



# DLNSEO DISPATCH

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## IRAQI TRANSLATOR BECOMES U.S. MARINE

*(dvids)...Lance Cpl. MaryAnn Hill*

A journey that began in Baghdad, involving an Iraqi native who used her unique, dual-language skills to help the United States' military, took a new turn after she earned the title of U.S. Marine.

Recruit Aseel Salman was born into an all-female family in Baghdad, Iraq. With no males in their family, her mother and three sisters were ostracized within their community.

"I hated being looked down upon just because we didn't have a male family member around," said Salman, who is training with Platoon 4039, November Company, 4th Recruit Training Battalion, and scheduled to graduate Nov. 15, 2013. "I joined the Marines to prove to myself and my family and my people that I can do something great and amazing."

Salman first encountered the United States military during college at the University of Baghdad in 2003. After an American soldier was shot, the other soldiers needed an interpreter to help with the investigation. Salman stepped up, admitting she could speak both English and Arabic, and began working as an interpreter for the U.S. Army while still attending school.

"The first two years were the hardest," said Salman, a 30-year-old resident of Winchester, Va. "Going straight from school to the checkpoint every day and sometimes staying overnight was hard."

Salman spent six years working for the Army, going on countless raids, patrols and other missions. She said she has too many stories to count, but one came to mind immediately.

"We went out on a raid once, and I went into a house with three women in it," said Salman. "I asked if they knew where this man was, and they all said no.

Then, one woman whispered to me that she knew where he was and to meet her outside. Once outside, she warned us, saying 'be careful, they are across the street with five loaded AK-47s.' We later caught them."

In 2007, Salman decided it was time to get out of Iraq due to increased violence against interpreters. She applied for a special visa under a program allowing immigrants who assisted the U.S. overseas to come to the states.

"I flew into the U.S. on Dec. 22, 2008," said Salman of her layover in New York. "I remember it was so beautiful with all the snow.

Salman said when she arrived in the United States, she immediately tried to become a Marine Corps officer, but did not meet all the

requirements. Her husband, a former Marine, was her inspiration to enlist because of the pride he carries within himself.

Salman plans to make a career of the Marine Corps—she is slated to be an aviation electronics technician.



Recruit Aseel Salman

## 213 AIRMEN SELECTED FOR LANGUAGE PROGRAM

(af.mil)...Jodi L. Jordan

Air Force Culture and Language Center officials announced selection of 213 applicants for the Language Enabled Airman Program (LEAP) Nov. 14.

The new participants in the career-long language and culture learning program will receive in-depth language training, ensuring the Air Force has a "bench" of language and culturally competent Airmen from across Air Force specialties, officials said.

Applicants for LEAP must exhibit some level of capability in a foreign language to enter the program, and that capability is sustained, as well as enhanced, through online classes and language immersions. The new participants have abilities in 42 different languages, and come from a diverse cross-selection of Air Force specialties, including medical, acquisition, communications, support, special operations and aviation career fields.

"We're excited to have these new participants join the ranks of the more than 1,300 Airmen currently participating in LEAP," said Capt. Breezy Long, the LEAP operations manager. "Through LEAP, we're providing the cross-culturally competent, language-enabled Airmen that commanders need to accomplish their missions. We're not taking people out of their 'day jobs' for LEAP, but we're making sure these Airmen can accomplish their 'day jobs' in another language and another culture - something our service members are called to do more and more in today's

complex global environment."

More than 700 Airmen applied for the LEAP fall 2013 selection board, with language, region and culture experts from across the Air Force evaluating eligible candidate packages. The two-day review was accomplished Sept. 25-26. Forty-three different languages were represented in the eligible pool. Many less-commonly taught languages were represented, including Amharic, Burmese, Hindi and Swedish.

Twelve experts from a variety of career fields evaluated the applicant packages on the demonstrated language ability and the applicants' potential to be successful LEAP participants. Language ability was demonstrated through applicant scores on Defense Language Proficiency Tests, as well as by overall academic performance with an emphasis on foreign language course performance. Other important factors were the applicants' performance and training reports and commander's endorsement letter.

"The board members' job was to find the most qualified volunteers who were both willing and able to use their language abilities to meet Air Force requirements," said Zachary Hickman, the AFCLC's deputy language division chief. "The experts on the selection board are representative of the communities who need these language enabled Airmen. They're uniquely qualified to select those Airmen for the program."

## MILITARY INTELLIGENCE SERVICE HISTORIC LEARNING CENTER OPENS

(dvids)...Natela Cutter

After 20 years in the making, the Military Intelligence Service Historic Learning Center opened on Veterans Day Nov. 11. The Center, located at Crissy Field on the Presidio of San Francisco, commemorates and honors the legacy of Japanese American soldiers who were trained military intelligence linguists attached to combat units during World War II in the Pacific.

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

and chairs, some 6,000 linguists eventually graduated from the program.

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



An American Japanese family looks at the exhibits at MIS Historic Learning Center that opened on Veterans Day Nov. 11, 2013

## NATIONAL GUARD, ROTC PARTNER FOR SECURITY COOPERATION MISSIONS

"Language is a bridge to building relationships and understanding cultures."

(army.mil)...Rachael Tolliver

In the early 1990s, as the old Soviet Union was in its final stages of collapse, the United States saw an opportunity to promote peace, minimize regional

instability and encourage democracy in the region with what would later be called the State Partnership Program, managed by the National Guard.

Through this program the National Guard not only creates training opportunities for its Soldiers, but helps those partner countries with efforts we take for granted such as emergency response techniques and humanitarian assistance. They are also building lasting relations with people in another country and, through all this, helping to train tomorrow's leaders by supporting U.S. Army Cadet Command's Cultural Understanding Language Proficiency program, known as CULP.

According to Maj. Matt DeVivo, the deputy director of public affairs for the North Carolina National Guard, and lead cadre member for the 2013 Moldova CULP mission, North Carolina has been a partner with Moldova and Botswana since before 2008, and both partnerships started with trading ideas and capabilities through government, industry, education and military disciplines.

"My mission (focused) on Moldovan cultural values, beliefs, behaviors and norms and how to work

within those limits and accomplish your mission," DeVivo explained. "Language is a bridge to building relationships and understanding cultures. One day these Cadets may be serving in a foreign country and having this experience will help them be better leaders."

Through CULP, Cadets travel to one of about 40 countries where they practice their leadership skills. They also learn other languages, learn to appreciate other cultures and values, make friends and help to develop better nation relations.

The missions in which the Cadets participate are humanitarian, teaching conversational English, military to military training or a combination of the three. But many of these missions are conducted within the National Guard SPP regions where Cadets augment the National Guard forces for any or all of these type missions -- ultimately enhancing security cooperation.



U.S. Army ROTC Cadets participated in a community service event in Linden, Guyana. The Cadets were on a Cultural Understanding and Language Proficiency Program mission.

## CADETS AT WEST POINT CONNECT WITH JAPAN

(globalpost)

A group of cadets and an instructor at the U.S. Military Academy at West Point in the state of New York have established a Japan Club to increase opportunities to learn Japanese language and culture at the prestigious army training school.

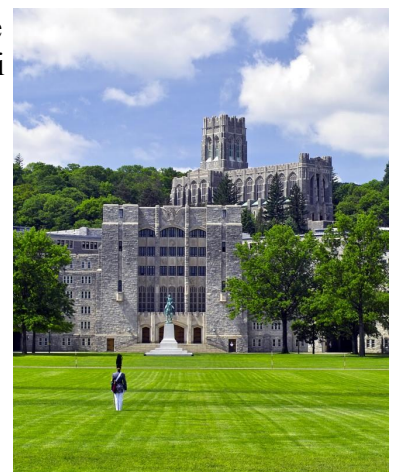
The Navy and Air Force, which send a large number of troops to Japan, offer courses on Japanese language and culture in their academies. But students at West Point do not have many opportunities to familiarize themselves with things Japanese.

The group that launched the club includes Japanese-American students and a Japanese instructor, and set up the club hoping to increase the number of Japan experts in the army.

The club also plans to host a volunteer Japanese

language course with the help of Lt. Col. Tsuyoshi Hyogo, 41, the first instructor sent to the academy by Japan's Ground Self-Defense Force to mark the 50th anniversary in 2010 of the Japan-U.S. Security Treaty's 1960 revision.

"By gathering requests from students who want to learn Japanese, I want to help upgrade Japanese into a subject in the official curriculum," he said.



U.S. Military Academy at West Point



## GENERAL TELLS LINGUISTS TO STUDY HARD

(dvids)...Natela Cutter

The commanding general of the U.S. Army Intelligence and Security Command, Maj. Gen. Stephen Fogarty, told Defense Language Institute Foreign Language Center students they need to “study hard” as he will “hang onto [their] every word” once they are at their duty stations.

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

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

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

retention.

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

Many DLIFLC students come back to the Institute

to learn up to three and four foreign languages throughout their career. Following graduation from DLIFLC, linguists continue their language studies at their next duty station and specialize in vocabulary of their area of expertise.

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

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



Major General Stephen Fogarty, commanding general U.S. Army Intelligence and Security Command, speaks to DLIFLC students



### CALENDAR

Defense Language Action Panel	Jan 14
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DLNSEO ON THE WEB: <http://prhome.defense.gov/RFM/READINESS/DLNSEO/>

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