

GLOBE

WINTER 2020

A Hero's Journey: Instructor Edition



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FRONT COVER: In this issue we highlight some of the Instructors from different schools at DLIFLC. (Photo by Leonardo Carrillo)

BACK COVER: Faculty, staff and leadership stand on the outer stairs of Munakata Hall at DLIFLC. (Photo by Leonardo Carrillo)

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February 2020



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Service members listen to a speech during the change of command ceremony of the 311th Training Squadron at DLIFLC. (Photo by Leonardo Carrillo)

FROM THE TOP

Welcome back to another edition of the Globe magazine. This quarter's publication highlights some of the great people who are the Defense Language Institute Foreign Language Center. They are our faculty, our military units, our students and our graduates. Additionally, I personally see other things every week that make me proud to be here at DLIFLC. I'd like to share a few of these personal experiences with you:

The pride I experience by attending quarterly Naturalization and Immigration Ceremonies here at DLIFLC. As someone who grew up in America, I must thank my great grandfather for becoming a U.S. citizen and patriarch that enabled me to be a citizen on the day I was born. It is a completely different and more powerful experience to observe our DLIFLC faculty who earn their U.S. citizenship themselves and become the matriarch of her family for future Americans.

The commitment of a young Sailor who received a suspicious group text message from a classmate Soldier. While others thought the message was bit out of character, the Sailor dropped what she was doing and ran down Franklin Avenue to the Soldier's house to check on him and ensure he was okay, possibly saving his life.

The teacher who has his students ask Apple's Siri questions and math problems in Russian. A simple, but effective trick to leverage available technology to challenge a student's pronunciation. If Siri doesn't understand you, maybe you've got some work to do.

The fact that our graduates continue to serve and fight and die for our nation. Unfortunately, we lost two of our graduates in combat in 2019. Senior Chief Petty Officer Shannon Kent and Sgt. 1st Class Jeremy Griffin. It is a reminder that we are in a serious business and it is our job to prepare our service members as best we can.

Like me, you should be very proud of the DLIFLC team, past, present, and future. Everyone here has made important contributions to this amazing learning institution. Thank you for what you do.

Colonel Gary M. Hausman



**COLONEL GARY M.
HAUSMAN**



**COMMAND SGT.
MAJ. THOMAS B.
DONEHUE**

COMMAND SERGEANT MAJOR CORNER

In this edition of the Globe magazine, you can find interesting articles about our heritage, staff and faculty, DLIFLC graduates, and efforts by some of our military units to prepare and motivate our students to be successful. I hope you will take time to read these stories and appreciate both the road we've traveled and the one that lies ahead.

Within these pages, you can travel back 30 years to the all of the Iron Curtain. Retired Colonel Branko Marinovich shares his experience as a Foreign Area Officer serving in Romania as its dictator fell. Mr. Feridon Namdar and Dr. Gerd Brendel share their perspectives on the collapse of the Berlin Wall and what it meant to them and the East Germans.

We also get to see the caliber of new service members attending DLIFLC. Airman 1st Class Aidan Bass contributed to this edition of the Globe by writing several articles, including an especially interesting piece about one of our Chinese instructors, Mr. Edward Wang. We also get a glimpse into the journey of some of our other instructors and the adversity they overcame to find their way to DLIFLC's classrooms. We are very fortunate to have these instructors teaching our students. They are not only excellent teachers, but also examples of resiliency and perseverance.

Additionally, we hear from another instructor, Mr. Curtis Powell, who shares his unorthodox path to becoming a DLIFLC instructor. He demonstrates how having a love for a culture and language can lead to fluency. He never graduated from a basic course at DLIFLC but instead took a different route to his service as an interrogator using the Korean language. We are lucky to have him aboard.

Finally, we welcome new staff members, Mr. Joseph Kuykendall and Mr. Bernardo Bayley. Both of these gentlemen are DLIFLC graduates and are serving on our staff. Kuykendall is our new deputy chief of staff for operations director and we appreciate his energy and eagerness to improve the organization. Bayley is serving in a new position as ombuds. We look forward to seeing him improve our organization by helping with communication and resolving issues.

Again, I hope you enjoy this Winter Edition 2020 of the Globe. Thank you to all the faculty and staff, as well as the service units who work together to produce military linguists who will contribute to the Department of Defense mission.

Command Sgt. Maj. Thomas B. Donehue

A handwritten signature in black ink that reads "Thomas B. Donehue". The signature is written in a cursive, slightly slanted style.

NEW DEANS AT DLIFLC



Dr. Ali Goldoust

was born and raised in Rasht, Iran. He earned a bachelor's degree in Italian Language and Literature from the University of Tehran, Tehran, Iran, in 1999, a master's degree in Italian Language and Literature from the University of California, Los Angeles in 2004, and a doctoral degree from the School of Education in Organization and Leadership from the University of San Francisco in 2009.

Goldoust immigrated to the United States in 2001 and he taught Italian for a year in the linguistics department at the University of California, San Diego. He joined DLIFLC as a Farsi teacher in 2003 and soon became a team leader. In 2011, Goldoust became a department chair and in March 2018 he served as acting dean of the Persian Farsi School. In 2019, Goldoust was selected for the position of the dean of the Multi Language School (UML).

Dr. Tatiana McCaw

became the dean of Middle East School II (UMB) in 2019. Prior to coming to UMB, McCaw worked as a senior program manager and a senior faculty development specialist at the Faculty Development Support Division from 2015-2019. McCaw started her career at DLIFLC as a Russian teacher in 2006 and worked as a team leader, followed by her service as a department chair from 2010-2015. Before coming to DLIFLC, McCaw worked as a foreign language teacher in Russia and as an interpreter in the United States.

McCaw is originally from Krasnoyarsk, Russia. She earned her bachelor's degree and master's degree in teaching foreign languages from Krasnoyarsk State Pedagogical University. She also holds an Ed.D. in Instructional Leadership from Argosy University, San Francisco Bay Area.



Dr. Johnathan Gajdos

assumed the job of dean of the DLIFLC Persian Farsi School in 2019. He oversees curriculum, instruction and operations in a seven-department school.

Gajdos began his DLIFLC career as a German instructor in 2010. Prior to his appointment as dean, Gajdos spent three years as academic advisor at the DLI-Washington Office, providing academic oversight of training conducted under the Contract Foreign Language Training Program, which provides foreign language training in more than 60 languages to service members from across all branches of the Department of Defense. Gajdos has taught at the Monterey Peninsula College, the University of Iowa, and the Technische Universität Dortmund (Germany). He holds a Ph.D. and a master's degree in Germanic linguistics from the University of Iowa; a bachelor's degree in German from Georgetown University; and a Graduate Certificate in Public Administration from the University of North Dakota.

Dr. Atousa Mirzaei

became dean of DLIFLC Middle East School I (UMA) in February 2020. She oversees curriculum, instruction and operations in a six-department school. Mirzaei began her DLIFLC career as a Farsi instructor in 2002. Prior to her appointment as dean, Mirzaei spent two and a half years as assistant dean of Middle East School III (UMC), providing academic and logistical support to the Office of the Dean and six departments. Mirzaei has taught English as a Second Language courses at the University of Illinois Urbana-Champaign (UIUC) and University of Southern California (USC). She holds a Ph.D. in curriculum and instruction from USC, a master's degree in Teaching English as a Second Language from UIUC, a master's degree in Teaching English as a Foreign Language from the University of Tehran. She received her bachelor's degree in English Translation from Allameh Tabatabaie University, also in Tehran, Iran.



A NON-TRADITIONAL APPROACH TO OPERATIONS

By Tammy Cario
DLIFLC Public Affairs



On the second floor of the headquarters building, in the deputy chief of staff for operations offices resembling a bee hive of cubicles, is the new DCSOPs director's office. Joseph Kuykendall, a two-time Defense Language Institute Foreign Language Center graduate, came on board as director in September 2019.

With roughly 30 people working for the director, it would seem like a busy position. And it is. However, DCSOPs has a bigger job than most.

"I'm the primary tasker and coordinator on behalf of the commandant and the chief of staff. I am responsible for all of our operations, all of our training, all of our activities and actions," Kuykendall explained with a broad smile.

DCSOPS coordinates tasks with all four branches of the military on the installation, heavily relying on the Army's 229th Military Intelligence Battalion and multiple external organizations. Kuykendall is also in charge of the scheduling, security and training division, along with the command language program and quality assurance office. DCSOPS is essentially in charge of everything operational at DLIFLC, apart from teaching.

Shortly after his arrival, a fellow DCSOPs employee gave Kuykendall a plaque for his desk that says, "Work with me, people." That plaque emphasizes just how much of the

director's position involves negotiation and people skills.

Kuykendall would be the first to tell you that one of the most important skills for his job is conflict resolution.

"I am a firm believer in servant leadership," he said. "Everyone has a right to have their problems listened to and supported so we can all move forward to accomplish our mission."

The director position integrates all activities happening at the Institute, explained Steve Collins, the chief of staff of DLIFLC and Kuykendall's boss. He said a good leader doesn't tell people what to do but works together as a team to accomplish their goals.

"You have to get everyone to believe it's a win-win situation," Collins said. That, he added, is the sign of a good leader.

With the immense amount of responsibility and people skills needed, one might be excused for thinking the director of DCSOPs is an overwhelming position. Kuykendall has heard that before. But he says he thrives in that kind of an atmosphere.

"This is a very mellow pace compared to what I'm used to," he said. "The stress levels are actually much lower than where I came from." His work history underscores that point. At one time, Kuykendall was responsible for over 1,000 interpreters at 12 different forward operating bases.

At 18, he joined the National Guard and became a DLIFLC student studying Russian as a human intelligence collector. September 11 happened shortly after and his unit

was the first to deploy. As a Special Forces unit, they did, as Kuykendall described it, "a lot of very interesting operational things."

"I had been trained – mind you I was only 20 or 21 years old at the time – to be prepared for a massive strategic engagement with post-Soviet Union countries. And now we're in a tactical war with terrorists or insurgents."

With nearly 20 years of operational experience, and two degrees, Kuykendall and his wife decided it was time to slow down his operational tempo to help raise a family.

"We realized it's my time to look somewhere else and maybe hand off that shield to the next generation to carry on the defense of the nation."

To that end, Kuykendall applied and was accepted to the DCSOPs director position, circling back to where he started - in Monterey.

"We have a mission to provide language training and support at the point of need for the force," he said of his job. He feels that his primary goal is to do what he can to help raise student scores on the Defense Language Proficiency Test to 2+/2+/2.*

"I cannot predict the future," he said. "I think we have a lot of challenges to get closer to that goal. But I can say that having a fresh perspective and also being supported by the people that have been here and have a lot of institutional knowledge, provides me with a clearer perspective on how to get there." ●

**International Language Roundtable Scale:
www.govilr.org*



DLIFLC faculty and leadership gathered for a holiday training event over the winter break Jan. 2. (Photo by Leonardo Carrillo)

By Tammy Cario
DLIFLC Public Affairs

Communication is a fundamental part of the human experience. Both verbal and nonverbal cues are important to any relationship, personal or otherwise. Relationships in the workplace are no exception.

Human communication is complex enough without adding complicated factors like different cultures, beliefs and personal habits. When you mix these all together in one office and shake it up for eight hours a day, five days a week for the foreseeable future, things can get sticky.

If you feel like you're in a place where a work relationship just isn't working

and you're fed up, DLIFLC has a new solution for you: Bernardo Bayley, the new DLIFLC ombuds.

An ombuds is an impartial person who provides an independent, confidential and informal avenue for anyone struggling with discord in the workplace. The presence of someone like Bayley is an effort by DLIFLC to resolve conflicts at the lowest level.

Steve Collins, the chief of staff at DLIFLC who will be overseeing the position, explained it this way: "Mr. Bayley, as the ombuds, will function independently. His role is to operate as a neutral third-party to help find solutions to complaints and

issues through alternative dispute resolution. He will also be a resource to provide training on various topics, like how to properly conduct a 'crucial conversation' regarding job performance, etc."

The position is new because up until now, the only way to resolve an issue beyond the personal level was to make a formal complaint to the Equal Employment Opportunity office or to the inspector general. DLIFLC hopes that bringing in an ombuds will help people feel like they have someone to talk to and listen to them without bias.

"People can go see the ombuds at any time," Collins said. "They don't have



A NEW AVENUE FOR CONFLICT RESOLUTION



to seek permission; they don't have to exhaust other means. It's available at any time to any employee."

Sometimes employees just want to be heard, says Collins or sometimes a supervisor might have a hard time reaching an employee. With an ombuds, he adds, "we are able to resolve some issues through mediation just by listening and hearing what either one person or another has to say and trying to reach a common understanding."

It is important to note that going to speak with Bayley will in no way stop an employee from pursuing other

avenues. If an employee feels that the only way to resolve a conflict is to submit a formal complaint, going to see the ombuds will not stop that process.

"There are certain time-lines we all have to meet in formal processes," explained Collins. "So I would say that the ombuds is just a different mechanism or channel that someone can use" to resolve problems.

Bayley comes to the position as a former DLIFLC graduate, military language instructor and contracted civilian instructor. He has spent years at DLIFLC working with federal

general schedule employees and faculty personnel.

Bayley, who started his position Feb. 18, believes a large part of his job as an ombuds will be to help improve morale. "I'll do whatever I can to improve the Institute as a whole," he said.

"Bayley is very calm, thoughtful, and a very intelligent guy," said Collins. "I have no doubt that he's going to do well." ●

An exhibit highlighting the history and legacy of Japanese language translators during World War II was unveiled by Command Historian Cameron Binkley and Defense Language Institute Foreign Language Center Commandant Col. Gary Hausman at the Presidio of Monterey's Aiso Library, Jan. 28.

Featured in the exhibit is the samurai-style sword of Lt. Col. Richard Sakakida, a Japanese American U.S. Army Counter Intelligence Corps agent who served in the U.S. Army during World War II. Sakakida was fluent in Japanese and his translation skills likely kept him alive despite the mental and physical torture he endured during the war while in captivity.

"Sakakida was an American spy, planted in the Philippines right before Pearl Harbor," said Brian Shiroyama, president of the Friends and Family

of Nisei Veterans, who presented the sword to DLIFLC on behalf of the Sakakida family.

In 1941, the Philippines were a territory of the United States. The spread of the Empire of Japan led American forces to deploy bilingual soldiers as covert intelligence gatherers. Sakakida's mission was to pose as a merchant marine who jumped ship and then blended into Philippine society. Following the outbreak of war and subsequent Japanese invasion, Sakakida rejoined U.S. Army forces during the American retreat.

"After Pearl Harbor, American forces took Japanese prisoners, so Richard was used to interrogating prisoners, but soon the situation changed," said Shiroyama.

On May 6, 1942, Sakakida accompanied General Jonathan Wainwright, Allied commander in

the Philippines, to the surrender negotiations as his interpreter following America's loss at the Battle of the Philippines.

According to Shiroyama, at the negotiations a Japanese soldier recognized Sakakida as the man who interrogated him earlier in the war. The Japanese military then took Sakakida into custody. He would be one of only two Japanese American soldiers taken as a prisoner of war during World War II.

In December 1944, after years of torture and being forced to translate documents for the Japanese, Sakakida escaped and hid in the jungle until finally reestablishing contact with American soldiers in September 1945, two weeks after the end of the war.

During his life, Sakakida expressed his concerns about reestablishing contact with U.S. forces, "I was afraid

YANKEE SAN

By Zack Frank
POM Public Affairs

An exhibit featuring the samurai-style sword of Lt. Col. Richard Sakakida, a Japanese American U.S. Army Counter Intelligence Corps agent who served in the U.S. Army during World War II was unveiled by Command Historian Cameron Binkley and DLIFLC Commandant Col. Gary Hausman at the Presidio of Monterey's Aiso Library, Jan. 28. (Photo by Zack Frank)

that when I reach the Allied line, I'm gonna get shot, because I look like the enemy."

After returning to the U.S. Army Sakakida was promoted to master sergeant and interpreted at the war trials of Japanese officers in Tokyo. In 1947 he was commissioned as an officer before splitting off with the newly formed U.S. Air Force where he eventually rose to the rank of lieutenant colonel before retiring in 1975 after 34 years of military service. He spent much of his Air Force career in Japan.

As a token of respect for his service to rebuild Japan, Sakakida received a ceremonial sword, given to him by his counterparts. It now rests on permanent display at DLIFLC.

"The spirit of 'Duty, Honor and Country' (he) lived by is best exemplified by something which all samurai carried and treasured - the sword," said

Shiroyama.

The text of the exhibit label reads, 'The sword of Lt. Col. Richard Sakakida embodies this tradition and represents the many Japanese American military linguists who served across the Pacific Theater in World War II. They risked death by combat, after capture by Japanese forces - who often saw them as traitors, or by friendly fire due to mistaken identity.'

"DLI is very proud to be able to display this honorable sword," said Hausman during the unveiling.

Accompanying Sakakida's sword are confiscated items including a Japanese rifle, bayonet and helmet.

These items represent the type of documents that military linguists would have translated as part of their regular duties.

The Military Intelligence Service Language School, renamed in the 60s

to the Defense Language Institute Foreign Language Center, was founded as a Japanese language school for military linguists during World War II.

Japanese American translators who served during the war were later given the moniker 'Yankee Samurai,' and many of them were Nisei, or second-generation Americans, whose parents were born in Japan. After the war, DLIFLC quickly expanded to offer dozens of languages.

"The Sakakida family felt that this sword could serve as yet another symbol of the proud legacy of the MISLS and that DLI would be the best place [to keep it]," said Shiroyama. "Thank you very much for such a wonderful job that you've done in displaying this." ●

MURAI

Brian Shiroyama (top right) addresses staff members present at the unveiling of the display. The sword is now on permanent display at the Presidio of Monterey's Aiso Library. (Photo by Zack Frank)





SURVIVING AS A POLYGLOT

*By Tammy Cario
DLIFLC Public Affairs*

Tadeusz Haska's story reads like a movie script straight out of Hollywood. Starting with his parents' unexpected death when he was a teenager, to his harrowing ordeals in Nazi occupied Poland during World War II, this Defense Language Institute Foreign Language Center instructor's experiences are all frighteningly true.

"The most important thing that helped me survive was my knowledge of languages..."



Tadeusz Haska working as an instructor at the Army Language School in 1951 (Photo courtesy of Stefanie Naumann)

Haska wrote about his experiences in his own words in a book recently published by his granddaughter, Stefanie Naumann. He began writing his memoirs in the 1990s, after he retired from his 35 year-career as a Polish educator at DLIFLC, she said, but hadn't finished the book by the time he died in 2012.

"I grew up hearing countless people tell my grandfather that his life story must be recorded," she wrote.

Inspired by him, Naumann set out to finish the work that he began, in his words, a bit reluctantly.

"I always wanted to write about my life experiences," Haska wrote in the book, "but I never had enough time. Now that I have the time, I think it is better to live."

But Haska's wife, daughter and granddaughter convinced him that he needed to write it all down. Between his writing, recordings and the pictures Naumann was able to gather, an extraordinary story began to emerge. The book is called, "How Languages Saved Me: A Polish Story of Survival."

Haska was born in Poland in 1919, six months after it became an independent country and two days after the Treaty of Versailles was signed ending WWI.

His early childhood was idyllic until his father's death in 1931 and his mother's subsequent death one year later. Haska and his brother, Antoni, at 12 and 13 years old, began their school year as orphans.

"Our parents taught us that education is the only thing that could never be taken away from us," he wrote. Because of their determination to stay together and finish school, the two brothers managed on their own until they graduated from the Polish version of high school at age 18.

Perhaps it was these years of independence that helped them survive the next traumatic six years.

On Sept. 1, 1939, just as Haska was beginning his second year of college with a focus on Slavic languages, Germany bombed Poland. Unable to contact his brother or continue college, Haska managed to get one of the last seats on the last train heading to Warsaw, where he planned to join the Polish Army. That train never made it all the way to Warsaw. This was just the beginning of his World War II experiences.

"People often ask me how I survived World War II in Poland," Haska wrote. "The short answer is that I avoided being captured by constantly changing the places I lived."

What saved him was his education.

"The most important thing that helped me survive was my knowledge of languages," he wrote. "I became very good at impersonating Germans."

During the war, he made use of his knowledge of French by working as a translator, a job that helped him get through the rest of the German occupation.

*Above left, Tadeusz Haska
(Photo courtesy of Stefanie Naumann)*



The first city board meeting of 1946 in Derlow, Poland. Tadeusz Haska is sitting in the first row, third from the left. (Photo courtesy of Stefanie Naumann)

After the war, he helped re-establish the Polish administration while at night he taught Polish language and literature, Latin and French, working 12 to 14 hours a day. Contrary to communist propaganda, Haska quickly realized that Poland wasn't truly free under the Soviets. This drove his decision to eventually escape to the U.S. with his wife.

By the time Haska moved to New York in the 1950s, he had several more languages to his credit. Two attempts on his life by communist sympathizers led Haska to move his wife and their young daughter across the country to work for the U.S. government at a place called the Army Language School in Monterey, California.

"I started the job at the end of April 1951," he wrote. "Eisenhower was not president yet, but he was campaigning, and he was proclaiming a crusade against communism. All the minorities in the U.S. like the Polish, Czechs, and Hungarians, who were subjugated by communism, wanted freedom. So, the Army Language School was recruiting instructors for all those Eastern European languages and those departments were growing tremendously. Russian was the largest department, but Polish was also becoming very large."

It was in his Polish class in 1967 that Ben De La Selva first met Tadeusz Haska.

"I remember him as a soft-spoken, well-mannered and well-educated professional," said De La Selva, a U.S. Army retiree and former DLIFLC educator.

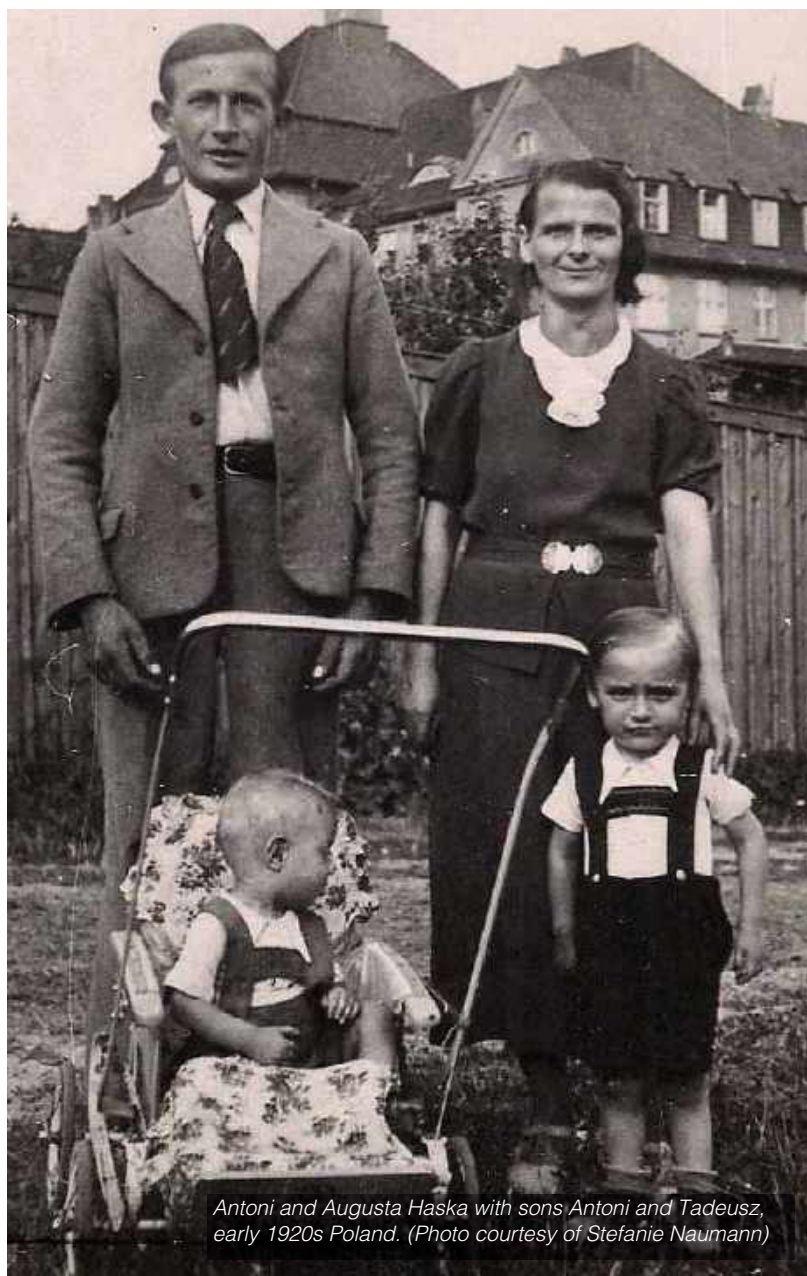
"That was typical of the DLI Polish faculty of those years. He often shared interesting stories of his efforts to evade Germans, then Soviets during and after World War II," said De La Selva.

By the time Haska got his Ph.D., while still working at DLIFLC, he knew nine languages.

"The way he taught languages was inspired by how he learned them himself," Naumann explained.



Tadeusz Haska teaching at the Army Language School in Monterey. (Photo courtesy of Stefanie Naumann)



Antoni and Augusta Haska with sons Antoni and Tadeusz, early 1920s Poland. (Photo courtesy of Stefanie Naumann)

“When he was trying to learn English while in Sweden, a company sent him [language] records in English. He [would] put it in the player called a Lingua-phone he had no idea what he was saying and mailed them [records] back saying that the [materials] were for an advanced English learner, and [that he was] brand new. But, they told him he had to listen to [the records] 100 times and check off each time [he finished].” Because it worked for him, she said, he used that method with his own students.

“I got to hear many of his life stories growing up that provided invaluable reference points about what is truly important and right [in life],” Naumann wrote.

“My grandparents faced unspeakable adversity and they taught me what the courage of conviction means,” she said. ●

For more videos and photos of Tadeusz Haska, visit: www.stefanienaumann.com

(Below) Tadeusz and granddaughter Stefanie. (Photo courtesy of Stefanie Naumann)

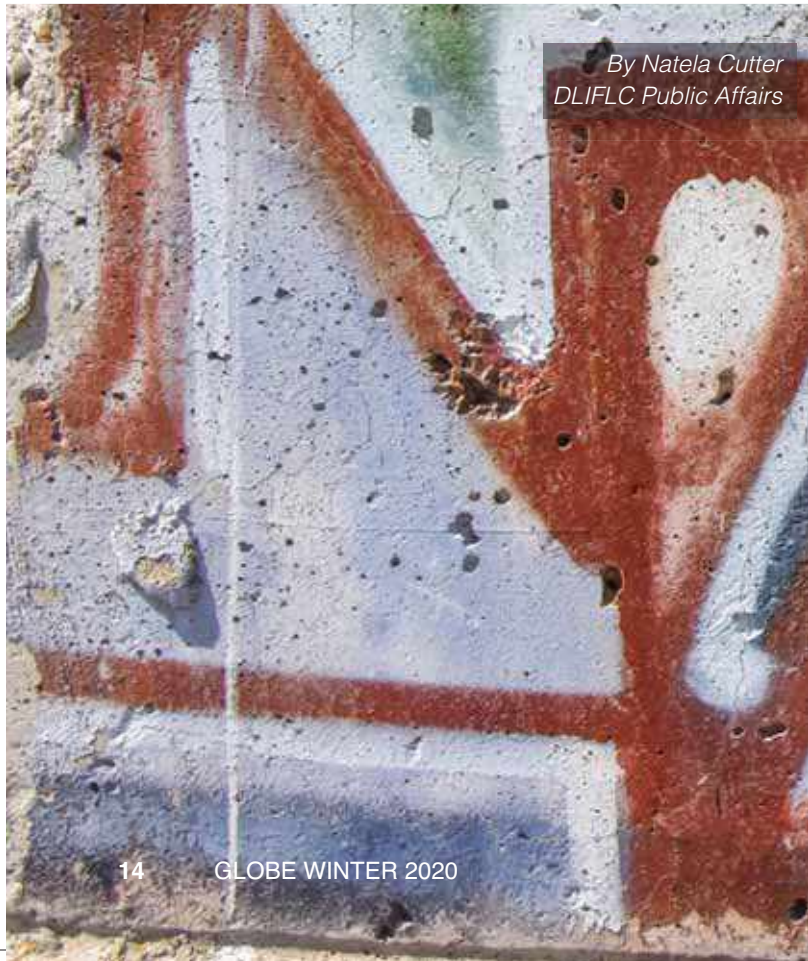


Tadeusz Haska and daughter Christine in Monterey in early 1950's. (Photo courtesy of Stefanie Naumann)



FALL OF THE BERLIN WALL

A DLIFLC PERSPECTIVE



*By Natela Cutter
DLIFLC Public Affairs*



The night the Berlin Wall fell, Nov. 9, 1989, Feridon Namdar was at home watching television with his wife. Excitement had been in the air for days, if not weeks, as hundreds of reporters from all over the world transmitted their broadcasts from the Wall, waiting for it to open.

“We went out that night and there were back-to-back people all over the streets,” recalled Namdar, sitting in his office at the Defense Language Institute Foreign Language Center where he teaches Persian Farsi. “[West] Berliners were walking around or sitting on the Wall waiting for the people [East Berliners] to come out,” and push their way past the East German guards.

“The East Berliners were shouting at the East Berlin guards and the guards didn’t know what to do,” Namdar said. Indeed, the confusion was caused by an error in a routine press conference where an unexpected announcement was made that relaxed travel restrictions from East to West.

Hearing this on the news, East Berliners rushed to the Wall to see for themselves. Soon, thousands of people were clamoring to have the guards open the border crossings. Shortly past midnight, a few people were allowed passage and then the flood gates opened. That weekend, more than two million people crossed

into West Germany, fearing that the communist regime would cut off free passage again.

“The first piece of the Wall was removed by one of the East Berlin guards, and then the crowds began using hammers,” Namdar said. Meanwhile, West Berlin companies began bringing out food. “They gave the people fruit, bananas and Coca Cola,” things they didn’t have in East Berlin, especially in the winter.

The fall of the Berlin Wall that night signaled an end to an era and the weakening grip of the Soviet communist regime over satellite countries across Eastern Europe. One by one, the regimes fell in the ensuing months, but not without a struggle by those who needed to adapt to a much faster pace of life and an unforgiving market economy.

One of the things that Namdar noticed about East Germans at the time was a large degree of naiveté they possessed about life in the West. They had never seen so many shiny neon lights, stores full of food, clothing and other items not accessible to them in the East.

“At one point, the German government said they would give them one German Mark for one East German Mark and the first thing they did was buy cars,” he explained. “One of them bought my BMW for 17,000

German Marks and since the banks were running out of cash, they brought [all the money] to me,” in five Mark increments, Namdar recalled, saying that they didn’t even test drive the car.

“I know some people who sold them junk, cars that would fall apart the next day,” he explained.

Down the road, when the euphoria had turned into reality, it was difficult for East Germans to find jobs because their qualifications were not as strong as those who were educated in the West. “[East German] companies weren’t really real,” he said. “One guy had the job of handing the screwdriver over, the next one screwed the bolt in, and the third put the screwdriver away.”

For another DLIFLC employee, the fall of the Wall was bittersweet. Dr. Gerd Brendel left East Germany at the age of 10 with his family who fled in 1955 before the Wall was built.

Brendel had a relatively smooth transition to the United States as a young man. He attended California State Long Beach and got his Ph.D. from the University of California Irvine. In 1976 he applied to DLIFLC and became a German teacher.

As fate would have it, Brendel never really forgot his homeland and had an urge to try to help his people when the Wall fell in 1989.



In 1993, as unification was struggling, Brendel applied to become a professor at the East German version of a military language school, similar to DLIFLC.

“They wanted someone from the West to teach English and German to primarily [students from] African countries ... I was in the middle of this transition of the East German military being absorbed by the West German military,” he explained.

But Brendel’s enthusiasm for teaching back home dwindled as he slowly realized that he was not as welcome as he had expected. In time, he discovered that the old Thomas Wolfe adage “you can never go home again,” was true.

“As a ‘Westerner’ I was greeted with a great deal of skepticism,” as someone from the West taking a position away from equally qualified East German professors. “This distrust, and at times open hostility, despite my having spent my early formative years in East Germany, led to my return to DLI in April 2001,” Brendel said.

Today, both Namdar and Brendel work to share their experiences and academic knowledge with students at DLIFLC, fully realizing that, for better or for worse, they were witness to incredible changing times in world history. ●



Feridon Namdar (left) and Dr. Gerd Brendel (right) speak about their experiences in Germany at the end of the Cold War. Three panels of the Berlin Wall, pictured here, are displayed at the Presidio of Monterey and remind students, faculty and staff of the fall of the Wall. (Photo by Natela Cutter)

30 THIRTY YEARS

SINCE THE FALL OF COMMUNISM IN ROMANIA

By Tammy Cario
DLIFLC Public Affairs



This is a modified excerpt from our podcast DLIFLC Lingo. You can hear the entire story by going to www.dliflc.edu and clicking on the podcast photo or you can go to www.soundcloud.com/dliflc



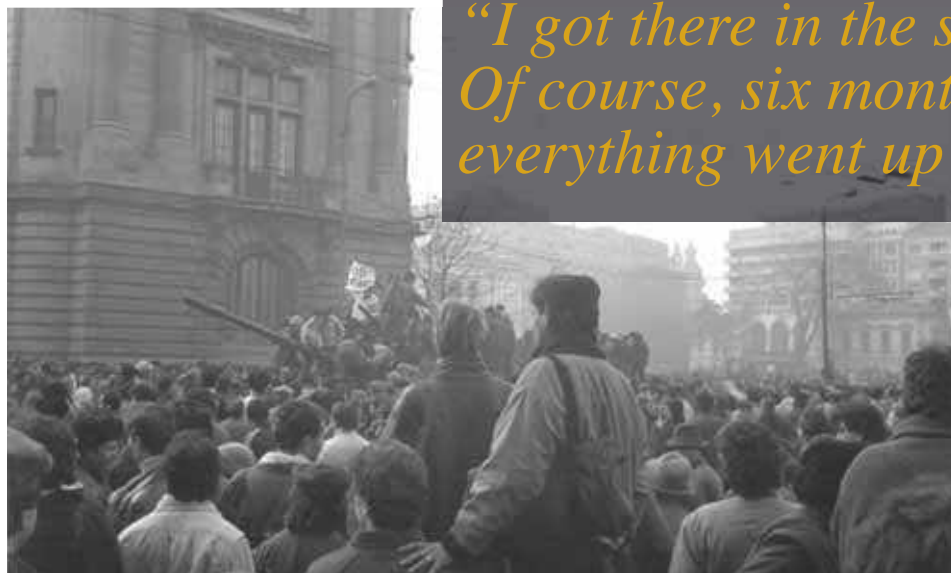
Thirty years ago, on Dec. 25, Romanian dictator Nikolai Ceausescu and his wife Elena were executed by firing squad, abruptly ending the communist regime. The event was the culmination of a startlingly bloody revolution that had begun just nine days earlier.

Two-time Defense Language Institute Foreign Language Center graduate, retired Col. Branko Marinovich, was a foreign area officer at the American Embassy in the capital Bucharest at the time.





Citizens riot in the streets of Bucharest during the Romanian Revolution December 1989, just days before the execution of dictator Nikolai Ceausescu. (Photo courtesy of retired Col. Branko Marinovich)



“I got there in the summer of 1989. Of course, six months later is when everything went up in flames...”



(Right) Retired Col. Branko Marinovich speaks about the days he spent in Bucharest working at the U.S. Embassy. (Photo by Leonardo Carrillo).

(Top left) Protesters gather around a captured tank during anti-government protests in Bucharest, December 1989. (Photo courtesy of retired Col. Branko Marinovich)

(Left) Building riddled with bullet holes in Bucharest December 1989. (Photo courtesy of retired Col. Branko Marinovich)

“I got there in the summer of 1989. Of course, six months later is when everything went up in flames... somebody had asked me earlier, ‘Was this a surprise?’ Yes, it was. At least everybody in the embassy was totally surprised.”

It all started on Dec. 16 in Timisoara, a town nearly 350 miles northwest of the capital. An anti-government crowd had gathered to rally behind a priest who was about to get deported because of his sermons critical of Ceausescu.

“Timisoara was the first place it broke down,” Marinovich explained, “because a dissident priest on the pulpit started talking about freedom, independence and human dignity. And then Ceausescu’s secret police started harassing and threatening him.”

The protest started as a way to protect the priest but as the day wore on, it became a protest against the Romanian government’s extreme austerity and repression measures.

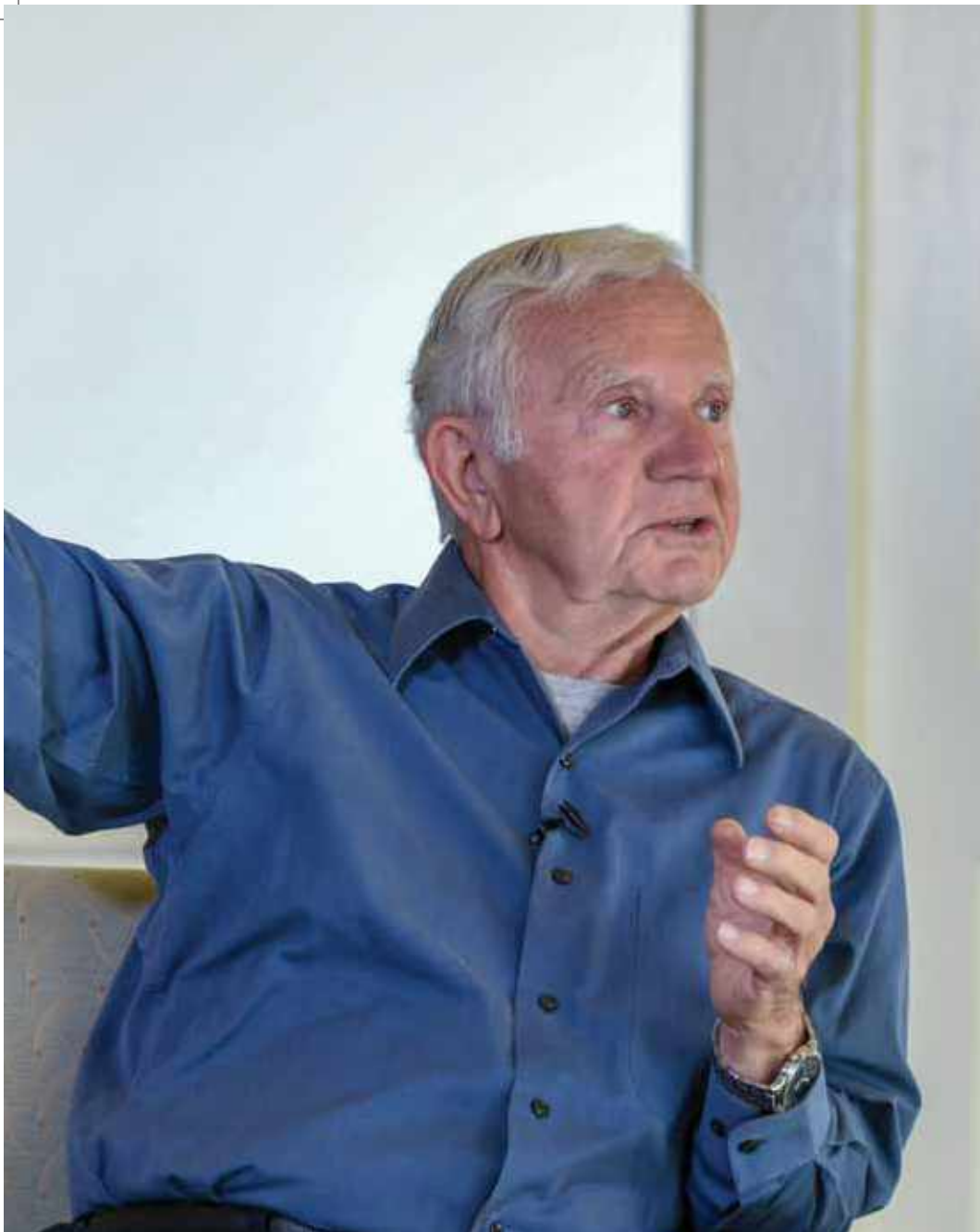
The communist regime under Ceausescu had become

totalitarian. It was one of the most repressive regimes in the Eastern Bloc at the time. It was so bad that even Soviet leader Mikhail Gorbachev described it as, “a horse being whipped and driven by a cruel rider.”

“Life in Romania, for the Romania people was dire,” said Marinovich.

People waited in long lines for everything, thanks to the export of most of the country’s manufactured products and natural resources, from agriculture to industrial goods. This not only meant food shortages, but also items needed for everyday living such as clothing, electricity and healthcare – basic necessities. Rationing began in the early 80s and lasted for years.

“There wasn’t that much left for the remaining people,” he said “The heat and lights were turned off in early evening and didn’t come back on till the morning. The food was very seasonal and in short supply...they really suffered.”



By the time Ceausescu attempted to give a unifying speech Dec. 21 to 100,000 people in the heart of Bucharest, the tension was palpable. Two minutes into his speech, the crowds began to boo and jeer.

It was unthinkable for Ceausescu, who had used his brutal totalitarian regime to keep people in line. The speech was broadcast live, which meant that despite efforts of the censors, evidence of just how deep the unrest went was now out in the open.

“He’s giving his speech and this roar in the crowd disturbed him to the point that he stuttered. For the first time he stuttered, he didn’t know what was going on,” Marinovich said. “Then he asked for quiet, but there was no quiet and then he thought the audio was out. He kept saying ‘hello, hello.’”

Ceausescu’s second attempt to give a speech the following day was also a failure. He and his wife fled by helicopter to escape the mob that had stormed their building.

Marinovich, meanwhile, as a FAO, had to gather information to send back to the U.S. With that in mind, he ventured out into the chaotic streets of Bucharest.

“There were tanks in the streets, there were dead bodies around, shots everywhere. I had my staff car and I had an American flag that I put on the antenna, because I felt like the Americans still looked like the good

The people were also forced to work long hours for dismal pay. On top of all that, there was Ceausescu’s personal army, the Securitate, which instilled incredible fear into the people.

“They were the ones who kept the population in line,” Marinovich said. “Phones were tapped, conversations were overheard. At their headquarters, they had these big banks where they could tap phones and listen to conversations.”

Fear, exhaustion and poverty ignited the protests in Timisoara. The Securitate and the Army responded with violence. Over 60 people died in the protests, but reports from Radio Free Europe and other media outlets stated many hundreds, to even thousands, had been killed.

Word spread fast throughout an information deprived Romania. The violence in Timisoara became a rallying cry of the revolution.

guys... They knew what side we were on. The only danger was if one of Ceausescu’s security forces saw me... they would wipe me out, but I took that chance.

In my staff car, my driver and I went around to find out what was going on... And right in the central square of Bucharest ... some of these protesters stopped the car and asked me to roll down the window. They said, ‘We’ve got two wounded people, we want you to transport them to the hospital.’ So, I said, ‘Sure.’ We opened the door and, before they got into the car, they had both died. So those are the things that kind of stay in your mind.”

This would not be the only violence in the days leading up to Dec. 25, 1989. ●

For the rest of the story and what happened to the Ceausescus, go to www.dliflc.edu and click on our podcast photo or go to www.soundcloud.com/dliflc





2019 *in* PHOTOS



(On this page A,L) A soldier performs the three-repetition maximum deadlift Nov. 18, 2019 during a diagnostic Army Combat Fitness Test to familiarize soldiers with the new ACFT requirements. (Photo by Joseph Kumzak) (On this page A,R) A Marine assigned to 'Academic' Company applies face paint during battle skills training at the Presidio of Monterey, California, Aug. 30, 2019. (Photo by Marcus Fichtl) (On this page A) Navy drill team performs during the Information Warfare Training Command Monterey at Embassy Suites Oct. 5, 2019 to celebrate the Navy's 244th birthday. (Photo by Joseph Kumzak) (On this page R) Col. Gary Hausman, commandant of DLIFLC, waves to attendees of the 9th annual Veterans Day Parade in Salinas, Nov. 11, 2019. (Photo by Zack Frank) (Next page A,L) Arabic student practices writing on a smartboard during class at DLIFLC. (Photo by Leonardo Carrillo) (Next page A,R) Military members and civilians from the DLIFLC/POM community take part in a non-denominational spiritual fitness hike at Henry Cowell Redwoods State Park in Fulton, CA. (Photo by Zack Frank) (Next page B,R) Spanish language students celebrate "Día de los muertos" at DLIFLC. (Photo by Leonardo Carrillo)





Our heroes: (standing from left to right) Edward Wang, Chinese Mandarin instructor, Lucia Artacho, Spanish language instructor, Curtis Powell, Korean Language instructor, Kamola Umarova Russian language instructor, and Dr. Ali Ghassemi Persian Farsi language instructor, (sitting from left to right) Atoor Lawandow, Arabic instructor, and Lana Al Mudhaffar Arabic language instructor. (Photo by Leonardo Carrillo)



A HERO'S JOURNEY:



Instructor Edition

DLIFLC's strength is in its diversity. With roughly 95% of the teachers being native speakers of the languages they teach, the Institute has nearly 2,000 faculty and staff from at least 90 different countries. Everyone brings something interesting to the table which makes working at DLIFLC incredibly rewarding, but at the same time a bit challenging. The best sources of language and culture are, of course, the instructors. Some of them have had amazing experiences along the way, some very harrowing, yet it hasn't deterred them. They work hard day in and day out at DLIFLC because they know how important language learning is. Here are the stories we're calling "A Hero's Journey: Instructor Edition." To hear their accounts, go to our podcast at www.soundcloud.com/DLIFLC.



From HOBBYIST

By Airman 1st Class Aidan Bass
DLIFLC Public Affairs

Learning doesn't begin with a school; it begins with a student.

Curtis Powell, an instructor in the Korean schoolhouse at the Defense Language Institute Foreign Language Center, first became a student of Korean in his childhood home in Maryland. There, when he was 16 years old, he started learning the language from his neighbor who had recently immigrated from Korea.

"We just became friends," Powell remembers, "I was curious about his language...and he was learning English as well, so we helped one another in that regard."

This beginning puts Powell in an unusual category at DLIFLC in that he is a non-native speaker of the language he teaches. His expertise in

Korean was acquired through years of self-study, rather than simply being raised speaking the language.

It's not easy to advance from basic terms like "Thank you," and "Hello," to commanding a language well enough to teach alongside a faculty of natives. According to Powell, the secret is immersion. Far from the massive vocabulary lists and declension charts of classical language learning, Powell acquired his Korean organically, piece by piece.

"The Korean [language] was trying to build in me without me really realizing it. It was just something that was coming about in me."

During his time in the Army, Powell spent almost five years living and working in Korea, split between two tours.

"That's when my Korean language learning really took off. Being in-country, being in the culture, being welcomed and accepted by the Koreans...that really spurred me to get into the language and culture, because of the way I was treated."

With no formal education in Korean, Powell took it upon himself to expand his knowledge of the language and culture of the country in which he was stationed.

"I took [the Korean alphabet on a sheet of paper] and I walked through the local town...and I'd just practice reading the signs." His ability in the language progressed rapidly, but Powell took it in stride. "I didn't think





about it. I was just doing what I normally did as a hobby.”

Eventually, Powell’s ability with the language attracted notice. “Someone with whom I was stationed heard me speaking Korean with the [Korean] soldiers...he said ‘Why not use your skill as a Korean linguist?’...So I researched it and I said, ‘Yes! That’s what I want to do!’”

Powell’s road to becoming an Army linguist was as unusual as his background in Korean.

Generally, becoming a military linguist means attending DLIFLC for formal training in a specific language. However, Powell’s time living in Korea and studying the Korean language meant that he had enough knowledge to skip the usual language learning process entirely. He took and passed the Defense Language Proficiency Test, the qualifying exam for linguists, without ever attending DLIFLC.

Powell served for many years as an Army interrogator, eventually retiring after a 22-year career. That history of service is what drew him to his teaching position at DLIFLC.

“I love that connection to the military that I maintain...I hope I gave as much to our country and [the Army as] the military gave to me.” ●

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(Above) Curtis Powell smiles while talking with his colleagues in Munakata Hall. (Photo by Natela Cutter)

MUSIC AS A GATEWAY TO LANGUAGE LEARNING

By Tammy Cario
DLIFLC Public Affairs

It has been said that one of the great ways to go deeper into your new language is to transcribe it, whether it's a speech, a movie, or in Lucia Artacho's case, the album for "Jesus Christ Superstar!"

"It was the only authentic material I could find in English," she said. In the 1980s, Google wasn't around to help her with the translation from Spanish to English so she stuck with it because, as she put it, it was more "dancy" than the other English records her parents had.

"So I would go into the vinyl and I was like, 'Oh my God, these lyrics must be amazing!' And I would just scratch the whole vinyl trying to figure out the lyrics."

A couple of slang sayings got clarified later in life, she says, but because she loved to dance, she was able to connect with the songs and therefore the language.

Artacho, now a Spanish instructor at the Defense Language Institute Foreign Language Center, was born and raised in Madrid, Spain. Though her native language is Spanish, her parents wanted her to learn English. To that end, they put her in an American Montessori school, where the classes were all bilingual until ninth grade.

By the time Artacho went to college, she was ready to expand her horizons, this time with a university program that had her in Spain for two years



and then in St. Louis, Missouri, for her remaining college education.

"I learned to value all the different views because I have a very holistic understanding, I think, of what the United States looks like."

After 10 years in the business world in middle America, Artacho was ready to move on. Though she felt that's what she was supposed to do to be successful, "I didn't want my tombstone to read: 'She did great spreadsheets!' Which I do, I make excellent Excels," she said with a laugh. After a stint in the Army, Artacho applied to be a Spanish instructor at DLIFLC. That was where she said she found her calling.

"The first day that I met the students I really fell in love with the job...it was my perfect world of doing something meaningful while still being connected to the military," she said.

Artacho has been an instructor at the Presidio of Monterey for over two years. In that time, she's learned that teaching is, as she describes it, "a bit of an adventure."

"Things that you do with some students don't resonate with others," she said, adding that it's all driven by student interest. But she explained, "it's like the teachers' high," when the students get it. "We all live, I think I can safely say, for that moment where you can see a student's ... light go on. It's like, 'Darn, this is so interesting. I understood it!'" ●

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Characteris
Comprehensive Team?



Lucia Artacho (center) poses with colleagues from the flamenco dance company she was a part of in Alaska. The event was the 2017 Fairbanks Arts Festival. (Photo courtesy of Lucia Artacho)

Artacho welcomes her new students to the nine-month Spanish course. (Photo by Leonardo Carrillo)

AN EDUCATION AND A PATH TO A BETTER LIFE

*By Airman 1st Class Aidan Bass
DLIFLC Public Affairs*

Born in a tiny village in the Shaanxi province of China, Edward Wang's early days were a constant struggle.

"When I was small, particularly in winter," he said of growing up under strict communism of the 1960's, "I remember that my mother [cried] because she didn't have food to feed her children. It was tough."



In China, Wang's parents made a living by growing apples in an orchard very similar to this one. (Photo courtesy of Edward Wang)



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The cave that Wang lived in for the first 19 years of his life before going off to college and freeing himself from poverty. (Photo courtesy of Edward Wang)

It's hard to imagine the disparity between Wang's childhood home and where he lives today, surrounded by the idyllic scenery of the Defense Language Institute Foreign Language Center.

The Monterey Peninsula is one of the more affluent areas in California. The Shaanxi province where Wang grew up in the 1960s China, on the other hand, was impoverished.

"We lived in...caves," he recalled. "And for the whole village...20 or 30 families, we shared two or three wells. Each well [was] 30 meters deep and that's where we got all our water."

His harsh childhood sparked in Wang a feeling familiar to Americans from coast to coast: a desire for a better life and the determination to earn it, regardless of the obstacles.

"By making and selling lanterns we were able to make a little bit of money [to go to school, but] it was not allowed," he remembered. "Doing business on your own was considered to be capitalistic, so...you didn't want people to see you" selling things.

Despite these hardships, Wang found steadfast support in his family.

They were the only kids in the village whose parents never asked them to quit school. "Because for kids in the countryside...[education] changes your life," he said.

The proof of that is plain in Wang's next few years. His devotion to his education earned him a rare and valuable spot as a student in the Chinese university system. "That year...only about eight or 10 students [from my county] were admitted to a four-year college. Passing that college entrance exam was an absolutely critical step in my life."

That critical step took Wang to the nearby city of Xi'an to study English at the university there. "When I was small, I thought that was so far away, but...it's only about a one-and-a-half-hour drive, because now we [have] cars."

True to form, Wang continued to excel in his studies in the new environment, and after he graduated from the university in Xi'an, the Chinese government assigned him the job of teaching at another university. He soon grew bored, however.

"I only taught maybe four to six hours

a week...and I decided I needed to change my life a little bit," he said. At that time, Wang said, a lot of people did simultaneous interpretation. So, he came out to study at the Monterey Institute of International Studies.

That's when Wang learned about DLIFLC. "I was told they were looking for Chinese teachers...so I applied." When he was hired on as an instructor, his wife and son were able to join him in the U.S., cementing his connection to Monterey.

Fifteen years later, Wang leads a team in the Asian language school here at DLIFLC, teaching his students the most widely spoken Chinese dialect, Mandarin. "I really enjoyed the past few years as a team leader because as a team leader you have more impact," on the quality of your team's work, he said.

Wang still enjoys paying forward the benefits studying has given him. He said he enjoys helping his students succeed, telling them, "We are here to support you; your success is our success." ●



(Top L) Lawindow with her parents and her sister at al-Zawra Park in Baghdad. (Middle L) Lawindow's grandfather (middle) and a colleague at Dar al-Salam Hospital receiving training from an American doctor. (Bottom L) Lawindow in their garden on the first day of first grade in Baghdad. (Photos courtesy of Atoor Lawindow) (Main photo) Lawindow during class at DLIFLC. (Photo by Leonardo Carrillo)



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GROWING UP IN BAGHDAD AND BEYOND

By Tammy Cario
DLIFLC Public Affairs

“I would say it’s kind of like... well it’s kind of the center of the world,” said Atoor Lawandow, an assistant professor at the Defense Language Institute Foreign Language Center, of her hometown, Baghdad.

“I don’t mean to exaggerate,” she continued, “but it’s been the center of so many civilizations for so long and it just has the cultural heritage of so many different people there... It has good, bad, ugly, beautiful, it’s just like New York or London, but it’s Baghdad.”

Baghdad is the capital of Iraq, as well as the biggest city in the country. Today, 6.8 million people live there, a number that is only growing despite the upheaval and destruction seen between the first Gulf War in the 90s and the second Gulf War in the early 2000s.

But in the 80s, when Lawandow was growing up, Baghdad was seeing expansion and development thanks to the rise in oil prices and a resurgence of interests in culture and internal growth. With architectural plans from the likes of Frank Lloyd Wright, Walter Gropius and Le Corbusier developed in the 1950s, strategies were underway to improve Baghdad.

One of Lawandow’s favorite memories of Baghdad was sleeping outside on the roof.

“You can’t really do that anymore in Iraq nowadays but I’ve never been able to do that anywhere else outside of Baghdad,” she said. “It’s one of my favorite memories of my childhood there.” The

roofs were flat and essentially provided another living space.

“It was a tradition in the summertime... because the air cools down. It’s really hot and dry during the day, but at night it’s dry and cool so it’s really refreshing.”

The Persian Gulf War started in 1991. Not only did Baghdad see intense fighting and destruction of many of its buildings, it was also the subject of strict United Nations sanctions during and after the war. Lawandow’s family was unable to make a living and made the decision to try to move to the U.S. as refugees.

Lawandow was 11 or 12 when they moved to Jordan for two years while their paperwork to move to the U.S. went through. Trying to fit in during middle school is a tough time for any child, let alone when you move to a new country.

It was a similar story when they moved to Chicago two years later, this time at the beginning of high school. She said it was one of the most difficult experiences that helped shape her.

“I had studied English. Very early on, they start teaching English in the Middle East in the public schools,” Lawandow said. “But it wasn’t the English that I heard in school. People talked so differently! I would try to speak English but I probably sounded like a textbook.”

As she explained it, English that is taught in the Middle East is more focused on literacy. They didn’t have conversations with English speakers, but only

conversed among themselves in the classroom.

“When I came here it was not just the dialect and the slang, but also dealing with the American culture,” Lawandow said. “I had to learn it all at once.”

Whether it was her love of languages or her determination to succeed, she made it through high school in one piece. She eventually ended up at Cornell University to get her Ph.D. in Near Eastern studies with a focus on Arabic and Arabic literature when her supervisor, a former DLIFLC instructor, told her about the Institute.

She laughed at the memory. “He said, and I quote, ‘The students there are so disciplined. They’re military, and when they come, they’re ready to learn.’” That was different from the students at Cornell, she said, simply because of a sense of entitlement that sometimes happens in a university atmosphere.

As an instructor here at DLIFLC, Lawandow is able to impart her love of languages to her students. “You can only really learn about a people’s history by knowing their language and reading the history in their language.” ●



STUDENT-TURNED-TEACHER SHARES MEMORIES OF HOME

By Airman 1st Class Aidan Bass
DLIFLC Public Affairs

Expanding an empire means spreading a language, and the former Soviet Union was a sprawling empire. That's how it transpires that Kamola Umarova, a Russian instructor at the Defense Language Institute Foreign Language Center, is not, in fact, a Russian.

"I was born in Tashkent, which is the capital of Uzbekistan, [part] of the former USSR," said Umarova, "The city is 2,000 years old, [there is] a lot of history there...and [it] is beautiful."

Like many countries in the Soviet bloc, Uzbekistan struggled economically after the collapse of the USSR, so Umarova's youth was an austere one. But, it's still the source of many fond, if unconventional, recollections for her.

When she was seven, butter and chicken were scarce. "My dad was joking and told me, 'Well, you should write to [President] Gorbachev!'" So she did just that. A month later people in suits arrived at the Umarova home. "They brought chicken and butter. It was fun, it was actually very, very interesting. They told me never to do that again," she chuckled.

The sort of simple humanity that brings government agents to deliver food to a poor child is a common element in Umarova's stories. It's evident in her self-described favorite qualities of her home country. "If you ever go [to Uzbekistan] go there for food...Anything that grows [there] is really, really delicious and has a lot of taste...The second thing I would [praise] about

Uzbekistan is the people. [They are] very, very friendly, and if you go, they will always let you stay with them, like with family."

A different sort of humanity shows through in Umarova's description of post-Soviet Uzbekistan, a nation newly freed and still discovering both itself and the wider world. "When I was a kid, everyone was looking at the West and kind of wanted to be like Americans, but nowadays I feel like they're becoming proud to be Uzbeks and of the Uzbek culture."

Perhaps drawn by that attraction to Western culture, Umarova came to the United States to attend university in Pennsylvania in 2006. She was impressed by the variety of cultures and races all living together. "In Uzbekistan there are a lot of Russians, Armenians, Georgians, Tartars, Tajiks," but few from outside the region. "So coming here was completely different."

It was while she was looking for work after finishing her university studies that Umarova joined the National Guard and was sent to DLIFLC to learn Arabic. "[The] Pennsylvania guard didn't have a need for Russian linguists, so they said 'Well, you want to be a linguist, you need to be an Arabic linguist then.'"

During her time studying in Monterey, Umarova quickly grew fond of the area.

After returning to Pennsylvania, she began applying for jobs at DLIFLC. "I love that I have this experience as a student myself here so I can relate and I think my students appreciate that as well. I can understand their struggle..." ●



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Kamola Umarova in the classroom at DLIFLC (Photo by Dusan Tatomirovic)



(Left) Kamola Umarova and her daughter wear traditional Uzbek clothing for a country presentation at her daughter's school. (Right) Umarova visits a San Francisco Russian festival. (Photo courtesy of Kamola Umarova)



(Left) Kamola Umarova visits a San Francisco Russian festival. (Right) Umarova shows off a Russian dress during Language Day at DLIFLC. (Photo courtesy of Kamola Umarova)



Photo of a well known alley in the city of Yazd, Iran, where Ghassemi grew up. (Photo by Flickr user Ninara)

STUDENT OF THE WORLD IMPARTS HIS KNOWLEDGE AT DLIFLC

*By Airman 1st Class Aidan Bass
DLIFLC Public Affairs*

The Persian Farsi course at the Defense Language Institute Foreign Language Center is a 64-week gauntlet that demands the best of those who take it on. Extraordinarily talented teachers like Dr. Ali Ghassemi* of the Persian Farsi school help students rise to the challenge.

Born in Iran's capital city of Tehran, Ghassemi's journey to DLIFLC has encompassed four countries on three continents, three advanced degrees, and a lifelong passion for language.

"I think from early on, from childhood I felt that I loved it," he recalled, speaking about his early passion for studying foreign languages. "It's very interesting, you know? And as I started, I realized it's really a new world. It's a new character; you become a second person, or third person. With learning another language ... you learn the language and the culture [and] you become a different person."

If that's the case, then Ghassemi has been almost a half dozen different people over the course of his life, learning

first his native language of Persian Farsi, then Arabic, English, German, Urdu, and a smattering of French.

Despite this astonishing linguistic resume, Ghassemi is offhanded about his ability with language. "If you like languages and you spend time," Ghassemi said, "[the language will] come. I was reading a lot, so reading news, reading novels, short stories, everything, watching movies. I consumed a lot of foreign language products."

The road that led Ghassemi to speaking five languages began with a desire familiar to many of his students at DLIFLC: He wanted to see the world.

"One of the reasons why I studied a foreign language was to go abroad and study somewhere else, because I was not very satisfied with the quality of higher education in Iran. It was a big dream to go outside and study [in Germany]."

This multicultural verve propelled Ghassemi through his years spent earning a bachelor's and master's degree in German at the University of Tehran and a second master's degree and Ph.D. in history and Islamic studies from the

University of Freiburg, Germany, after which he spent several years as a journalist in Prague, in the Czech Republic.

Eventually, however, he began to wish for a return to academia. "I was a student for 18 years. It was my passion to be in an academic institution. I love journalism still, I do still work as a freelancer. However, after a while when you are working in an editorial team [in mass media] it gets boring...that's why I wanted to switch jobs and go to an academic environment...I thought it's a better use of my skills and what I've studied and learned."

Ghassemi has been working in different capacities at DLIFLC over the last eight years, most recently leading a team tasked with designing a new curriculum for Persian Farsi.

"After I got the job, the DLI command group decided to start a new project which was analyzing the current curriculum and finding the gaps. We formed a team here ... and we did this analysis and found all the gaps. After that the command said 'OK, now you are going to fix it.'"

While a task of that scale can often take years to complete, Ghassemi's team succeeded in a fraction of that time.

"They assigned a group of around fifteen teachers, and some MLIs [Military Language Instructors] and others to help us finish the entire curriculum in six months. It was really challenging, but we did our best and some classes have started to implement [the new curriculum]."

DLIFLC leadership intends to use the Persian Farsi model of an accelerated pace of curriculum instruction production with other languages in need of refreshing their materials. ●

**Instructor's name has been changed to protect his identity.*



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Ghassemi with other Persian Farsi instructors during a curriculum development meeting. (Photo by Leonardo Carrillo)

IRAQI ARABIC TEACHER SHARES HISTORY OF ADVENTURES



*By Airman 1st Class Aidan Bass
DLIFLC Public Affairs*

Being an instructor at the Defense Language Institute Foreign Language Center requires more than just knowledge of a language. Being faculty here calls for an enthusiasm and grit that is exemplified in Lana Al Mudhaffar.

Her father's academic career brought Al Mudhaffar and the rest of her family out of Iraq to England when she was still a baby. She spent the bulk of her formative years there, learning Arabic alongside the standard English school curriculum.

After nearly a decade in England, Al Mudhaffar and her family returned to her birthplace of Basra in southeast Iraq in 1985, in the midst of the Iran-Iraq war.

"I remember it was being bombed daily from Iran," she recalled. "Being a child that lived in England...and then [being] brought to a war zone, it [was] a daily struggle," she said.

It was a struggle she won. Al Mudhaffar's subsequent years in Iraq outline the life of a person unafraid to conquer adversity. She worked as a translator for USAID workers during the Second Gulf War, work which frequently subjected her to threats and harassment, both from religious extremists and hardline political factions.

In addition, Al Mudhaffar worked as a manager for one of the companies responsible for moving convoys through the war-torn country. Like translating, it was dangerous work, but Al Mudhaffar was nonchalant about it, saying, "I just liked to venture out and see what I could do and learn."

As the war progressed and Iraq opened itself to the international community, foreign oil companies began to establish themselves in the country which presented another opportunity for an enterprising translator like Al Mudhaffar.

"The Iraqi employees needed to [improve] their English

Lana Al Mudhaffar at DLIFLC headquarters. (Photo by Leonardo Carrillo) (Top right) Al Mudhaffar takes a photo in San Francisco while on a Fulbright scholarship. (Photo courtesy of Lana Al Mudhaffar) (Middle right) A photo of the company where Al Mudhaffar worked for several years in Iraq. (Photo courtesy of Lana Al Mudhaffar) (Right bottom) Al Mudhaffar shares a meal with her now husband Michael in Iraq during a work-related event. (Photo courtesy of Lana Al Mudhaffar)



skills,” she remembered, “[The Iraqi oil company] wanted [English] teachers and they were sending them to England for training,” said Al Mudhaffar.

Her upbringing in England made her an obvious choice for the position, and after a short few weeks of training in her childhood home, Al Mudhaffar returned to Basra and found her calling in the classroom.

“All the employees would come take courses and we implemented the [techniques] that we were taught... And that’s actually what got me into teaching. I just fell in love with it,” she said.

Her newfound love of teaching left Al Mudhaffar looking for ways to further her education in the field. The same irrepressible spirit that drove Al Mudhaffar to manage convoys in a war zone pushed her to apply for a Fulbright scholarship, a prestigious grant for international scholars.

The grant allowed her to emigrate to the U.S. in 2010 and earn a master’s degree from Iowa State University. As she put it, “The ultimate goal was to leave Iraq, because there was no freedom for me [there].”

It was in the U.S. that she married her husband Michael, a former Marine and DLIFLC graduate with whom she had worked during her time teaching English in Iraq.

Convinced by her husband that she could apply her background in teaching English to teaching Arabic as well, Al Mudhaffar applied for a position at DLIFLC and moved to California.

“[Monterey] is where we want to think of as home.” ●



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OVERSEAS IMMERS

– is it worth it?

By Natela Cutter
DLIFLC Public Affairs

The discussion whether or not to send Defense Language Institute Foreign Language Center students overseas for immersive culture and language studies has long been a question of debate at the Institute and with its stakeholders. Recent statistics, however, prove that immersion is beneficial for student outcomes.

“The data says that those who go on an immersion who have a 3.5 GPA, from a percentage standpoint, significantly outperform their non-immersion peers, also with a 3.5 GPA,” said Joseph Kuykendall, deputy chief of staff for operations at DLIFLC, adding that data reviewed only pertained to students with a 3.5 GPA because this is the threshold for qualifying to go on an overseas immersion.

“Until now, many argued that we were sending high performing students on immersions to start with and that perhaps they would have done just as well on the final exam had they stayed in Monterey,” said Kuykendall, who is also a two-time DLIFLC graduate. “But I still think nothing can really replace being thrown into a situation where you have to speak. Its sink or swim,” he said.

DLIFLC first established an overseas immersion program in 2005, at a time when the Institute began implementing a Proficiency Enhancement Plan that called for the reduction of class size, higher aptitude entry scores, updated curricula, enhanced faculty training and classroom technology integration.

“One of the first countries we sent our students to was Russia,” said

Van Ipson, director of the DLIFLC Immersion Language Office. Soon, other countries were added to the list such as China, Korea and Jordan. “For the security and safety of our students, we always work closely with U.S. Embassies which help us determine where to send our students. For example, today instead of Russia and China, we send students to Latvia and Taiwan.”

The Institute decided to stop sending students of Arabic to Jordan at the recommendation of the U.S. Embassy there. Geographically sandwiched between Israel, Syria, Iraq and Saudi Arabia, Jordan has been impacted by turmoil and war in neighboring countries, causing security concerns.

“Although Jordan is a relatively safe country, we needed to choose a

Lance Cpl. Ayman Osman looks over the desert during a class excursion at Al-Sharqiya Sands, Oman. Lance Cpl. Brice Read, riding a camel, said that he had an opportunity to taste camel meat but that it was very tough and gamey tasting. Spc. Mary Hinchie said she mostly enjoyed her trip because it taught her "the humanity of the language." (Photos courtesy of the students)

SION

country where students will be secure and able to practice their language skills with locals," explained Ipson.

To this end, DLIFLC leadership decided to send students to Oman, which is considered a very stable nation, with low crime and very friendly people.

"The best thing for me about immersion is that it allows you to see the humanity of the language," said Spc. Mary Hinchie, who recently returned from Oman with her classmates. "It allows you to really understand that this is a language spoken by actual people. It also lets you see that these people are not so different than you," she said.

"It helped us understand why they think the way they think ... For example, freedom of speech is not exactly a thing there. You can't talk bad about the government or the sultan or anything like that," said Lance Cpl. Ayman Osman, a classmate.

"Having to speak the language, then [speak] outside of the class ... definitely helped," said Lance Cpl. Bryce Read. "[It] instills a better understanding of the language which

helped in an indirect way on the DLPT," he said, speaking about the final exam that students have to take.

All three students admitted that the coursework load while on immersion was challenging, though the duration of class lasted only four hours per day, roughly half the time they spend in class at DLIFLC.

"The thing that was different was no English [was spoken] at all – even the questions in the packets were in Arabic," said Read. "If you didn't know the meaning of a word, they would explain it to you in Arabic. I think it was very beneficial," he said, admitting that burn-out was quite possible, but that some of the cultural excursions helped alleviate the stress.

Currently, about 15% of the students who have a minimum 3.5 GPA and receive recommendations from their instructors and military superiors, have an opportunity to go on overseas immersions. The Institute hopes to increase this percentage to 50% in the future, depending on funding. ●



NEUROSCIENCE *and* MEMORY

Simple methods for a complex problem

By Airman 1st Class Zane Tolman
DLIFLC Public Affairs

“You can think of [this kind of] mapping like a road map. If you have a road map, you know there are a lot of ways to go everywhere, but they start from somewhere.”

-DLIFLC instructor Siyi Gao

Instructor Styli Gao, recipient of the teacher of the year award in July 2019, works on an interactive white board in the classroom. (Photo by Leonardo Carrillo)



Every instructor since the beginning of time has asked how they can help their students understand and remember the material. Instructors at the Defense Language Institute Foreign Language Center are no different.

One DLIFLC instructor has a few ideas. Siyi Gao, a team lead instructor for the Chinese Mandarin schoolhouse, is a firm believer in mind and concept mapping.

"You can think of [this kind of] mapping like a road map," said Gao. "If you have a road map, you know there are a lot of ways to go everywhere, but they start from somewhere."

Concept and mind mapping are techniques to visualize information from the participant's mind and write it into long-term memory by making connections. According to Lev Vygotsky, in his often-referenced book "Thought and Language," neuroscience has shown that making connections to new material with older known information by the learner helps them better retain it. Additionally, the more connections a learner makes to the new material, the better the information is retained.

"Concept mapping is a way to develop logical thinking," explained Gao.

For the mind-mapping method, Gao says, you start with a word or concept and begin making connections to it. With mind mapping, you make connections to one central idea, usually creating a circle of content related to the central point.

For example, write the word "apple" on a piece of paper. Then make a line from "apple" to a new, related word, "seed." The line represents the connection of apples having seeds, or coming from seeds. More connections can be made from there to create an assortment of words and ideas related to it.

Concept maps can be more complicated, but allow for more creativity and freedom. You start in the same way as a mind map, but after you make a connection, you can create further links away from the central idea.

For example, using the previous apple mind map, you can connect a new word, such as "soil" to the word "seed," expanding the map into new directions.

Gao says people tend to think that memory is like a photograph. You take a picture of



A visualization of a simple mind-map diagram from the word "apple" similar to what Gao's students use. (Illustration and photo by Leonardo Carrillo)



Siyi Gao's students work on a language task in the classroom. (Photo by Leonardo Carrillo)

the information and store it in your mind where you can then withdraw it whenever you want it.

Except that's not how it works.

"Memory is more like you take a picture, tear it up, and then you think you'll store it somewhere, but you can't because it's already torn up. So, your memory can never be restored like you want it to," Gao explained.

The idea is that torn-up pieces of the memory are stored into different parts of the brain and some aren't even stored at all. Mind and concept mapping are a means to help bring together all of those



pieces and recreate the full picture.

Studies have shown that using concept and mind mapping techniques on new material helps students retain information for longer than traditional study habits such as repetition and re-reading.

In one study done in 2002, researchers found that students who used mind mapping to study new material were able to retain the information 10 to 15% better after a week than the students who used traditional study methods.

While that may not sound impressive, imagine compounding these gains over 15

month-long programs such as Mandarin Chinese, Korean or Arabic.

“It’s very crucial here, because [of] not only the speed, but also the quantity of materials in each lesson. If you don’t mind map, you’ll quickly lose it,” said Seaman Jacob Hill, a student in Gao’s class. Hill also said that mind mapping doesn’t just help him with studying, but also tackling real world problems by breaking them down into smaller components.

“When I hear ‘accident’, [for example], I immediately know these are the topics I need to listen for [and] these are the details I need to write down,” said Petty

Officer 2nd Class Jade Tedmon. She explained that mind mapping improves her listening skills by forcing her to focus on the correct subject matter around the individual words she hears.

Gao pointed out that mind and concept mapping are not new. She said she did a form of mind mapping when she was in elementary school.

Recent research in memory retention concerning learning has helped pave the way to a deeper understanding for students, bringing methods such as mind and concept mapping to the forefront of learning. ●



MARINES' HOLISTIC APPROACH IMPROVES GRADUATION

By Tammy Cario
DLIFLC Public Affairs

The holy grail of any big company is numbers. It's a matter of practicality. The best outcome happens when numbers and soft skills meet. That is what has happened with the Marine Corps Detachment at the Defense Language Institute Foreign Language Center.

"It bothers me a little to focus so much on numbers," said Master Gunnery Sgt. Willy Pascua Jr., the senior enlisted leader of MCD. "We're not trying to make numbers; we're trying to develop better Marines."

Staff Sgt. Nicholas Matthews, academics chief at MCD, agreed. "It just so happens to coincide with better graduation numbers."

Those numbers are a bottom line that tells a story. The graduation completion

rate for MCD has improved over the last four years. Since fiscal year 2016, the total number of students who graduated increased by almost 7%, to 88.6%. Further, in 2019, 94.5% of the MCD students who graduated met or exceeded the Defense Language Proficiency Test standards, a nearly 5% improvement since 2016.

Pascua attributes that improvement to a holistic approach, a fancy buzz word for something called "The Whole Marine Concept."

"Everything is everything," said Pascua. Meaning everything – every touch point, every interaction with the Marines – is an opportunity, he said, "a chance to train not just the body but the mind and the soul."

Matthews believes this holistic

approach starts at the beginning with the recruitment process.

"Four years ago, prospective [Marines] were contracted to become linguists," before they went to boot camp. "Now," he said, "respective recruits are interviewed while they're at boot camp."

This interview process also includes possible experience in their language, interest in learning a language and their interest in the career field, regardless of how good their Defense Language Aptitude Battery scores might be, which must be a 110 or higher to be a linguist with the Marines.

"Based on that information, a call is made on whether or not they will come here to study to be a linguist or go into some other field of intelligence," said Matthews.



(Front left) Master Gunnery Sgt. Willy Pascua Jr., senior enlisted leader of the MCD, and Lt. Col. Jason Schermerhorn, commander of the MCD, run with their Marines on Del Monte Beach, Monterey. (Photo by Joseph Kumzak)

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Once the Marines arrive at Monterey, they have 30 to 60 days before their classes start.

“I think the success factor for our Marines in particular is that they spend anywhere from a month to two months before they start class,” said Lt. Col. Jason Schermerhorn, commander of the MCD at the Presidio of Monterey.

“Having that time allows us to do some really good training with them and instill expectations.” They learn within a week of arriving what their language will be and are immediately given tutoring and exposure to the language.

While waiting to begin class, they go through MAT, or Marines Awaiting Training. “We have a renewed focus on building skills, habits and behaviors that will make them successful,” said Pascua. Those courses include

things like a Lance Corporal seminar, Prime for Life and a substance abuse program.

“I think that ties into the type of character we want to build into our Marines from the beginning,” said Pascua.

Lance Cpl. Joseph Patrick, a Pashto student at DLIFLC, has been at the Presidio for over a year. He went through the MAT training when he first arrived.

“That program gives Marines a chance to relax a bit from all the [physical] training,” he said, explaining that between their time at boot camp and Marine Combat Training, they are in training for over four months. “You begin to think a little more as a Marine and as a person and not as a recruit.”

Another opportunity to interact is the physical training, an integral – and frequent – part to being a Marine.

“I would argue that a lot of our approach is focused on the physical parts in order to create habits that tie into their emotional and mental resiliency as well,” said Pascua.

“PT is not just an example of physically training the body. It is very often that we include values-based discussions on the back end of PT as a mentorship opportunity. It’s something we believe builds cohesion.”

In other words, all these trainings and team building opportunities tie into each other to form a big-picture approach to learning so that the students give their all, and along the way, become better, stronger Marines. ●

By Tammy Cario
DLIFLC Public Affairs

ENTIRE LEVANTINE CLASS ACES FINAL EXAM

Modern Standard Arabic, considered the written standard for language across the Middle East, could be compared to the Queen's English. When the students at the Defense Language Institute Foreign Language Center learn Arabic, they begin with MSA and then go on to learn what is considered the dialect for a specific region.

While some people might think it's confusing, Ayman Alqasem, a Levantine Arabic instructor with the Middle East I schoolhouse at DLIFLC, doesn't think so. He compares the use of MSA to reading the New York Times.

Alqasem said he feels like he needs "a dictionary next to me while reading one of their articles because it's just loaded with all those low-frequency fancy words," explaining that the newspaper is full of language not often used by the average American on a daily basis. "That's how I feel about MSA and Levantine. It's essentially the

same language in my opinion."

It was with that certainty that Alqasem, along with his teaching team, Muhammad Hashwi, Marah Al-Masri Dr. Rolla Alaydi and Nadine Domloj helped their class of 11 students graduate on Aug. 8, 2019 all having met or exceeded the DLIFLC standard of Listening 2, Reading 2 and Speaking 1+, according to the Interagency Language Roundtable scale.

To put this into context, only two Arabic classes in the last two years have graduated without losing a student for academic or administrative reasons.

Another defining aspect of this class was no attrition and unusually high scores. The closest Arabic class to finish with all their students in the last 12 months didn't have the high test scores by half.

In fact, not only did more than half the class pass with a 2+/2+/2, DLIFLC's stated goal, but seven students

reached a level 3 in at least one modality. Of that number two students received a score of 3/3/2.

For this feat, the teaching team received the coveted Commandant's Team Excellence Award.

"I think there were many factors that aligned," said Alqasem. "Great support from leadership, and great support from the other instructors. One of the most important factors is the students themselves."

One of those students, Petty Officer 2nd Class Ahmed Amin, came to DLIFLC with some experience with Sudanese Arabic.

"Levantine is somewhat similar [to Sudanese Arabic]," said Amin. He grew up in the U.S. with parents who spoke Sudanese, so he knew the sound of the language by ear but did not know how to read or write.

"There are some words that are used differently between the two languages. When you get into the grammar



Recipients of the Commandant's Team Teaching Award (from left to right): Muhammad Hashwi, Dr. Rolla Alaydi, Ayman Alqasem, Marah Al-Masri and Nadine Domloj (Photo by Leonardo Carrillo)

structure, it's a little bit different as well." To Amin, the Levantine language has a lot of slang. "I see it as more fluid. All the dialects have slang," he said, but to him, Levantine has more so.

With these challenges in mind, Alqasem and his team brainstormed teaching plans that he believed would really help the students.

"I came up with a lot of new ideas that had not been tried before and a lot of teachers resisted these ideas," he said. "I mean, change is always difficult. But Wael Matar [the chairperson of the Levantine department] was 100% supportive."

"The team and I invested a lot of hours in creating assignments [using technology]. I sometimes feel that the benefit that technology provides is not utilized," Alqasem said.

He went on to explain that immediate feedback is what makes technology so important. "Most of the time by

the time students receive feedback, they have already received other homework. They totally forgot what homework they submitted the night before. So, what I did was use technology to give immediate feedback. As soon as the student puts in their answer, they'll know immediately if it's right or wrong. That's great," he added, "Because the students will keep at it until they get it right."

"In speaking sessions, I transcribe every single word the students speak live on the smartboard," said Alqasem, explaining that his fast typing skills proved very useful.

"It was very good," said Amin. "He'd ask you 'What are the mistakes you made?' People are nervous when they speak but when they're reading it, it becomes clear. They're like, 'Oh, I should have said this instead.' It's like self-correcting."

"Students find it very intriguing," said Alqasem. "They see their errors

visually so it helps the students identify them and prevents them from repeating [the errors]."

Monitoring the student's progress is part of his job, but for Alqasem, it's more than that.

"It's not only about effort, the question is, is the effort moving the needle?" he said. "I go month by month and if the needle is not moving, or maybe not moving in the right direction, then I change the strategy."

Those efforts included ensuring every student had the right teacher-mentor when they needed it. If, for instance, a student was struggling with speaking Levantine, he would assign one of the teachers certified in oral proficiency testing to help them.

Between the instructors, their teamwork, the support and the incredible efforts of the students, their class surpassed expectations by anyone's standard. ●



A NOVEL APPROACH

AIR FORCE EXPLORES NEW PATH TO CRYPTOLINGUIST TRAINING

*By Tammy Cario
DLIFLC Public Affairs*



Air Force students during the change of command ceremony of the 311th Training Squadron at DLIFLC. (Photo by Leonardo Carrillo)

Tech. Sgt. Brittany Baze, a curriculum advisor, speaks during a panel interview. (Photo by Leonardo Carrillo)



“We took a novel approach to problem solving. We asked, ‘What does an updated and modern learning environment look like and what can we do to improve our students’ outcomes and subsequent mission effectiveness?’”

Training for the military tends to follow the same model with little change. The old adage, “If it ain’t broke, don’t fix it” is alive and well in the military services.

Language training at the Defense Language Institute Foreign Language Center, on the other hand, has seen a sea of changes in the last several years, none stronger than the Air Force’s Linguist Next program.

It all started with pilot training.

“For years the Air Force pilot training was a year long,” explained Master Sgt. Jesse High, in charge of the Office of Standardization and Academic Excellence.

“The assumption being that that’s how long it takes to train someone to become a competent pilot.”

Several years ago, the Air Force began to question if it was really necessary to spend a year in pilot training, or if advances in learning science and technology could change the program to be more efficient. Could they shorten the training time line and get the pilots into the regular Air Force in a timelier manner while still maintaining a high level of competency?

The Air Force began an experiment in its pilot training pipeline. After some creative and informed risk-taking, High said, they succeeded in cutting in half the time it took to train a pilot to the same level of skill.

“The Air Force instituted a widespread push for innovation of existing programs across the service,” explained High, adding that they’ve highlighted three crucial

fields to focus their efforts upon and provide funding.

One of those areas is the foreign language community.

“The goal for Linguist Next, similar to what was applied for Pilot Training Next, is to decouple the time component from the competency component in order to produce skilled language analysts for the mission,” explained High.

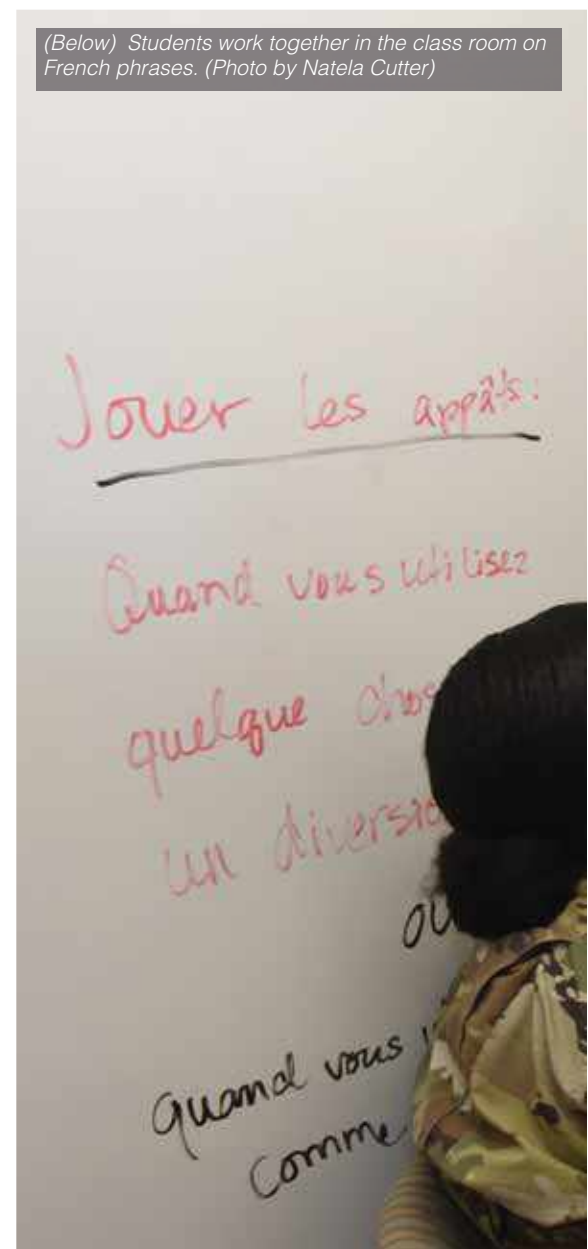
That set the stage for The Foreign Language Design Sprint, an event held at the Presidio of Monterey Oct. 15-17, 2019, which brought experts from other governmental groups, academia, and industry “to examine and challenge the status quo of linguist training, and provide foundational research to jumpstart the Linguist Next initiative,” according to information

released at the event.

“We took a novel approach to problem solving,” said Julie Cantwell, the technical director for the 517th Training Group at DLIFLC and organizer of the event. “We asked, ‘What does an updated and modern learning environment look like and what can we do to improve our students’ outcomes and subsequent mission effectiveness?’”

To that end, they invited the University of Maryland Applied Research Lab for Intelligence and Security to help review the 517th Training Group’s goals for personalized instruction. Over 50 people attended, including military, DLIFLC civilians and guests.

(Below) Students work together in the class room on French phrases. (Photo by Natela Cutter)



They came to “examine how a restructured program, based on the most up-to-date understanding of second language acquisition and learning science, paired with advances in technologies such as Artificial Intelligence and Virtual Reality, would look and perform,” said High.

Experts from such groups as Arizona State University, University of California Berkeley, Yale, and Global Cognition, as well as representatives from the Air Training and Education Command, began the Design Sprint by listening to a panel of DLIFLC former and current students speak about challenges to the current structure. Over the next three days, they watched presentations on current and future trends in learning,

participated in discussions and framed sessions, brainstormed, and worked in small groups to come up with actionable plans.

“We spent a long time listening to stakeholders about their challenges and suggestions on ways to improve learning,” said Cantwell. “Stakeholder input is critical to the design thinking process in order to really understand the challenge. It allowed us to see the problem from new perspectives and get a sense of how we could improve the learning environment with the student in mind.”

The key to designing, Cantwell said, is an interdisciplinary approach.

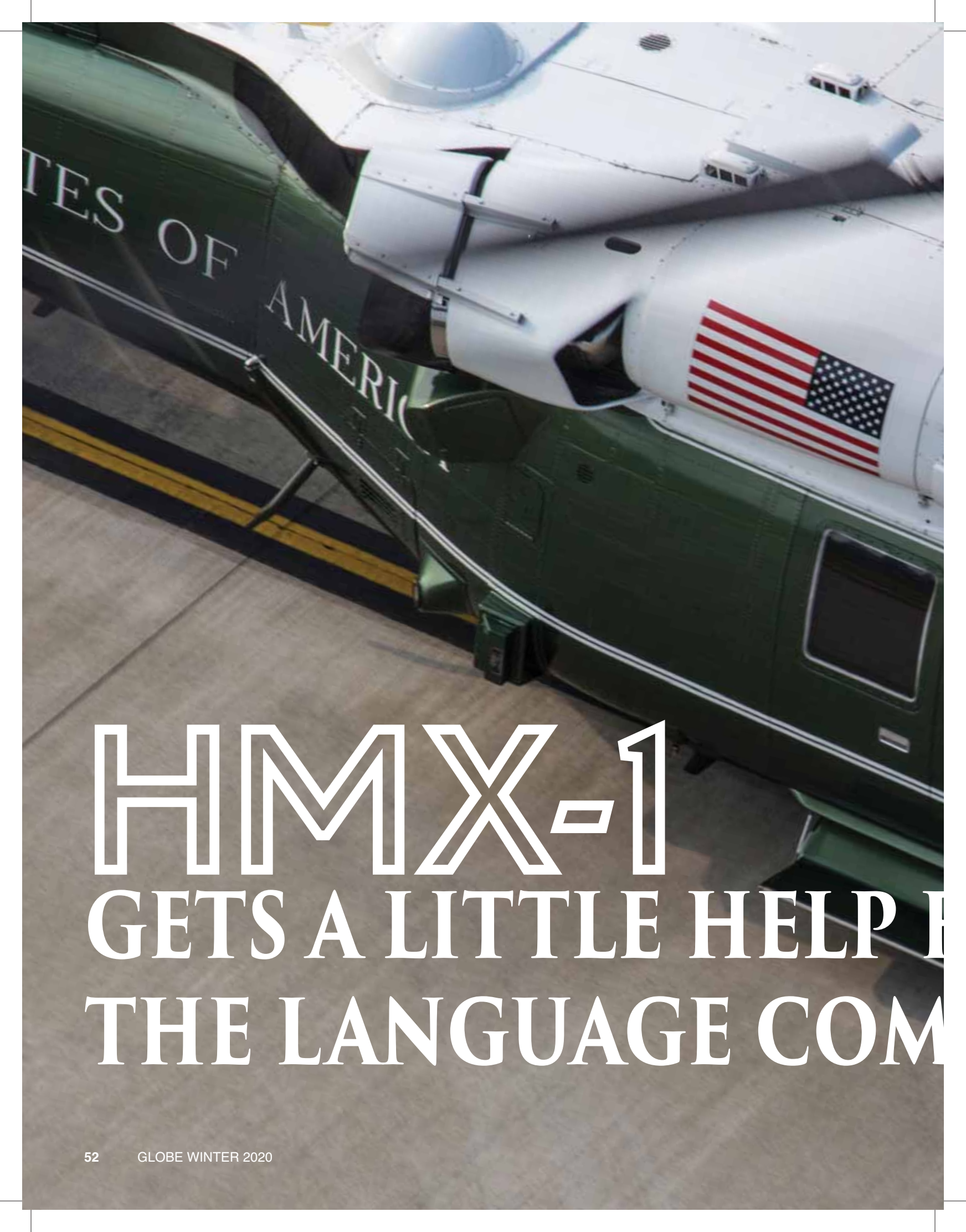
“It was so encouraging to see such a

diverse set of experts come together to bring tangible solutions to improving foreign language learning for our military members,” Cantwell said.

“They all had so much passion to help us meet our challenges and we can’t thank them enough for giving us their insights.”

The next step in the Linguist Next program is to partner with DLIFLC to analyze and potentially implement the most promising training ideas which emerged from the Design Sprint. From there, the aim is to determine if it is possible to shorten the cryptolinguist training time-line. ●





HMX-1 GETS A LITTLE HELP FROM THE LANGUAGE COMMUNITY



FROM COMMUNITY

*By Tammy Cario
DLIFLC Public Affairs*

*Marine Helicopter Squadron One (HMX-1)
departs Marine Corps Air Station Iwakuni, Japan,
May 27, 2016. (U.S. Marine Corps photo by Cpl. Nathan Wicks)*



U.S. Marine pilots with Marine Helicopter Squadron One practice landing and take-off of Marine One on the south lawn of the White House in Washington, D.C., March 18, 2017. The Marine pilots practice maneuvering the Sikorsky SH-3 Sea King as part of their training to support the President of the United States. (U.S. Marine Corps photo by: Lance Cpl. Micha R. Pierce)

If linguists are the unsung heroes of the intelligence world, then language managers are the support that keeps them going.

Command Language Program Managers are responsible for linguists once they arrive at their new station. They help the linguists to train and maintain their language skills, from assisting them in their training schedules to being the liaison between the commander and the linguists.

CLPMs also have a second goal, which is to encourage anyone who has a language capability to test for their language. This, in turn, helps the military maintain a pool of available linguists who can support other Department of Defense missions as needed.

That second goal is where Master Sgt.

Robert Snyder, counterintelligence chief at Marine Helicopter Squadron One, and the CLPMs met.

HMX-1's mission is to fly the President, the Vice President and other VIPs on short-range flights. Those flights can happen anywhere around the world, making Snyder realize he had an opportunity to build up his Marines and help the mission at the same time.

"A lot of people [in the Marines] don't know that they can get paid for languages [they speak]," he said. "They assume they can only get paid for Arabic or Chinese Mandarin," explained Snyder, who was raised in a bilingual family and speaks fluent Spanish.

"It started out with me just being a master sergeant," Snyder said. That is,

helping Marines. "I was getting them to spread their wings and recognize the talents they have." He began researching programs and how to get his Marines to take the Defense Language Proficiency Test.

That's when he saw the connection.

"When we deploy in support of the President, we rely on the embassy to do translation," Snyder said. If they had the personnel to be the translators, he thought, why not use them instead of a third party? "There are a lot of benefits on the operational security side, knowing that it would be our own people" who would do the translating, he said.

Snyder began identifying Marines in his squadron who had exposure to a foreign language, like, for instance, a Marine who had lived in Panama



for a year as a teenager. “We would inventory the squadron. We’d ask [about] their leadership. Are they a good Marine? Are they reliable? Are they good at doing things on their own?” If the answers were yes and if they were interested – the program is volunteer only – they would be sent to learn a new language or build upon the language they had.

From there, Snyder went to Master Sgt. Ann Sagebiel, the 2641 military occupational specialty specialist for the U.S. Marine Corps and a former Defense Language Institute Foreign Language Center student. Sagebiel has experience not only as a linguist but also, in her current position, as a manager of the billets and training requirements for all U.S. Marine Corps cryptologic language analysts.

“It is rewarding to be able to advocate for language and Marine Corps CLAs at the DOD level,” Sagebiel said. “I get great satisfaction knowing that my office provides funding for them, which allows them to participate in training opportunities that they may not have otherwise.”

Thanks to her position and knowledge, Sagebiel was able to pass on information on policy direction and resources, and then secure Snyder a seat at the CLPM training at the Presidio of Monterey that took place in July 2018. She also linked Snyder up to other CLPMs.

“HMX-1 deserves all the credit here,” Sagebiel said. “They recognized the importance of language to mission success, even though they have no formal language requirements. They

had the initiative to build a program and stand it up from scratch.”

Thanks to Snyder’s hard work, the HMX-1 language program has been in existence for a little over a year. In 2019, it won the Marine Corps Command Language Program of the Year. It was also a contender for the Department of Defense Command Language Program of the Year Award.

“It was Ann Sagebiel’s guidance and the other language managers who brought me into the fold and helped me stand up this program” Snyder said. “I would not have been able to do it on my own.” That demonstrates the value of the community, he added, and it shows they can do great things when they come together to support each other. ●

Veterans day

By Natela Cutter
DLIFLC Public Affairs

“There is no higher form of citizenship than service to our nation in uniform.”

-Retired Maj. Gen. James Adkins

The Defense Language Institute Foreign Language Center held a Veterans Day ceremony Nov. 7, 2019 on the Presidio of Monterey with military personnel, veterans, faculty, staff and students in attendance.

“It is truly an honor to be here as we come together as Americans to honor our nation’s veterans. This place is very special to me and my fellow DLI graduates who join us here today to honor those who have served our nation in uniform,” said guest speaker, retired Maj. Gen. James Adkins, who traveled from Maryland for the occasion with several of his ’76 classmates.

Adkins, also a DLIFLC Hall of Fame inductee, spoke of history, commemorating the fallen on the 11th hour of the 11th day of the 11th month, but reminded the audience that “those who serve today stand as tall as any generation of patriots that went before them.”

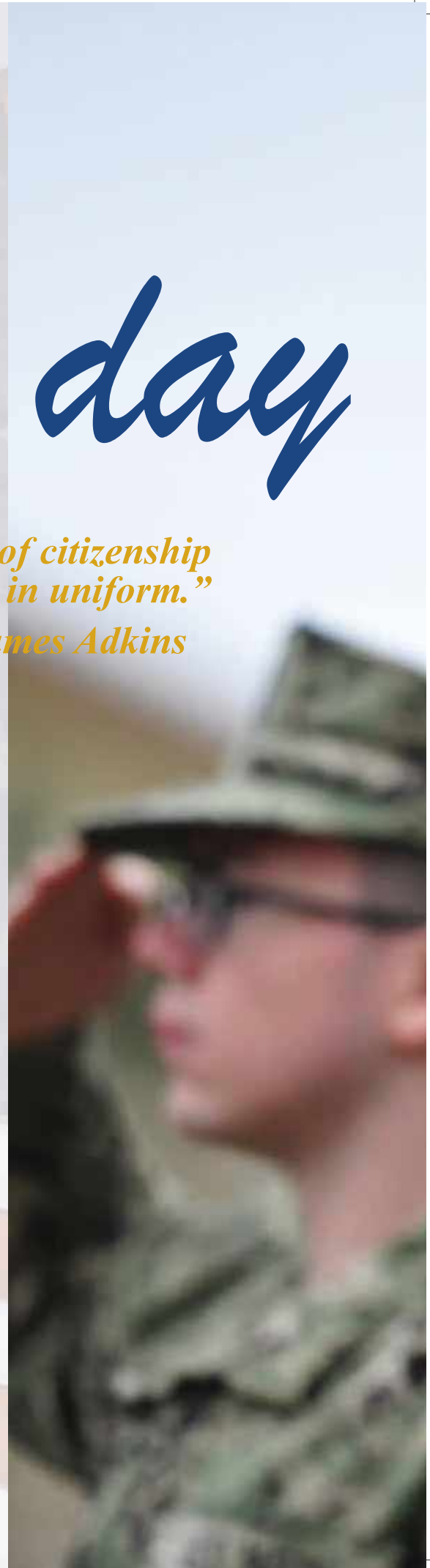
“There is no higher form of citizenship than service to our nation in uniform. For those here today who served in

peace and in war, I thank you and our nation thanks you for that service,” he said.

“For those who served here at the Presidio, we are thankful that our service brought us to this special place. One cannot help but love the tremendous beauty all around us here on the Monterey Peninsula.”

This year, the Institute broadened its Veterans Day ceremony to include a tour of the Presidio of Monterey for alumni and guests as well as a social coffee hour with students and faculty prior to the ceremony.

“I’m always happy to talk about the Presidio’s historic fortifications and monuments to veterans, especially former DLI students – most of them probably didn’t have a lot of time back then to dabble in history while struggling to learn Chinese or Russian,” said Command Historian Cameron Binkley, who gave a tour to some 30 participants from the bottom of the Presidio’s Sloat Monument and Soldier Field, to the top of the campus. ●





DLIFLC Commandant Col. Gary Hausman (far left) stands next to guest speaker retired Maj. Gen. James Adkins to place the wreath at the Veterans Day ceremony. Staff Sgt. Bobby Keith and Command Sgt. Maj. Thomas Donehue assist in the laying of the wreath. (Photos by Leonardo Carrillo)



DLIFLC GRADUATE RETURNS

*By Tammy Cario
DLIFLC Public Affairs*

If you had told 17-year-old Devin Clarke that by the time he was 30, he would have joined the Army, learned a new language in 64 weeks, deployed multiple times to the Middle East and been injured in a blast, he wouldn't have believed you.

"I wanted to be an astronaut. I thought I'd be exploring uncharted territories in outer space, not speaking to an Arab shopkeeper in a war-torn country," said Clark in

an interview, just before addressing students, who, like himself, are a military occupational specialty known as human intelligence collectors.

Clark was invited back to the Defense Language Institute Foreign Language Center by the institute leadership to share some of his experiences using his foreign language while deployed as HUMINTer, as they are known.

Sgt. Devin Clarke speaks to foreign language students about his experiences in the field. (Photo by Leonardo Carrillo)



“It’s about having a good relationship with the people that we’re talking to,” Clarke said, “for the sake of building positive rapport and hopefully getting better information in that same vein.” In pursuit of that, he added, “language and culture is really what connects us as human beings and it’s the same thing on the battlefield.”

And Clarke is one to know. Last year, he got the challenge of his life. It was the repetitive instructions his teachers

drilled into him, Clarke said, that helped save his life.

In January 2019, when he was deployed with his unit to Syria, a group of service members were attacked by a suicide bomber. Clarke was thrown back four to five feet from the power of the blast. Four other Americans were killed, among them was Navy Senior Chief Shannon Kent, a fellow DLIFLC Arabic graduate.

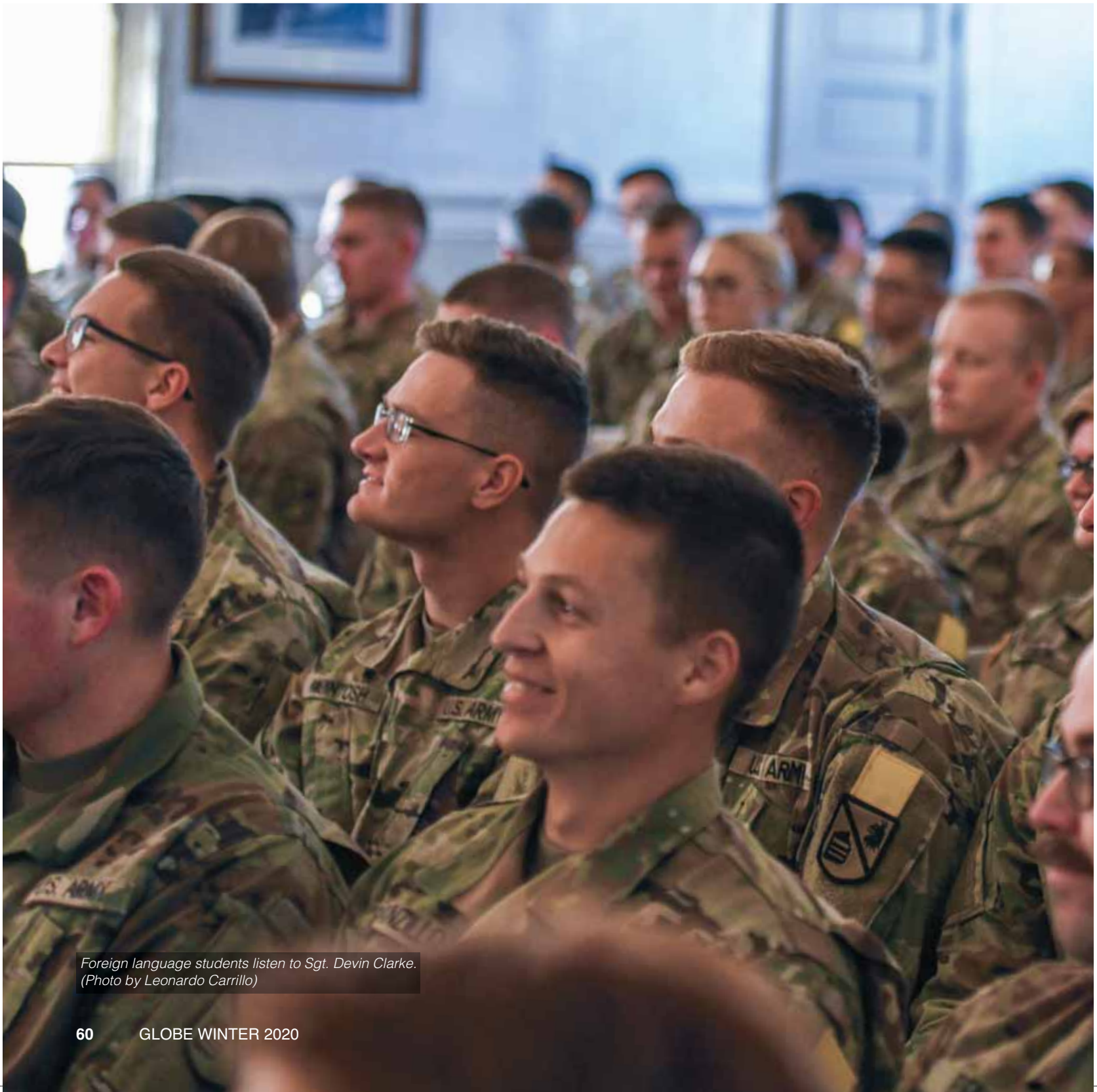
Injured but conscious, Clarke was able to crawl into a nearby shop, assess his injuries and then ask locals for directions to the nearest hospital. He said, because of his ability to speak the language, local people protected him and helped him through his ordeal.

“I’ve had very, very real experiences in dealing with and using my language in a mission critical situation and in context,” he said. Clarke sustained second- and third-degree burns, blew both eardrums and suffered traumatic brain injury.

Deflecting from himself, Clarke continued to speak about his teammates.

“You have these individuals like Senior Chief Kent, who was literally a pioneer as a woman in the military and a high mark for what a linguist can be, irrespective of gender. She was the gold standard,” Clarke said.

For Clarke, it’s important that he share with other DLIFLC HUMINTers the stories of the people who inspired him to become better. “These people need to be memorialized,”



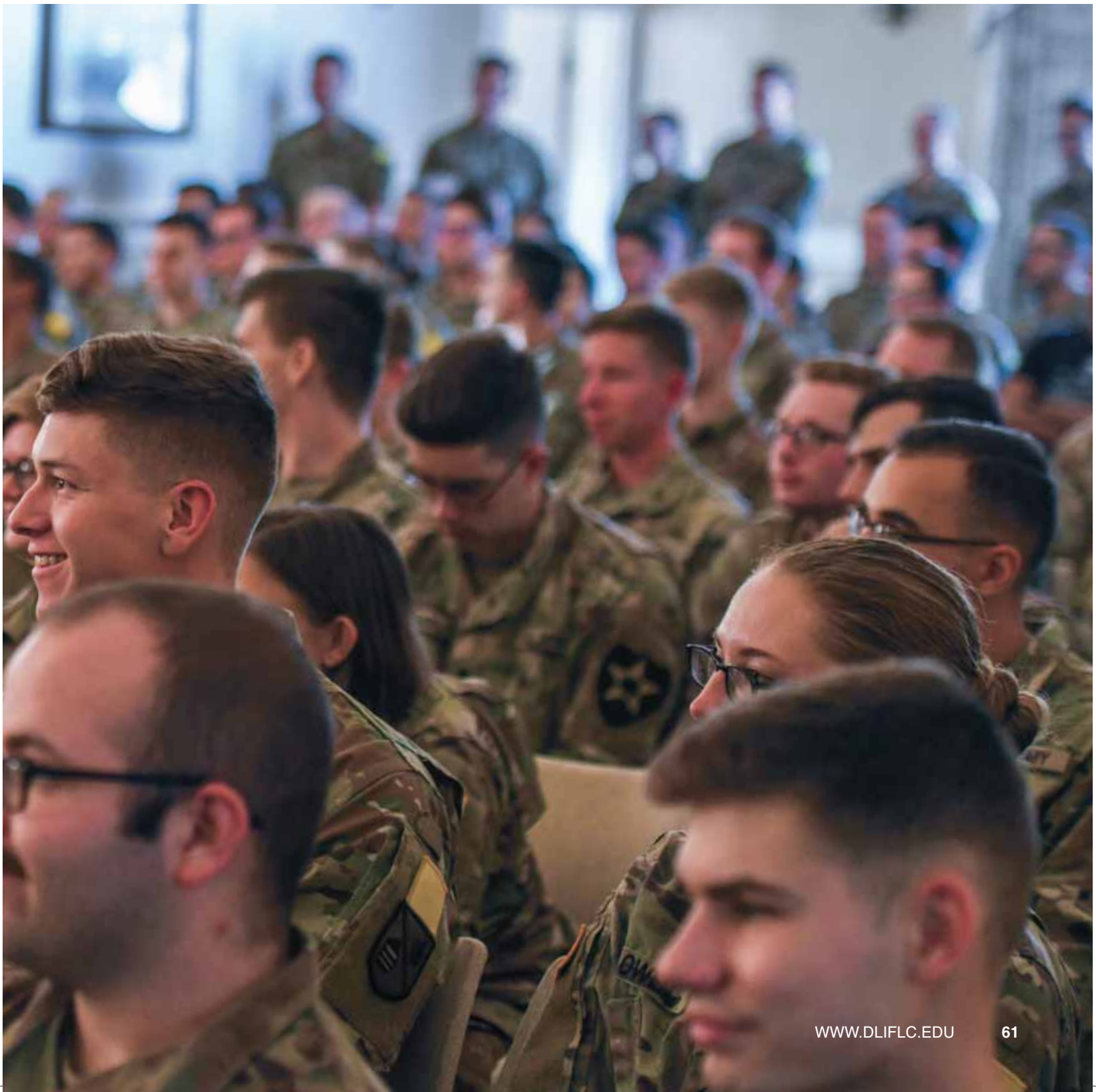
Foreign language students listen to Sgt. Devin Clarke.
(Photo by Leonardo Carrillo)

he said. “Not just as military service members but for the amazing human beings they were, too.”

As for Clarke, 10 months later, he was back on duty and joking about his TBI.

“I’m recalling this Iraqi vocab better than I thought I would. I’m proud of myself. Maybe I’m not as bad as I thought,” Clarke laughed.

“I’m one of those people who does their best when drawn into a mission or task that I’m invested in, emotionally and personally,” Clarke said, explaining why he chooses to work with special operations as a HUMINTer. “It provides a challenge. If you have exceptional skill sets, you’re going to use them [in special operations] regardless of your rank, your position or your gender.” ●



RECORD ATTENDANCE AT CLPM WORKSHOP

*By Natela Cutter
DLIFLC Public Affairs*

More than 250 members of all four branches of service and Department of Defense civilians attended a three-day Advanced Command Language Program Manager Workshop held at the Defense Language Institute Foreign Language Center Aug. 26-28, 2019.

The workshop was opened by DLIFLC Commandant Col. Gary Hausman, who welcomed the CLPMs. "Take advantage of this workshop...build relationships across services and agencies, exchange ideas, learn from each other," Hausman said, following an update about DLIFLC's mission and initiatives to bring students to higher levels of proficiency.

Keynote speaker for the event was Sgt. Maj. Dennis Eger, Headquarters Department of the Army and the G-2 sergeant major at the Pentagon, who spoke extensively about service member language proficiency readiness.

"How many of you have language training plans ready?" he asked the room full of military and civilian CLPMs. "Plans are not something that can be done overnight. How did you design the training to lead up to readiness?" Eger asked, adding that

preparation is key to keeping the force ready for future deployments.

Eger offered that one of the key elements of being an effective CLPM is "being the Commander's principal advisor... (even if) they don't want to hear this language thing, you are the principal advisor, it is your job," he said, addressing the common notion that foreign language is considered a soft skill and is often put to the side for training consideration.

New this year at the CLPM Workshop was the unveiling of the Helicopter Marine One foreign language program effort. HMX-1's program grew from one single Spanish-speaking Marine to a full-fledged CLP with more than 30 Marines, Sailors and civilians who are interpreting in support of operations across three continents.

"HMX-1 has no linguist requirement but they travel the world and are currently with the President in France," said Master Sgt. Ann Sagebiel, who spoke on their behalf at the event.

"It is a voluntary program," said Sagebiel. While the year-old program does not provide Marines with linguist pay, she said they were compensated with promotions, awards and extensive travel.

The large gathering of military and civilian foreign language community managers and leaders served as a perfect venue to give awards for the Department of Defense Command Language Professional of the Year and the Command Language Program of the Year.

The winner of the DOD's best Command Language Program of the Year for 2018 was the 500th Military Intelligence Brigade-Theater, Schofield Barracks, Hawaii. The award was accepted by CLP manager Daniel Wong.

The U.S. Navy took the DOD Language Professional of the Year program award.

Other recipients for their respective services were Staff Sgt. Said Abouharia, of the 704th Military Intelligence Brigade, Fort George G. Meade, Maryland; Sgt. Gregory Terpinyan, Headquarters & Support Company, Marine Cryptologic Support Battalion, Fort George G. Meade, Maryland, and Tech. Sgt. Samuel M. Han, 316th Training Squadron Goodfellow Air Force Base, San Angelo, Texas. ●



Keynote speaker Sgt. Maj. Dennis Eger, Headquarters Department of the Army and the G-2 sergeant major at the Pentagon. (Photo by Natela Cutter)



Faculty, staff and leadership stand on the outer stairs of Munakata Hall at DLIFLC. (Photo by Leonardo Carrillo)