

## INTRODUCTION >>>

LEAP Arabic Scholar,

The purpose of this guide is to provide you a path to improving and maintaining your language proficiency. Specifically, the Department of the Air Force (DAF) is invested in your achievement and maintenance of a 3-level or higher proficiency in Arabic and development of interpretation and translation skills. Arabic is a DAF strategic language, critical to furthering US national security interests and key to partnerships and interoperability in the United States Central Command (USCENTCOM) and the United States Africa Command (USAFRICOM) Area of Responsibilities (AORs). With this as the backdrop, the Development Path guide will provide recommendations on timelines, resources, and tools to improve your proficiency and utilize your skills to advance operational success with building interoperability and adversary understanding. We welcome inputs that may enhance the usefulness of this guide for the Arabic LEAP community.

## GENERAL EXPECTATIONS >>>

### SCHOLARS WILL ACHIEVE & MAINTAIN GOOD STANDING IN LEAP BY:

- Utilizing the Language Enabled Development Resource (LEaDeR) site at <https://leader.cce.af.mil>. On an annual basis or as changes occur, update profile to include personal contact information, unit commander's contact information, and training availability/preferences. Access LEaDeR periodically to monitor Defense Language Proficiency Test (DLPT)/ Oral Proficiency Interview (OPI) scores and course expiration dates. Update instances of language experiences and utilization.
- Maintaining current DLPT/OPI in Modern Standard Arabic (MSA) plus proficiency in an Arabic dialect (See Section XII in [LEaDeR FAQs](#) for more details on maintaining two Controlled Languages (CLANGs))
- Completing an initial and follow-on eMentor course at intervals required by LEAP policy
- Obtaining and maintaining a LEAP Level
- Completing at least one Language Intensive Training Event (LITE) or LITE equivalent
- Striving to attain and maintain a 3/3 Interagency Language Roundtable (ILR) level (see <https://www.govtillr.org>) and attaining and maintaining the LEAP SEI
- Presenting a professional image of the United States when engaging with military partners

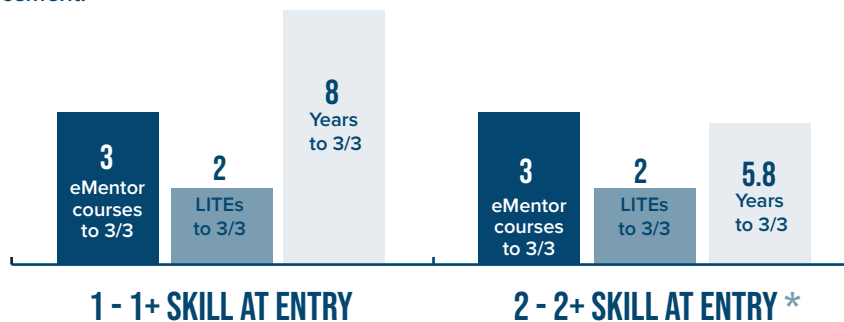
### SCHOLARS ARE ENCOURAGED TO ALSO:

- Volunteer for language-focused assignments, deployments, ad hoc taskings, and Training Partnership Requests (TPR) which meet operational requirements and give more contact time in your target language.
- Network with other language enabled service members through LEAP Chapters and other groups
- Further LEAP outreach by mentoring subordinates, sharing one's LEAP story with peers, and advocating to leadership

Refer to [DAFI 36-4005](#) Total Force Language, Regional Expertise, and Culture Program for details on how the Department of the Air Force utilizes LEAP to build and utilize language capability across the force and Language Division Policy in the resources section of [LEaDeR](#) for details on each of the processes listed above that the AFCLC employs to manage LEAP.

## COHORT DEMOGRAPHIC METHODOLOGY

*\*Path to 3/3 is based on data AFCLC gathered through successful scholar surveys, LEaDeR data, and research on language proficiency level advancement.*



*(16 current Arabic LEAP Scholars that entered the program below a 3/3 and achieved, or are on a trajectory towards, a 3/3 through LEAP were analyzed. Based on MSA and dialect requirements, LEAP Scholars are highly encouraged to engage in self-study and seek other opportunities to expose themselves to the target language such as volunteering for more eMentor courses, special training opportunities, and applying for Language Designated Positions through their career field functional managers)*

*\*Due to small sample size, eMentor scores were used to derive the average numbers for those who entered at the 2 - 2+ skill level*

## 1 - 1+ SKILL LEVEL AT ENTRY

*Note - based on MSA and dialect needs, more eMentor courses may be required*

100 level / 40 hrs	Traditional Development eMentor
200 level / 3 wks	Traditional LITE (CONUS, OCONUS, or Virtual)
250 level / 40 hrs	Traditional Development eMentor
300 level / 40 hrs	Traditional Development eMentor
300 level / 3 wks	Traditional LITE (CONUS, OCONUS, or Virtual)



**AT LEAST 3 HOURS**  
of self-study spread  
across the week

Average time in LEAP to 3/3



For the full AFCLC LEAP Course Catalog visit  
<https://www.airuniversity.af.edu/AFCLC/>

## 2 & ABOVE SKILL LEVEL AT ENTRY

*Note - based on MSA and dialect needs, more eMentor courses may be required*



**AT LEAST 3 HOURS**  
of self-study spread  
across the week

Average time in LEAP to 3/3



For the full AFCLC LEAP Course Catalog visit  
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200 level / 40 hrs	Traditional Development eMentor
200 level / 4 wks	LITE-University (CONUS)
200 level / 3 wks	Traditional LITE (CONUS, OCONUS, or Virtual)
250 level / 40 hrs	Traditional Development eMentor
300 level / 40 hrs	Traditional Development eMentor

## 3/3 ATTAINED / AT ENTRY

- **300-400 level / 12 hrs** | Advanced Assessment eMentor
- **300 level / 12 hrs** | Special Project eMentor
- **400-500 level / 1-6 wks** | Advanced LITE

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## OPPORTUNITIES

The Training Partnership Request (TPR) provides a means by which DoD or other governmental organizations identify LEAP scholars through a request to the AFCLC to serve in bilateral or international military education and training events.

Advanced LITEs enhance and sustain LEAP Scholar's language skills in an application setting. During an Advanced LITE, participants study alongside partner militaries or facilitate inter-cultural communication for a mobile training team or inter-cultural conference. Advanced LITEs typically last between one and six weeks, depending on the activity.

## IN 2025, THE AFCLC TRACKED THE FOLLOWING #S ON ARABIC ENABLED AIRMEN:

- 168** LEAP Scholars studying Arabic (selected or cross-trained)
- 17** Foreign Area Officers (FAOs)
- 21** Assigned to Language Designated positions
- 106** Connected by AFCLC to exercises, mobile training, and conferences across the US, AFRICOM and CENTCOM AORs

### SPECIAL EXPERIENCE IDENTIFIER



LEAP Scholars who attain the required level of proficiency and experience are awarded the LEAP Special Experience Identifier (SEI), which serve as an indicator to force managers of those qualified for language assignments.

### FOREIGN LANGUAGE PROFICIENCY BONUS (MAY QUALIFY)



LEAP Scholars who earn the LEAP SEI and attain the required level of proficiency qualify for Foreign Language Proficiency Bonus (FLPB) pay. Please reference [DAFI 36-4005](#) for more information.

Use our courses and resources to grow your skills, network with other Scholars, and find ways to get utilized! Your Arabic language skills are key to the interoperability of air and space capabilities.

## NETWORK

Use the Networking tab in LEaDeR to find Arabic LEAP Scholars at your base and around the world

## TECH VOCAB

Review the Arabic glossary under Resources / Military and Technical Vocab and help add to our library

## CHAPTERS

Get involved with your base's LEAP Chapter or charter one if no chapter exists

<https://www.airuniversity.af.edu/AFCLC/LEAP-Chapter-Directory/>

## MOBILE APP

Reference the Field Guide section for Arabic-speaking country Field Guides, the Iraq culture course, the Middle East video content, and the Africa video content on our mobile app

## SUGGESTED SELF-STUDY TOOLS



### MEDIA

**BBC News Arabic radio**  
BBC

### PODCAST

**Levantine Arabic: Bayni w Baynak**  
Zak Tobias

### PODCAST

**Learn Levantine Arabic with Livi**  
Olivia Furber

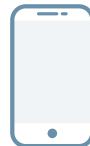
### PODCAST

**Real Arabic**  
Real Arabic



### TEXTBOOKS

**Al-Kitaab Arabic Language Program**  
Georgetown University Press



### APPLICATION

**Pimsleur**



App Store



Google Play



## CAPT BRIANNA WINSLOW

***“The cross-cultural competence I’ve gained through the LEAP program has not only better prepared me for my work with Partner Nations in my current job, but also has set me up well as I go through the training pipeline to become a Foreign Area Officer in the CENTCOM area of operations. I’m excited to continue working with AFCLC for language sustainment training as a Foreign Area Officer!”***

Capt. Brianna Winslow is currently assigned as an Aircraft Maintenance Officer Course Instructor at the Inter-American Air Forces Academy at Joint Base San Antonio where she uses her Spanish cross-training language daily. She has been involved in LEAP since selected for Arabic in 2017, when she commissioned as an Aircraft Maintenance Officer. Since then, she’s had the opportunity to participate in eMentor courses and LITEs to Maxwell AFB and Muscat, Oman. She most recently trained through the TUTOR platform. Through the LEAP program, she has expanded upon her Arabic studies from the Air Force Academy and honed her LREC expertise. This has benefited her in her current assignment at the Inter-American Air Forces Academy, where the mission is to conduct security cooperation through aerospace education and training.



## MSGT DEAN HADER

***“Since joining LEAP in 2016, my career and personal life have experienced remarkable growth and enrichment. Through various deployments and translation assignments, LEAP has afforded me invaluable opportunities to contribute directly to critical missions and collaborate with international partners. It has also given me insight I was grateful for as an enlisted member. The E-Mentor online classes provided by LEAP have been instrumental in refreshing my language abilities, despite being a native Arabic speaker, and have allowed me to engage in discussions on relevant topics in multiple dialects. Overall, LEAP has not only enhanced my career prospects within my own AFSC as a materiel manager who can connect with allies during deployments to the Middle East but has also enriched my personal life by providing me with unique cultural experiences and opportunities for meaningful contribution to national security efforts.”***

Master Sgt. Dean Hader is a Customer Support Section Chief for the 92nd Logistics Readiness Squadron at Fairchild AFB. He was selected to LEAP in 2016. He served a temporary duty assignment to Duke Field in Florida, where he supported a Foreign Military Sales case involving C-145 planes destined for the Royal Jordanian Air Force. He also completed a month-long mission in Tunisia aiding the Tunisian Navy in combating illegal immigration. With the Africa Partnership flight, he provided interpreting skills during seminars and field exercises. He also teamed with other LEAP Scholars to tackle deployment, logistics, and life sustainment procedures for hosted partners from Morocco and Tunisia. In Silent Warrior 2019, he served as an interpreter, accompanying 12 general officers throughout the area, and exchanged capabilities across the joint inter-government environment.