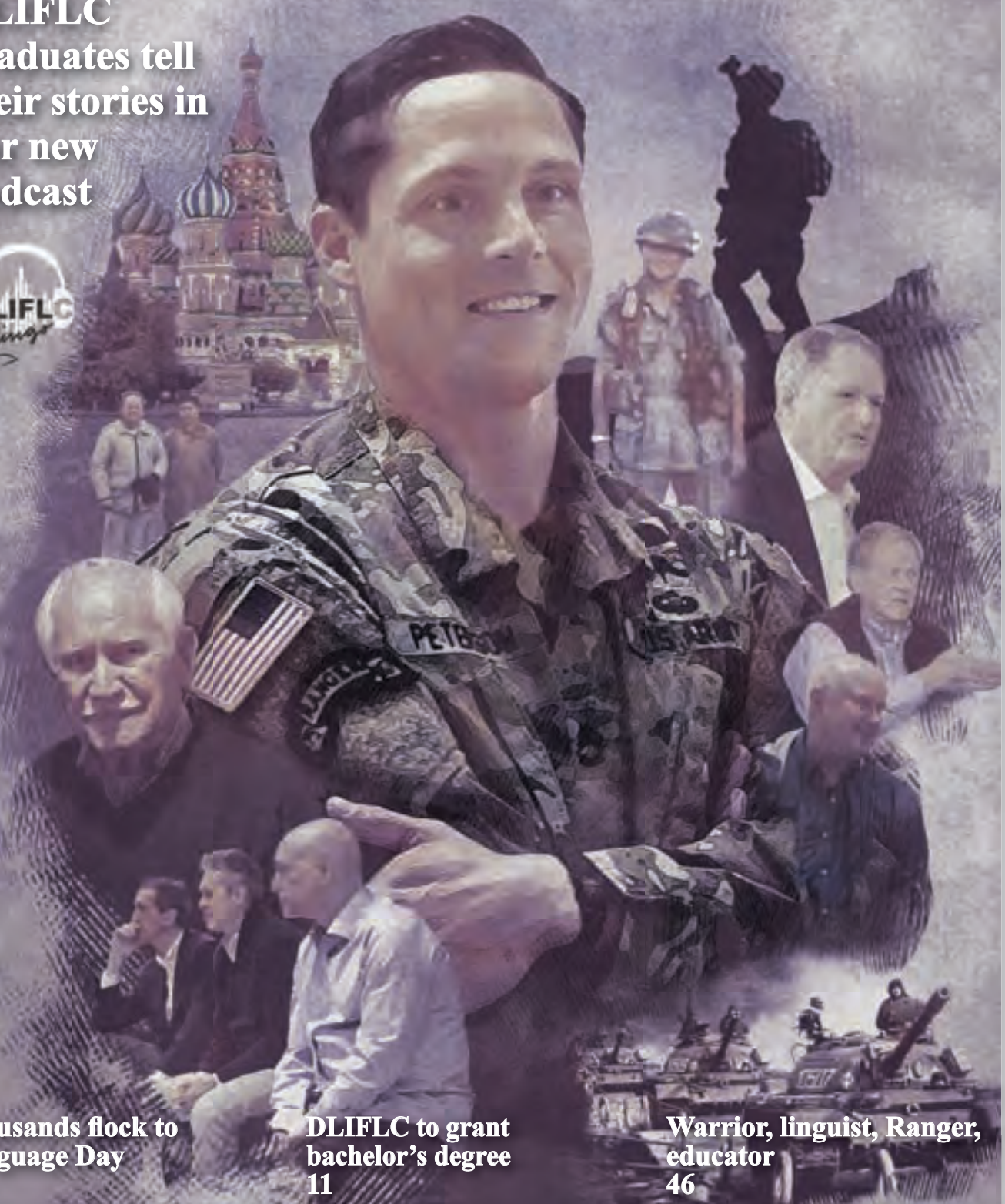


GLOBE

SUMMER 2019

**DLIFLC
graduates tell
their stories in
our new
podcast**



**Thousands flock to
Language Day
28**

**DLIFLC to grant
bachelor's degree
11**

**Warrior, linguist, Ranger,
educator
46**

The Globe is an authorized publication under the provisions of AR 360-1 for members of the Department of Defense. Contents of the Globe are not necessarily official views of, or endorsed by, the U.S. Government, Department of Defense, Department of the Army, or DLIFLC. It is published by the DLIFLC Public Affairs Office, DLIFLC, Presidio of Monterey, CA 93944-5006, phone (831) 242-6015, email Globe@dliflc.edu. The commandant, editor-in-chief and editor reserve the right to edit materials as necessary to conform to Globe editorial policies. All photos, unless otherwise credited, are Department of Defense photos.

EDITORIAL STAFF

COMMANDANT / COMMANDER: Colonel Gary M. Hausman

COMMAND SERGEANT MAJOR: CSM Thomas B. Donehue

EDITOR-IN-CHIEF: Steven Collins

EDITORS: Natela Cutter and Tammy Cario

STAFF WRITER: Natela Cutter and Tammy Cario

GRAPHIC DESIGNER: Leonardo Carrillo

GUEST WRITERS: Joseph Kumzak, Marcus Fichtl, Presidio of Monterey PAO, Philip Hadlock, LTEA, and Seaman Gehrig Geissinger, IWTC Monterey.

PHOTO CREDITS

Natela Cutter, Joseph Kumzak, Leonardo Carrillo, Marcus Fichtl, and Tammy Cario

FRONT COVER: Digital Illustration by Leonardo Carrillo. Our new podcast, DLIFLC Lingo, explores history through the eyes of past graduates. Their brushes with history echo thousands linguist stories that remain untold.

BACK COVER: DLIFLC Commandant, Col. Gary Hausman, leads a formation of multiservice members during a Commandant's Run March 29 on the Presidio of Monterey.

FOLLOW US

FLICKR: <https://www.flickr.com/photos/stratcomm/>

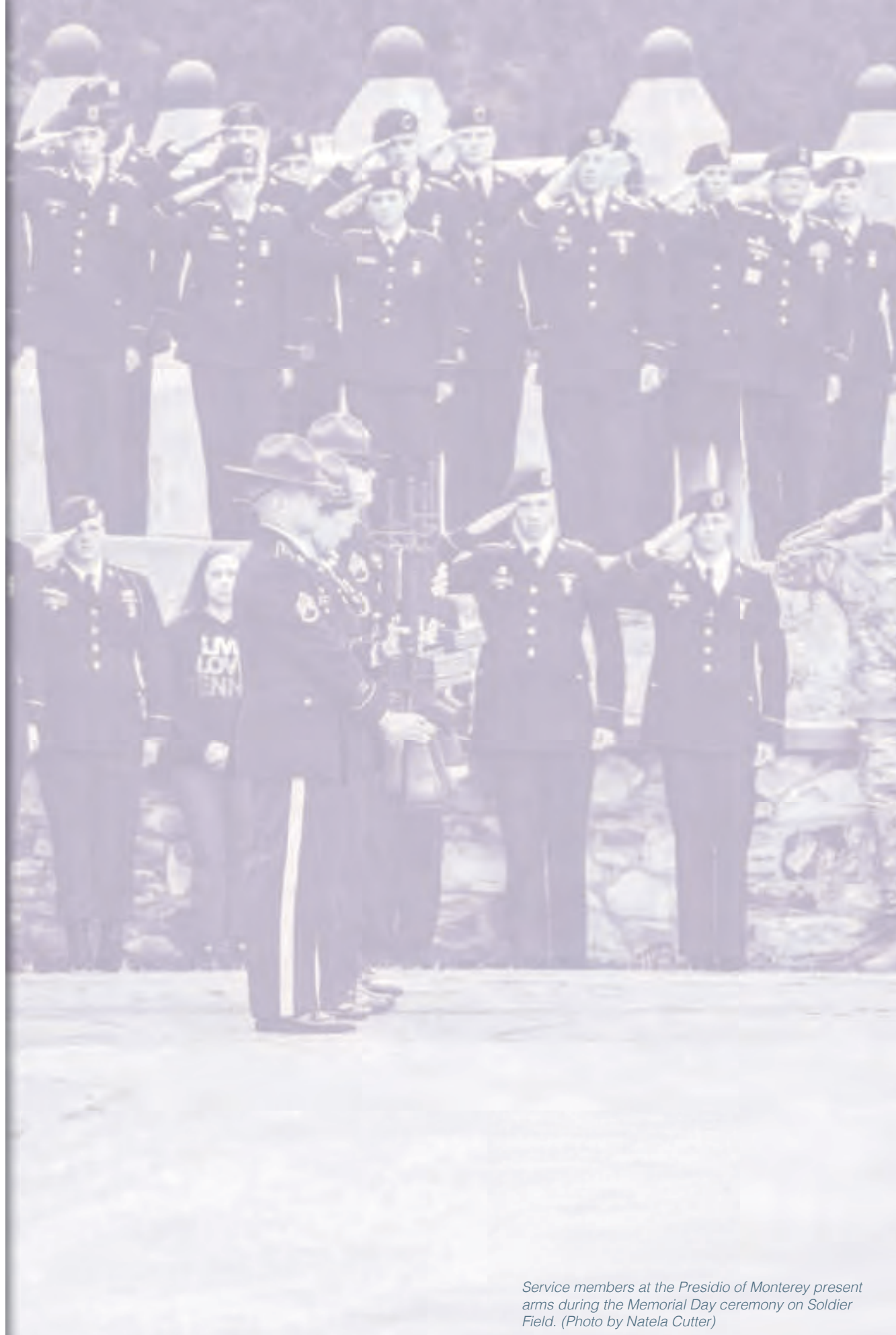
VIMEO: <http://vimeo.com/dliflc>

YOUTUBE: <https://www.youtube.com/user/TheDLIFLC>

FACEBOOK: www.facebook.com/DLIFLC

TWITTER: [@DLIFLC](https://twitter.com/DLIFLC)

SOUNDCLOUD: soundcloud.com/dliflc



Service members at the Presidio of Monterey present arms during the Memorial Day ceremony on Soldier Field. (Photo by Natela Cutter)

INSIDE THIS ISSUE

- 2 From the Top
- 3 Command Sgt. Maj. Corner
- 4 From Myanmar to Monterey
- 6 DLIFLC launches new directorate
- 9 DLIFLC and NCS sign agreement
- 10 A conversation with DLIFLC's chief of staff
- 11 DLIFLC prepares to grant BA degree
- 12 Revamping Persian Farsi curriculum
- 16 Recruiting linguists
- 18 New assistant commandant at DLIFLC
- 20 Presidio honors fallen comrades
- 24 Pyeatt Barracks - honoring fallen Marine
- 27 A path to freedom
- 28 Language Day
- 32 Commandant's Run
- 34 New podcast comes to DLIFLC
- 35 Friendship reconnected at DLIFLC
- 38 Be careful what you wish for
- 42 Witness to the Berlin Wall
- 46 Warrior, Linguist, Ranger, Educator
- 50 John Sullivan: Cold War linguist
- 52 The road to healing starts with teal
- 54 A new old way
- 56 Love is in the air
- 56 A view from the classroom
- 58 Life after a Ph.D.
- 59 DLIFLC students awarded in essay contest
- 60 Border Patrol Explorers make first-ever visit to Presidio of Monterey
- 61 Foreign Area Officers learn diplomatic craft

FROM THE TOP

I am excited to introduce to you the summer 2019 DLIFLC Globe magazine. As always, inside you will find insightful and entertaining articles that capture the past year's highlights and interests.

As I've closed my first year as Commandant, I reflect back first and foremost to our team of teams. Our teachers are our crown jewel and our students routinely sing their praises. Our teachers are the daily interface to the students and push every student to work the hardest they can. I am proud to acknowledge our teaching teams and Military Language Instructors every Thursday upon the graduation of our service members.

I have to admit that when I arrived at DLIFLC, I did not truly appreciate the size and diverse missions our faculty and staff support. Beyond undergraduate education, our faculty and staff develop Department of Defense language tests, teach at many different field sites, coach and oversee Military Command Language Program Managers, build online language learning tools, develop students and faculty and curriculum, facilitate immersions, and run our library. They lead by example and perform all the critical tasks in between that make our organization operate. I am proud to be one of the many leaders and supervisors of this great institute.

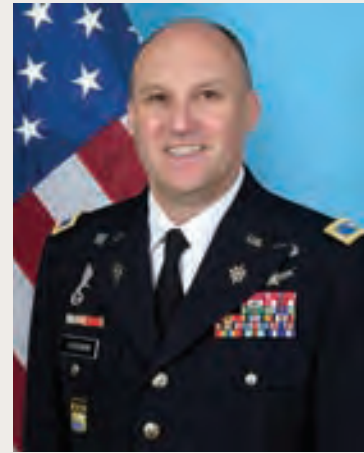
Our world is always changing and our ability to interact with foreign cultures and people remains a priority for the DOD and a vital component of our national security. Our students are our investment in a safer future. Their mothers and fathers give them to us to equip them for important missions in support of our nation. I don't take this lightly and must strive to keep our students safe while continuously pushing them to be better.

Enjoy the articles in this magazine. They tell the stories of our people. Each has given a lot to DLIFLC. They are what make DLIFLC a rewarding place to be and one of the reasons why I feel both humble and proud to be the commandant.

I'd like to close by reiterating my command philosophy. It is simple: 1) focus on the mission to train the best linguists; and, 2) take care of the people. Everyone deserves to be treated with dignity and respect and I expect all DLIFLC employees to treat others in the same way.

Thanks for a great year. I look forward to the next.

Colonel Gary M. Hausman



**COLONEL GARY M.
HAUSMAN**



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

COMMAND SERGEANT MAJOR CORNER

What an amazing year it has been serving as the DLIFLC Command Sergeant Major. This edition of the Globe captures new programs, major events, and a bit of our heritage by highlighting former DLIFLC students' adventures in using the skills they acquired at the institute. I know our faculty will appreciate reading stories about what our linguists do operationally with their languages and our students will benefit and find motivation to follow the path that has been paved before them.

As I have visited many classes throughout the year and seen firsthand what goes into producing the best linguists, I want to recognize first and foremost the teachers in the classrooms. Our faculty puts their heart and soul into their job every day. Pride in their accomplishments shines every Thursday during graduations. I ask our faculty to continue bringing the best out of every student and help them reach their potential as Department of Defense linguists.

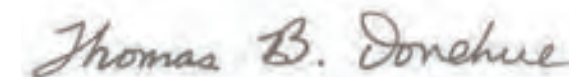
I would also like to recognize the behind the scenes staff and faculty working to improve our curriculum. A comprehensive review of teaching materials was initiated last year to ensure that the curriculum is up to date, relevant, and meets the needs of both the teachers and students. The Curriculum Review Boards enhance instruction at DLIFLC and help provide the DOD with the most capable linguists the institute has ever produced.

We truly enjoy training and teaching the best young men and women in our nation. From my initial meet and greet with our students at the Joint Services In-Processing Brief, to our Joint Enlisted Boards, to speaking with our students around post; I know we have a dedicated, intelligent, and mature crop of military linguists who will provide our leaders the intelligence they need to meet our services' operational needs.

We also have the best unit leadership I've ever seen in all my years serving at DLIFLC. The care, concern, and initiatives the service leadership provides to our students is unmatched. Thank you military cadre, first-line leaders, support personnel, military language instructors, and senior leadership for what you do to make our students more ready and resilient every day.

Enjoy this great edition of the Globe and take time to listen to the new podcasts being produced by our Public Affairs Office. The "Oh the Places You Can Go" podcasts capture wonderful stories of graduates over the decades and will motivate all of us to build on the legacy that is DLIFLC.

Command Sgt. Maj. Thomas B. Donehue





Dr. Kimberly Osborne discusses with attendees some of the methods of problem solving in decision making. (Left to right) Sonia Estima, CLD Specialist, Dr. Osborne, Dr. Liwei Gao, chairperson at Asian I school, and Youssef Carpenter, education program specialist at the Training Analysis Division. (Photo by Natela Cutter)

From Myanmar to Monterey

CLD gets new director

By Natela Cutter
DLIFLC Public Affairs

Dr. Kimberly Osborne's career has been anything but boring. Her jobs have taken her to such far-flung places as Afghanistan, Kosovo and Myanmar. Her vast experience in program planning and evaluation, media crisis management, and cultural studies has led her to her next challenge: reinvigorating the Center for Leadership Development program at the Defense Language Institute Foreign Language Center in Monterey.

"We all know DLIFLC is a unique place with instructors from all over the world. Each one was hired for some special skill that they have," said Osborne. "The Center for Leadership Development was created to help strengthen the quality and depth of leadership capabilities across the

organization and to provide for a happy and productive workforce."

Created in 2017, the Center was established to enhance DLIFLC's leadership capacity by providing context-specific training and development for current and future civilian leaders. It was also designed to help promote a highly-engaged and positive workplace that would effectively support the institute's mission.

"We want to make it easier for people to take initiative for their own professional development. If people want to learn and grow in their career, and if they want to contribute in greater ways to DLI, that should be encouraged," she said.

In 2013, it was precisely Osborne's passion about effective strategic communication and cultural studies that led her to the next step in life. That year, she applied to the Department of Defense's Civilian Expeditionary Workforce and was selected to become the Chief Strategic Communications Advisor to the Afghan National Security Forces.

"Three days after I landed in Kabul, my chief of staff told me that the communications function in the Afghan Army was broken and I needed to fix it. I complained of ignorance, but my CoS said, 'You're a scientist, so go figure it out.' Gratefully, I was given a lot of latitude to do that. With such a varied background, I was able to draw references and ideas from many

different places."

Combining research with her professional experience in large corporations and academia, she crafted new approaches. She and her Army Special Operations boss presented her recommendations to the Afghan minister of defense and his leadership team. Though the plan was accepted and implemented, congressional funding dried up for Osborne's program, and by 2014, many DOD civilians were sent home.

Right before coming to Monterey, Osborne spent time in Myanmar where she had a Fulbright grant to work in the Ministry of Social Welfare, Relief and Resettlement to help support capacity building efforts in government ministries. Her job there was to teach junior and senior staff officers about basic disaster management, leadership, and communication skills.

"For me, it's important to solve root

problems. Whenever I am looking at a business challenge, I always ask why. What is really happening here? Why is it happening? Trained as a communicator and as a qualitative researcher, it's never enough just to know that things happen. I want to know how to affect positive change," she said.

With a small staff of three and one temporary detailee, there is much to do. "We are presently in the process of re-examining DLIFLC's institutional needs assessment. The Leadership Development Road Map will be modified and new workshops will be created," added Osborne. "As a new initiative, the organization is also starting up a program called the 'CLD Incubator.'"

"Hopefully, the CLD Incubator will make CLD more accessible to DLI faculty and staff. A new Incubator initiative includes shorter courses -- maybe an hour or two -- which can

accommodate larger groups," she said.

To reach out to Language Teaching Detachment faculty located around the United States and abroad, Osborne is planning to create asynchronous online content.

"We are partnering with other units across DLI to develop online content ... so LTDs and other people who cannot get to a workshop can also participate," she said. "If our budget situation improves, we would love to be able to take our trainings on the road."

Currently, CLD offers two-day workshops in Conflict Management, Decision Making, and Foundations of Leadership for Team Leaders and for First Line Supervisors in Monterey.

The most effective way to register for the two-day workshops is by contacting one's supervisor. ●



Dr. Kimberly Osborne stands in front of her building at the lower Presidio of Monterey near High Street Gate. (Photo by Natela Cutter)



Microsoft Solutions Architect, Justin Preston, speaks with DLIFLC faculty and staff about the technical needs of the institute in order to assess how to better accommodate the needs of faculty and students. (Photo by Natela Cutter)

DLIFLC launches new directorate Educational Technology & Development

By Natela Cutter
DLIFLC Public Affairs

For those familiar with the Defense Language Institute Foreign Language Center, the creation of a new technology-oriented directorate may sound like a repeat from the past, but this new organization will combine all the elements needed to prepare relevant technology-enhanced curriculum and train faculty to instruct using these new tools.

“The end goal is to teach students with the latest and greatest tools and make it efficient yet intuitive, user friendly, and ultimately, fun,” said Dr. Parandeh

Kia, the new associate provost of the Educational Technology and Development Directorate.

Always on the cutting edge of technology and one of the first Department of Defense organizations in the mid-1980s to author materials using computers, DLIFLC had been pressed for time since 9/11 to efficiently train competent linguists while simultaneously flexing to support DOD’s foreign language predeployment needs with both online materials and field support training.

“Almost 20 years ago, many organizations produced materials in silos as requirements demanded, often using different platforms and software that ultimately led to the inability of those language products to ‘communicate’ with one another,” explained Kia.

Today, with the creation of a comprehensive technology road map, Kia plans to bring all the stakeholders together to increase synergy, better leverage technology, eliminate redundancy, and provide the best

Dr. Parandeh Kia

Prior to becoming the associate provost of the Educational Technology and Development Directorate, Dr. Parandeh Kia served as assistant provost for academics in the DLIFLC Directorate of Undergraduate Education.

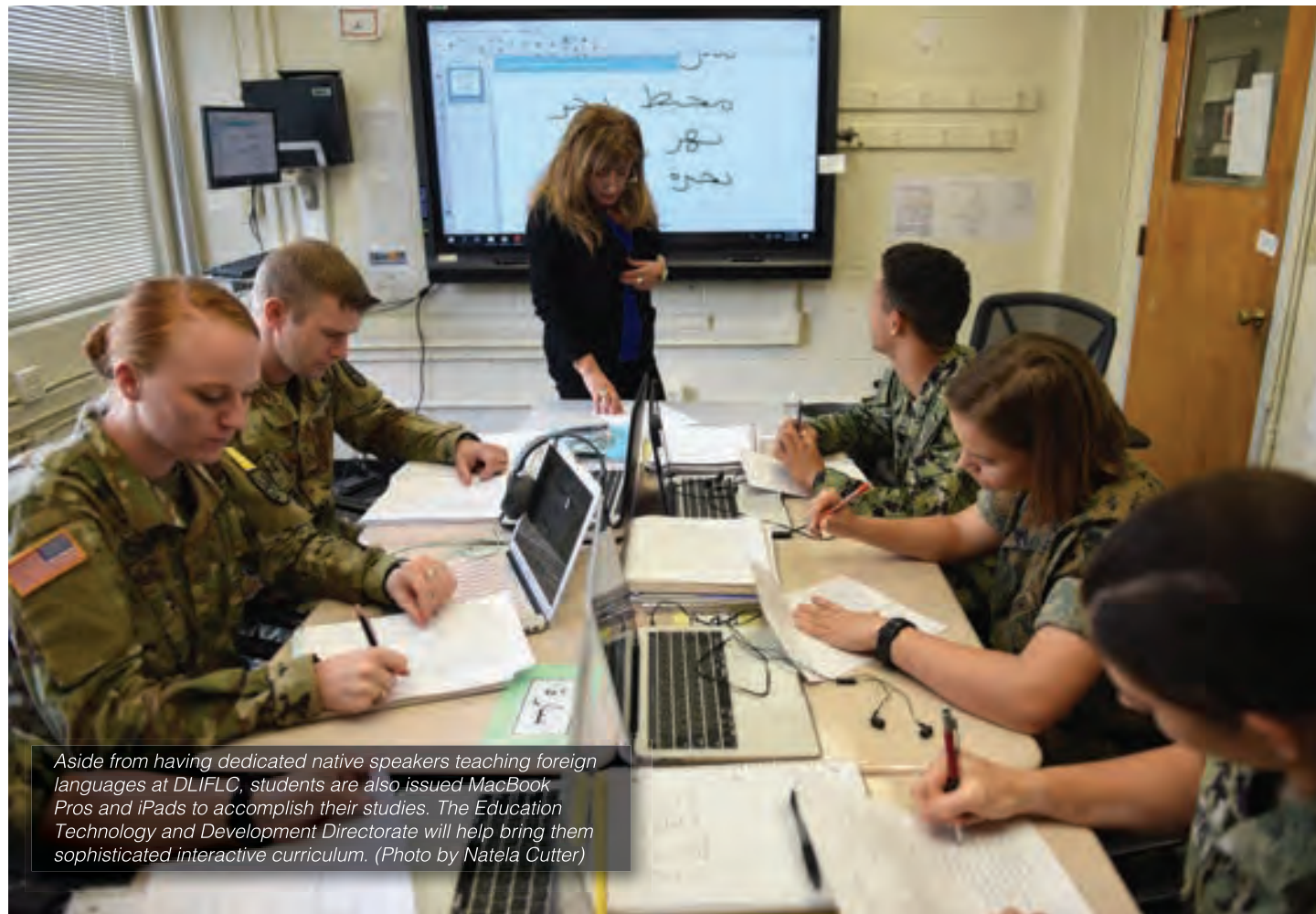
She served in the Continuing Education directorate in the Persian Farsi Intermediate and Advanced Programs as a faculty member starting in 2011, and subsequently, as the chair of the program through 2015.

Before joining DLIFLC, Dr.

Kia had a successful career in international higher education, serving in leadership posts at private and public research universities. She taught at the California State University System and in the California Community College system in Southern California, before joining DLIFLC.

Dr. Kia holds a Ph.D. and a Master of Arts from Claremont Graduate University and a Master of International Administration from the School for International Training.





Aside from having dedicated native speakers teaching foreign languages at DLIFLC, students are also issued MacBook Pros and iPads to accomplish their studies. The Education Technology and Development Directorate will help bring them sophisticated interactive curriculum. (Photo by Natela Cutter)

support possible to the faculty and students.

“Not that much will change immediately,” said Kia. “We will realign all the organizations that deal with curriculum and faculty development, student readiness, library resources, etc., but people will not have to physically move,” she explained. “The only person moving is me,” she said with a chuckle, referring to her office move to DLIFLC headquarters.

Jumping into her new position, Kia immediately sought out software solutions that would unite the various technology needs of diverse departments. A visit to Microsoft by a number of staff members to address the needs of instructors and students was eye-opening.

“This was a great opportunity to have our technical and academic staff go together to talk to a company about software solutions needed to

make the mission successful,” said DLIFLC Chief Technology Officer Terri Brutzman.

“It is really important that we have an organization that can identify what the academic needs are, and for us, the technical people, to find solutions to those needs by providing the right compatible technology.”

For Brutzman, one of the most challenging aspects of technology at DLIFLC has been “wrapping my arms around all the different needs and temporary solutions created in the departments and schools and trying to reduce the risk of cyber security intrusions.

“I am excited that this new organization will identify and synchronize all the various efforts so that we can find long-term technology solutions,” added Brutzman.

In 2017, DLIFLC staff and faculty were asked by the then commandant

to look at all of the things thought necessary to change for the institute to become successful and reach a 2+/2+ proficiency level for students graduating in 2022.

While a number of working committees were formed to look at several different issues, the most obvious challenge that emerged was the existence of a multitude of organizations using different technologies to achieve similar goals.

“The generation of students coming to us are learning differently, not with pen and paper. We have to unite our efforts in order to enable them to move across platforms...and for this we have to create a system that develops new modules for language learning with the expertise of our instructors and the use of cutting edge technology,” emphasized Kia. ●

DLIFLC AND NCS SIGN AGREEMENT

By Natela Cutter
DLIFLC Public Affairs

The Defense Language Institute Foreign Language Center leadership signed a memorandum of understanding with the National Cryptologic School June 11, enabling service members to apply NCS completed coursework toward an Associate of Arts degree in Foreign Language granted by DLIFLC.

“DLI students continue to amaze me every single day with the level of their aptitude and desire for advanced learning. This agreement provides DOD linguists with an additional opportunity to receive advanced learning credit and will advance the academic experience of the workforce,” said DLIFLC Commandant Col. Gary M. Hausman.

Under the terms of the agreement, eligible students

may transfer a three-credit NCS course from the general education areas of writing, mathematics, and technology. In order to obtain an AA degree from DLIFLC students must transfer 18 units in general education from an accredited institution, in addition to successfully completing their foreign language coursework which is valued at 45 units.

“It’s a win-win for service members and our nation, which benefits from a well-rounded, well-educated national security and cyber workforce,” said NCS Commandant Diane M. Janosek.

DLIFLC Commandant Col. Gary M. Hausman and National Cryptologic School Commandant Diane M. Janosek sign a memorandum of agreement at DLIFLC June 11, allowing students to transfer credit from NCS to DLIFLC to satisfy general education requirements for receiving an AA degree in foreign language. (Photo by Natela Cutter)





A CONVERSATION WITH DLIFLC'S CHIEF OF STAFF

By Philip Hadlock,
Language Technology Evaluation and Application Division

DLIFLC's chief of staff, Steven Collins, plays an important role in charting the course for the Department of Defense's premier training institution for foreign language education, but is decidedly modest in speaking about his own experiences as a foreign language learner.

First endeavoring to learn German and French in middle school, he credits hard work, perseverance, self-motivation, and learning through trial and error with his ultimate attainment of 3/3 proficiency in German. Since retiring from the military in 2006, he has held several posts at DLIFLC, including dean of Field Support and currently the position of chief of staff, since 2013. Recently, Collins agreed to chat about his perspectives on the place of language learning technology at the institute.

Needs-based technology

Although he prefers old-fashioned printed textbooks, Collins acknowledges that technological learning tools have become an essential part of his own learning program as well as the Institute's curricula. Noting the abundance of inexpensive or free technology resources, he emphasizes the importance of letting desired outcomes and learning needs guide the adoption of new language learning technologies. "I come from a requirements background, so I'm very conscious of [finding] out 'what is it we want to do?'—what it is we want to accomplish—and then finding the tool that fits that need." Collins' perspectives come not only from his professional analysis of military language needs, but also from observing his own daughter, who has oriented all of her technological needs around her smartphone. He

foresees a similar emphasis on MALL (mobile-assisted language learning) and a higher degree of gamification in DLIFLC's future.

Milestones in language technology at DLIFLC

Reflecting on key moments in the progression of language learning technology at DLIFLC, the chief of staff cited the institute's movement to the .EDU network in March 2012, as a result of cooperation with the Naval Postgraduate School. The shift would allow faculty and students more liberal access to the educational resources that the NIPRNet had curtailed, such as access to foreign websites that might be contentious or even sources of propaganda. That move began with a minimal staff and a limited array of digital devices consisting initially of iPods. Collins recalls lengthy debates over the equipment that should be adopted in anticipation of the platforms (Windows, iOS) that would host the most meaningful, engaging, and useful language learning content. That debate, he remarks, is still ongoing. A significant shift in the academic culture at DLIFLC also figures among the milestones. Collins noted that many faculty initially felt quite threatened by language learning technologies and were reluctant to use them. Faculty now are less likely to feel displaced or diminished by the presence of technology in the classroom.

Dismissing bleak projections that technology will bring about the demise of DLIFLC within the next 20 years, Collins foresees a reapportioning of the types of tasks. "I think there's going to be more of a premium here on higher level [language], because I think a lot

of the lower level will be done [by technology]" such as the phraselators [hand-held translation devices] currently used in the field. Collins sees the future of language learning full of possibilities for new applications of automatic speech recognition (ASR) and artificial intelligence (AI). He envisions a much more immersive classroom environment that will exploit virtual reality (VR) technology to create engaging and relevant learning scenarios that might otherwise be logistically impossible; but he acknowledges that VR may never fully replicate actual experiences in country. "The type of cigarettes people smoke, the perfume people wear, the smell of the food, the way people carry themselves [...] all of those things add to the cultural context," he said.

Making technology "part and parcel of what we do"

Speaking about the institutional value of technology, Collins cited both a need for flexibility and a desire for a more integrative perspective on technology's place at DLIFLC. "I'd like to get to the point where technology is not so much the thing we insert, but just part of what we do." This would mean engaging faculty, curriculum specialists, technology developers, and ultimately students from the outset in producing the answers to DLIFLC's technology needs. ●

[NB: This article was adapted from the LTEA TechNews letter. The views and opinions expressed here are Steve Collins' own, and not necessarily those of the Commandant or the Department of Defense.]



<https://pixabay.com/photos/capitol-washington-dc-government-720677/>

DLIFLC PREPARES TO GRANT B.A. DEGREE

In a press release on June 10, Congressman Jimmy Panetta expressed support for the Defense Language Institute Foreign Language Center to award a Bachelor of Arts degree to students who successfully graduate from upper level foreign language courses.

DLIFLC has been awarding Associate of Arts degrees in foreign language since 2002. In order to confer any degree, DLIFLC must receive approval from both its regional accreditation, the Accrediting Commission for Community and Junior Colleges, and Congress.

"Today, Congressman Jimmy Panetta (D-CA) introduced the bipartisan Defense Language Improvement (DLI) Act authorizing the Defense Language Institute Foreign Language Center to confer a Bachelor of Arts degree in foreign language upon any graduate who fulfills the degree requirements" the press release stated.



Congressman Jimmy Panetta (D-CA) introduced the bipartisan Defense Language Improvement (DLI) Act authorizing the Defense Language Institute Foreign Language Center to confer a Bachelor of Arts degree in foreign language upon any graduate who fulfills the degree requirements.

"The students at DLIFLC gain foreign language proficiency and cultural immersion that they could not achieve anywhere else," said Congressman Panetta. "DLIFLC is the premier foreign language institution in the nation. Expanding its accreditation authority provides advanced learning opportunities, supports recruitment and reenlistment initiatives, and incentivizes higher level language learning to better support defense, intelligence, and law enforcement requirements."

As a federal degree granting institution, DLIFLC completed this process almost 20 years ago when it sought to award AA degrees. Today, DLIFLC continues its tradition of excellence by seeking academic recognition for its upper division programs.

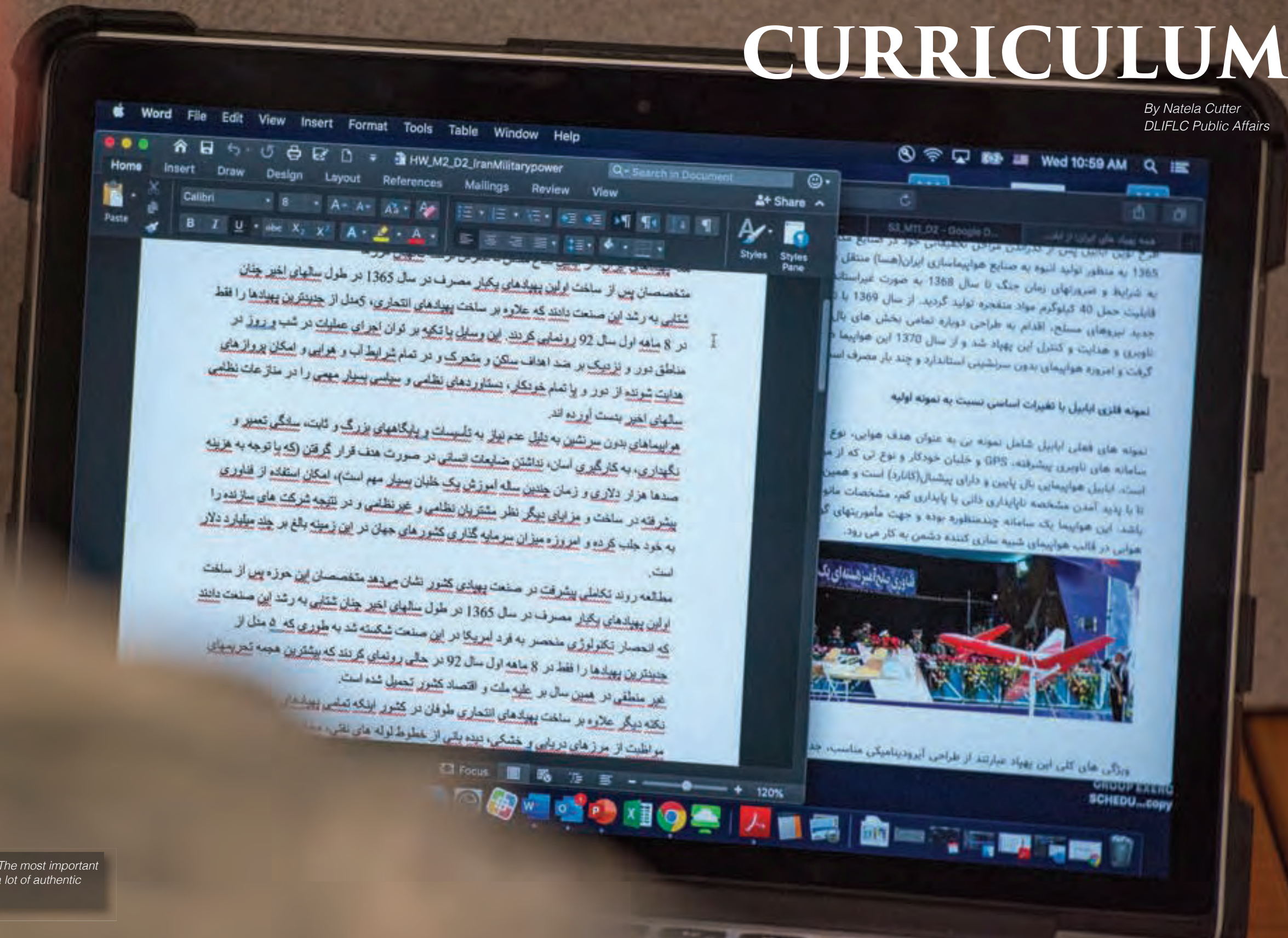
DLIFLC Accreditation Officer Dr. Erin O'Reilly is excited about the prospect of granting BA degrees from DLIFLC. "Accreditation signals to our service members and the public the high-quality of our training and education programs here at the institute. A DLIFLC diploma is something that graduates can carry with pride throughout their military and civilian careers."

The DLI Act is cosponsored by Congressman Jason Crow (D-CO), Congressman Andy Kim (D-NJ), Congresswoman Tulsi Gabbard (D-HI), Congressman Gil Cisneros (D-CA), Congressman Austin Scott (R-GA), Congressman Don Young (R-AK), Congressman Don Bacon (R-NE), and Congressman David Price (R-NC). ●

Full press release: <https://panetta.house.gov/media/press-releases/congressman-panetta-introduces-legislation-support-defense-language-institute>

REVAMPING PERSIAN FARSI CURRICULUM

By Natela Cutter
DLIFLC Public Affairs



The Persian Farsi school is planning to release new curriculum in October. The most important element of the new curriculum is for it to be operational skills-focused with a lot of authentic materials. (Photo by Leonardo Carrillo)



More than 20 Persian Farsi instructors, headed by Dr. Mohammad Reza Kazemi, are involved in making the new curriculum. (Photo by Leonardo Carrillo)

Persian Farsi curriculum at the Defense Language Institute Foreign Language Center is getting a lot more than a face-lift this year.

The goal of rewriting the curriculum from scratch is to incrementally and systematically bring students to higher levels of proficiency to meet the proposed 2+/2+ graduation standard for linguists by 2022.

“We have an important task at hand,” said Persian Farsi School Dean, Dr. Johnathan Gajdos. “Given the current situation in the world, we understand the importance of having high student proficiency in Persian Farsi. The mission is real,” explained Gajdos, selected to the position in June.

Featuring interactive tasks that are creatively designed to engage the student in learning, the program is to become one of the first updated foreign language courses designed to incorporate nearly 100 hours of military studies taught by Military Language Instructors.

“The key here is that the instruction will be operational

skills-focused but blend with DLI’s core curriculum that includes using authentic materials. We want the MLIs to work across the schools to share best practices,” said Sgt. 1st Class Rebecca Babcock, Chief MLI of the school in charge of revamping military studies content for all languages taught at the institute.

DLIFLC has roughly 100 MLIs from all branches of service assigned to language departments across the institute. As DLIFLC graduates, MLIs are normally fluent in the target language. The augmentation of their role in the classroom will help them better shape the next generation of military linguists.

“There is also a good deal of external cooperation to create the military studies curriculum. We are in touch with Goodfellow Air Force Base instructors to make sure that our materials are properly synched. We also have a few Air Force people from the field who have been temporarily assigned to us, in order to help us capture relevant real-world situations students need to know,” Babcock explained.

The colossal effort, which normally takes two to three years to

accomplish, has been given a six month deadline to complete the first and last semesters in order to launch a pilot in October.

“We have about 20 Persian Farsi instructors working on the project and several graduates of the Persian Farsi programs who are waiting on their next assignment. They are providing valuable feedback as Persian Farsi learners to the developers by reviewing and making sure things make sense from a student perspective,” said Gajdos.

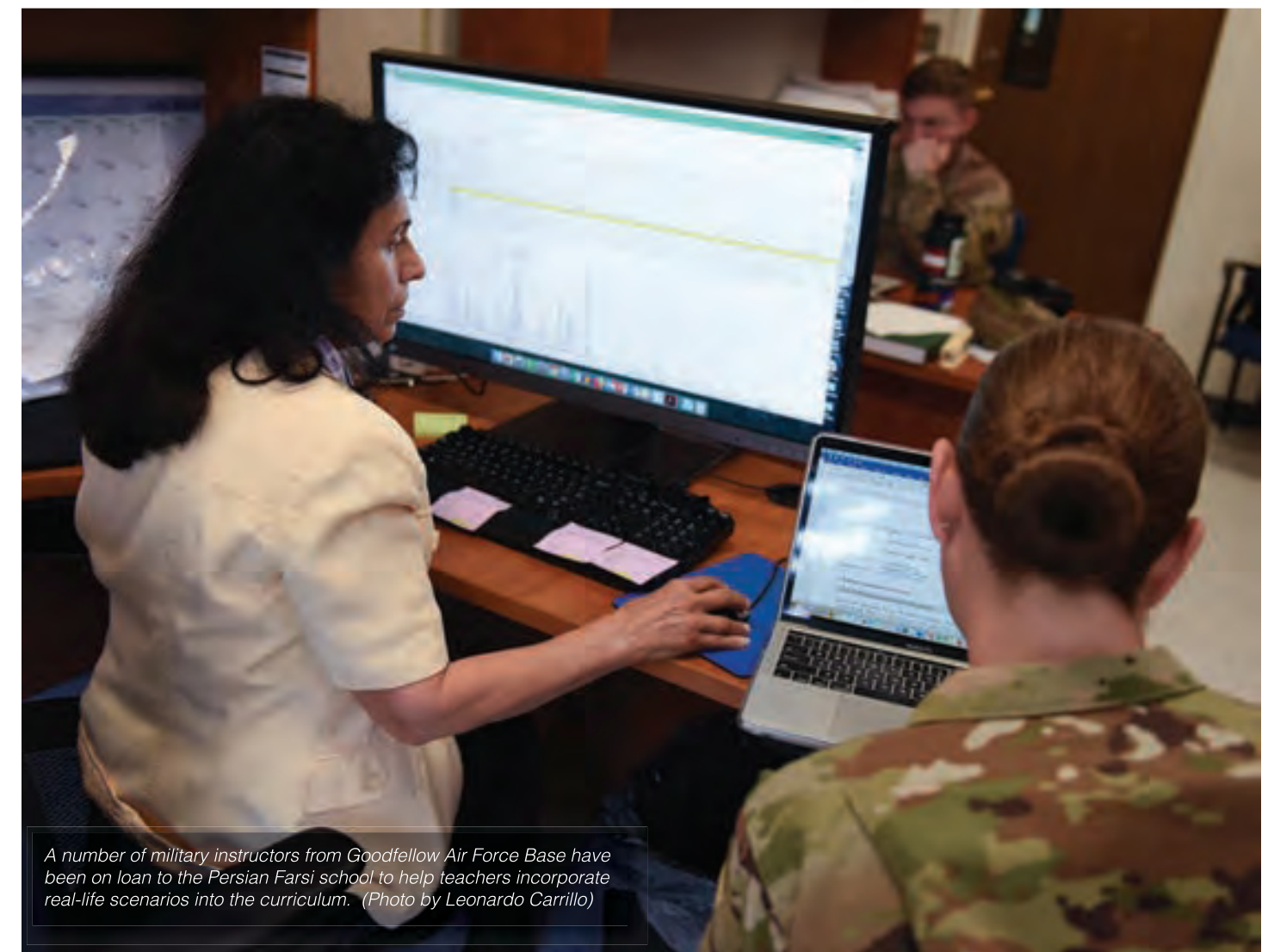
“The good news is that the same instructors who are creating the content will be in a position to teach it in the fall. It will allow them to see what works and what needs to be adjusted,” said Dr. Mohammad Reza Kazemi, in charge of the development team.

“We are really putting a big effort into creating interactive curriculum by

integrating audio, video and social media activities that will catch the interest of the students.”

With interactive whiteboards in every classroom and MacBook Pros and iPads issued to both students and faculty, there is ample opportunity to maximize technology to create interesting content to motivate millennials.

“One of the fun activities we’ve developed for students is to view a short video and then create their own voice-overs, according to how they interpret the event. That forces students to be creative and have fun at the same time,” said Kazemi.



A number of military instructors from Goodfellow Air Force Base have been on loan to the Persian Farsi school to help teachers incorporate real-life scenarios into the curriculum. (Photo by Leonardo Carrillo)

RECRUITING LINGUISTS

“Our role is to be intelligence information analysts. We take info from one form and put it in another form... We determine if it’s credible [information] and if it makes sense and how it fits into a bigger picture.”

-Master Sgt. Arno Trefflich

By Tammy Cario
DLIFLC Public Affairs

Master Sgt. Arno Trefflich is in a unique position as a linguist at the Defense Language Institute Foreign Language Center. Not only is he a chief military language instructor at the Korean schoolhouse, he is also an Air Force linguist recruiter liaison.

“His job was to be a test subject,” explained Senior Master Sgt. Richard Sanchez, during a talk given to Air Force recruiters at the Presidio of Monterey. Sanchez, the operational superintendent for the 314th Training Squadron, said that the test was a pilot to see if they wanted to set up an experienced Air Force linguist at each of the recruiting group headquarters.

To that end, Trefflich spent six weeks

traveling to different units within the 372nd Recruiting Group to give briefings, answer questions and, in one case, speak with a group of applicants about being a linguist in the Air Force.

“What I’m trying to do is collaborate with recruiters to help them understand what works best for us [in the linguist field],” said Trefflich. He was given a cell phone when he first went on his six-week temporary duty. As he was leaving, they asked him to keep it as the point of contact for the recruiters, in the event there were further questions about the linguist career field. Since his return, he’s had a steady stream of calls from recruiters

and career field managers.

“The Air Force linguist corps has some unique challenges,” said Trefflich, namely getting qualified people into the career field. “The requirements to join the career field are difficult. The ASVAB scores are very high. And they have to take a DLAB.” It’s not just about the language, he said. It’s about sorting information.

“Our role is to be intelligence information analysts. We take info from one form and put it in another form... We determine if it’s credible [information] and if it makes sense and how it fits into a bigger picture. The language piece is very important, but it’s not simply translating.” This

is why the scores for both the Armed Services Vocational Aptitude Battery and the Defense Language Aptitude Battery tests are so important.

Trefflich’s enthusiasm made him a natural for the position. “This is the best job in the world,” he said. “It’s been the adventure of a lifetime.”

His zeal showed in his work done with the recruiters.

On Wednesday, Lt. Col. Brian Chandler, commander of the 364th Recruiting Squadron in Sacramento and a former DLIFLC graduate, presented Trefflich with an Air Force Achievement Medal.

“In recruiting, like everywhere else in

the Air Force, we’re always trying to innovate,” Chandler said. “We need to provide the fighting force with more of what they need at the right time, right place, [with the] right Airmen. Sgt. Trefflich has helped us make some huge strides along that line of effort.”

During his travels, Trefflich educated roughly 700 people, he said, and the results speak for themselves. “There are three recruiting groups and we’re the number one in recruiting linguists for this fiscal year. Our numbers have jumped up since he came on board.”

For Trefflich, it’s all a matter of bringing in qualified people for one of the best jobs in the Air Force.

“I’m able to make a huge impact

on U.S. national security for us, our interests, and our allies,” he said. “We take our information and our analysis and we give that to the people who need it to make decisions. And that could be a battlefield commander in Afghanistan, it could be a policy maker at the defense department, or it could be the President of the United States.”

Above: Master Sgt. Arno Trefflich is a chief military language instructor at the Korean schoolhouse at DLIFLC. Recently, he has taken on a new role as an Air Force linguist recruiter liaison. (Photo by Leonardo Carrillo)



By Tammy Cario
DLIFLC Public Affairs

Air Force Col. Stephanie R. Kelley accepted responsibility as the assistant commandant of the Defense Language Institute Foreign Language Center in a change of command ceremony held at the Presidio of Monterey, June 24. Kelley also took over as the new commander of the 517th Training Group.

Outgoing assistant commandant, Air Force Col. Wiley L. Barnes and former commander of the 517th, relinquished responsibility in the ceremony presided over by Air Force Col. Ricky L. Mills, the 17th Training Wing commander at Goodfellow Air Force Base, Texas.

Kelley came to DLIFLC from Maxwell Air Force Base, Alabama, where she was a professor of Strategy and Security Studies in the School of Advanced Air and Space Studies, a premier school for strategy.

Speaking to the Airmen at Soldier Field, she said, "Language is not just interpreting, but it's connecting the meaning" and cultural context behind it. "You will ensure that our leaders understand not only what was said but what was meant," because of their unique skillset. Later she closed her speech with, "I look forward to meeting each and every one of you..."

Barnes, who is headed to the Pentagon, challenged the 517th Airmen to keep improving themselves. "It is not a birthright that we are the most powerful nation on earth and the world's most powerful Air Force. We have to earn it every day." He urged them to continue being great Airmen and first-class linguists.

"It has been a privilege of a lifetime to command the 517th Training Group," Barnes said. "In the words of General Jimmy Doolittle, "I could never be so lucky again." ●

New ASSISTANT COMMANDANT at DLIFLC

Col. Ricky Mills (left) passes the guidon to Col. Stephanie Kelley at the change of command ceremony held at the Presidio of Monterey June 24, 2019. Kelley accepted responsibility as the assistant commandant of the DLIFLC and also took over as the new commander of the 517th Training Group. (Photo by Leonardo Carrillo)

PRESIDIO HONORS FALLEN COMRADES

By Tammy Cario
DLIFLC Public Affairs

On a day set aside for the nation to recognize those fallen in the line of duty, the Defense Language Institute Foreign Language Center honored two service members who made the ultimate sacrifice for their country in a ceremony held May 23, on Soldier Field at the Presidio of Monterey.

“With the hectic lives we lead today, it might be easy to think of Memorial Day as merely a three-day weekend,” said Col. Gary Hausman, commandant of DLIFLC. “It’s much more than that. It is a time for our nation to reflect...It’s an opportunity for Americans to pay homage to those who died serving our nation and acknowledge the immense debt we owe them and the families

and loved ones they left behind.”

This year, the Presidio of Monterey is honoring two DLIFLC graduates who were killed in action.

Army Staff Sgt. Alexander Conrad was born in May 11, 1992, in Mesa, Arizona. Directly after his high school graduation, Conrad joined the Army as a Human Intelligence Collector. His first duty station was Joint Base Lewis-McChord, Washington, where he deployed twice in support of Operation Enduring Freedom. His next assignment was to DLIFLC to learn French before he continued on to 3rd Special Forces Group (Airborne). While on deployment June 8, 2018, Conrad was killed by enemy fire in

Somalia.

“Conrad was an ideal student. He was curious and focused... He frequently had the whole class laughing. He was always quick to help out his classmates, and he was one of the reasons the class was so tight-knit,” said Sgt. 1st Class Guy Smith, a drill sergeant at DLIFLC who was Conrad’s instructor for nearly six months while they were both at Ft. Huachuca, Arizona.

“The Army and civilian instructors all really liked him too. He demonstrated leadership potential beyond his years,” Smith recalled.

Navy Senior Chief Petty Officer



Members of the Presidio of Monterey Color Guard stand by to parade the colors during a Memorial Day ceremony at Soldier Field May 23. (Photo by Natela Cutter)

Shannon Mary Kent was born in Oswego, New York, on May 11, 1983. Her passion for languages led her to the Navy and then to DLIFLC where she studied Modern Standard Arabic.

After she graduated in 2005, Kent's first duty station was at the Navy Information Operations Command in Georgia, where she volunteered to deploy to Iraq with Seal Team 10. This experience led her to apply to work with Naval Special Warfare, and in 2008 she was accepted for duty as a Tactical Information Operations analyst at Naval Special Warfare Support Activity Two in Little Creek, Virginia.

Kent went on numerous deployments during her time in the Navy. In November 2018, Kent deployed to Syria as part of a highly skilled, multi-disciplined task force involved in critical and demanding intelligence work. On Jan. 16, 2019, Kent was killed by an improvised explosive device detonated by a suicide bomber

in the city of Manbij, Syria.

Sgt. Maj. Clint Rowe, operations sergeant major, Regimental Military Intelligence Battalion, 75th Ranger Regiment at Ft. Gordon, Georgia, knew Kent from when they both studied Arabic at DLIFLC. Their interactions wove in and out of their respective military careers because, as Rowe explained, the signals intelligence world is small and tight-knit.

"Shannon was a rare breed," Rowe, a former DLIFLC graduate and first sergeant said. "A female in a male dominant SIGINT world. She was top tier, so good at analysis and so good at Arabic. She was one of those people who everyone gravitated toward."

During the ceremony, both Conrad and Kent were memorialized on a plaque, their names added to 295 other DLIFLC graduates who gave their lives in service to their country.

Brig. Gen. W. Shane Buzza, commanding general of the 91st Training Division in Fort Hunter Liggett, California, was the guest speaker for the ceremony. He also honored two service members from his own unit, highlighting their service and memory.

"On this day, and every Memorial Day to follow," Buzza said, "we will remember." ●

Right: Brig. Gen. W. Shane Buzza, commanding general of the 91st Training Division in Fort Hunter Liggett, California, speaks during the Memorial Day ceremony May 23. (Photo by Natela Cutter)

Below: Service members at the Presidio of Monterey present arms during the Memorial Day ceremony on Soldier Field. (Photo by Natela Cutter)

"On this day, and every Memorial Day to follow," Buzza said, "we will remember."





Pyeatt Barracks dedication ceremony
March 1. (Photo by Natela Cutter)



PYEATT BARRACKS

HONORING FALLEN MARINE

By Joseph Kumzak
Presidio of Monterey PAO

The Marine Corps Detachment hosted a memorialization ceremony March 1, to dedicate its new barracks to a fallen Marine and Defense Language Institute Foreign Language Center alumnus.

The Presidio is lined with buildings dedicated to distinguished individuals in recognition for their courage, heroism and selfless service — such as Taylor Hall, Rasmussen Hall and Nakamura Hall.

Pyeatt Barracks is the Presidio's newest building dedicated to Marine Sgt. Lucas Pyeatt who was killed in action Feb. 5, 2011, in Helmand Province, Afghanistan.

“For the next few decades every Marine who comes through DLI will live in these barracks. And every day when they come and go, they will walk past that plaque and see Sgt. Pyeatt’s picture and citation and be reminded of what he did ... this will inspire Marines for years to come,” said Lt. Col. Jason Schermerhorn, Marine Corps Detachment commander.

Pyeatt studied Russian at DLIFLC from June 2008 to June 2009 and graduated from the Russian Cryptologic program Sept. 11, 2009. Upon graduation, he was assigned to the II Marine Expeditionary Force Headquarters Group, Camp Lejeune, North Carolina.

He was on his first deployment in Afghanistan for only two weeks before he volunteered for the mission that cost him his life.

“I know I can’t go on every patrol, but I need to go on the first one so I know what my Marines are going through,” he told a fellow Marine as they prepared for the mission.

Pyeatt was posthumously awarded the National Intelligence Medal for Valor. Former director of National Intelligence, James R. Clapper, presented the award to

Above: Parents of Sgt. Lucas Pyeatt unveil the plaque at the new Marine Corps barracks dedicated to their son at the Presidio of Monterey. (Photo by Joseph Kumzak, Presidio of Monterey PAO)

his parents June 29, 2011.

“He ensured that each one of us was taken care of and that we knew that this was our new family,” said Staff Sgt. Anish Parmar, Pyeatt’s former teammate. “Luke was just an all-around happy person and always strived to be better. Luke didn’t become famous because we lost him in Afghanistan, everyone knew him before then.”

Pyeatt’s parents, Scott and Cindy, traveled from Ohio, while his uncle came from southern California, to attend the building dedication.

“We are so grateful that the Marine Corps cared enough about our son to remember him, and the linguists that come after him will know his story,” said Cindy. “We appreciate all of the work that went into this ... everyone here has jumped through hoops to get this ready. The Marines will be moving in soon and they are very excited.”

The four-story barracks has 160 rooms — each with a kitchen, bathroom, and individual bedrooms for two occupants.

“I think it is so cool that his memory will never die,” said Giada Bleeker, Pyeatt’s close friend and fellow Marine. “He had an impact on so many people, and now he will continue to impact so many future Marines in a positive way.”

Jay Tulley, Presidio’s energy manager, said the building is designed to be environmentally friendly, conserve energy and reduce costs. Included are high-efficiency heating units, an energy-recovery ventilation system, LED lights and a solar-thermal heating system.

“The building will consume half the energy per square foot than the average barracks on the Presidio,” he said. ●



Marines from the Presidio of Monterey gather to dedicate a building in honor of fallen linguist Sgt. Lucas Pyeatt. (Photo by Natela Cutter)

A PATH TO FREEDOM

One man’s journey to becoming a citizen of the United States

By Tammy Cario
DLIFLC Public Affairs

The words inscribed at the feet of Lady Liberty, “Give me your tired, your poor, your huddled masses yearning to breathe free...,” might well have been written with someone like Waseem Abdo in mind. He, along with 24 other applicants, officially became citizens of the United States in a naturalization ceremony held at the Presidio of Monterey March 7.

“Honestly, I feel like I have never been a citizen of any country,” Abdo said from his office at the Defense Language Institute Foreign Language Center where he works as an Arabic language instructor.

Abdo escaped from Syria in 2011 after being persecuted by the government and experiencing detention and threats to his life. Despite growing up in such a beautiful part of the world, a lot of the regime’s ideals didn’t mesh up with what he inherently believed.

“I’ve always been passionate about freedom and freedom of expression. Back in the day, when I tried to do journalism in Syria, I had a lot of difficulty expressing myself because we lived under a dictatorship for a long time,” he said.

Two of Waseem Abdo’s military students congratulate him after his naturalization ceremony held at DLIFLC March 7. (Photo by Natela Cutter)



Waseem Abdo pledges allegiance to the United States during his naturalization ceremony March 7. (Photo by Natela Cutter)



Expressing himself led to harassment by the Syrian government, especially when he worked as a media advisor for the American Embassy.

“You can’t keep a secret in Syria, so everyone knew about it,” Abdo said. “I got arrested twice for the sole reason of my position at the Embassy. I was tortured.”

Thanks to the ambassador at the time who intervened, Abdo was released. “It wasn’t a good idea [for me to stay] because I knew as soon as the Embassy shut down, they would come after me again. So, I had to leave.”

In 2011, when the war broke out in Syria, Abdo and his family fled to different parts of the world. Because of his job with the American Embassy, he was able to come the United States, apply for asylum and get his green card.

“It’s a huge step for me,” Abdo said of the naturalization ceremony.

“I feel like I’m going to be a citizen for the first time ever.” He added, “I owe this country for when they got me out of prison. I owe this country for the opportunity to have a safe and free life. I owe this country for having the right to express myself the way I want without being judged or persecuted.”

Abdo has been in the U.S. for eight years. Becoming a naturalized citizen on Thursday was the last step in a long journey.

“This is icing on the cake. Now I’m going to be able to vote. I’m going to feel even more loyal to this country. This is my nation. I’ve always had the feeling that this is my nation – but now it’s official!”

Three of his students stayed late after class to watch the ceremony and cheer their teacher on.

“He’s one of the smartest individuals I’ve ever met,” Seaman Kiersten Stone said. Speaking for herself and the two other classmates at the ceremony with her, she said, “We are extremely honored to call him a fellow American.” ●



Language Day

Thousands come to Language Day; learn the international language of dance

By MPAO, DLIFLC

More than 6,000 people attended Language Day, an annual event hosted by the Defense Language Institute Foreign Language Center held at the Presidio of Monterey, May 10. Tents with different country demonstrations and international food covered Soldier Field while cultures from around the globe were on display on the field and in the classrooms.

Once a year, the Presidio opens its gates in welcome to visitors from far and wide to showcase what the students here are learning in language, culture and communication. One of the main elements of Language Day are stage performances, the majority of which are dances. If over 70 percent of communication is nonverbal, then dance is the international language that transcends all barriers.

Detlev Kesten, associate provost for academic support and co-emcee for Language Day for the fourth year running, thinks dance is a way to show how much people have in common. "To me, dancing and music brings people together. You can dance along as well as sing along, even if you don't know the words. That's what brings you closer to the culture and to each other."

The visitors, which included students, educators and visitors from all over California and more than a dozen other states, were able to watch over 50 stage performances, most of them traditional dances. Because the instructors represent more than 90 different countries, the richness of the dances goes beyond the 16 languages taught at DLIFLC.

Even if the story lines might vary by culture, the emotions and ideas that play out in dances are universal. It's

often a way for a historic event to be passed down from generation to generation, much like using oral history only with body movements.

Seaman Apprentice Alexis Nichols, a student with DLIFLC studying Egyptian Arabic, was one of the performers for Language Day. She explained how belly dancing is more than just entertainment. "It can be for entertainment, but it can also be fast or slow, more sensual or more energetic. Belly dancing definitely tells a story." The dance they performed for Language Day, involving men and women, was a love story from Egypt.

Dance is often a gateway that connects the student to their language's culture, something that is inextricably linked to each other. Along with spending six hours a day, five days a week learning the language, the students and the teachers work several months in advance to learn the choreography for their performances.

"Language Day is an opportunity to show off. A lot of our students and our teachers are pouring their heart and soul into the teaching and learning in very small groups. That's not seen by a lot of people," said DLIFLC Assistant Commandant, Col. Wiley Barnes. "This is an opportunity to demonstrate the hard work and some of the fruits of the labor that happen behind the scenes in the classroom day in and day out."

The Army Language School Festival debuted here on April 25, 1952. Its purpose was celebrating diversity of languages and cultures highlighting dances, skits and music from various countries. ●

Soldier Field was busy with visitors May 10, for Language Day 2019. Now in its 67th year, Language Day is hosted by the DLIFLC at the Presidio of Monterey every year.

(Photo by Joseph Kumzak, Presidio of Monterey PAO)



(Clockwise) Korean Fan Dancers, a traditional dance from Mexico, an Arabic performance, and the Chinese Dragon Dance, were only a few of the more than 50 performances carried out on stage. (Photos by Joseph Kumzak, Presidio of Monterey PAO)



DLIFLC Commandant, Col. Gary Hausman, leads a formation of multiservice members during a Commandant's Run March 29 on the Presidio of Monterey. Service members also participated in a Commander's Cup, a friendly competition, prior to the run. (Photos by Natela Cutter)



COMMANDANT'S RUN

RUNNING WITH DLIFLC'S COMMANDANT



Podcast host Tammy Cario conducting an interview (Photo by Leonardo Carrillo)

NEW PODCAST COMES TO DLIFLC

Welcome to DLIFLC's new podcast called DLIFLC Lingo! We've done a six-part series titled "Oh the places you can go (with DLI)," which tells the behind-the-scenes stories of history that our alumni have experienced in their jobs as military linguists. It is also meant to vividly illustrate how language learning can take you to places you might never have been able to reach otherwise, both during military service and after.

As past students can attest, studying at DLIFLC can be stressful. It has been likened to drinking water from a firehose. DLIFLC Lingo is meant to be a message of hope for our

students, giving them the confidence they need to survive one of the longest and most difficult training pipelines in the military.

Our host, Tammy Cario, has a message for students: "The language might not all make sense now. You might feel like you're drowning. These are stories about people who felt like they were drowning too. But they kept at it and went on to have extraordinary experiences. If you keep pushing through, that can be you, too. So don't give up! We're rooting for you."

Catch her on our podcast at: soundcloud.com/dliflc

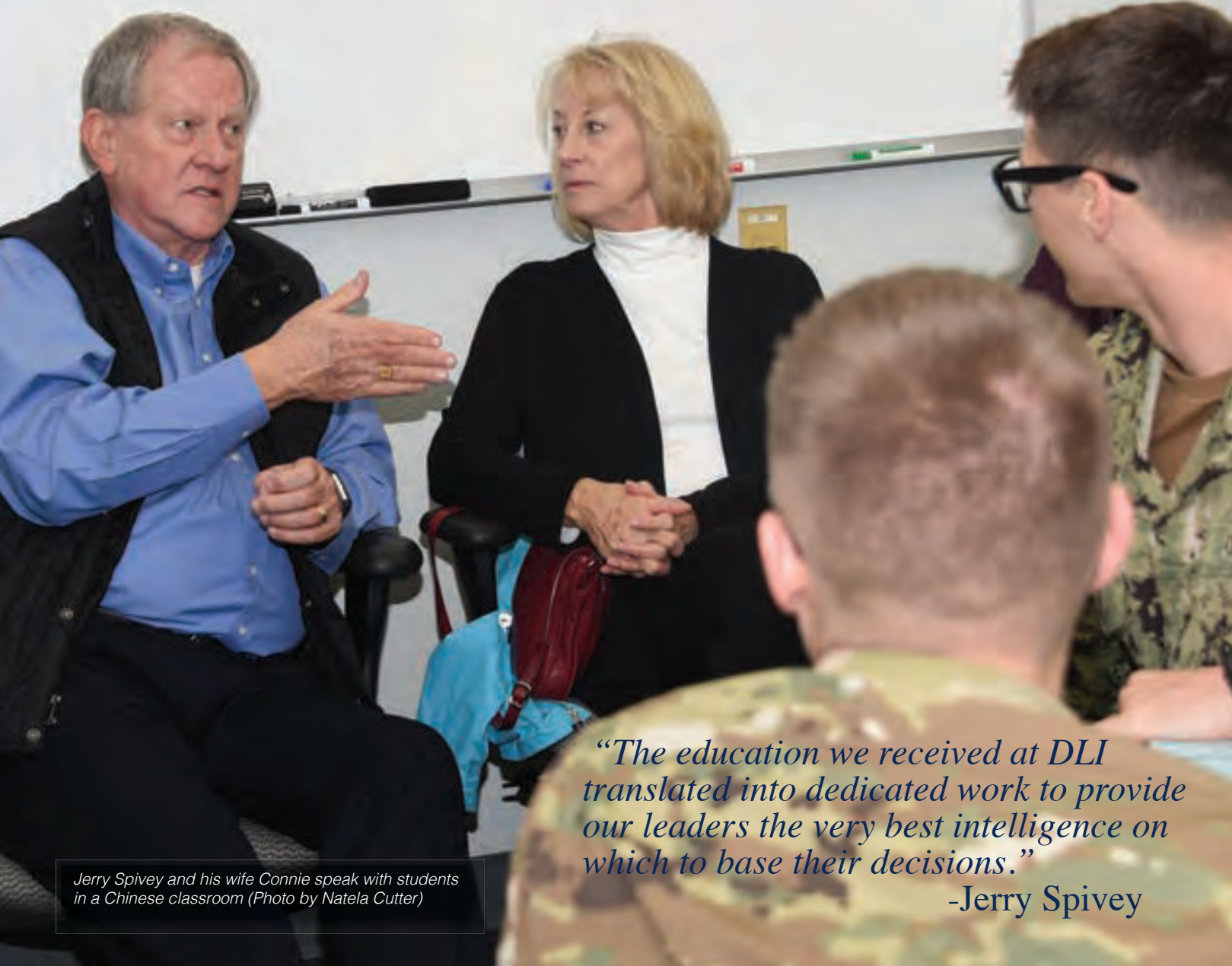
FRIENDSHIP

Reconnected at DLIFLC

By Tammy Cario
DLIFLC Public Affairs



Vinnie Zinck (left) and Jerry Spivey walk around DLIFLC to see how much the Presidio of Monterey has changed in the last 50 years. (Photo by Natela Cutter)



“The education we received at DLI translated into dedicated work to provide our leaders the very best intelligence on which to base their decisions.”

-Jerry Spivey

Jerry Spivey and his wife Connie speak with students in a Chinese classroom (Photo by Natela Cutter)

“You started 50 years ago last week,” Jerry Spivey said to Vinnie Zinck who was sitting across a classroom full of students at the Defense Language Institute Foreign Language Center Jan. 14, “and I started September or October of ‘68.”

Despite both attending the then Defense Language Institute West Coast Branch at the same time during the late 1960s, the two didn’t meet until they were stationed in Taiwan during the Vietnam War.

“We lived in the same neighborhood in Taiwan right outside of Taipei. We just reconnected on a new thing called Facebook,” explained Spivey, a native of Georgia. The two had lost touch after going their separate ways, only to reunite, first on Facebook and then face-to-face in San Francisco where Zinck and his wife live, more than 40 years later.

“Most of us who had graduated from college were afraid of

getting drafted and getting sent to Vietnam in the infantry. So, we figured the odds were better if we enlisted,” Zinck explained to the students. “Back in the stone age when Jerry and I were here, there were two courses [for Chinese]. One was 39 weeks and one was 47 weeks. Jerry had the 47-week and I had the 39-week course.”

Later on, as they toured other areas of the Presidio of Monterey, Spivey told a story that encapsulated the difference between then and now.

“Every morning, we would get in formation at 8 o’clock. There was a platoon leader in front of four different platoons. The 1st Sgt. would walk down the steps of the mess hall, walk down in front [of us] and yell, ‘Report!’ The four platoon leaders would salute the 1st Sgt., saying ‘All present and accounted for’... and then the 1st Sgt. would yell, ‘Dismissed!’

“One particularly foggy morning,” Spivey continued, “it



was thick as it could be. We’re all standing in formation waiting for the 1st Sgt., looking at our watches. He was late. I mean you couldn’t see 10 feet in front of you. And all of a sudden, we hear, ‘Report!’ And the first platoon leader looks and yells, ‘All present and accounted for!’ All four of [the platoon leaders] went down [the line]. Then somebody yells, ‘Dismissed!’ We started walking over to the classroom and [then saw] the 1st Sgt. walking down the mess hall steps. Someone had impersonated the 1st Sgt.”

Back to the classroom visit, Zinck began by speaking in Chinese Mandarin to the students before switching over to English. “When I got out of the Army, I continued my Chinese and got my master’s degree in East Asian language and literature at Indiana University... after that I got my MBA in finance and started working for Chase Manhattan Bank in New York. They sent me to Hong Kong, which was supposed to be for six months and I ended up being there for 10 years.”

After returning to the States, Zinck spent the next 12 years traveling back and forth between New York and Asia. It was a major shift of focus, considering that before he joined the military, Zinck had no idea he had a propensity for foreign languages.

“Every night [at DLI] we had to memorize a conversation. And the first hour every morning we would pair off...and repeat the conversation from memory. Obviously as the course went on, the conversations went longer and longer and longer. But that’s really what I felt built up the fluency because you didn’t have to think about that translation process in your head. From the very first day, you heard yourself speaking the language.” It was a trick he used as he went on to learn Italian and Japanese.



Their visit had a dual purpose – not only did they get to revisit their old stomping grounds, they were able to offer the students hope that the day-to-day grind of the classroom work was worth it. “I hope you guys realize the opportunity,” Zinck told the service members in the classroom. “Whether you use the Chinese like I did after I left the Army...it’s still something that changed our lives. You guys have a great opportunity.”

Spivey, too, thinks that learning Chinese was a life-changing experience. “DLI remains a unique experience and it being in Monterey doubles the impact. Although we didn’t have drill sergeants to ‘encourage’ us, our classes back in the late 60’s took seriously our task. The education we received at DLI

translated into dedicated work to provide our leaders the very best intelligence on which to base their decisions.”

The common thread running through their lives was DLIFLC and their time in the service. It is what brought them back in touch again.

“For whatever reason, a New Yorker and a Southerner became friends in Taiwan those many years ago,” said Spivey. “We experienced a 47-year interruption in that friendship. Yet when we saw one another again, the friendship went on never missing a beat.” ●

Listen to DLIFLC’s podcast on: soundcloud.com/dliflc

Above: Vinnie Zinck and his wife Liz pose with longtime friends Jerry and Connie Spivey in front of the current school’s language sign. Below: Vinnie Zinck (left) and Jerry Spivey speak with a drill sergeant in front of one of the schools at the Presidio of Monterey. Drill sergeants did not exist at DLIFLC 50 years ago. (Photos by Natela Cutter)



BE CAREFUL WHAT YOU WISH FOR

By Natela Cutter
DLIFLC Public Affairs

“We had zero idea what we were going to do when we showed up for work... Coming out of the Persian Farsi program [at DLIFLC] we thought we knew it all, but — we knew nothing,” said Michael Ruhm.

Be careful what you wish for if you’re a Defense Language Institute Foreign Language Center graduate! You could easily end up catapulted into a world crisis where leaders are clinging to your every word, making crucial national security decisions based upon the information you provide them.

Such is the story of three Persian Farsi language graduates who in the summer of 1978 found themselves working on one of the most historically important political turning points in the Middle East – the Iranian Revolution.

“We had zero idea what we were going to do when we showed up for work...Coming out of the Persian Farsi

*Illustration showing the political turmoil and hostage crisis in Iran in the late 1970's.
(Photo illustration by Leonardo Carrillo)*

program [at DLIFLC] we thought we knew it all, but — we knew nothing,” said Michael Ruhm, to a large a group of multiservice Persian Farsi linguists.

Along with his two former classmates, Donald Huntington and Michael Sherman, and former boss Thomas Chesno, Ruhm visited the Persian Farsi School Feb. 21, at the Presidio of Monterey, as part of an alumni reunion, incidentally coinciding with the 40th anniversary of the Iranian Revolution.

“We went from knowing nothing...to the White House situation room calling and saying, ‘Hey, what’s going on?’ And we had to fall back on what we learned in Monterey,” Ruhm explained, remembering that he had received an urgent call at 7 a.m. to come to work after a long night out on the town.

The political situation in Iran spiraled out of control and a religious revolutionary anti-Western group, led by Shia cleric Ayatollah Khomeini, overthrew the 2,500 year-old monarchy. With growing distrust toward the U.S., in November 1979 the American Embassy was stormed and 66 Americans were taken hostage. Their ordeal would last 444 days.

Just four days after receiving the call, Ruhm found himself aboard the USS La Salle, where he would take a helicopter every day to fly up the Persian Gulf, closer to Iranian flight space to pick up more communications about the hostage crisis.

“In 1979, things were extremely in disarray in Iran,” said Chesno, telling students that as the supervisor he not only dealt with the intricate details of the crisis, but was also charged with the wellbeing of his assigned Airmen.

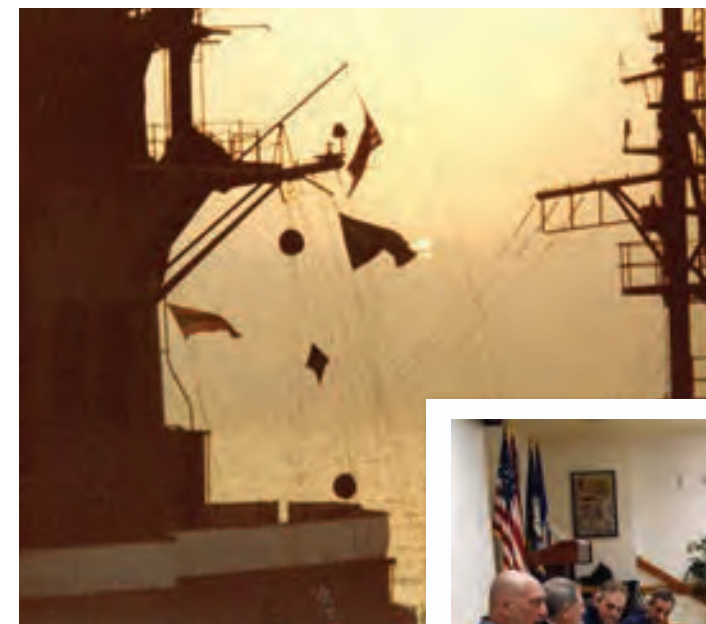
“Michael [Ruhm] was asked to fly each day,” said Chesno, recounting how he went to the Air Force to ask them for

flight pay. “And they said ‘He is not flight qualified, so he can’t have flight pay.’ And I said, ‘But he is flying every day,’ and they said, ‘No, he is not!’” The room of students rolled with laughter.

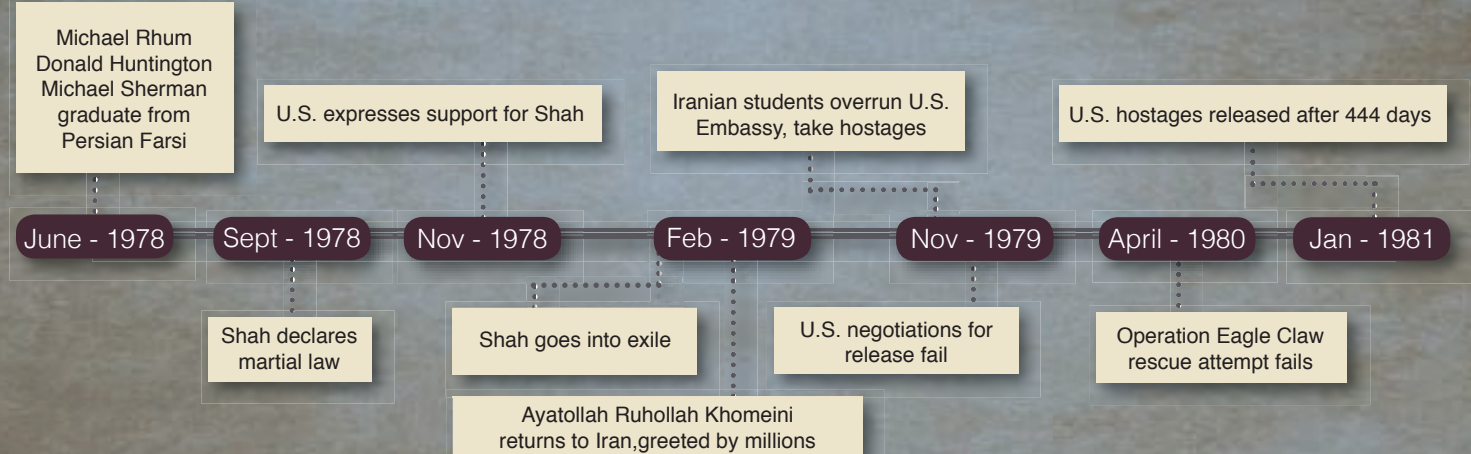
After being told he would spend three to six weeks on a ship, Ruhm was moved from ship to ship as one of the most qualified linguists available, spending a total of 238 days at sea.

“Every time the La Salle pulled into Bahrain they said ‘Oh, no you don’t!’ and I saw no land, not once,” explained Ruhm adding that there was a special system for “cross-decking” him, or moving him from ship to ship. “They pulled you on a cable and chair, sometimes underwater...”

While Ruhm’s classmates went back to their normal DLIFLC Persian Farsi alumni, from left to right, Donald Huntington, Michael Sherman, Thomas Chesno, and Michael Ruhm speak with students during a classroom visit at DLIFLC. (Photo by Natela Cutter)



HISTORICAL OVERVIEW - IRAN CRISIS



lives after enlistment, Ruhm continued working for the government for the next 34 years, 32 of which were spent outside the United States.

“You just don’t know when you are going to get the next phone call and where it will take you,” Chesno told the students, advising them to learn not only the language and vocabulary, but also understand the culture. “Your training will never ever stop...you need to know what the words look like when they are abbreviated or cut short in a conversation...”

Having worked in the intelligence community for 50 years, Chesno offered to students that their skill set would always be in high demand. “You guys aren’t going away. When it comes down to the final decision on things, you are the folks we need in negotiations, you are the folks we need when we find papers in the pockets of terrorists...”

As for Ruhm, his career took him to dozens of countries

and he learned at least six more languages.

“I had the opportunity to visit such garden spots as Somalia, Pakistan, Iraq, Lebanon, Tunisia, Kuwait, El Salvador,” he said. “And each time I got the call, I said ‘sure, how much worse can it be?’”

For a guy who played in a rock band and had a part time chimney sweep job at 19, Ruhm says that learning Persian Farsi took him a long way. “Farsi is my first love and I still think it is the most beautiful language spoken out there.” ●

Listen to DLIFLC's podcast on: soundcloud.com/dliflc

A series of photos from Donald Huntington (bottom right) depict his time in the Persian Gulf during the Iranian Revolution and hostage crisis in the late 1970s, early 1980s. (Center) Huntington speaks to Persian Farsi linguists at DLIFLC, along with his former colleagues, Thomas Chesno, Michael Ruhm and Michael Sherman.



WITNESS TO THE BERLIN WALL

By Tamara Cario
DLIFLC Public Affairs

The first time I met Henry Klaput, the 89-year-old was checking the mail when I pulled into his driveway. Though he was walking carefully, the dappled sun did little to hide his straight, broad shoulders and neat appearance. Understated and confident, Klaput and his sharp-as-a-tack wife, Maxine, have lived in Carmel, California, for over 40 years. After we'd settled into their cozy living room, Klaput began to share his military experience.

"I was mostly infantry," he began, speaking of his Army career and when he joined. "I was only 18 years old at the time. I still needed my mother's signature to get in the service. Which was a long time ago, 1948."

When Klaput retired from the Army 20 years later in 1968, he'd been through two major conflicts and countless skirmishes. He joined just two years before the Korean War began and retired after a tour in Vietnam.

I asked him about his decorations. Casually, like it was no

big deal, he said he had a purple heart and several bronze stars.

I repeated back to him in surprise, "Several bronze stars?"

He just shrugged, as if being awarded for valor or meritorious service during combat multiple times was not something to brag about.

It was ten years into his career with the Army, while stationed at Fort Ord that Klaput looked into learning a language at the Army Language School, or Defense Language Institute Foreign Language Center, as it is now known.

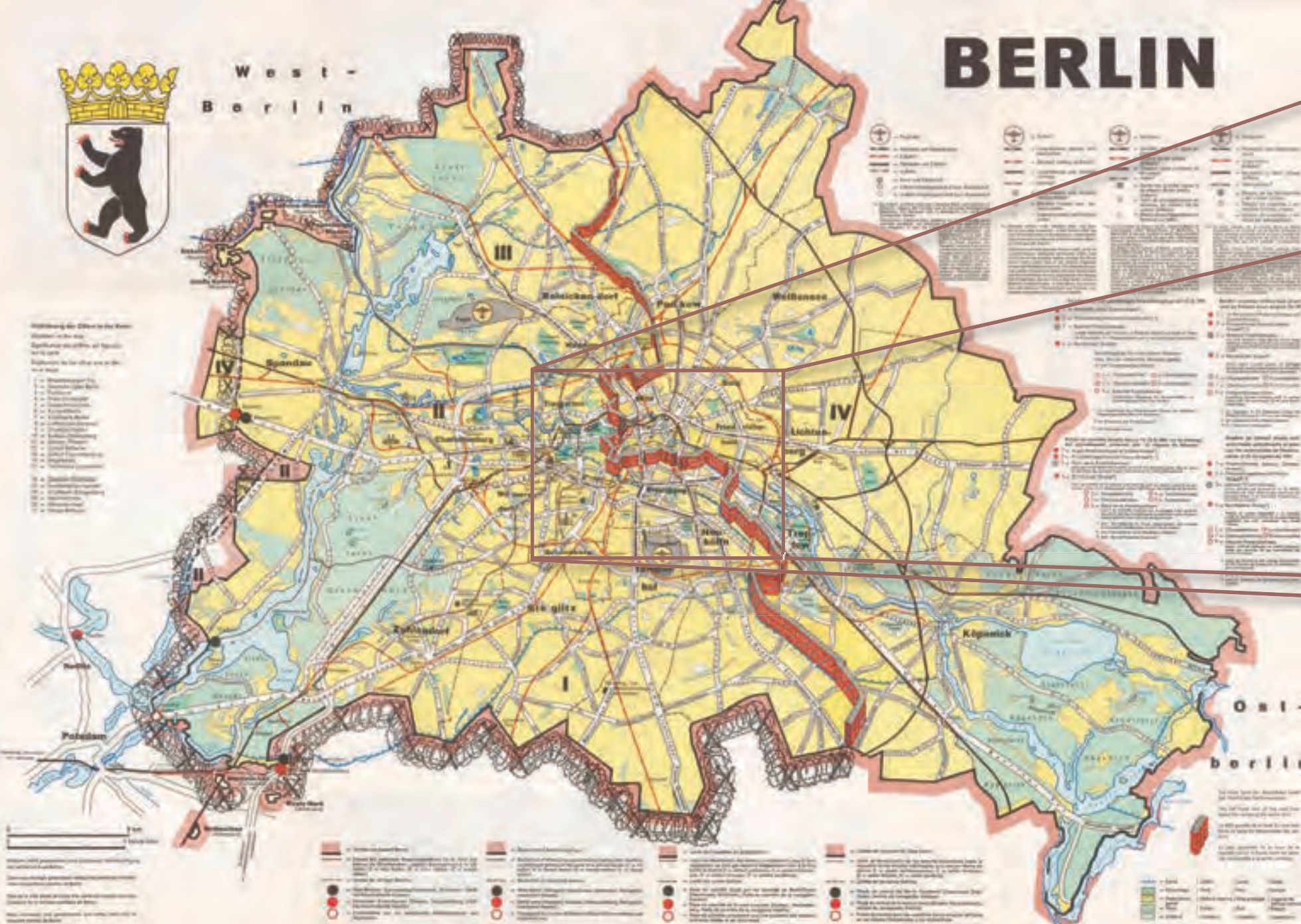
"When I was 1st Sgt. of a company at Fort Ord, later on I became an operations sergeant. I checked with the intelligence officer and asked him how hard would it be if I went to DLI? He checked on it and said, 'We can put in the paperwork. What do you want to do?' Well, I'll put in for Polish. Polish was my second language at the time. But

Henry Klaput shows his awards received during his military career at his home in Carmel, California.
(Photo by Leonardo Carrillo)



West-Berlin

BERLIN



Above right: A closeup of the map shows Checkpoint Charlie which exists to this day as a historical landmark.

when the orders came down, they put me into Russian.”

After graduation, in 1960, Klaput was stationed in Berlin. He wasn't sure he would get the chance to use his language much as a 1st Sgt. It wasn't until the Soviets put up the Berlin Wall in 1961 that Klaput was called on to be a translator.

“The colonel would look at me and say, ‘Okay, Klaput, go put on your blue suit’ and off you go. I was interpreting for the State Department... At times I would be interpreting for the Provost Marshal's office when he [colonel] would discuss things with the Soviets in East Berlin. We would go there and I would interpret for him there. [Then] we would come back and discuss it.”

He was also a convoy leader for the Soviets traveling

through Ally-occupied West Berlin to the rest of Soviet-occupied East Germany.

“Each one of us would lead a convoy once or twice a week because they [the Soviets] would send troops across just to keep the Autobahn open between the two sectors. It was the only way for them to get through.” ●

Above left: The Berlin Wall, the most prominent symbol of the Cold War era, was constructed August 13, 1961. This map illustrates the isolation of West Berlin within the Eastern Bloc. Barbed wire and fence barriers were hastily constructed to prevent the brain-drain and economic deterioration.

Listen to DLIFLC's podcast on: soundcloud.com/dliflc

Right: Henry Klaput was one of the first Russian linguists to escort Soviet military vehicles and personnel across Checkpoint Charlie. The Cold War would last until the fall of the Berlin Wall Nov. 9, 1989. (Photo courtesy Henry Klaput news clippings archive)



AMERICAN ESCORT—A U.S. MP car leads a convoy of Russian armored cars back from the Soviet war memorial in West Berlin and turns on Friedrichstrasse. The Russians were held up at Checkpoint Charlie for 43 minutes before the trip. —S&S by Schuettler

Soviets Accept Escorts After Checkpoint Delay



Warrior Linguist Ranger Educator

By Tammy Cario
DLIFLC Public Affairs

Sgt. 1st Class Matthew Peterson writes on a white board while teaching a Pashto class.
(Photo by Leonardo Carrillo)

Sgt. 1st Class Matthew Peterson is a two-time graduate from the Defense Language Institute Foreign Language Center in the Pashto basic and intermediate courses. Far from being your standard linguist, Peterson's determination to do something different with his life led him to work with the 75th Ranger Regiment, headquartered at Fort Benning, Georgia. There, he was able to use his language directly assisting the NATO-led Operation Resolute Support.

“I knew it was going to be a fun place to work, where I’d be able to do stuff I wouldn’t be able to do anywhere else.”

-Sgt. 1st Class Matthew Peterson



This is an edited version of an interview, later made into an episode of the DLIFLC Lingo podcast series “Oh the Places you Can Go (with DLI).” The interview has been edited for clarity and space.

What drove you to become a linguist with the Army?

So, Pashto was the third foreign language that I learned. I was an Asian major in college, focusing on Japanese and Chinese. I also studied linguistic anthropology, so I kind of came in at an advantage. I didn’t know what else to do. They canceled my degree program so I was looking at my options. My father was a retired colonel, so I knew that the option was there. I still wanted to do something with languages, you know that’s a passion of mine. The Army told me I could learn Pashto and that they didn’t need Japanese. So that’s how I ended up in Pashto.

But you didn’t start as a linguist.

I joined the Army in 2008 as a human resources specialist knowing that I wasn’t going to stay there. I couldn’t get a top secret clearance coming in. The Army told me I could get a secret and do this job for now and then after a few years, I could reapply, get a top secret, and then switch over. So that’s essentially what I did.

What made you want to work with the 75th Ranger Regiment?

I just liked that they trained hard. Their SIGINT (Signals Intelligence) group is really small. It’s just one small platoon. I had known the guys before and liked them. We just meshed really well. I knew it was going to be a fun place to work, where I’d be able to do stuff I wouldn’t be able to do anywhere else.

What is one way you were able to use your language?

I showed up at this out station and one of the first things they asked me to do was sort of vet the civilian linguists they had. They had hired a couple of locals to help them monitor radios and just radio chatter in the area. I guess it’s well known that you can get paid per language since there are so many languages spoken in Afghanistan. A lot of guys will come in and say, “Yeah, I speak Dari, Farsi, Pashto,” and they’ll get paid for each one. But the guys I was working for, they weren’t really confident that these interpreters were doing their job, so they just asked me to not let anyone know that I spoke Pashto and just listen and see. Turns out there was only one guy out of the three who actually spoke Pashto. ●

Listen to DLIFLC’s podcast on: soundcloud.com/dliflc

Left: A Ranger from 3rd Battalion, 75th Ranger Regiment, on patrol in Kandahar province, Afghanistan, Feb. 26, 2011. (U.S. Army photo by Sgt. Brian Kohl)



Above: Sgt. 1st Class Matthew Peterson listens to a question posed by one of his students at DLIFLC. (Photo by Leonardo Carrillo)

John Sullivan: LOURDES CENTRAL SIGINT COMPLEX



In 1990, John Sullivan, after finishing up his four years in the military as a Russian linguist and getting his degree to become a lawyer, was able to use his language to conduct business in the countries of the former Soviet Union, visiting places such as Moscow and Odessa. (Photos courtesy of John Sullivan)



By Tammy Cario
DLIFLC Public Affairs

John Sullivan attended DLIFLC in 1977 and graduated from the Russian program. His four years in the Army gave him several brushes with history, events that affect us to this day. This is an edited version of an interview, later made into an episode of the DLIFLC Lingo podcast series "Oh the Places you Can Go (with DLI)." The interview has been edited for clarity and space.

What brought you to DLIFLC?

It was just luck and a blessing. I had decided to enlist in the Army. I was living in central Minnesota and walked into the recruitment office and had no idea what I wanted to do or what was possible. He must have noticed that I had studied a lot of foreign languages in high school and college

because he had me take this aptitude test. Apparently, I aced it.

I went through Basic Training at Fort Leonard Wood in the summer of '76 and my new bride and I drove out to the Presidio from there. Our car died in the middle of nowhere in Nevada and we caught a greyhound bus to Monterey with all of our earthly belongings. That was on the weekend of the Monterey Jazz Festival. So there was no place to stay on the entire Peninsula. We ended up sleeping in our sleeping bags on the beach that first night. Yeah ...70s!

Where did you go after you graduated from DLIFLC?

I was assigned to Field Station Augsburg in Germany. I was very fortunate. I actually got to listen to Russian every

day for the two years I was in Augsburg. I was in a position that was mostly targeting Czechoslovakia. Both the Soviet troops and the Czech troops there. And I got to a position where almost 90% of what I was hearing was Czech. I decided that either I am going to go crazy just listening to something I don't understand or I'm going to learn this. So I ordered the books and the tapes from DLI to learn Czech and taught myself Czech over in Germany and I didn't go crazy. It was very rewarding.

At the end of that two year tour, I was reassigned to Fort Hood, Texas. That was for my last nine months before I separated. And almost the entire time I don't recall being there for more than a month. I was TDY the whole time.

First, they assigned me for most of the winter to the Naval

Air Station in Key West where I was tasked to intercept radio communications of a Soviet brigade in Cuba. We were going up in the kind of planes the Army Security Agency used in Vietnam. We would go up and listen to hear what we could hear. There was a Spanish linguist sitting next to me in the little plane. We did that every day for a couple months I recall in '79.

Then, my final assignments were to Okinawa and Misawa in northern Japan. That was in the spring of 1980. I think it was for a few months. We were able to intercept Soviet communications when they first invaded Afghanistan. That was a very unusual opportunity, to do my job and be actually intercepting live combat situations. ●

Listen to DLIFLC's podcast on: soundcloud.com/dliflc



Runners pause for a photo op after the Teal Run, a Sexual Assault Prevention Response event, held at DLIFLC. (Photo by Natela Cutter)

The road to healing starts with teal

By Tammy Cario
DLIFLC Public Affairs

In honor of Sexual Assault Awareness Month, the National Organization for Victim Advocates named Defense Language Institute Foreign Language Center's own Dawn Holmes, a sexual assault prevention and response victim advocate, Exceptional Military Victim Advocate of 2019, in a ceremony held in Washington, D.C., April 11.

"I was overwhelmed with winning the award," Holmes said. "I hope that it brings attention to what I do and how prevalent the problem is, especially in the military."

When Holmes arrived at DLIFLC in 2017, she already had four years of experience with SAPR in the military and 16 years as a victim's advocate in total. Having

worked as a victim advocate in the civilian sector and with the Department of Defense, Holmes has noticed a major difference between the two.

"I can't count the number of victims I've worked with, whether it be DOD civilians, military dependents or active military or veterans. But I can count the number of victims I've worked with who were not also victims of previous childhood sexual trauma. Only one."

To Holmes, this means people are using the military to get out of some ugly situations and improve the conditions of their lives. Many feel empowered once they join the military and discover all the things they are capable of. But, she added, the military can also be an

incredibly stressful time. "Life-changing events are a trigger to trauma," she said.

With that understanding, it became Holmes' goal to connect students with each other in a program called Teal Ropes.

"Teal Ropes is a peer-to-peer advocacy for SAPR on post," explained Airman 1st Class Emilee Kemmerer, an Arabic Levantine student and president of the Teal Ropes program at DLIFLC.

"Teal Ropes come together to become part of the solution, not the problem, to end rape culture and educate," Holmes explained. "They are there as a confidential resource to lead people to us. Not a victim advocate, but someone who says 'I will keep your secret. Let me take

you to someone who can help."

Kemmerer has been an active participant in the Teal Rope program since she arrived at DLIFLC in 2018. She believes being a Teal Rope member is one of the greatest things she's done for herself. "It's also one of the greatest things I've done to give back to anyone who needs it," she said. While it's an Air Force program, Kemmerer says it is open to all branches.

Teal Ropes are so named because teal is the color of the sexual assault awareness campaign ribbon and a rope, or aiguillette, which the Air Force uses to designate a service member who has had special training.

The Teal Ropes program at DLIFLC has grown from four members to its current membership of 29. One of the things Holmes did to encourage it was to foster other programs that encouraged personal interaction.

"We were in a staff meeting and we talked about walking by or driving by students waiting at the bus stop, with people all around them but they're all doing this," Holmes held up her phone to her face to illustrate the point that students are isolated from each other.

"I thought we can always hike. But who's going to come to a victim's hiking group? If they come, everyone's going to know they're a victim." But there have been numerous studies about how healing it is for people to get out into nature, she said. "We don't come together and say, 'Hey we're here to talk about sexual assault.' We just come together to hike."

Holmes attributes this and another program, Savory SAPR Sundays, with helping to raise awareness for the Teal Ropes, a group that meets every Tuesday for training.

Aside from supporting the Teal Rope program, Holmes also gives a three-hour

SAPR brief to all incoming Air Force students. She said people often come through who believe the briefing is not for them because they aren't rapists, so they tune it out. But, she said, the program isn't for sexual attackers.

"If I talk to (a rapist) all day for the next seven days, am I going to change their mind?" That's just not going to happen, she says. Instead, Holmes tells the crowd, "I'm here to change your mind, to get you involved."

It's her passion mixed with practicality that helped Holmes earn the NOVA award. In her experience, however, awards are only a small part of the picture.

"I've been so supported at DLI," she said. "The greatest compliment I ever got was someone here telling me, 'You make us better.' That is way more than an award." She added with a big smile, "Mission accomplished."●

A NEW Old Way

By Tammy Cario
DLIFLC Public Affairs

If you were to ask the average service member, chances are they would not equate military classes with a flexible learning system. The military, perhaps by definition, is rigid with rules and regulations. The Hebrew classroom here at the Defense Language Institute Foreign Language Center is very different.

"In Hebrew, every class will basically co-construct their own learning path with the teachers," said Yaniv Oded, chairperson of the Hebrew department. To illustrate, he pointed out that they use only two textbooks for the classroom. Other language programs, on the other hand, can use upwards of 14 textbooks and over 30 other required books. Oded believes theirs is a very tailored and flexible system that brings success.

"If the students control what they are doing, then they are more engaged. They are happier, they are less stressed," Oded said. Sometimes being in control is all that's needed, he added. "You cannot force commitment."

While he earned his master's degree, the idea to open up the rigid classroom schedule came gradually from a concept called Human Performance Technology, or HPT, a concept that was developed in the 1970s. HPT is a systematic approach to improving organizational success.

"The key model there is instead of analyze, design, develop," Oded said, as is done in a more typical curriculum, "it's more like rapid prototyping." This means they don't have one pilot model of a teaching method. A pilot has become political, he explained. "If you do a pilot and it succeeds, it means that others need to do it too."

Instead, they use methods he calls initiatives. "We literally produce more

initiatives than we can consume. Everybody does their own thing. And by everybody, I mean that the teachers cannot be the only decision maker. They do it together with another team and the students agree to it because they are part of that team too."

"It makes me a lot more interested in what we're going to do, knowing I don't have someone telling me what I need to learn. I can learn stuff that I'm interested in as well."

It works for Airman 1st Class Houston Howard, a third semester student at the Hebrew school. Hearing that he was part of building the curriculum motivated him. "It makes me a lot more interested in what we're going to do, knowing I don't have someone telling me what I need to learn. I can learn stuff that I'm interested in as well."

Dr. Hyekyung Sung-Frear, dean of the European and Latin American Language

School, which includes Hebrew, said that during student sensing sessions that she conducts there is a noticeable difference with the Hebrew students. "They are very energetic and excited about their learning. They are proud of their involvement in learning." Which is important, she added, because "you can't force enthusiasm."

This method of open architecture in the classroom works very well for the Hebrew department because they come together almost as a family. With this kind of curriculum, "we are taking a calculated risk and are trusting the teachers and students," Sung-Frear said.

Oded calls that kind of trust social capital. In HPT, Oded said, "they say you can change your behavior in one of two ways: you can do more training to try to change the person himself. Or you can change

Mansour Hussein, an instructor with DLIFLC, takes advantage of the sunny morning to teach his Hebrew students outdoors. (Photo by Natela Cutter)



Merl Joshua, an instructor with the Hebrew department at DLIFLC, talks through a classroom exercise with his students. (Photo by Natela Cutter)

"There is the notion that we don't forget things, we just lose the path to memories."

the environment. And the environment is usually easier to manipulate and will yield better results."

For example, in the Hebrew classrooms, they rely heavily on presentations rather than tests. This means there isn't such an emphasis on memorizing a list of vocabulary words. Most language classrooms have the students memorize a large vocabulary list every day, something Oded isn't big on. "There is the notion that we don't forget things, we just lose the path to memories."

For instance, Oded explained, say they wanted to do a presentation on economy. "What key words do you think you'll need to use? This is how they create their own dictionary. Neuroscience supports this. First, it decreases stress because you control your own learning versus everything surprising you." Second, he said, it helps the student retain the words. "It's suddenly so meaningful because they needed those words."

Oded explains it this way: "The notion is that every rule means one less decision. One less decision means people that are less engaged, less professional, less committed. If you control your own destiny, you are less stressed. You are prouder of your craft. You are more involved."

One might think this kind of teaching would breed chaos. Simply based on the consistently high scores the students receive when they take the final test, it doesn't breed chaos at all. In fact, over the last three years, the Hebrew school has consistently had top scores and one of the lowest attrition rates at DLIFLC.

The reason for this, Oded believes, is that this type of learning promotes independent thinking. "You want to do an initiative? Don't come to me for approval from above. Ask your team. Check that your students agree. Then go with it. Your whole orientation is toward the team."

Of course, that kind of approach to training sounds as far away from military training as you can get. When asked if Israeli culture played a part in what made the training successful, he said culture was part of it, but not all of it.

In Israel, he said, "they believe that the truth is in the argument. Everybody is engaged enough to argue, everyone is equal. So that's part of it." But, he added, there is more to it. You don't have to be Israeli in order to see the positive aspects of a less rigid structure in teaching. The HPT method is used by people in the business world who want to get a return on investment, Oded explained, and is applicable to everyone, not just one cultural group.

Seaman Charlene Johnson, a third-semester Hebrew student, took some college classes before she joined the Navy. She noticed a clear difference between her college classes and the Hebrew class. "I would say that colleges are more about lecturing you. They are just making you get the information that is going to be on the test. For our teachers [in the Hebrew program], they really don't teach to the test, they just teach us everyday things that we need to learn. I think that is why we're so successful." ●

LOVE IS IN THE AIR

By Tammy Cario
DLIFLC Public Affairs



They say life happens when you make plans. In the case of Michel Ashi and Marah Al-Masri, life happened when they didn't make plans.

"We both lived in Los Angeles," Al-Masri said, Ashi next to her at the table. "We never crossed paths. Never met at all."

That is, they didn't meet until 2016 when Ashi got a job as a teacher at the Defense Language Institute Foreign Language Center, working in the same building as Al-Masri, who is also a foreign language teacher. On Ashi's first day, Al-Masri had just come back from LA after a weekend spent celebrating her birthday and was telling the story to everyone in the room.

"I was listening and I cracked a joke," Ashi said. "She laughed and I felt like 'Oh she laughs at my jokes so that's a good sign.'"

Al-Masri said, "He cracked joke and I got it. I was the only one who actually laughed in the room." They both chuckled at the memory. "We hit it off from there. We became close friends."

With the two of them coming from a similar background – both originally from Syria – they became good friends who weren't dating each other. In large part because Ashi didn't want to get

married.

"I was very stubborn about being a bachelor," Ashi said. "Just because I lived very well. I didn't care whether I was going to get married or not."

Fortunately for them both, Ashi changed his mind after a year of them getting to know each other. "She was the right girl at the right time in the right place," he said.

They began dating. In May of 2017, Ashi proposed to Al-Masri much to her, and everyone's, surprise.

"I wasn't expecting it at all," she said.

When they put the proposal video on Facebook, their family and friends were very happy for them, Al-Masri said. "The comment we got was, 'Well you look cute together. You fit together.'"

Not everyone saw a future for their relationship. It's unconventional because he is a Christian and she is a Muslim.

Al-Masri said, "It's a taboo back in Syria. And even here."

Ashi agreed. "It's a taboo for some conservative families. [Marrying with different religions] is not very common anywhere in any society but specifically in the Middle East." He continued, "I didn't think of it much, but I mean, she's Muslim, I'm Christian, who cares? I don't care, I hope you don't," he said to Al-Masri.

She smiled at him. "No I don't."

"I mean, we live in America, so let's be more open," Ashi said.

The wedding will be in LA, where there is a large Syrian community.

"We love Monterey," Al-Masri said. "It's beautiful. People fly from everywhere to get married here and take pictures." But, she explained, because there is such a large Syrian community in southern California, Los Angeles has more Middle Eastern options available to them for the wedding.

They will be inviting friends and family

they've developed here at DLIFLC to be part of the wedding celebration. Their co-workers didn't have to push them into a relationship – it just happened naturally – but Al-Masri and Ashi are still grateful.

"I don't think we would have ever met," said Ashi.

"Or come across each other," added Al-Masri.

"If it weren't for DLI." ●

UPDATE: Ashi and Al-Masri were married in Los Angeles over Memorial Day weekend with more than 120 guests in attendance who flew in from six different countries around the world to join them in their celebration.

Michel Ashi and Marah Al-Masri, both foreign language instructors at DLIFLC, are all smiles after Ashi proposed to Al-Masri in Carmel-By-The-Sea, California. (Photo used with permission from Marah Al-Masri)

A VIEW FROM THE CLASSROOM

By Seaman Gehrig Geissinger,
Information Warfare Training Command
Monterey

The Defense Language Institute Foreign Language Center opens the field of view for those who had previously seen the world through a restricted lens. I am nearing the end of being fitted for my new world lens and already my surroundings have become so much clearer. But as we have all seen during quarterly deep cleans; as one part of a task becomes clearer, all other parts immediately seem less so. It is these ever-evolving clarities and obscurities that make the living curricula of DLIFLC so difficult, but so fulfilling. Being a student at DLIFLC has revolutionized my pattern of thought, my ability to think, and has shown me just how close to (or far from) understanding the world I really am.

In the four months leading up to my arrival at DLIFLC, I left my university, joined the Navy, went to boot camp, graduated, and transitioned from living

in a small, Central Kansas town of just over 7,000 to the language capital of the world: Monterey, California. The speed at which my world went from almost monocultural to vastly multicultural would give anyone whiplash. My visual field was now so wide that it was almost overwhelming. I was hearing about languages I did not even know existed, meeting people from the farthest possible reaches and from every upbringing, and even eating lunch amongst some of the greatest minds in the United States military.

Too often in today's news you hear of cultural clashes and toxic relations at the seam of two colliding cultures, but the environment of DLIFLC has shown me that harmony between cultures does exist, but only if the gaps between them are bridged with language. I do not believe there is any other place where I can, in my short walk to class, encounter conversations involving a wide variety of languages and practitioners of many of the world's major religions. As is the story at America's core, the ever-present aroma of the cultural melting pot is progress.

Over the course of students' work at DLIFLC one may not see many physical changes, but I assure you, the students

that arrived at DLIFLC are not the same ones that cross the stage and don the crowns. By living day to day in this immersive experience of learning from foreign professors, a completely new mindset is forged over the course of one's learning. The curriculum of DLIFLC, even though I am still quite far from finishing, has already torn apart and reconstructed my frame of mind for the world and for learning.

Firstly, the way I ask questions has changed. It is fascinating and invaluable to work with teachers who are from the countries and cultures that use my chosen foreign language. However, it becomes apparent early on that they do not always completely understand what I am trying to ask. There is a saying in the Russian schoolhouse, "у матросов нет вопросов," which translates to "Sailors have no questions," and, at the beginning of the course, this is unfortunately true. But the saying does not persist, as we have adjusted our interrogative methods to accurately pinpoint the exact information we need, immeasurably enhancing our learning experience. Furthermore, DLIFLC has shown me the most important of all the question words: why. The biggest secret we

uncover throughout our learning is the why behind behavior in other cultures. It is this "why" that, within itself, answers all other questions you may have. It is answering this "why" that raises one's proficiency to a professional level. Simply knowing what a group of people does is only the surface of knowing them, but to know why they do it, is true cultural fluency.

DLIFLC has shown me firsthand just how attainable the outside world is with the power of language. As I write this, I am wrapping up my immersion experience in Daugavpils, Latvia. To say it has been life-changing would surely shortchange the experience, but rather it has been life-enhancing. Over the course of this month, I have experienced in real time the countless boundaries that are shattered through hard work and knowledge of one's craft. The DLIFLC mindset of searching out needed information even led me to learn the names of pizza ingredients in Latvian so I could read the menus more effectively. As silly as that sounds, we students of DLIFLC find our motivation in the most abstract places. Ultimately it's better not to ask what motivates us, but instead watch what we achieve with our motivation. ●



A division of Navy trainees at the Information Warfare Training Command (IWTC) Monterey at DLIFLC. (U.S. Navy photo by Cryptologic Technician (Interpreter) 1st Class Amy Lavelle, June 21, 2019)

DLIFLC STUDENTS AWARDED IN ESSAY CONTEST

By Tammy Cario
DLIFLC Public Affairs

It was in early February that 15 Defense Language Institute Foreign Language Center students in the Russian program for interpreting gathered in the auditorium at the Fort Ord Department of Defense Center in Seaside, California. They were preparing to write a timed essay in a nationwide contest run by the American Council Teachers of Russian, called the 2019 National Post-Secondary Russian Essay Contest.

Iryna Worman, department chair for the Defense Threat Reduction Agency, was one of the faculty members in the auditorium that day. She said that for her, the anticipation was running high.

"We started entering this contest in 2013. We had two winners that year. In 2014, we had four." The numbers kept rising each year. "Last year was eight. It's a contest. You never know!"

Back in the auditorium, a teacher told them the theme: university life. From there, the students had 60 minutes to write an essay in Russian. No dictionaries, no Google. Just a pen and paper, and their year spent learning at DLIFLC.

"We don't teach writing," explained Worman. "We are an interpreting program." The students are tested on their listening, reading and speaking abilities. "In our program, we have classes like interpreting, translation and history. No writing classes."

The students were entered in one of three categories: those with no prior exposure to Russian, heritage speakers of other Slavic

language other than Russian, or Russian heritage speakers. Almost 1,500 essays from 67 universities and colleges across the nation were submitted. Three judges in Moscow read and scored each essay independently.

A few months after the essays were submitted, Worman got the news that 12 of the 15 students won an award: two gold, five silver, three bronze and two honorable mentions.

"I was hysterical. I hate to brag, but this is something we can be proud of," Worman said. "Writing this essay is not easy, even for us to write in English." It's not just about writing words in a foreign language, she said. "It should be interesting to read. It needs to be something that catches your attention."

"We prepare students to work for DTRA," Worman said. "Being a linguist is different from being an interpreter. Just because you know a language doesn't mean you'll be a good at it." It's a different set of skills, she said. That's why they encourage their students to enter programs like the essay contest. "It encourages students to learn the language and the culture," she said. Both are a necessary component to being a good interpreter.

One of the gold medals went to Army Staff Sgt. Alisher Khalmukhamedov, a native of Uzbekistan. Winner of a green card lottery, Khalmukhamedov came to the U.S. in 2008 and joined the Army.

"I wanted to realize my potential. Be all

you can be," he said. He came to the U.S. when the recession was just starting, so job security was also important to him. He became a flight engineer with Boeing CH-47 Chinook helicopters. For Khalmukhamedov, his military occupational specialty will not change. Once he graduates from the program, he will fly with DTRA, taking aerial photos in conjunction with Russian counterparts in compliance with a nuclear arms control treaty with the United States.

Air Force Staff Sgt. Artsem Ivashanka, one of three bronze winners, came to the U.S. from Belarus in 2009. He joined the military, he said, "to support the Constitution and the American way of life." It was also a chance to travel, he said, and came with a built-in family that military service fosters. For Ivashanka, a medical technician, this is a special duty assignment. When he graduates, he'll work for DTRA as an interpreter.

At the award ceremony the DLIFLC Provost, Dr. Robert Savukinas, congratulated the students for their accomplishments. "Keep developing your foreign languages," he said. "Here's the why: it's for the oath that you took to support and defend the Constitution of the United States, to enhance the security of the nation, for what you will be doing in your follow-on assignments. We'll be depending on you to do great things." ●



Airman 1st Class Toan Tran studies Arabic while at the Aiso Library on the Presidio of Monterey. (Photo by Tammy Cario)

By Tammy Cario
DLIFLC Public Affairs

With fluency in two foreign languages, a Ph.D. in music arts and a possible Officer Training School appointment in his future, you might think that Airman 1st Class Toan Tran likes to learn.

"That's what my mom says," laughed Tran.

You and his mother would be right.

"I think I do like learning. It's always been a comfort," he said. It's what brought him to the Defense Language Institute Foreign Language Center in the first place. After finishing his Ph.D. in music arts, Tran discovered finding work was tougher than he'd thought.

"I was at the end of the doctorate, a terminal degree. There was literally no more school. So, I bided my time for as long as I could but the [job] market did not improve. In fact, it got worse. At least in terms of music jobs."

Fortunately, he had a high school friend who directed him toward becoming a linguist with the Air Force.

"DLI really peaked my interest," explained Tran. "It seemed so impossible for them to teach you to be functional in a language in a year and a half and expect you to go out there with

work that could have actual implication on people's lives and national security."

A Ph.D. is one of the highest degrees you can get. And then he joined the military to go through one of the longest training tracks offered. All told, civilian college included, Tran will have been in school for more than 10 years by the time he gets to his first duty station.

On top of his Ph.D., Tran also had another thing in his favor – he already knew a second language. His fluency came from being a first-generation Vietnamese. But, as he explained, knowing a second language was some help but not as much as you'd think.

"It's always in the back of my mind that there are other ways to make a sentence structure or syntax... To be honest, with how fast the classes move here, I don't think it was very much of an advantage," Tran said.

And, while having a Ph.D. is a good thing, it didn't mean he felt like he conquered the course.

"Honestly, even with the good scores I got, I feel like I survived," Tran said ruefully.

"That in itself is a way bigger accomplishment than I ever would have

thought [possible] walking in to this place. I had a Ph.D. I thought if there was anything I know how to do, it's how to learn. I'm a professional student in every way. But honestly, the pace of the course was more than I could have prepared for."

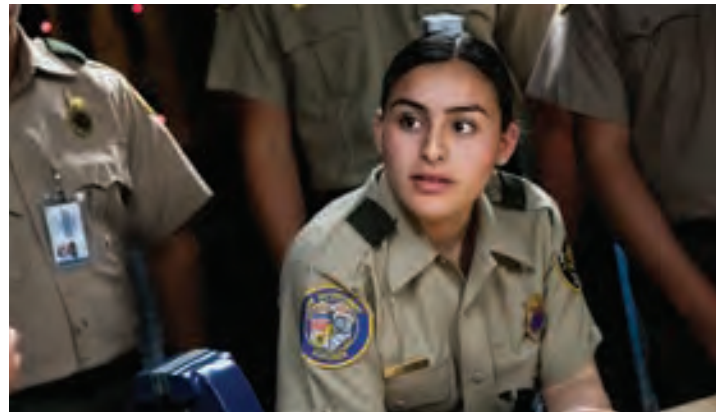
After successfully completing his Arabic course this winter, Tran applied for selection to Officer Training School. In the meantime, he has kept up with his new language by tutoring the new students and helping around the Middle East schoolhouse. He said it lets him remain immersed in the language without the stress of homework and tests.

As a life-long learner, Tran had this to say to incoming students who might feel overwhelmed by the sheer amount of work necessary to learn a language in such a short time:

"Trust the system. Sometimes you feel like you know better or like there is no way it could work for you. But DLI has been around for a while and they've churned out a huge number of linguists. If you simply trust in the system and grin and bear it...you can really get through it." ●



Winners for the 2019 National Post-Secondary Russian Essay Contest proudly show their awards with their teachers after a ceremony held at the Fort Ord Department of Defense Center in Seaside, California to honor their achievements. (DOD photo)



Explorer Youth Program Post 1326 members from San Diego visited DLIFLC and the Presidio of Monterey for the first time on July 1. Students were able to visit classrooms, barracks and support organizations where they received briefings and spoke with leadership. (Photo by Marcus Fichtl and Leonardo Carrillo)

BORDER PATROL EXPLORERS MAKE FIRST-EVER VISIT TO PRESIDIO OF MONTEREY

By Marcus Fichtl
Presidio of Monterey PAO

Nine Border Patrol Explorers from the southern Californian city of Chula Vista experienced military life during a first-ever visit to the Presidio of Monterey, July 1.

The cadets are part of a cooperative program between the Boy Scouts of America and U.S. Customs and Border Protection that gives 14 to 21-year-olds a hands-on opportunity to learn about federal law enforcement and other uniformed services.

The troop, which hails from Explorer Scout Post 1326 near San Diego, wouldn't normally have made the 450 mile trek to Monterey, but a junior law enforcement competition in Modesto last weekend allowed for Monday's chance visit.

The Explorers' day began with a visit to the Defense Language Institute Spanish, Korean and Arabic classrooms, followed by a taste of military cuisine at the chow hall and a tour of the brand new Marine barracks.

Later they visited the Presidio Police Department at the Ord Military Community, where Army police officers showcased the inner-workings of the police station while answering a battery of questions about Army-styled federal law enforcement.

Nicholas Munoz, 18, the explorer student-leader, won't get to enjoy ocean-view barracks when he leaves to become an infantryman at Fort Benning, Georgia, later this month; but said he saw "how important linguists are," calling their training "intense."

Jacqueline Aguirre, 19, who recently joined the explorer program, said she felt "empowered" seeing female service members excel at the language school.

"As a girl, it's impressive to see females in the Army," she said. "It gives me the encouragement that I can do it too."

The native Spanish speaker said the training resonated with her love of languages. Aguirre, who had to learn English as a second language, is now one French class away from graduating junior college. Next, she plans on tackling Korean.

Ultimately, she hopes Monday's short visit will keep the fire behind her dream of becoming a forensic scientist at the FBI, ignited.

"I'm going to remember the dedication these people have and the expectations I need to push myself further," she said. ●

FOREIGN AREA OFFICERS LEARN DIPLOMATIC CRAFT

By MPAO, DLIFLC

More than 200 participants attended the Joint Foreign Area Officer Course held at the Defense Language Institute Foreign Language Center June 18-22 at the historic Weckerling Center on the Presidio of Monterey.

"You have to engage ...and find your comfort zone," said Rear Adm. David Manero, keynote speaker at the event, who imparted advice upon newly-minted Joint Foreign Area Officers attending a weeklong introductory course about their future jobs. Manero was describing situations that may occur abroad at social events where FAOs are expected to mingle and be professional, as well as represent the United States.

"You will have to power through the things that bother you," he said, referring to foreign dishes he was obligated to taste in order to not insult his hosts. "Remain true to yourself but respect their point of view," he added, with a

smile indicating there may be two interpretations to his statement.

It was not only FAOs attending, but also their spouses who are expected to be an important partner in a career that takes place in foreign countries and U.S. Embassies around the world.

This year, the course was attended by more than 100 FAOs, 50 spouses and 30 senior officers. The course is held biannually at the Presidio of Monterey and is meant to prepare FAO officers to serve as defense attachés, security cooperation officers and political-military planners worldwide. As a part of this training, many FAOs attend a language course at the Presidio or attend the neighboring Naval Postgraduate School to obtain highly specialized master's degrees. ●

Rear Adm. David Manero shared a few lessons with newly-minted Joint Foreign Area Officers attending a weeklong introductory course about their new jobs on June 23, at the Presidio's Weckerling Center. (Photo by Natela Cutter)



