoto.

After the war, Sam Sugimoto continued serving his country by working for the Central Intelligence Agency. Both he and his wife worked for the Agency until retirement.

"I mainly remember him talking about living in California, and only sometimes mentioning that I might want to look into serving in the military, so the idea was there since elementary school," said Spc. Sugimoto, whose first choice of language was Japanese. "I was sent to Korean, but I really enjoy it. We have wonderful teachers and good class dynamics so we are like a big family. I got lucky."

With classes taking place seven hours per day, five days a week, with two to three hours of homework each night and mandatory military duties, studying at DLIFLC is different from typical foreign language studies.

"I like the total immersion into the language. It is very different from college where you take class twice a week. Here you speak with your peers outside of the classroom and it is a whole lifestyle change, not just an education," said Spc. Sugimoto.

Korean, one of the most difficult languages to learn for English speakers, is a 64-week long course. By the time Spc. Sugimoto graduates, she will have the equivalent of an Associate's degree in Korean, but her fluency will be much more extensive than that of a four-year college graduate. She will be able to use her language skills to perform jobs that will contribute to the security of the nation. Already a star student in her class, Spc. Sugimoto will graduate from the Korean Basic Course in spring 2014.

Generations study languages at DLIFLC

By Natela Cutter
DLIFLC Public Affairs

MONTEREY, Calif., - When U.S. Army Capt. Matthew Kuhlman in-processed last fall at the Defense Language Institute Foreign Language Center in Monterey, he picked up a special 70th anniversary edition of the Institute Globe magazine, and started thumbing through the pages.

"On page 14 he noticed a picture of a group of Slavic folk dancers. The nice-looking young lady third from the left in the picture, Olga Vieglias, is Matt's mother," said retired Lt. Col. Jim Kuhlman, in an e-mail to the Institute.

"I was a student of Russian at DLI from July 1974 to June 1975 as a trainee in the Army's Foreign Area Officer Program for the Soviet Union and East Europe. Olya was one of my instructors in the course and we were married in August 1975 as I was beginning the course of study at the Russian Institute in Garmisch, Germany," explained Kuhlman.

Thirty eight years later, Capt. Kuhlman followed in his father's footsteps, right down to the Foreign Area Officer Military Occupation Specialty, albeit for a different language and region of the world, French and Sub-Saharan Africa, where he has an impending assignment to Botswana for his in-country training phase.

Russian instructor Luba Grant (left) stands next to her colleagues Anya Kuchareva and Olga Vieglias in the mid 1970s, while the fourth person is a student. Instructors and students were part of a small Russian dance group during this period. (Photo courtesy Luba Grant, currently Dean of Asian School I)

"I always had the idea of wanting to be a FAO in the back of my mind," said Capt. Kuhlman. "I wanted to learn about different cultures and decided to apply to the program after my two tours in Iraq." After seven years of being in artillery, Capt. Kuhlman was assigned the Sub-Saharan Africa region that falls under U.S. Africa Command, one of the Department of Defense's six geographic combatant commands.

"I am looking forward to spending a year in Botswana where I will be working closely with U.S. Embassy staff, but will also have the opportunity to travel and learn more about the politics of the region," said Capt. Kuhlman about the FAO program that includes language study, in-country specialization of the assigned region, and the completion of a Masters degree program.

"I plan on completing a Masters degree in International Relations at George Washington University when I return," explained Capt. Kuhlman.

U.S. Army Capt. Matthew Kuhlman, a graduate of the French language program, poses for a photo in front of DLIFLC headquarters with his father, retired Lt. Col. Jim Kuhlman, his mother Olga, wife Heather, and children. (Photo by Natela Cutter/released)

Because of their regionally focused expertise in political-military operations, FAOs typically serve overseas tours as defense attachés and security assistance officers in U.S. Embassies around the world, and/or political military planners in DoD agencies. FAO's roles and responsibilities include acting as advisors to senior leaders at home and abroad concerning political-military operations and relations with other nations. Critical for operations overseas, they providing cultural expertise to forward-deployed commands conducting military operations that often include military-to-military activities and assistance programs.

"Who knows, maybe one day my son will come back to study at DLI," said Capt. Kuhlman with a chuckle, trying to hold on to his very active three year old during the interview.

Counterterrorism expert advises language students

Story and photos by Natela Cutter
DLIFLC Public Affairs

The man who leads the State Department's Center for Strategic Counterterrorism Communications, Ambassador Alberto Fernandez, visited his alma mater in April 2013, and gave Defense Language Institute Foreign Language Center students some good advice regarding their language studies. "Love it," and "have patience," he said.

"Cultivate that love for language...It's like any other relationship. And you have to have patience. Language is something that takes years. It takes decades. It is easy to get frustrated so you have to put in the time year after year and go deep into the language," he told service members studying Arabic-Levantine.

Fernandez knows this from experience. He is a 1978 DLIFLC graduate of the Arabic Basic Course and a heritage speaker of Spanish. His perseverance and dedication to mastering Arabic led to him getting two degrees in Middle Eastern studies and pursuing a career in public diplomacy. He served at 10 embassies and consulates while with the State Department's Near East Bureau. His fluency in Arabic allowed him to become the bureau's frequent spokesman in regional Arabic media.

"Studying Arabic at DLI certainly influenced my career and launched me into what has been a lifelong career in the Foreign Service and essentially working in the Middle East. The Arabic I learned here was the beginning of studying Arabic for 30 years and working in Arabic. So for me, it was the most significant educational experience in my career," Fernandez said.

Ambassador Alberto Fernandez walks with Hiam Kanbar, Middle East School I dean, toward Khalil Hall, where he observed an Arabic Levantine class April 17, 2013. A DLIFLC graduate, Fernandez is fluent in Arabic and has worked abroad in the language during his distinguished career at the State Department (Photo by Natela Cutter/released).

Language is not the only skill Fernandez gained at DLIFLC.

"When you speak a language you learn respect and compassion for others. People are people and their aspirations, fears, and concerns, are pretty similar to those of your own," he said. "Having [compassion] will

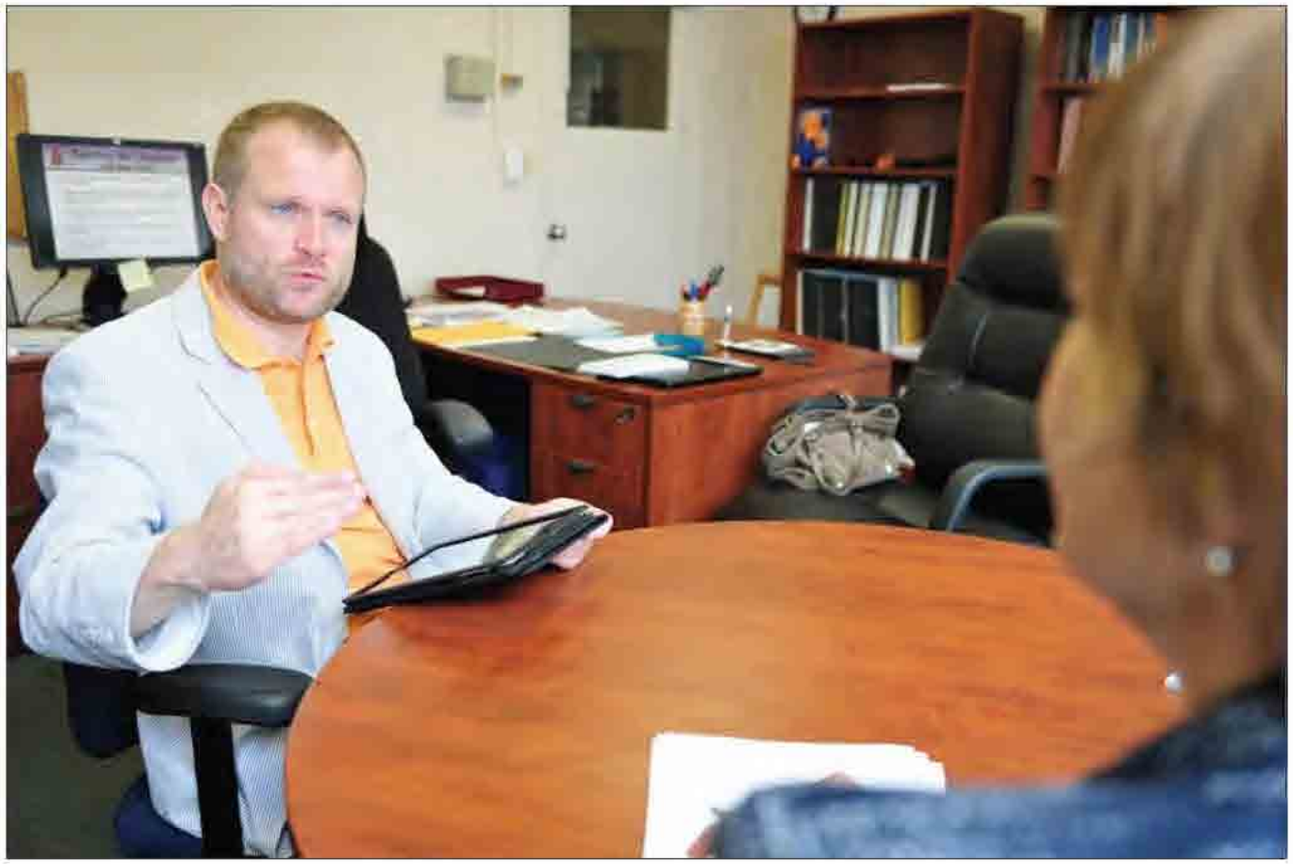
always help you do your job better, to be a more effective soldier, to be a more effective diplomat, a more effective representative of the government and people of the United States. In that sense, we are all ambassadors, whether we are diplomats or corporals or soldiers in the field."

Today, Fernandez heads the CSCC, established in 2010 at the direction of President Barack Obama and then Secretary of State Hillary Clinton, to target violent extremists and terrorist organizations with online information products in various languages. Much of his work is made possible by the analytic support of the intelligence community, capable linguists, members of academia, and organizations that help to counter the actions and ideologies of those who threaten the security of the United States.

Ambassador Alberto Fernandez observes as a class of Arabic-Levantine students discuss current affairs and debate issues in the target language April 17, 2013. Fernandez graduated from the DLIFLC Arabic Levantine course in 1978 (Photo by Natela Cutter/released).

DLIFLC grad now award-winning language educator

By Natela Cutter
DLIFLC Public Affairs



DLIFLC graduate Mirko Hall speaks with Middle East III Dean Marina Cobb about how DLIFLC curriculum and teaching methodology has changed over the years. Today, Hall is associate professor of German Studies and chair of the Department of Languages, Cultures, and Literatures at Converse College, S.C., and is fluent in German and Arabic (Photo by Natela Cutter/released).

MONTEREY, Calif., - There is very little Mirko Hall would change about his life when he looks back at where he was some 20 years ago. In fact, he claims he owes his success to the Defense Language Institute Foreign Language Center where he graduated from the Arabic Basic Course in 1992.

"It was an emotional return to my alma mater after some 20 years because of all the fond memories that I still carry with me to this day; experiences that, through learning about the rich cultural heritage of the Arabic-speaking world, not only expanded my intellectual horizons, but also gave me a greater understanding and deeper appreciation of the cultural values that we all share in common," he said.

Days before Hall's visit to DLIFLC, Arabic instructors in his former school were scurrying around in an attempt to organize a proper welcome for their former student. Introductions to the new dean were arranged, chai and sweets prepared, invitations to lunch and dinner over his stay extended.

"It was the strong bond of friendship between students and teachers that had the most significant impact on me," said Hall, his statement corroborated by the reaction of his professor Adnan Sadduk, who openly wept when he saw Hall.

Many of the techniques used by instructors in the classroom at

DLIFLC in the 1990s are still pedagogically sound. “Using what became known as the ‘communicative approach,’ we were taught to confidently, meaningfully, and imaginatively use Arabic in a variety of real, everyday situations, particularly through intensive activities like role playing,” explained Hall.

But Hall said that DLIFLC’s secret recipe resides in something else. “Most importantly, our learning was always conducted in an atmosphere that was supportive, collaborative, and intellectually challenging. I use all of these ‘techniques’ in my own teaching today.”

During his two-day visit, Hall had the opportunity to discuss new teaching techniques and technology used in foreign language acquisition with Middle East III School Dean Marina Cobb, as well as to visit classrooms and interact with students.

“I really benefited from learning about and seeing the latest in best practices for teaching Arabic language and culture. In particular, I learned about the continued importance of teaching language and culture as a continuous whole; integrating ‘real world’ communicative activities into the classroom; emphasizing a small, student-centered classroom; and using the latest in digital instruction technology to enhance student learning,” explained Hall.

As a result of Hall’s close relationships with his instructors, he today gives two special awards to his students. “To honor my two highest-achieving Arabic students, and to recognize the two professors that influenced me the most, I now present the Adnan S. Sadduk Award for Excellence in Arabic Language and the Nabila Khalil Memorial Award for Excellence in Arabic Language at Converse.”

Aside from having a distinguished military career as an Arabic linguist with two overseas deployments, Hall has been awarded the Converse college’s Kathryne Amelia Brown Award for Excellence in Teaching, a South Carolina Independent Colleges and Universities Excellence in Teaching Award, and the Joe Ann Lever Award for Faculty Excellence by the class of 2011.

DLIFLC alumnus Mirko Hall speaks with his former professor, Mr. Adnan Sadduk, in front of the Berlin Wall memorial, in May 2013. Hall credits Sadduk for being able to teach Arabic (Photo by Natela Cutter/released).

Photo by Flickr User Raido Kaldma

VA and DOD break ground on new clinic

By Jonathan Friedman
VA Palo Alto Health Care System

MARINA, Calif. -- Ground was broken in Marina Nov. 11, 2013 for what will be California's first integrated Department of Veterans Affairs and Department of Defense joint health-care clinic.

"This clinic will do much more than provide the expanded space we need to deliver more-and-more efficient services; we are also strengthening our bond with our DoD partners," said Lisa Freeman, VA Palo Alto Health Care System director.

Built at the location of the former Fort Ord, the new 146,000 square-foot VA/DoD Monterey Bay Health Care Clinic will serve military members, their families and veterans. With 10 facilities throughout northern California, the VA Palo Alto Health Care System will consolidate their Monterey operations once the facility opens in 2016.

Since Fort Ord's deactivation in 1994, the Presidio of Monterey has had limited medical facilities to treat its beneficiaries. Today, most active-duty family members and retirees are served by a TRICARE managed care support contract. Both the VA and DoD currently have separate clinics in the Monterey Bay area, neither of which collaborate nor share resources.

"You cannot enter into the VA without first passing through the Department of Defense, so I am excited to see the two departments working together to provide quality care for our military families and veterans," said Rep. Sam Farr. "This new facility will be a model for how our country cares for individuals who serve our country throughout their entire life."

The Veterans Day ceremony included a large number of local dignitaries and government officials, with speakers that included Farr, Freeman, Brig. Gen. John Cho; (commanding general of the Western Regional Medical Command), and Marina Mayor Bruce Carlos Delgado.

"Today we show the brave men and women who serve, and have served, our country that your government is here to serve you," said Farr.

With shovels and hardhats, the speakers joined veterans, active-duty service members and their military family members to break ground on the new clinic, which will expand existing VA outpatient services to include primary care, specialty care, mental health, ancillary and diagnostic services. The VA/DoD Monterey Bay Health Care Clinic will integrate VA and DoD staff and resources to provide a broad provision of clinical services.

Guest speakers, veterans, active-duty service members and their military family members break ground on the VA/DOD Monterey Bay Health Care Clinic Nov. 11, 2013 (Photo by Jonathan Friedman/ released).

"This exemplifies our VA Palo Alto motto of 'Serving those who Served,' and is why we are breaking ground today," said Freeman.

More information about the VA/DoD Monterey Bay Health Care Clinic can be found at:

www.paloalto.va.gov/construction_monterey.asp.

DLIFLC reaches out to alumni

As a subdivision of the DLIFLC Public Affairs Office, the Institute established an office in March 2012 called the Alumni Relations Office, which maintains student, faculty and staff contact information in order to distribute information about products and services to interested parties.

"It is important to note that the ARO office is a government venue for contacting DLIFLC for information and questions about language materials. The office is not related to non-profit organizations such as the DLI Alumni Association and Foundation, and does not share contact information with these organizations," said DLIFLC PAO chief Natela Cutter.

"The main purpose for the existence of the ARO is to stay in touch with DLIFLC graduates and provide a way for DLI as an Institute to reach out to them with new information about products, as well as serve as a conduit for alumni to reach back to their alma mater," she explained.

Currently, the Institute is able to reach some 8,000 faculty, staff and students. The ARO office has a link from its homepage under "About DLIFLC" enabling online registration of alumni, providing the Institute with contact information that is used for distributing the Globe magazine and pertinent linguist information only.

The ARO asks alumni to contact the Institute through the "Contact Us" email address with stories and photographs that may be used in the future editions of the Globe magazine and posted online at www.dliflc.edu, as well as shared on DLIFLC's Facebook page. Materials submitted will also be passed on to the DLIFLC Command Historical Office.

We look forward to hearing from you and increasing the number of alumni in our database in order to spread the word about language and culture training at the largest foreign language educational institution in the nation.

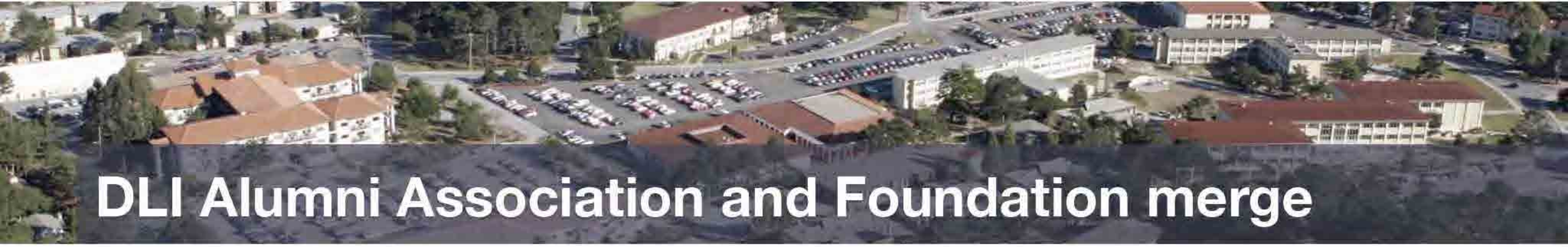
It is estimated that there are more than 230,000 DLIFLC, Army Language School, DLI Washington, and Language Training Detachment graduates. Many of their stories can be found in the pages of the Globe magazine.

Social Media and Websites

DLIFLC homepage: www.dliflc.edu
Language learning tools: www.dliflc.edu/products
Alumni Relations Office: www.dliflc.edu/alumnirelations.html
Facebook: www.facebook.com/dliflc
Vimeo: www.vimeo.com/dliflc
YouTube: www.youtube.com/theDLIFLC
Twitter: @DLIFLC

Email: Addresses

General Inquiries: info@dliflc.edu
Command Language Program: clp.support@dliflc.edu
Alumni Relations Office: alumni.relations@dliflc.edu



DLI Alumni Association and Foundation merge

By Ben de la Selva
DLI Alumni Association President

I would like to inform DLIFLC alumni and readers of the Globe magazine that in Aug. 2013, the DLI Alumni Association (DLIAA) merged with the DLI Foundation (DLIF), and that the two organizations have now become divisions under the umbrella of the DLI Foundation Board of Directors.

For those of you who have been members of DLIAA since 2001, nothing has changed. DLIAA continues to do business as usual and I will remain its president. In the process of the merger, I was also appointed Vice Chair of the Foundation Board of Directors.

Many of you may ask why the organizations merged. It made more sense to join these two organizations with complementary missions, that is, working jointly in support of DLIFLC, its alumni, students, faculty and staff.

The DLIAA division is focused on a few modest efforts to directly support alumni and their family members by:

- Presenting the DLIAA Student Achievement Award, accompanied by a book, at monthly graduations,
- Awarding once a year, a 4-year $1,000 (Walter Scurei) scholarship to spouses or children of DLIFLC graduates,
- Coordinating visits and guided tours to the Presidio, now a secured post, to individual alumni, or groups,
- Sponsoring the annual DLIFLC Anniversary Ball and Open House every November,
- Selling DLIFLC memorabilia on line; and
- Publishing a quarterly newsletter sent to more than 4,500 members.

The DLI Foundation, that is, the umbrella organization, is a not-for-profit corporation with tax-exempt status in the State of California, exempt from Federal income tax under section 501(c)(3) with the mission of supporting DLIFLC in areas that the Institute is not authorized to receive funds from the federal government. It was founded by Mr. Ken Nilsson (chairman of the board) in November 2011.

In 2013, Dr. Donald Fischer, former DLIFLC commandant and provost, became president of the DLIF division, and is responsible for all functions related to language education and foreign language awareness and development.

The DLIF division supports DLIFLC students, faculty and staff by:

- Making DLIFLC known to the most capable and best young people to inform them about careers in foreign language
- Advocating of more foreign language training in schools and universities
- Collaborating with allied language schools across the world.
- Supporting collaboration among federal, state, and private organizations in Monterey, Calif., with respect to language and culture studies.

Thus, both the DLIF and DLIAA divisions support DLIFC in two different ways: The Association supports activities for DLIFLC faculty, staff, and students, whether the latter are still in the military or have left the military and are now discharged or retired.

The Foundation supports activities that will improve the quality of students before they arrive at DLIFLC for training as well as activities that will showcase the Institute in the United States and around the world. In any case, the Foundation and the Association work hand in hand to support each other's objectives and funding goals.

Chapter 5

Language Learning Tools

www.dliflc.edu/products

GLOSS

Global Online Language Support System

GLOSS - the Global Online Language Support System:

- A language maintenance and enhancement tool for listening and reading comprehension
- Hundreds of activities from ILR levels 1-3+
- Accessible worldwide at http://gloss.dliflc.edu
- Completion certificates document your work
- Available in dozens of languages

Albanian, Arabic, Azerbaijani, Chinese (Mandarin), Croatian, Dari, Egyptian Arabic, French, German, Greek, Gulf Arabic, Hausa, Hebrew, Hindi, Indonesian, Iraqi Arabic, Japanese, North and South Korean, Pashto, Persian Farsi, Portuguese, Punjabi, Russian, Serbian, Spanish, Somali, Swahili, Tagalog, Thai, Turkish, Turkmen, Urdu, and Uzbek.

"GLOSS provides the opportunity for independent learners to work in a self-paced environment."

DLIFLC

HEADSTART

More than 750 phrases related to current military operations

25+ languages available* online or on DVD

Find out more at **http://hs2.lingnet.org/**

Sound and Script - 20 Interactive Lessons

- Target language writing system and practice
- Audiovisual pronunciation guide
- Dozens of activities help you learn and retain vocabulary
- Language– and culture-specific feedback
- Grammar and culture notes

Military Tasks - 10 Interactive Modules

- Words and phrases related to current military operations
- Animated capstone scenarios in each module
- Speech recognition and comparison tool for select languages

Free iPad apps for select language military modules

Search for "DLIFLC" in the App Store or iTunes.

Earn promotion points when completed via ATTRS & JKO

https://jkodirect.jten.mil/

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* Current Headstarts Include: Arabic (MSA, Egyptian, Iraqi, Levantine, Moroccan), Baluchi, Cebuano, Chavacano, Chinese (Mandarin), Dari, Farsi (Persian), French, German, Hausa, Korean, Kurmanji, Pashto, Portuguese (European and Brazilian) Punjabi, Russian, Somali, Spanish, Swahili, Tausug, Turkmen, Urdu, Uzbek

ODA Online Diagnostic Assessment

Estimate your own language proficiency at http://oda/lingnet/org

- **Online Diagnostic Assessment** helps learners evaluate and manage their learning.
- **ODA** identifies foreign language learning strengths and challenges, providing individualized, relevant feedback.
- **Feedback** addresses abilities across a variety of levels, topics, tasks, and linguistic features.
- **Assessments** are based on authentic with Interagency Language Roundtable guidelines.
- **Share results via email** with instructors or Command Language Program Managers.

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Available ODA Languages: Arabic, Korean, Korean/North Korean, Chinese, Russian, Spanish, Farsi, Tagalog, Levantine Arabic, Iraqi Arabic, Dari, Pashto, Urdu, Portuguese BR, French, Somali, & Baluchi.

RAPPORT

Rapport is mandatory pre-deployment training for all DoD personnel and civilians in Dari and Pashto – available online via AKO, JKO, DKO and on www.dliflc.edu.

Find out more online at http://rapport.lingnet.org/index.html

Rapport provides learners with the critical words, phrases and cultural specifics of the target region in a 6-8 hour condensed training session. The cultural awareness gained assists service members in successfully completing their mission. That is, this tool will help service members develop a rapport with local populations.

The program consists of:

- Interactive self-study modules
- Avatar-enhanced drills
- 150 key terms and phrases in 10 Military tasks
- Cultural Orientation
- 75-85 commonly encountered exchanges in the target language
- Cultural "Dos and Don'ts"
- Self-assessments and certificate of completion

Learners must achieve a passing score of 70 percent or higher in order to receive a certificate of completion. Successful completion of the 6-8 hour program by Army personnel via the Army Learning Management System (ALMS) will be recorded in the Army Training Requirements and Resource System (ATRRS).

Rapport is currently offered in nine languages with new languages developed each quarter: Dari, Pashto, Iraqi, French (Cote d'Ivoire, Portuguese (Angolan), Swahili, Modern Standard Arabic, Korean, and Hausa.

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that knowing a foreign language opens windows to the world!