

*Defense Language Institute
Foreign Language Center
Presidio of Monterey, California*

GENERAL CATALOG

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COMMANDANT'S MESSAGE

The Staff and Faculty of the Defense Language Institute Foreign Language Center (DLIFLC) is firmly committed to providing foreign language instruction for personnel from all four Military Services.

The impetus for initiating foreign language instruction originated shortly before the outbreak of the war with Japan in 1941. Over the past four decades over 120,000 graduates have received foreign language training under the auspices of what has come to be known as the Defense Language Institute Foreign Language Center (DLIFLC).

We seek to instill in our graduates a desire for constant professional language development while in the military service and to contribute to the strength of this country through their language competency.

The DLIFLC offers qualified students a unique opportunity to pursue intensive foreign language training in response to worldwide foreign language requirements. Given a strong foreign language foundation, DLIFLC graduates serve as the eyes and ears of field commanders throughout the world.

The DLIFLC foreign language training experience is unique. Challenging opportunity beckons to the DLIFLC graduate—whether in the United States Government or in the private sector. The DLIFLC graduate stands ready to serve his country and is destined to play a critical role on behalf of the nation following graduation.

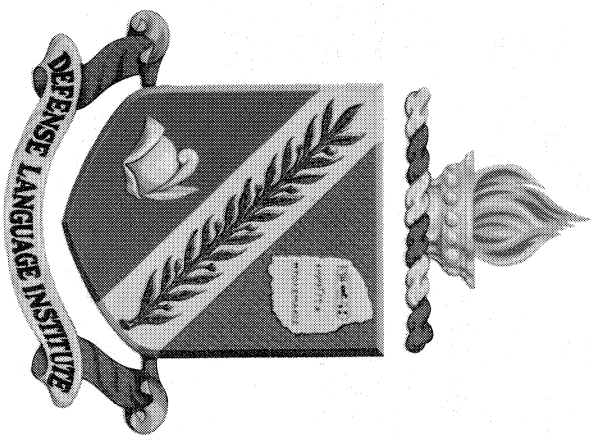


DAVID A. McNERNEY
Colonel, Infantry
Commandant

DLIFLC CREST

The Crest of the Institute

This crest symbolizes our mission, our goals, and our origins.



The upper portion of the escutcheon is blue, signifying the peacetime mission of the Defense Language Institute Foreign Language Center (DLIFLC). The shield is charged with a symbolic representation of the Rosetta Stone, which gave scholars the first clues to the meaning of Egyptian hieroglyphics. The Rosetta Stone symbolizes the significance of language as the chief instrument for the attainment of understanding with other nations of the world.

The lower portion of the shield is red, representing the wartime mission of the school. This portion is charged

with the hat of the San Carlos Catalan Volunteers, Spanish troops attached to the expedition which founded the Presidio of Monterey in 1770. The helmet symbolizes the military aspect and rich historical character of the Defense Language Institute Foreign Language Center and the Presidio of Monterey.

An olive branch of green emblazons the bend or diagonal division of the shield. The olive branch is symbolic of the aim of peace through understanding. The crest of the shield is a gold torch, traditional emblem of learning and knowledge.

CHAPTER 1

INTRODUCTION TO THE DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

MISSION

The mission of the Defense Language Institute Foreign Language Center is to implement the Defense Foreign Language Program by conducting, supervising, and controlling resident foreign language training, and by providing technical control over non-resident foreign language training, to assure that validated Department of Defense quantitative and qualitative requirements for foreign language-trained personnel are defined and met.

programs.)

3. The Institute develops and operates the resident instructional systems necessary to assure that the required number of personnel meet standards of competence.

In addition to providing resident foreign language training, the Institute provides a variety of services to other commands, including the sending of visiting teams of specialists.

EDUCATIONAL PHILOSOPHY AND PURPOSE

Because the Institute is charged with the responsibility of providing quality foreign language training to the Department of Defense, instructional programs of DLIFLC are designed to train selected personnel in language skills required in military and government positions.

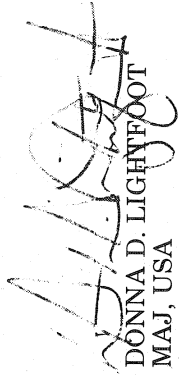
The training programs at the Institute (1) train students in the mastery of functional language skills so that they perform successfully in the language required in their assignments, (2) enhance knowledge and understanding of foreign cultures, and (3) provide professional growth in a present or future assignment.

The major goal of the Institute is to ensure that each graduate meets the requirements of the user agency. Students must therefore be provided effective instructional programs that are responsive to the foreign language needs of a wide variety of military positions throughout the world. Instructional programs must meet high standards so that functional language

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The proponent agency of this pamphlet is the Academic Dean. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to Commandant DLIFLC, ATTN: ATFLAD, Presidio of Monterey, CA 93940.

FOR THE COMMANDANT:



DONNA D. LIGHTFOOT
MAJ, USA
Adjutant

DISTRIBUTION:

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OBJECTIVES OF THE INSTITUTE

The objectives of DLIFLC derive from Department of Defense Directive 5160.14, The Defense Language Program, 2 August 1977, and are further detailed in a joint services regulation, AR 350-20/OPNAVINST 1550.7A/AFR 50-40/MCO 1550.4C, Management of the Defense Language Program, 1978. (The regulation includes the Directive as an appendix.) The objectives may be summarized in three statements:

1. The Institute establishes and maintains optimum standards of foreign language communication proficiency for all persons to be assigned to military jobs requiring such competence.

2. The Institute provides course materials, tests, and expert assistance to military foreign language training programs conducted in commands other than DLIFLC. (These programs are variously referred to as "non-resident" or "command" language

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skills are developed for professional use in real-world communication situations. Individual opportunities for learning are provided on an equal basis for all students.

The Institute recognizes the duality of education and training in language instruction. Since the Institute operates under the concept of a systems approach to instruction, the principle of job-relevant training is central to curriculum development, implementation, and evaluation. On the other hand, training must also be student-oriented so that effective learning can take place.

The Institute recognizes that languages cannot be learned in a cultural vacuum. In fact, language and culture are so intricately intertwined that it is difficult to separate them. Therefore, language skills are developed with a matrix which incorporates value systems, behavior patterns, institutions, geography, and political, economic, and social systems in the area or areas where the target language is spoken.

The Institute also believes in assisting each faculty and staff member in reaching full professional potential through a program of personal and formal academic growth.

History

The Institute's history began in 1941 in an old airplane hangar at Crissy Field, which is located in the shadow of the famous Golden Gate Bridge in San Francisco, and in a University of California classroom across the bay. It had suddenly been realized that the United States was about to go to war with Japan with almost no linguists available. The Navy commenced training officer students at Berkeley in October while the Army began training Japanese-American recruits in

November. With the evacuation of the Japanese from the west coast in 1942, the locations were moved. The Navy moved to the University of Colorado at Boulder and the Army moved to Camp Savage, Minnesota and later to nearby Fort Snelling. With the move, the Army school became the Military Intelligence Service Language School. Almost all of the war-time graduates from both schools were trained in Japanese.

After the war it was determined that service language training should continue. The Navy school remained small and was combined with the Naval Intelligence School at Anacostia in Washington, D.C. The Army school moved to the Presidio of Monterey in 1946 where after being joined by several newer language programs it became the Army Language School. Air Force and some Navy personnel were also trained in Monterey.

In order to provide for more effective coordination of DOD language programs, the Defense Language Institute (DLI) was established in 1963 with the Army as Executive Agent and located with its Headquarters in Washington, D.C. The Navy Language School became the East Coast Branch (DLIEC) and was located with the headquarters at Anacostia. The Presidio school became DLI's west coast branch (DLIWC).

During the Vietnamese conflict, the need for linguists became so great that a special branch was established in 1966 at Biggs Air Force Base near El Paso, Texas. This branch became the Southwest Branch (DLISW). It was phased out of operation in 1973.

The English language program for foreign students coming to U.S. service schools was concentrated in the Air Force English Language School at Lackland Air Force Base near San

Weaknesses may lie in poor control of low frequency complex structures, vocabulary or the ability to express subtleties and nuances. May be able to write on some topics pertinent to professional/educational needs. Organization may suffer due to lack of variety in organizational patterns or in variety of cohesive devices.

Level 4

Able to write the language precisely and accurately in a variety of prose styles pertinent to professional/educational needs. Errors of grammar are rare including those in low frequency complex structures. Consistently able to tailor language to suit audience and able to express subtleties and nuances. Expository prose is clearly, consistently and explicitly organized; and the writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipsis and parallelisms and subordinates in a variety of ways. Able to write on all topics normally pertinent to professional/educational needs and on social issues of a general nature. Writing adequate to express all his experiences.

Level 4+

Able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional/educational needs. May have some ability to edit but not in the full range of styles. Has an emerging flexibility within a style and shows some evidence of a use of stylistic devices.

Level 5

Has writing proficiency equal to that of

a well-educated native. Without non-native errors of structure, spelling, style or vocabulary can write and edit both formal and informal correspondence, official reports and documents, and professional/educational articles including writing for special purposes which might include legal, technical, educational, literary and colloquial writing. In addition to being clear, explicit and informative, the writing as well as the ideas are imaginative and the writing employs a very wide range of stylistic devices.

Level 2

Able to write routine social correspondence and prepare documentary materials required for most limited work requirements. Has writing vocabulary sufficient to express himself/herself simply with some circumlocutions. Can write simply about a very limited number of current events or daily situations. Still makes common errors in spelling and punctuation but shows some control of the most common formats and punctuation conventions. Good control of morphology of language (in inflected languages) and of the most frequently used syntactic structures. Elementary constructions are usually handled quite accurately and writing is understandable to a native reader not used to reading the writing of foreigners. Uses a limited number of cohesive devices.

Level 2+

Shows ability to write with some precision and in some detail about most common topics. Can write about concrete topics relating to particular interests and special fields of competence. Often shows surprising fluency and ease of expression but under time constraints and pressure language may be inaccurate and/or incomprehensible. Generally strong in either grammar or vocabulary but not in both. Weaknesses or unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions and negatives to more complex structures such as tense usage, passive constructions, word order and relative clauses. Normally controls general vocabulary with some

misuse of everyday vocabulary still evident. Shows a limited ability to use circumlocutions. Uses dictionary to advantage to supply unknown words. Can take fairly accurate notes on material presented orally and handle with fair accuracy most social correspondence. Writing is understandable to native speakers not used to dealing with foreigners' attempts to write the language, though style is still obviously foreign.

Level 3

Able to use the language effectively in most formal and informal written exchanges on practical, social and professional topics. Can write reports, summaries, short library research papers on current events, on particular areas of interest or on special fields with reasonable ease. Control of structure, spelling and general vocabulary is adequate to convey his/her message accurately but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation generally controlled. Employs a full range of structures. Control of grammar good with only sporadic errors in basic structures, occasional errors in the most complex frequent structures and somewhat more frequent errors in low frequency complex structures. Consistent control of compound and complex sentences. Relationship of ideas is consistently clear.

Level 3+

Able to write the language in a few prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience.

Antonio, Texas. In January 1976, the English Language Branch was detached from DLI and DLI was redesignated as the Defense Language Institute, English Language Center (DLIELC).

In 1973, DLI came under control of

the Army Training and Doctrine Command (TRADOC) at Fort Monroe, Virginia and a year later, the headquarters, East Coast and West Coast Branches merged into one organization located in Monterey.



Throughout World War II Nisei language specialists performed valuable front-line duties as interpreters, interrogators, and translators of maps, field orders, and other captured battlefield documents.

DLIFLC LANGUAGE SKILL LEVEL DESCRIPTIONS WRITING

Level 0

No functional writing ability.

Level 0+

Writes using memorized material and set expressions. Can produce all symbols in an alphabetic or syllabic writing system or 50 of the most common characters. Can write numbers and dates, his own name, nationality, address, etc., such as on a hotel registration form. Otherwise, ability to write is limited to simple lists of common items such as a few short sentences. Spelling and even representation of symbols (letters, syllables, characters) may be incorrect.

Level 1

Has sufficient control of the writing system to meet limited practical needs. Can create by writing statements and questions on topics very familiar to him/her within the scope of his/her very limited language experience. Writing vocabulary is inadequate to express anything but elementary needs; writes in simple sentences making continual errors in spelling, grammar and punctuation but writing can be read and understood by a native reader used to dealing with foreigners attempting to write his/her language. Writing tends to be a loose collection of sentences (or fragments) on a given topic and provides little evidence of conscious organization. While topics which are "very familiar" and elementary needs vary considerably from individual to individual,

any person at this level should be able to write simple phone messages, excuses, notes to service people and simple notes to friends. (800-1000 characters controlled.)

Level 1+

Sufficient control of writing system to meet most survival needs and limited social demands. Can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurate present and future time. Can produce some past verb forms but not always accurately or with correct usage. Can relate personal history, discuss topics such as daily life, preferences and very familiar material. Shows good control of elementary vocabulary and some control of basic syntactic patterns but major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary or forms, although can use a dictionary to advantage to express simple ideas. Generally cannot use basic cohesive elements of discourse to advantage (such as relative constructions, object pronouns, connectors, etc.). Can take notes in some detail on familiar topics, and respond to personal questions using elementary vocabulary and common structures. Can write simple letters, summaries of biographical data and work experience with fair accuracy. Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners.



Post-War Headquarter Staff, Army Language School, Presidio of Monterey, California

Flanking the warmth of a pot-bellied coal stove during the cold winters at Camp Savage, Minnesota, Nisei students perform translation duties. During the war the school graduated about 6,000 Japanese linguists.



texts typically include grammatical patterns and vocabulary ordinarily encountered in professional reading. Misreading rare. Almost always able to correctly interpret material, related ideas and make inferences. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms.

Level 3+

Increased ability to comprehend a variety of styles and forms of language pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Ability to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Increased ability to comprehend unusually complex structures and low frequency idioms; however, accuracy is not complete.

Level 4

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. Can read more difficult prose and follow unpredictable turns of thought readily in any area directed to the general reader and all materials in his/her own special field including official and professional documents and correspondence. Able to read and understand precise and extensive vocabulary including nuances and subtleties and recognize all professional relevant

vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Understands almost all sociolinguistic and cultural references. Accuracy nearly that of an educated native reader. Able to read beyond the lines.

Level 4+

Increased ability to read extremely difficult or abstract prose. Increased ability to read and understand a variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to sociolinguistic and cultural references. Increased ability to read less than fully legible handwriting. Increased ability to read beyond the lines. Accuracy is close to that of the educated native reader but still not equivalent.

Level 5

Reading proficiency equivalent to that of well-educated native reader. Can read extremely difficult and abstract prose, e.g., legal, technical as well as highly colloquial writings and the literary forms of the language. Reads and understands a wide variety of vocabulary and idiom, colloquialisms, slang and pertinent cultural references. With varying degrees of difficulty can read all kinds of handwritten documents. Able to understand how natives think as they produce a text. Accuracy is equivalent to that of a well-educated native reader.



Growth and Facilities

The years that have followed the birth of the school in 1941 have been a time of growth and modernization. When the first Japanese course was established, a few battered orange crates served as desks and chairs and the instructors were hard pressed to find pencils and paper.

Today, DLIFLC has one of the best equipped language training facilities in the United States. Modern classrooms have available closed circuit television, extensive language laboratory facilities, and the latest audiovisual training aids. Currently about 39 languages and dialects are taught by DLIFLC and the school is capable of arranging training for approximately 57 language groups. They are divided into three language groups: Asian/Middle East, Romanic/Germanic and Slavic.

Supporting this training effort are over 400 classrooms, more than 1,100 language lab positions, four permanent dormitories, and two dining halls. Another facility at DLIFLC is Munzer Hall. This building houses the Learning Resource Center which includes an academic and video library. The center features 52 video carrels where students may increase their respective language skills by watching and listening to foreign television programs. There are over 2,000 tapes on file at the center. The academic library is maintained with resources in excess of 75,000 volumes in more than 50 different languages, providing background information on many countries throughout the world. The library is used primarily by instructors and resident students to supplement classroom instruction.

Location

The Institute is located on the historic Presidio of Monterey, bordering the cities of Monterey and Pacific Grove, California. The current Presidio of Monterey, one of the oldest Army posts in the United States, occupies the hill on which the fort of the original Spanish Presidio of Monterey once stood. The Spanish Presidio, established in 1770, was itself located nearby in what is now the city of Monterey.

Forces commanded by Commodore John Drake Sloat raised the Stars and Stripes here in 1846, claiming California for the U.S. Members of the U.S. Army 3rd Artillery constructed the first U.S. fort here in 1847. The 15th Infantry built the present post in 1902 and, until World War II, various infan-

try and cavalry units, including the famed Black Buffalo soldiers of the 9th Cavalry, were quartered in the Presidio. During and after World War II, the Presidio housed administrative units. In 1946 the Presidio became the home of the Military Intelligence Service Language School and, subsequently, of the Army Language School and of the Defense Language Institute

Approximately 130 miles south of San Francisco, Monterey is served by airlines and bus lines, and is easily accessible by car.

Military personnel with PCS or TDY orders may receive limousine service from the airport by presenting a copy of their orders to the limousine desk in the airport lobby.

Appendix III is a map of the Presidio of Monterey.



items (including cognates when appropriate). Able to read and understand previously mastered materials that have been recombined in new ways to achieve different meanings at the same level. Texts may include simple narratives of routine behavior; concrete descriptions of persons, places or things; and explanations of geography and government such as those simplified for tourists. Misunderstandings common. Can get main ideas.

Level 1+

Sufficient comprehension to understand simple discourse for informative social purposes in printed form. Can read material such as announcements of public events, popular advertising notes containing biographical information or narration of events and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized but has difficulty with unfamiliar contexts. Relies primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding.

Level 2

Sufficient comprehension to read simple authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Can read uncomplicated but authentic prose on familiar subjects that are normally presented in a predictable sequence, which aids the reader in understanding. Texts may include description and narration in contexts such as news items describing frequently occurring events, simple

biographical information, social notes, formatted business letters and simple technical material written for the general reader. The prose is predominantly in familiar sentence patterns. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field. Some misunderstandings. Able to read the facts, i.e., the lines but not between or beyond the lines.

Level 2+

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Reading ability still dependent on subject matter knowledge. Can locate and interpret the main ideas and details in material written for the general reader. Is able to separate the main ideas from lesser ones and uses that distinction to advance understanding. Has begun to make sensible guesses about unfamiliar words by using linguistic context and prior knowledge. May react personally to material but does not yet detect subjective attitudes, values or judgements in the writing.

Level 3

Able to read with almost complete comprehension at normal speed authentic prose on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge. Texts will include news stories similar to wire service reports, routine correspondence, general reports and technical material in his/her professional field, all of which include hypothesis, argumentation and supported opinions. Such

Level 3+

Able to speak the language with sufficient structural accuracy and vocabulary to use it on some levels normally pertinent to professional needs. Shows strength above the base level in one or more but not all of the following: vocabulary, fluency or grammar. May exhibit hesitancy which indicates uncertainty or effort in speech or grammatical errors which limit the level despite obvious strengths in pronunciation, fluency, vocabulary or sociolinguistic cultural factors.

Level 4

Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can (understand and) participate in any conversation within the range of own personal and professional experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can

respond appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.

Level 4+

Speaking proficiency sometimes equivalent to that of a well-educated native speaker but cannot sustain performance. Weaknesses may lie in breadth of vocabulary and idiom, colloquialisms, pronunciation, cultural references or in not responding in a totally native manner.

Level 5

Speaking proficiency equivalent to that of a well-educated native speaker. Has complete fluency in the language such that speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references.

DLIFLC LANGUAGE SKILL LEVEL DESCRIPTIONS READING

Level 0

No practical ability to read the language; consistently misunderstands or cannot comprehend at all.

Level 0+

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs,

office and shop designations. But not able to read connected prose. Often the above read inaccurately.

Level 1

Sufficient comprehension to read simplest connected written material, authentic or especially prepared for testing, in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency grammatical patterns and vocabulary

Faculty and Staff

Over 700 foreign born instructors are employed to train students of all services in foreign tongues and cultures. In addition to their native languages, many of the faculty can communicate in several languages.

Supplementing the civilian faculty are over 60 Foreign Language Training NCOs and Petty Officers.

Biographical profiles of these unusual civilian employees reflect fascinating backgrounds. Included are descendants of royalty, prominent musicians, artists, educators, and former government officials in their native lands. A speakers bureau enables the local community to benefit from the expertise and experiences of DLIFLC employees.

In addition to the instructors, there are nearly 400 other civilian workers and 400 more military members. These permanent party people come from all four branches of the Armed Forces and provide general support.

Instruction

This Institute has been in the forefront of the foreign language instruction field for almost 40 years. The training is effective, authentic and meets the assignment requirements of its students. DLIFLC continually reviews the linguistic and instructional fields and incorporates into its program features which will produce the most qualified graduates.

Training is accomplished within a framework that provides intensive practice and interaction with the target language as spoken by educated speakers of the language. Most courses at DLIFLC begin with emphasis on the sound of the language and with dia-

logues and drills designed to ensure development of accurate listening comprehension, as well as appropriate pronunciation. Learning throughout the course is based on meaningful sentences in real world contexts rather than on isolated words.

DLIFLC currently has 32 language departments. The largest language departments, based on the size of student input, are: Russian, German, Korean, Spanish, Arabic, Chinese-Mandarin and Czech. Most course lengths range from 24 to 47 weeks. Students are required to attend class six hours each day with an additional two to three hours homework each night.

In addition to basic courses, DLIFLC offers a number of specialized courses which provide training emphasis on the terminology and special combinations of functional skills required for particular duties, the four functional skills being comprehension, speaking, reading, and writing.

The school is accredited by the Western Association of Schools and Colleges. A 47-week course could be worth up to 42 semester units of credit depending on the criteria established by each university or college.

Students in Resident Training

Each of the military services—Army, Navy, Marine Corps, Air Force—and civilian DOD sponsoring offices select individuals for resident foreign language training in preparation for a specific duty assignment. More than 100,000 students, from recruits just out of basic training to senior officers, have graduated since 1941. There are approximately 3,000 students at DLIFLC at any given time.

Nonresident Training

A nonresident division provides assistance to government and private agencies worldwide. Assistance to military individuals and units is provided in the form of materials and guidance. Programs include elementary language and culture orientation courses, refresher/maintenance courses and training extension courses. These programs provide nonresident language training opportunities to DLIFLC graduates and to military personnel and their dependents in need of foreign language training both overseas and in CONUS.

In addition, DLIFLC's nonresident division responds to requests for materials and assistance from other language programs in government, industry, educational institutions and for private individuals.

ADMINISTRATION

The Defense Language Program includes both foreign and English language training for the Department of Defense, with policy guidance provided by the Assistant Secretary of Defense for Manpower, Reserve Affairs and Logistics. The Secretary of Defense for Communication, Command, Control, and Intelligence is the functional sponsor of the foreign language program. The Secretary of the Army is the executive agent for the foreign language program while the Secretary of the Air Force is the executive agent for the English language program.

OFFICE OF THE COMMANDANT

The Commandant, DLIFLC, is responsible for discharge of all functions prescribed in DOD Directive 5160.41, 2

Aug 77, and delegated by implementing Joint Service Regulation, "Management Arrangement, and Operation of the Defense Language Program" (AR 350-20, OPNAVINST 1550.7, AFR 50-40, and MCO 1550.4B). The Commandant functions as the principal advisor on school matters to Commander, TRADOC, the Deputy Chief of Staff for Operations, Headquarters, Department of the Army, and the Assistant Secretary of Defense for Communication, Command, Control and Intelligence.

The Commandant is assisted by three Assistant Commandants, located at the Presidio of Monterey, Lackland AFB, Texas, and the Presidio of San Francisco respectively, an Executive Officer, Command Sergeant Major and Protocol Officer. Supporting the Commandant are the following special offices: Civilian Personnel, Inspector General, Organizational Effectiveness, Equal Employment Opportunity, DLIFLC Liaison Office in Washington, D.C., and the Security Office.

The Institute is organized into three principal directorates under the direct supervision of the Academic Dean—the Directorates of Training, Training Development, and Tests and Evaluation. Also on the table of organization are the Directorates of Information and Resource Management and Support, as well as Troop Command and other special staff offices.

Office of the Academic Dean (OAD)

The Academic Dean functions as the principal technical authority on foreign language instruction, instructional technology and methodology, course design, and curriculum. The Academic Dean is responsible for insuring that the Defense Foreign

selection. Can use most question forms. While some word order is established errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections), but many are unreliable, especially if less immediate in reference. Accuracy in elementary constructions is evident although not consistent. Extended discourse is largely a series of short, discrete utterances. Articulation is comprehensible to native speakers used to dealing with foreigners, and can combine most phonemes with reasonable comprehensibility but still has difficulty in producing certain sounds in certain positions, or in certain combinations, and speech will usually be labored. Still has to repeat utterances frequently to be understood by the general public. Able to produce quite consistent narration in either past or future.

Level 2

Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties. (Can get the gist of most conversations on non-technical subjects [i.e., topics which require no specialized knowledge.] Can give directions from one place to another. Has a speaking vocabulary sufficient to respond simply with some circumlocutions; accent, though often

quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

Level 2+

Able to satisfy most work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of speech but under tension or pressure language may break down. Generally strong in either grammar or vocabulary but not in both. Weaknesses or unevenness in one of the foregoing or in pronunciation result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions, and negatives to more complex structures such as tense usage, passive constructions, word order, and relative clauses. Normally controls general vocabulary with some groping for everyday vocabulary still evident.

Level 3

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. (Comprehension is quite complete for a normal rate of speech.) Vocabulary is broad enough that rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors virtually never interfere with understanding and rarely disturb the native speaker.

DLIFLC LANGUAGE SKILL LEVEL DESCRIPTIONS SPEAKING

Level 0

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Essentially no communicative ability.

Level 0+

Able to satisfy immediate needs using learned utterances. There is no real autonomy of expression, although there may be some emerging signs of spontaneity and flexibility. There is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words still occur. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Most utterances are telegraphic and word endings (both inflectional and non-inflectional) are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Can differentiate most phonemes when produced in isolation but when they are combined in words or groups of words, errors are frequent and, even with repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident.

Level 1

Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, can ask directions,

initiate and respond to simple statements, and maintain very simple face-to-face conversations. (Within the scope of very limited language experience can understand simple questions and statements, allowing for slowed speech, repetition or paraphrase.) When asked to do so, is able to formulate some questions with limited constructions and much inaccuracy. Almost every utterance contains fractured syntax and other grammatical errors. Vocabulary inadequate to express anything but the most elementary needs. Strong interference from the native language occurs in articulation, stress and intonation. Limited vocabulary and grammar and erroneous phonology frequently cause misunderstandings on the part of the interlocutors. With repetition such a speaker can make himself understood to native speakers in regular contact with foreigners. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.

Level 1+

Able to satisfy most survival needs and limited social demands. Developing flexibility in a range of circumstances beyond immediate survival needs. Shows spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversation. Limited vocabulary range necessitates hesitation and circumlocution. The commoner forms referring to present, past and future occur but errors are frequent in formation and

Language program meets the needs of user agencies; the Academic Dean establishes broad policy and guidance concerning teaching methods and procedures; coordinates and provides guidance for preparation and updating of the Five Year Plan for Training and Training Development; continuously monitors and reviews the academic program and operations of DLIFLC and related duties. Included under the OAD are the Directorates of Training, Training Development and Tests and Evaluation, as well as the Faculty and Staff Development Division and the Academic Library.

The Faculty and Staff Development Division is responsible for organizing, developing, supervising, coordinating and conducting training and professional development of faculty and staff personnel associated with the foreign language training program.

The DLIFLC Academic Library is designed to serve the needs of DLIFLC's faculty, staff and students. The Academic Library houses a steadily growing collection of over 75,000 volumes in 50 languages and dialects and provides over 750 current subscriptions to U.S. and foreign periodicals in support of foreign language instruction and learning. All materials are fully cataloged and range from easy-to-read language books and language games to intermediate and more advanced materials. Computer-based bibliographic references are available through a terminal linked to Lockheed Information System's Dialog research computer providing access to ERIC, NTIS, Language and Language Behavior Abstracts, as well as 134 other bibliographic data bases. Inter-library loan activity to most U.S. research and university libraries is provided via OCLC computerized

union catalog. The Academic Library offers faculty, staff, and students the opportunity to develop, maintain or improve language skills.

Directorate of Training

The Directorate of Training consists of three major language groups, grouped by linguistic or cultural affinity, geographical proximity, or by both: the Asian/Middle East Group, the Romanic/Germanic Group, and the Slavic Group. This Directorate is responsible for all resident and non-resident foreign language teaching and includes the Training Management Division, Nonresident Instruction Division, Foreign Language Training Advisory Division, the Office of World Religions and Culture, and the U.S. Army Europe (USAREUR) DLIFLC Training Detachment.

The Training Management Division schedules student input for all foreign language training, insures that all language departments are adequately staffed, monitors personnel resources allocation, and maintains all academic records associated with DLIFLC enrollment, attendance, graduation, and transcripts.

The Nonresident Instruction Division* provides technical assistance and guidance to military intelligence units and servicing education offices in the field in the United States and overseas locations. Services provided include language materials at cost for a personal library and references to other government, commercial and academic sources such as technical dictionaries, periodicals, grammars, etc. Also provided are advice on maintaining or refreshing language skills and FORSCOM Language Maintenance/Refresher and Improvement

Course (FLAMRIC) course materials. The Division also provides technical guidance to the DLIFLC Language Training Detachment to U.S. Army Europe (USAREUR) which functions under operational control of the Director of Army Continuing Education System. This detachment performs tasks/job analysis and course development monitoring services on behalf of USAREUR and DLIFLC.

The Foreign Language Training Advisory Division is unique to DLIFLC. This Division has the responsibility for monitoring and managing all activities having direct impact upon the academic environment of the resident student population. All Foreign Language Training Advisors, Language Training NCOs and Petty Officers are assigned to this division.

The Office of World Religions and Culture was formed in recognition of the importance of complementing language training with studies of world religions and cultures. Through this office, students are given a basic understanding of the cultural foundations of the nations and peoples whose languages are being studied. Studies include geography, politics, economics, sociology, religion, philosophy, culture and other factors relating to the country, area and its people. These studies comprise a vital part of every language course. In peace or in war, U.S. military forces often operate in areas of the world where the religions, ideologies, and world views of the local people are much different from those of the majority of U.S. military personnel. Mission accomplishment in such areas often necessitates an understanding of

the religions, customs and mores of the local people.

Directorate of Training Development

The Directorate of Training Development is responsible for analysis, design and development of instructional systems and materials for both resident and nonresident foreign language training. The Directorate consists of the Program Management Office; Analysis, Design and Development Division; and the Educational Technology Division.

The Program Management Office monitors course development progress and Directorate resource expenditures.

The Analysis, Design and Development Division performs the following tasks: job and task analysis to determine the foreign language performance requirements of U.S. Armed Forces personnel; develops/adapts resident and nonresident instructional materials to enable personnel to meet these requirements; plans/collects new job/task analysis data; evaluates existing job analysis and validation data for courses projected for development; and conducts research into areas related to the study and teaching of foreign languages.

The Educational Technology Division performs the following functions: applies technologies to instructional system development that are appropriate to the curriculum continuum of the Defense Foreign Language Program; collects information about and/or examples of state-of-the-art technologies, and instructional and professional materials for foreign languages; coordinates with development and training personnel to identify appropriate points of technological

Level 3+

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend usually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly; using nonstandard dialect or slang; however, comprehension not complete. Emerging ability to understand "beyond the lines" in addition to strong ability to understand "between the lines."

Level 4

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling, and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Understands

"beyond the lines" all forms of the language directed to the general listener, (i.e., able to develop and analyze the argumentation presented).

Level 4+

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the educated native listener but still not equivalent.

Level 5

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native speaker, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech.

*Nonresident Instruction Division has been reassigned to the Office of the Academic Dean just prior to publication.

Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features, e.g., pronouns, verb inflections, but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand the facts.

Level 2

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events, and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Interference in understanding caused by native language receding. Able to understand the facts, i.e., the lines but not between or beyond the lines.

Level 2+

Sufficient comprehension to understand most routine social demands and most conversations on work require-

ments as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can often detect emotional overtones. Some ability to understand between the lines (i.e., to grasp inferences).

Level 3

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect, on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand between the lines (i.e., grasp inferences).

application in existing and proposed programs; assists developing and project personnel in designing and developing appropriate software, including courseware, as an integral part of the development process and of new instructional materials; demonstrates innovative applications by implementing and evaluating pilot projects in designated areas. The Division also operates the DLIFLC Video Learning Center which houses videotape materials, videotape playback units, color monitors and individual study carrels designed to promote continuing interest in foreign language video materials in support of the Program of Instruction (POI). The Video Learning Center is also designed to function as an area which demonstrates state-of-the-art technology under consideration in support of the POI.

Directorate of Evaluation and Standardization

The Directorate of Evaluation and Standardization is responsible for quality control of instructional systems and development and coordination of test materials. The Directorate recommends appropriate management actions for improvement of effectiveness and efficiency and insures that all DLIFLC instructional systems and related documentation incorporate the latest training and doctrinal concepts. Evaluations are made of the effectiveness, efficiency and appropriateness of foreign language instruction as they relate to trainees' attainment of job-relevant foreign language skills. The Directorate consists of two major divisions, a Measurement Standards Division and an Evaluation Division.

The Measurement Standards

Division performs the following functions: recommends policies and procedures for implementing aptitude, achievement and proficiency test measurement programs for Department of Defense and other government agency personnel in support of the Defense Foreign Language Program (DFLP); proposes, designs, develops and validates aptitude, achievement and proficiency measurement programs, procedures and instruments; recommends design standards, test validity and reliability criteria and minimum acceptable examinee performance standards; and provides technical service and consultation of data related to measurement instruments or systems to DLIFLC and user agencies as required.

The Evaluation Division collects and analyzes quantitative and qualitative data and conducts studies/research to evaluate those elements of the DFLP for which Commandant, DLIFLC has authority or responsibility.

Directorate of Information and Resource Management

The Directorate of Information and Resource Management is responsible for the administration and control of information, financial, management, organization, and manpower matters. This office is delegated authority to establish and maintain administrative control of appropriated funds for which the Commandant is responsible. This office is also responsible for the direction, or coordination, of all acquisition, development and implementation of DLIFLC computer based functions. The office consists of three divisions: the Budget Division, the Information Systems Division and the Management Division.

Directorate of Support

The Directorate of Support provides administrative and logistical service, public affairs support, news releases, printing service for DLIFLC, media equipment, photo facility services, graphics, electronic maintenance, audiovisual services and composition/layout of printed matter. This Directorate includes the Administrative Support Division, Public Affairs Office, Logistics Division, Printing Division, and the Instructional Media Center.

Troop Command

Troop Command provides the following services: command and administrative control for all Army personnel assigned or attached to DLIFLC and all other service personnel assigned or attached to Troop Command as defined in DOD directives and U.S. Army Regulations; provides non-service peculiar and Army peculiar administrative and logistical support for the DLIFLC; develops policies and procedures in support of all student

personnel in coordination with tenant unit commanders as defined in Inter-Service Support Agreements (ISSA). The Troop Command consists of student units and is responsible for the discipline, comfort, and administration of DLIFLC students and includes Headquarters and Headquarters Company, Company A, B, C, and D. Associated with Troop Command are the Naval Security Group Detachment, the Marine Corps Administrative Detachment and the USAF 3438th School Squadron.

Office of the Cryptologic Training System Representative

The Office of the Cryptologic Training System Representative to the Defense Language Institute Foreign Language Center was established in 1972. The function of this element is to assist the Commandant and the DLIFLC staff and faculty in meeting prescribed Terminal Learning Objectives and to provide liaison between DLIFLC and the Cryptologic Training System member agencies. The office is headed by an Education and Training Officer of the National Security Agency.

DLIFLC LANGUAGE SKILL LEVEL DESCRIPTIONS LISTENING

Level 0

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication.

Level 0+

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even persons such as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas.

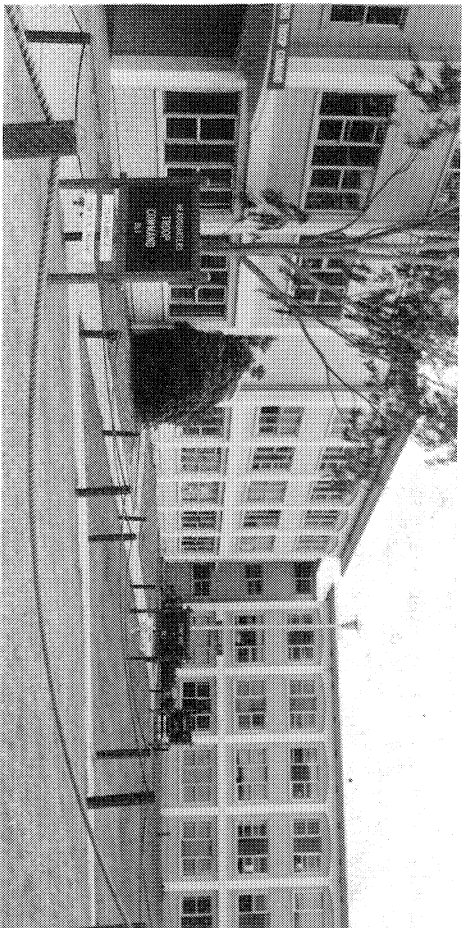
Level 1

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversa-

tions in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal, with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas.

Level 1+

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding into a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed; and consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands commoner time forms and most question forms, some word order patterns but miscommunication still occurs with more complex patterns.



MAILING ADDRESSES

Commandant
Defense Language Institute Foreign Language Center (DLIFLC)
Presidio of Monterey, CA 93940

Assistant Commandant, DLIFLC
ATTN: DLIELC/FLC
Lackland AFB, TX 78236

Assistant Commandant, DLIFLC
Presidio of San Francisco, CA 94129

MESSAGE ADDRESS: COMDTDLIFLC PMTY MTRY CA

CHAPTER 2

ACADEMIC INFORMATION

Accreditation

The Defense Language Institute, Foreign Language Center has been accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Although the Institute is an accredited institution of postsecondary education, it does not grant degrees. As such it falls under the jurisdiction of the Junior Commission as a specialized postsecondary institution but it is not a community college nor is it limited to recommending credit at lower-division level nor is

the academic credit granted for its courses limited to lower-division level.

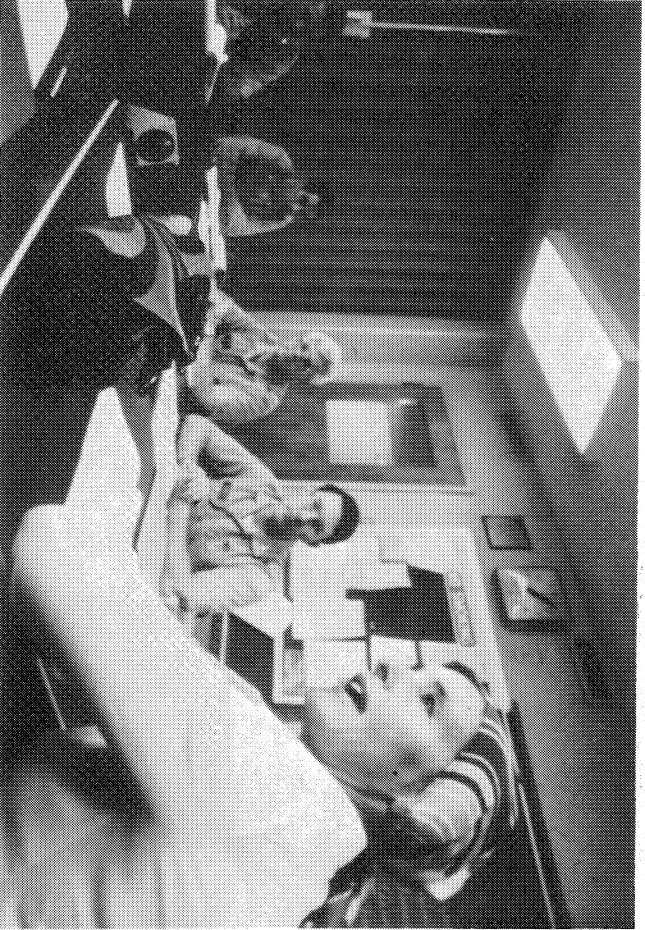
Accreditation speaks to the probability, but does not guarantee, that students have met acceptable standards of educational accomplishment. Because accreditation does not address questions of comparability, such information must be obtained from catalogs and other sources, including direct contact of faculty and staff at both institutions. At some institutions there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes.



TELEPHONE NUMBERS (Telephone prefixes: Commercial: (408)242; Autovon: 929)

Staff and Faculty

Commandant	8312/8188
Assistant Commandant (Presidio of Monterey)	8200
Executive Officer	8510
Command Sergeant Major	8130
Public Affairs Office	8104/8184
Protocol	8336/8302
Staff Duty Officer (After Duty Hours/ Weekends/Holidays)	8274/8569
Academic Dean	8291/8313
Directorate of Training	8463/8340
Training Management Division	8512/8404
Academic Records (Transcript Inquiries)	8116
Foreign Language Training Advisory Division	8340/8463
Nonresident Instruction Division	8108/8112
Asian/Middle East Group	8109/8246
Romanic/Germanic Group	8519/8212
Slavic Group	8240
Directorate of Training Development	8495/8648
Program Management Office	8638/8563
Educational Technology Division	8475/8138
Analysis, Design and Development Division	8242/8588
Professional Development Program	8486
Directorate of Tests and Evaluation	8214/8443
Program Management Office	8443/8214
Test Development Division	8517/8518
Language Proficiency Division	8391/8505
Evaluation and Research Division	8505/8391
Test Control Office	8106
Directorate of Support	8598/8661
Adjutant	8264/8177
Logistics Division	8507/8430
Instructional Media Center	8300/8288
Directorate of Information and Resource Management	8216
Budget Division	8103
Information Systems Division	8593
Management Division	8601
Troop Command	8591/8668
3483rd School Squadron (USAF)(ATC)	8115/8223
Naval Security Group Det (NSGD)	8213/8142
USMC Admin Det (MCAD)	8407
CTSREP DLIFLC	8381/8411
DLIFLC Presidio of San Francisco, CA (Commercial)	(415)221-0369
(Autovon)	586-5364
DLIFLC Russian Branch, Lackland AFB, Texas (Commercial)	(512)671-3695
(Autovon)	473-3695
DLIFLC Lang Thg Det USAREUR (Autovon)	6621/8223



for identification purposes. The authorized prescribed rate will apply to officers, enlisted personnel, and their dependents. Officers and all dependents will pay the applicable surcharge.

Weapons. Any type of firearm, knife with a four-inch blade, bow and arrow, dart or spear gun must be registered as a weapon with the Military Police within 72 hours of arrival at the Institute. Application forms for firearm registration can be obtained in the unit orderly room. All persons residing in DLIFLC barracks who own any of the above described weapons must store them in the HHC Arms Room, Bldg 629.

Driver's Licenses. California state law specifies that nonresident military personnel 18 years or older with a valid license from their home state may continue to use that license while

stationed in California. Nonresident Armed Forces personnel under 18 years of age, and all dependents must acquire a California driver's license. For information, contact the California Department of Motor Vehicles upon arrival. Applications must also have a valid vehicle registration certificate. Registration forms are provided at the police station.

A Defensive Driving Course is mandatory for personnel (E-1 thru E-5 under 26 years of age) who are required to obtain a military driver's license.

Students who wish to register a motorcycle and have not previously attended the motorcycle defense driving course (MDDC) must attend this course. The MDDC is scheduled by appointment through the unit orderly room. Helmets must be worn when motorcycles are operated within the Presidio of Monterey and Fort Ord.



Academic Facilities

Presidio of Monterey

Following rather modest beginnings, DLIFLC today has come to be regarded as one of the best-equipped language training facilities in the world. The Institute is capable of offering training in over 50 languages and dialects. The Institute currently teaches 37 languages and dialects in 26 language departments. Foreign language training is divided into three major language groups: Asian/Middle East, Romanic/Germanic and Slavic.

Due to the large training loads expected during the 1980's DLIFLC has had to augment its physical plant capability by opening language programs at temporary alternate facilities.

Supporting this foreign language training effort are over 400 classrooms, language laboratory accommodations for over 1,100 students, four permanent dormitories, and two dining halls. The Institute includes a Learning Resources Center, a modern facility housing the Academic Library, the Learning Center, the Visual Production Branch, and several study halls.

The Academic Library has more than 75,000 volumes in more than 50 languages, providing background information on countries the world over. The Learning Center is equipped with individual learning carrels, video cassette players, and other modern learning devices. More recently, the Institute has also established the Educational Technology Division to provide the foundation for introduction of state-of-the-art educational technology in Institute classrooms and in support of the substantial course development efforts.

Presidio of San Francisco

Basic language programs in German, Korean and Spanish are conducted at the Presidio of San Francisco. Enrollment is expected to rise to about 400 by the end of 1983.

Lackland Air Force Base

Basic Russian training is conducted at Lackland AFB in San Antonio, Texas for both Air Force and Army students. Approximately 400 students are in residence at the Lackland facility.

Admission Requirements

A student must be a member of the Armed Services, either on active duty or in the reserve forces, an employee of the Department of Defense or other Federal agency, or, in special cases, sponsored by the Department of Defense.

DLIFLC requires that prior to formal entry as a student of foreign languages at DLIFLC, the candidate must achieve a minimum score of 89 on the Defense Language Aptitude Battery (DLAB). This DLAB can be administered at any military installation having a test control office.

Each military service or government agency selects its members for attendance at the Institute. Generally, before a student is selected for a job language program, there must be a job which requires foreign language communication skills waiting for that student upon graduation. Each service has separate policies for selection. They are described below.

U.S. Army. The Army has recruiting programs under which students can

enlist with a guarantee for language training. If a potential student is already a member of the Army, he/she can volunteer for language training under the provisions of Army Regulation 611-6, *The Army Linguist Program*. Army personnel are also selected for assignments which require knowledge of a foreign language. Those selected will be sent to the Institute for training before embarking on the assignment. In every case personnel should meet the following prerequisites.

1. Be a high school graduate or have an equivalent diploma.
2. Obtain a score of at least 89 on the Defense Language Aptitude Battery (DLAB). (Students who have already completed a course at the Institute are exempt from this requirement.)
3. Possess an interim or final security clearance for access to SECRET defense information. Recruits who have applied for the security clearance may attend the language course while the clearance is pending.
4. Enlisted personnel must have scored at least 100 in the General Technical Aptitude area of the examination battery administered upon entry to active duty. Most applicants must have completed basic combat and advanced individual training. See Army Regulation 611-6 for cases where this requirement may be waived.
5. Generally, officers volunteering for language training must have served



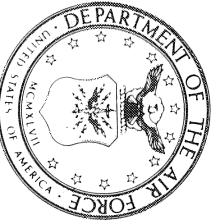
at least three years. (See Army Regulation 611-6 for details.)

Members of the Army National Guard or the Army Reserve may also be eligible to attend the Institute. Interested applicants should contact their unit training officers.

U.S. Air Force. The Air Force may enter into a contractual arrangement with recruits before they enter the service. This contract can guarantee language training provided the recruit meets the prerequisites. Applications for language training should be discussed with Air Force recruiters.

The Air Force offers language training only to meet specific future requirements. These requirements are determined before a student enters language training. The performance of the primary or technical specialty in a recruit's future duty assignment must require a skill in a foreign language before an airman can be sent to the Institute.

Personnel already in the Air Force must request an assignment with the Air Force Attaché System, the Air Force Intelligence Center, a Military Assistance Advisory Group, or with an agency which requires military linguists. (See Air Force Manual 50-5, Volume I, for further details.) Eligibility requirements for assignment to these agencies are outlined in Air Force Regulations 39-11 for enlisted men and

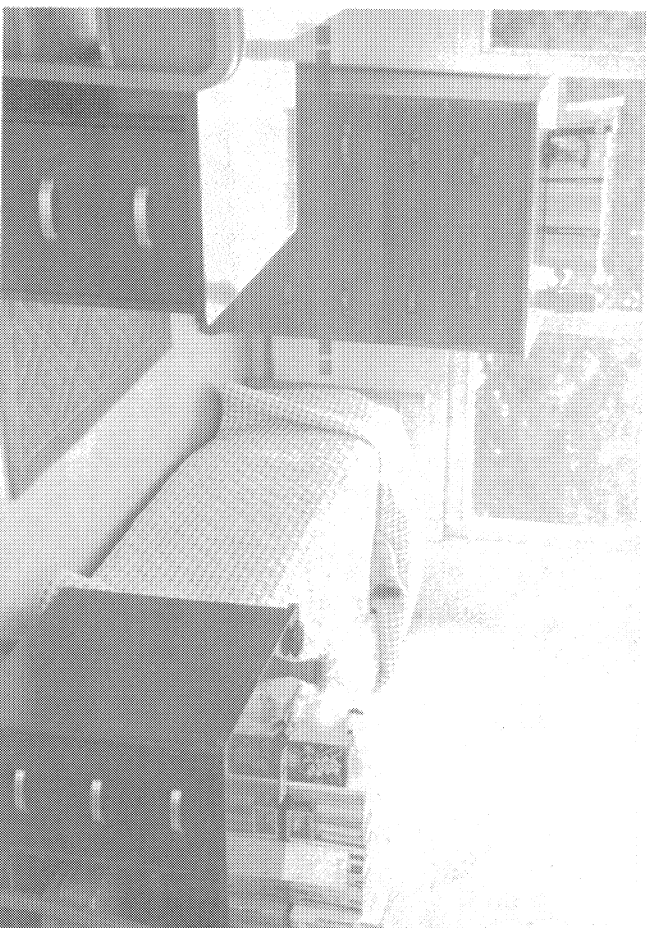
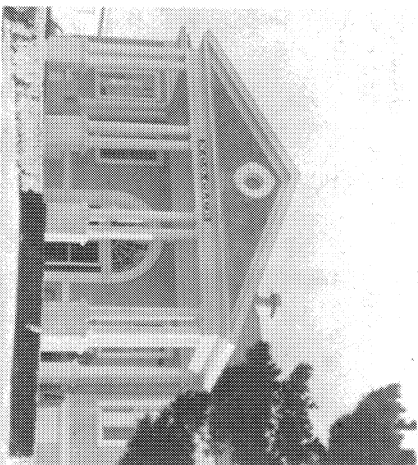


San Francisco is restricted to single, E-6 and below U.S. Army members in Korean, Spanish and German languages.

Housing accommodation arrangements at DLIFLC at Lackland AFB, Texas are similar to those identified at DLIFLC, Presidio of Monterey

Dining Facilities. At present, two

dining facilities are operated by student companies. Both DLI Dining Facilities are designated Primary Transient Dining Facilities. Transient military personnel (to include officers in a PCS status) and their dependents are authorized to purchase meals in the designated facilities. Service members must present a copy of their PCS orders



dependents is provided at the Legal Assistance Branch, Staff Judge Advocate, Fort Ord, and once a week at the Presidio of Monterey.

Educational Opportunities. The Fort Ord Education Center has counselors who regularly visit the Institute. The Education Center is affiliated with six colleges and universities offering courses for credit and degree programs in the Monterey Peninsula area. They are Monterey Peninsula College, Chapman College (Fort Ord Branch), Golden Gate University, Hartnell College (Fort Ord Branch), San Jose State University, and Embry-Riddle Aeronautical University. During their free hours, students may take courses which lead to A.A., B.A., or M.A. degrees, with majors in sociology, education, psychology, government, history, social science, health science, foreign languages, linguistics, accounting, administration, aviation sciences, and human relations. Courses are also available at the local campuses of the institutions, except for Chapman College.

Veteran's Administration benefits (in-service) may be used to pay tuition costs. Partial tuition assistance is also available from Department of Army educational funds. Other vocational and technical programs and refresher programs in military occupational specialties are available in automotive technology, construction technology, engineering, welding, business office management, data processing technology and other specialties.

Student Administration

Student Organization. DLIFLC Troop Command is responsible for the welfare, administration, and discipline of military personnel. Members of other government agencies are admin-

istered either by staff office or by local representation of their own agencies. Army students are assigned to Company A, B, C or D upon arrival. Officers and NCO E-7 thru E-9 are administered by the Headquarters and Headquarters Company. Students in the grade of E-1 thru E-6 are assigned to Company A, B, C or D, depending on the language being studied. Air Force students become members of the Air Force squadron. A Naval detachment administers Navy students, and a Marine Corps administrative detachment sees to the needs of Marine Corps students.

Unit Orderly Room. Each military unit has an orderly room (called Quarterdeck in the Navy) staffed by members of that service who are permanently stationed at the Institute. Orderly room personnel provide administrative support to the students of that unit and arrange leaves, passes, reenlistments, separate rations, pay allotments, etc.

Housing. Military students in grade E-9 and below who are single and without dependents are provided adequate housing in barracks assigned to their unit. Married students whose dependents do not accompany them are also housed in the barracks to the extent possible after single students have been provided billeting space. Enlisted students in grades E-7 through E-9 are billeted in single rooms when possible; E-6 and below are billeted two per room. Those who cannot be housed in the barracks or officer's quarters are given the established housing allowance and Variable Housing Allowance and must live in town. Housing costs are comparatively high in the Monterey Bay Area. The Fort Ord Housing Referral Service assists students in finding accommodations.

Currently, assignment to DLIFLC at

women, and Air Force Regulation 36-20 for officers. Potential Air Force students must qualify on the DLAB. The test may be administered at Lackland Air Force Base, Texas, or any Air Force examining center upon recruitment.

U.S. Navy. The Navy also guarantees certain qualified recruits that they will receive language training. Applicants must pass the DLAB with an acceptable score of at least 89 and be eligible for a clearance for access to sensitive defense information.

The language desires of these Naval personnel not having a specific language guaranteed at enlistment will be given consideration. However, final determination of the language will be made by the Navy to satisfy the operational needs of the Naval Security Group Command as outlined in quotas established by the Commander, Naval Education and Training.

Officers in the Naval Security Group Command may be selected to attend the Institute depending on the need of the Command for officers with foreign language skills.

Personnel who have completed at least one tour in the Navy may request to change their speciality to Cryptologic Technician (Interpretive). Personnel permitted to make the change will be

sent to the Institute for language training.

Navy personnel may also be selected for the Personnel Exchange Program (PEP). This is a program of one-for-one exchange of officers and career (usually senior) petty officers between U.S. ships and ships of certain allied nations. PEP selectees are sent to the Institute to study the language of the nation with which the exchange has been agreed upon.

U.S. Marine Corps. The Marine Corps selects and trains enlisted men and women for specific military occupational specialties such as cryptology and interrogation-translation which require a foreign language. Marine Corps personnel may be selected to be trained in one of these fields and to attend the Institute.

Marine Corps officers selected for special assignments such as interrogator-translator, military advisor, or exchange officer will be sent to the Institute for language training.

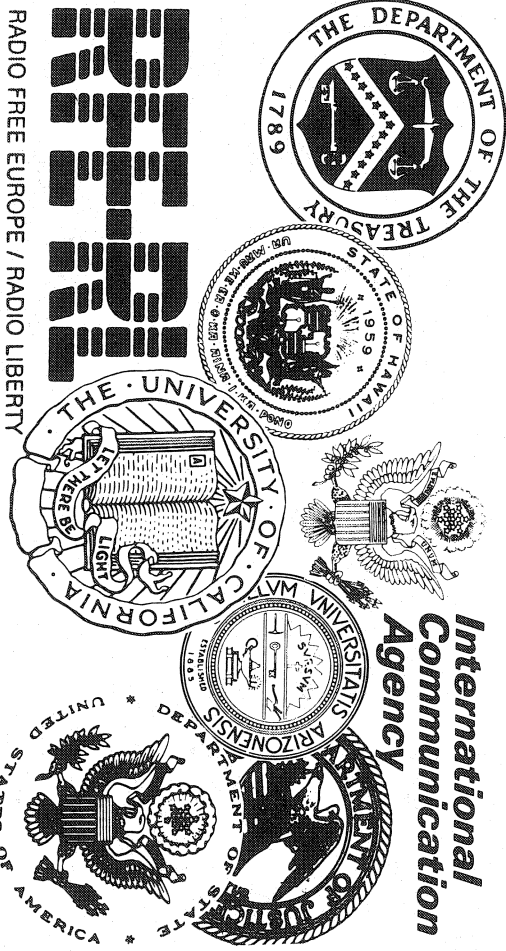
Personnel interested in the Marine Corps Reserve can be recruited into an interrogator-translator team. In this case, reservists will be sent to the Institute for language training and will be on active duty for the duration of their training.



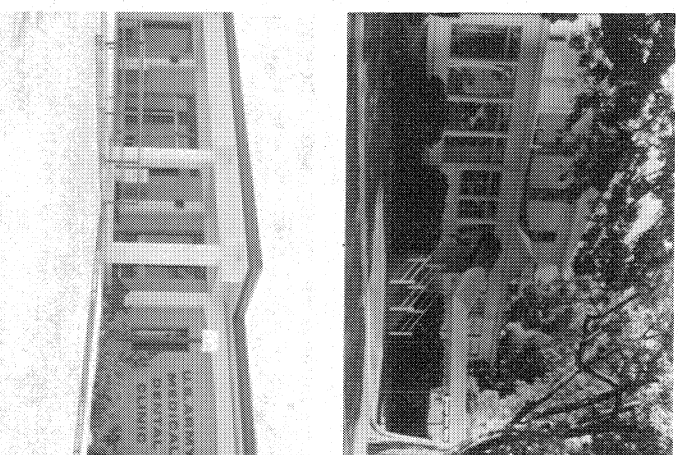
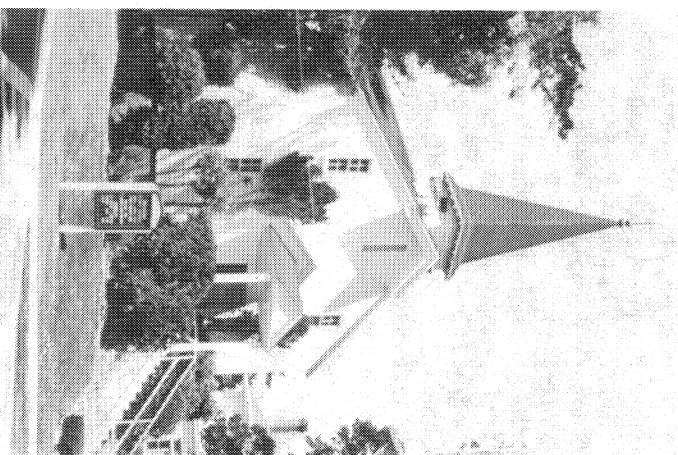
Federal Government Departments and Agencies. Department of Defense offices and agencies having civilian employee requirements submit their requirements directly to:

Commandant
 Defense Language Institute
 Foreign Language Center
 ATTN: ATFL-DFO
 Presidio of Monterey, CA 93940
 Other Federal Government agencies' requirements are submitted through:

Director
 School of Languages
 The Foreign Service Institute
 Department of State
 1400 Key Blvd
 Arlington, VA 22209



**International
 Communication
 Agency**



Health Services. Health services for military students and their bonafide dependents are extensive. Preventive, educational, and treatment services are all available on the Presidio of Monterey. There is a medical and dental clinic which provides medical care for minor illnesses or injuries and complete dental care. Nearby Fort Ord has one of the finest medical care centers available to U.S. military personnel. The hub of the center is the Silas B. Hayes Hospital. In addition to medical care facilities, the hospital has a Red Cross officer, a library, and a Post Exchange.

Civilian students are responsible for finding their own personal medical and dental care in the local civilian community since civilian student and civilian student dependent medical and dental care are unavailable at any of the three DLIFLC operating loca-

tions except under emergency conditions.

Military Community Services. Military community services provide information and assistance to active duty and retired personnel, their dependents, and others in resolving personal problems beyond the scope of their resources. All military students are eligible. Services include family counseling, general information on dependent schools, child care, a household-item "loan closet," budget and debt counseling, a babysitter service file, and newcomer's orientation.

Religious Activities. The Presidio Chapel and chapels at nearby Fort Ord maintain active religious programs. Services are available for several Protestant denominations, Catholics, and Jews.

Legal Assistance. Legal advice and assistance for students and their

Commandant. The rest of the day is devoted to administrative briefings. On the following Monday, students are given briefings in separate groups before joining their classes in the various departments.

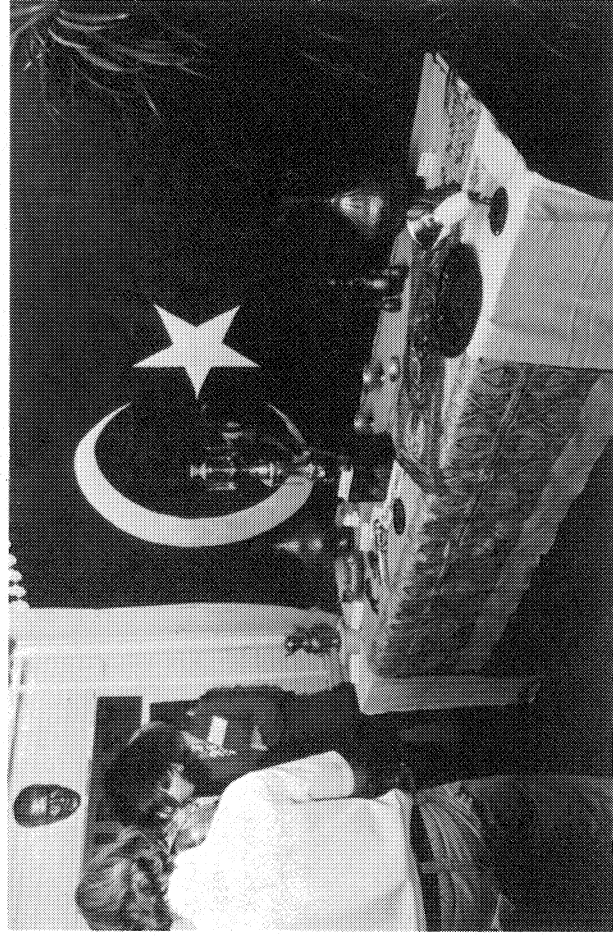
Counseling. Academic counseling is available from language instructors and supervisors, and from military training advisors, training NCOs and Petty Officers. Personal counseling is provided by various specialists, such as military training advisors, chaplains, mental health technicians, and others. Career counseling is available to help students plan for future assignments and to augment their skills and education in areas not directly job-related.

Student Activities, Special Events, and Facilities. Extracurricular activities of a cultural nature complement the Institute's academic instruction. Language Day is a major activity and is held annually in early May. This event features various cultural dis-

plays, classroom demonstrations in which visitors may participate, entertainment, and other activities. Language Day activities are open to the public, and local high school and college students are especially urged to attend.

Students are offered a number of intra-mural sports and other physical-conditioning programs. Flag football, softball, basketball, soccer, weightlifting, tennis, cross-country marathons, and golf are among those offered. The Institute also has football, basketball and soccer teams that compete in local leagues.

Each year, two days are set aside to celebrate the birthday of the Institute and its origin at Crissy Field: Organization Day and Field Day. Both of these days are highlighted by friendly competition among various student units in a variety of sports, with the winning unit awarded the Commandant's Trophy to hold until the next competition.



Changes in Student Status

Due to the nature of instruction at the Defense Language Institute, Foreign Language Center, it is possible for a student to complete the requirements of a course in less than the conventionally allocated time.

A student who is progressing more rapidly than his classmates may be moved ahead to a class that will graduate at an earlier date.

A student who is progressing more slowly than the rest of the class may be re-enrolled in a class that will graduate at a later date.

Due to the language requirement change by the student's military service, or a lack of ability in a particular language, a student may be re-enrolled in a different language program, depending on the requirements of the service.

A student may be released from class for a number of reasons, including lack of ability, lack of effort, change in the duty status of the individual, change in the individual's reporting date at his next assignment, separation from the military service, disciplinary reasons, hospitalization, or any other administrative reason.

Advance Placement

Often, students who have had prior foreign language experience are selected for training at DLIFLC. When this occurs, these students normally require refresher and/or specialized training. Upon arrival at the Institute, they are tested to determine their proficiency and placed in an appropriate ongoing class for training.

Class Start Dates

DLIFLC does not have a standard

school year in which all classes start and end at the same time. Rather, an annual schedule of classes to meet training requirements submitted by the Military Services is published each April. The schedule covers the Federal government's fiscal year (October thru September).

Daily Hours of Instruction

At DLIFLC, classes are held six hours a day, Monday through Friday. Normal hours of instruction are from 0800 to 1100 and from 1230 to 1530. No classes are held on legal holidays.

Holidays

Legal holidays (as announced in Army Regulation 630-5) are:

<i>New Year's Day</i>	<i>1 Jan</i>
<i>Washington's Birthday</i>	<i>3rd Mon in Feb</i>
<i>Memorial Day</i>	<i>Last Mon in May</i>
<i>Independence Day</i>	<i>4 July</i>
<i>Labor Day</i>	<i>1st Mon in Sep</i>
<i>Columbus Day</i>	<i>2nd Mon in Oct</i>
<i>Veteran's Day</i>	<i>11 Nov</i>
<i>Thanksgiving Day</i>	<i>4th Thurs in Nov</i>
<i>Christmas Day</i>	<i>25 Dec</i>

Christmas Vacation

The Christmas vacation period is approximately 15 days. Students who do not take leave during this break remain on duty in their units.

Academic Break

Classes in session for 25 or more consecutive weeks prior or subsequent to the Christmas break are authorized a one-week break near mid-point of the period.

Graduation Requirements

Diplomas are awarded to students who complete all course requirements, master all course objectives, and demonstrate that mastery by passing the final examination.

Students taking refresher training or not completing selected requirements will receive a Certificate of Attendance upon completion of training.

Students may graduate early for official reasons, such as a requirement to report earlier than anticipated for an assignment. Early graduations for personal reasons are normally limited to family emergencies verified by the Red Cross. Foreign Language Training Advisors approve early graduations.



Students who do not graduate but are in good academic standing at the time of departure receive a Certificate of Attendance.

Students disenrolled from language training for academic and disciplinary reasons are entitled to appeal such actions. Details of the appeal system can be obtained from the Foreign Language Training Advisor or unit of assignment.

Incentives and Awards

During the course of study, a student may be recognized for outstanding academic achievement and placed on the Quarterly Commandant's Honor Roll; this recognition makes the student



CHAPTER 4 GENERAL INFORMATION



DLIFLC Visit Procedures

General. Each visit request will be considered on its merits provided it does not interfere with the accomplishment of the DLIFLC mission. Visits will not be disruptive to classes or DLIFLC functions. No visitors will be allowed in academic areas without clearance from the Protocol Office. All clearances will be indicated by a pass issued by the Protocol Office. Advance scheduling of visits is recommended. United States citizens must submit written visit request to DLIFLC Protocol Office two weeks prior to projected visit.

All foreign visitors must submit written visit request to DLIFLC Protocol Office 45 days prior to projected visit; furthermore, all foreign visitors must submit written request for foreign clearance through their respective embassy 45 days prior to projected visit.

Information required with the request includes the requester's name, citizenship (U.S. or foreign), organization(s) with which the visitor is

affiliated (business, school, service, etc.), date and time of proposed visit, areas of interest, and an address and phone number at which the visitor can be reached. Foreign citizens desiring to visit DLIFLC will need to submit their requests through the military attaché at their respective embassies. This requires a minimum of a month to properly coordinate.

Requests from walk-in visitors unable to return at another time will be considered on an individual basis. Such requests are subject to disapproval if time does not permit the visitor to be properly identified.

Services and Facilities

Orientation. Arriving students attend a two-day orientation program before beginning classes. The orientation period begins on the Thursday prior to the week instruction begins. On Friday, the second day of orientation, all students and their adult dependents are welcomed by the

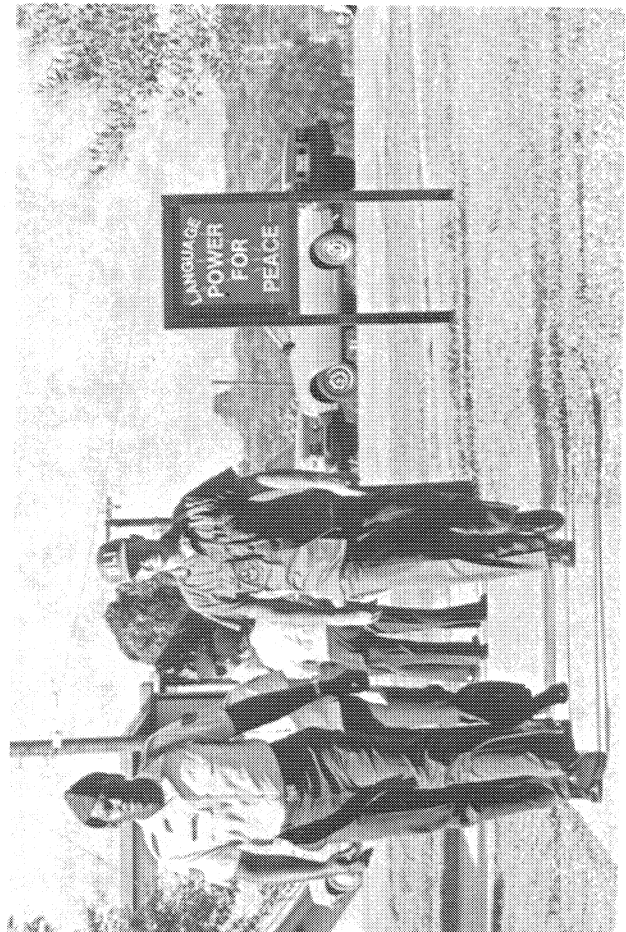
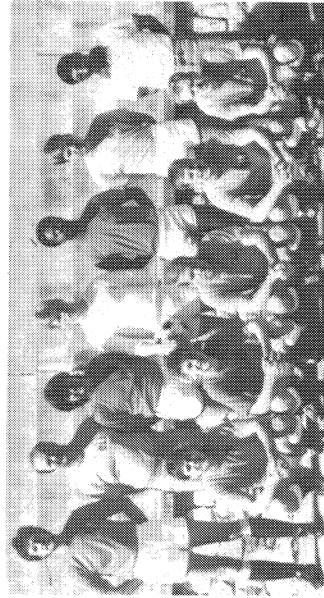
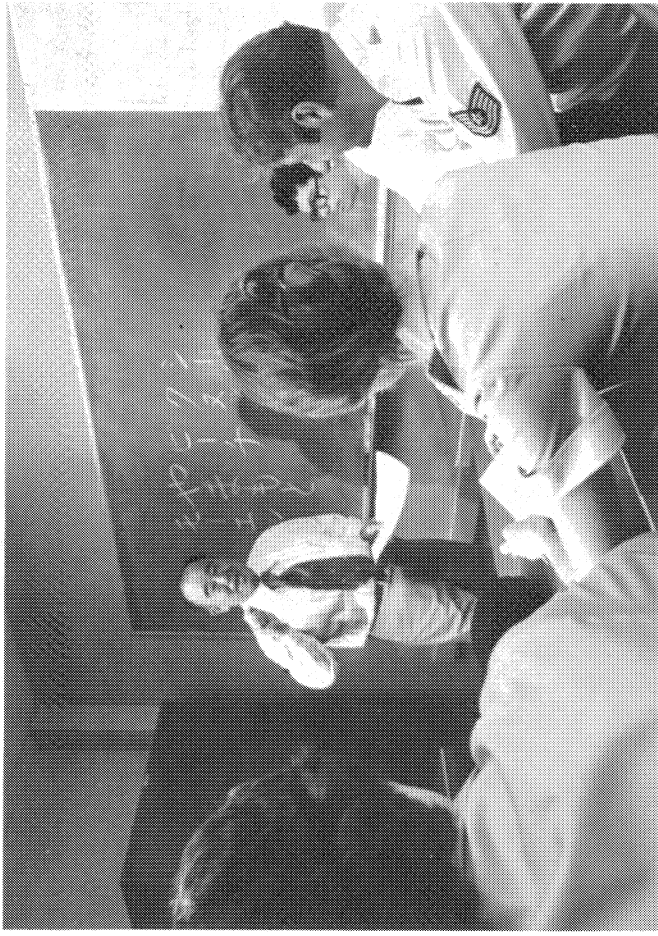




eligible to be excused from class for one day.

Graduation awards are presented in recognition of exceptional achievement in learning a foreign language. In addition to academic excellence, these awards are based on the student's

efforts to broaden his or her knowledge of the geographical, political, and cultural milieu in which the language is spoken, as well as personal accomplishments which reflect credit upon the armed forces.



Course Credit

DLIFLC is accredited as a certificate granting institution by the Western Association of Schools and Colleges (WASC). Additionally, the American Council on Education (ACE) Office on Educational Credit and Credentials, has evaluated DLIFLC courses and made recommendations for semester hour credit at both lower-division and upper-division levels. DLIFLC graduates may request an official transcript to be sent to colleges and universities for advanced standing. However, credit hours reflected on the transcript,

whether in the form of ACE recommendations or recommendations based on the Carnegie System of credit value, are accepted at the discretion of the receiving institution, based upon the types of programs they offer.

Students completing a portion of the course will normally receive recommended credit for weeks successfully completed up through the last course module for which a passing grade was obtained. In such cases, an appropriate proportion of the ACE recommended credits (or equivalent Carnegie system credits) will be recommended on transcripts.

Academic Records

The Academic Records Branch of the Institute maintains or has access to all student academic records for all resident foreign language programs under the Department of Defense. More specifically, the Institute maintains individual academic records only for courses taught by or for DLIFLC at the following training facilities:

Army Language School
DLI West Coast Branch
DLI East Coast Branch
DLI East Coast Contract
DLI Southwest Branch
DLIFLC, Presidio of Monterey
DLIFLC, Presidio of San Francisco
DLIFLC, Lackland AFB, Texas

Transcripts

Academic transcripts may be requested for all resident foreign language courses conducted by or for the Institute. Army regulations require a fee of \$2.00 for each original transcript plus 25 cents for each additional copy ordered at the same time. Individual academic records are covered in part by the Privacy Act of 1974 and will not be released without the written consent of the individual, as specified in the Act.

When requesting a transcript, the applicant should include his/her name at the time of graduation, the language studied, the year of graduation, and the training facility attended.

Requests for transcripts of training conducted at DLI facilities are to be mailed to:

Commandant
Defense Language Institute
Foreign Language Center
ATTN: Academic Records Branch
Presidio of Monterey, CA 93940

Personnel whose service sponsored full-time contract resident language training was conducted at Yale University, Syracuse University, or the University of Indiana should request transcripts directly from those institutions for use in establishing credit.

Transcripts of record for courses taught for DLI students at the Foreign Service Institute (FSI) should be obtained directly from that Institute in Washington, DC.

Fees and Materials

Since the Institute serves the Department of Defense, there are no fees required and all necessary course materials are furnished without charge to DOD-sponsored foreign language students.

Vietnamese at a minimum professional level.

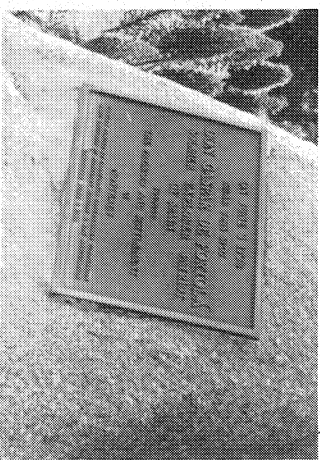
06VN47

15

VIETNAMESE INTERMEDIATE COURSE (37 weeks)

Prerequisite: 01VN47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills:

speaking, listening comprehension, reading and writing. Most of the first 10 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and beyond the minimum professional level in speaking.



is to enable students to develop functional communicative skills in Tagalog at a minimum professional level.

01TH36

18

THAI BASIC COURSE

(36 weeks)

An intensive course in the Thai language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic, and military aspects of Thailand. The objective of the course is to enable students to develop functional communicative skills in Thai at a minimum professional level in aural comprehension and speaking and at a limited working proficiency level in reading and writing.

06TH37

TBD

THAI INTERMEDIATE COURSE

(37 weeks)

Prerequisite: 01TH36 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading and writing. Most of the first 10 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and beyond the minimum professional level in speaking.

01TU47

TURKISH BASIC COURSE

(47 weeks)

An intensive course in the Turkish language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic and military aspects of Turkey. The objective of the course is to enable the students to develop functional communicative skills in Turkish at a minimum professional level.

04TU12

7

TURKISH SHORT COURSE

(12 weeks)

An intensive course in Turkish designed to provide for military personnel with assignments to Turkey a rudimentary conversational ability related to their specific needs. Most of the major phonological features, basic morphological and syntactical features and approximately 1,200 highly frequent and useful lexical items are introduced. Also significant aspects of Turkish culture are introduced. Oral/aural skills receive the most emphasis. The goal of this course is for the students to acquire job-related language skills which will be utilized during a specific assignment in Turkey.

01VN47

TBD

VIETNAMESE BASIC COURSE

(47 weeks)

An intensive course in the Vietnamese language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic, and military aspects of Vietnam. The objective of the course is to enable the students to develop functional communicative skills in

CHAPTER 3

COURSE DESCRIPTIONS

Language Skill Level Descriptions

Skill level descriptions for levels 0 through 5 (no practical ability to proficiency equivalent to that of a well-educated native) in each of the four major functional skills (listening comprehension, speaking, reading, and writing) are in a table set forth at Appendix 2.

Types of courses

The Institute attempts to maintain the capability of training in over 50 languages. Training in about 35 languages and dialects will be conducted through resident classes at the Presidio of Monterey, the Presidio of San Francisco, and Lackland Air Force Base, Texas. The remainder of training will be arranged by DLIFLC with the State Department's Foreign Service Institute (FSI) in Washington, DC.

Course offerings identified in this chapter are subject to change since they are determined by requirements identified by the Department of Defense, the military services, and participating Federal agencies.

The Institute conducts foreign language training at different levels of instruction, ranging from basic to advanced, plus an assortment of more specialized courses. Course offerings are further identified as follows:

COURSE: Basic

CODE: 01

STARTING LEVELS AND PROFICIENCY GOALS:

Starting either from absolute or nearly beginning with a goal of speaking and listening comprehension, reading and writing in the level 2 to level 3 range, depending upon how different the target language is from English.

COURSE: Basic

CODE: 02

No longer in use.

COURSE: Gateway

CODE: 03

STARTING LEVELS AND PROFICIENCY GOALS:

Starting from the beginning, this compressed course uses specialized materials and teaching techniques to provide the student with a capability in the language sufficient for some social amenities and personal survival needs in the target-language country or community. The attained skills are *not* measured by the DLPT.

COURSE: Abbreviated

CODE: 04

STARTING LEVELS AND PROFICIENCY GOALS:

Courses labeled with this code are usually not distinct courses but a

portion of the basic course. This training, depending upon the length of the training time, would develop the student's functional abilities in a range from survival level to the working level. If the training period is more than one-fourth of the basic course, the student's proficiency *will be* measured with the DLPT.

COURSE: Dialect Extension

CODE: 05

STARTING LEVELS AND PROFICIENCY GOALS:

In the case of languages that have distinct dialectical differences, basic course graduates of the core language are provided training in a specified dialect with speaking and listening comprehension skills in that dialect developed at least to the working level.

COURSE: Intermediate

CODE: 06

STARTING LEVELS AND PROFICIENCY GOALS

The student must be either a graduate of a basic course or an individual whose education produced an equivalent language study background in the target language. The course is structured so that the graduate will attain the professional level in all four skills.

COURSE: Advanced

CODE: 07

STARTING LEVELS AND PROFICIENCY GOALS:

Students are graduates of the Inter-

mediate (06) or former (20) or the Extended (10) courses in the target language and have served in the field in their professional specialty since completing the prerequisite course. All linguistic skills are developed to the representational level.

COURSE:

CODE: 08

Reserved for future use.

COURSE: Special

CODE: 09

STARTING LEVELS AND PROFICIENCY GOALS:

Courses designed to meet needs for specialized vocabulary, unique training objectives or to meet the linguistic background of a student who has a proficiency in another language which would influence learning the target language.

COURSE: Extended (LEFOX)

CODE: 10

STARTING LEVELS AND PROFICIENCY GOALS:

An intermediate level course for selected cryptologic service personnel undertaken immediately upon completion of the basic course.

COURSE: Maintenance

CODE: 11

STARTING LEVELS AND PROFICIENCY GOALS:

01LA28

13

06LA24

12

SPANISH--AMERICAN BASIC COURSE (28 weeks)

01SR28

13

SPANISH--CASTILIAN BASIC COURSE (28 weeks)

(28 weeks)

An intensive course in the Spanish language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic structure, and military aspects of Spanish-speaking nations. The objective of the course is to enable students to develop functional communicative skills in Spanish at a minimum professional level. The same course materials are used in both Spanish-American and Spanish-Castilian courses. However, cultural and linguistic emphasis is shifted to accommodate the student's in-country requirements.

09LA10

TBD

SPANISH COURSE FOR CHAPLAINS (10 weeks)

This course introduces the linguistic features of the Spanish language pertaining to chaplains' duties. Vocabulary is presented through real-world situations in counseling, religious services, short sermons, and problems that Hispanics encounter in military life. Religious readings in Spanish which supplement course materials are also included.

SPANISH INTERMEDIATE COURSE (24 weeks)

Prerequisite: 01LA28, 01SR28 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first 12 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and beyond the minimum professional level in speaking.

01SY24

16

SWEDISH BASIC COURSE (24 weeks)

An intensive course in the Swedish language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic, and military aspects of Sweden. The objective of the course is to enable students to develop functional communicative skills in Swedish at a minimum professional level.

01TA47

TBD

TAGALOG BASIC COURSE (47 weeks)

An intensive course in the Tagalog language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic and military aspects of the Philippines. The objective of the course

comprehension, reading, and writing, immediately after completion of a Russian Basic Course. Advanced linguistic features and style levels are covered as necessary. This course provides additional training in relevant cultural, geopolitical, socioeconomic, and military aspects of the Soviet Union. Contemporary Soviet life and customs are treated in depth. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading, and beyond the minimum professional level in speaking.

06RU37

18

RUSSIAN INTERMEDIATE COURSE

(37 weeks)

Prerequisite: 01RU47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first 12 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and beyond the minimum professional level in speaking.

07RU37

18

RUSSIAN ADVANCED COURSE

(37 weeks)

Prerequisite: 06RU37 or equivalent. This course is designed to further develop students' overall proficiency in

the Russian language. The course provides a general review of the Russian Intermediate Course. A variety of texts selected from current publications are used throughout the course. Students read all styles and forms of the language pertinent to professional needs. Classes are conducted in Russian.

01SC47

21

SERBO-CROATIAN BASIC COURSE

(47 weeks)

An intensive course in the Serbo-Croatian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic, and military aspects of Yugoslavia. The objective of the course is to enable students to develop functional communicative skills in Serbo-Croatian at a minimum professional level.

06SC37

TBD

SERBO-CROATIAN INTERMEDIATE COURSE

(37 weeks)

Prerequisite: 01SC47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first 11 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and beyond the minimum professional level in speaking.

Limited, postgraduate training given to students who cannot leave the training facility immediately upon completion of the originally assigned course. The training is a guided self-study for skill maintenance only.

COURSE:

CODE: 20

Code no longer used. See Intermediate (06).

COURSE:

CODE: 30

Code no longer used. See Advanced (07).

COURSE: Refresher

CODE: 40

STARTING LEVELS AND PROFICIENCY GOALS:

Training provided an individual who at one time, through training or experience, has been at the professional level (3) in the speaking and listening comprehension skills in the target language *and* who has attained a score in the current generation of the DLPT, taken within two years, measuring at least to the 2 level. The goal is to regain the professional level or closely approach it. Such refresher training is usually individualized, though not always taught on a tutorial basis.

COURSE: Refresher

CODE: 44

STARTING LEVELS AND PROFICIENCY GOALS:

Training provided to one whose proficiency as measured by the DLPT has deteriorated to a very low 2 level or 1 level. Increasing competence to a working or professional competence will require the student to complete a major portion of the basic course. Upon reporting for training, the student will be tested by the language department staff to determine his proficiency and assignment to an appropriate on-going class.

COURSE: MOLINK Basic

CODE: 50

STARTING LEVELS AND PROFICIENCY GOALS:

This is a special Russian course for officers selected for duty with MOLINK.

COURSE: MOLINK Continuation

CODE: 55

STARTING LEVELS AND PROFICIENCY GOALS:

Periodic up-date course for officers serving on MOLINK.

COURSE:

CODE: 60

STARTING LEVELS AND PROFICIENCY GOALS:

A course especially designed to teach translation techniques to be used by White House translators of Russian.



objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and beyond the minimum professional level in speaking.

01PQ24 12

PORTUGUESE—BRAZILIAN BASIC COURSE
(24 weeks)

01PT24 12

PORTUGUESE—EUROPEAN BASIC COURSE
(24 weeks)

An intensive course in the Portuguese language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic structure, and military aspects of Portuguese-speaking nations. The objective of the course is to enable students to develop functional communicative skills in Portuguese at a minimum professional level. The same course materials are used in both Brazilian and European Portuguese. However, cultural and linguistic emphasis is shifted to accommodate the student's in-country requirements.

01RQ37 18

ROMANIAN BASIC COURSE
(37 weeks)

An intensive course in the Romanian language covering all the main elements of the language in the context of relevant cultural geopolitical, socioeconomic, and military aspects of Romania. The objective of the course is to enable students to develop functional communicative skills in Romanian at a minimum professional level.

06RQ24 TBD

ROMANIAN INTERMEDIATE COURSE
(24 weeks)

Prerequisite: 01RQ37 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first eight weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and beyond the minimum professional level in speaking.

01RU47 21

RUSSIAN BASIC COURSE
(47 weeks)

An intensive course in the Russian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic, and military aspects of Russia. The objective of the course is to enable students to develop functional communicative skills in Russian at a minimum professional level.

10RU27 13

RUSSIAN EXTENDED COURSE
(27 weeks)

Prerequisite: 01RU47 or equivalent. This course offers an additional 27 weeks of training to give selected students of Russian a more advanced proficiency in speaking, listening

INDIVIDUAL COURSE DESCRIPTIONS

TBD

01PU47

**PASHTO/PASHTU/PUSHTO/
PUSHTU BASIC COURSE**
(47 weeks)

An intensive course in the Pashto language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic and military aspects of Afghanistan and the regions of Pakistan where Pashto is the primary language. The objective of this course is to enable students to develop functional communicative skills in Pashto at a minimum professional level.

21

POLISH BASIC COURSE
(47 weeks)

An intensive course in the Polish language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Poland. The objective of the course is to enable students to develop functional communicative skills in Polish at a minimum professional level.

18

**POLISH INTERMEDIATE
COURSE**
(37 weeks)

Prerequisite: 01PL47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading and writing. Most of the first 11 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The

skills in Bahasa-Kebangsaan (Malay) at a minimum professional level.

16

NORWEGIAN BASIC COURSE
(24 weeks)

An intensive course in the Norwegian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic and military aspects of Norway. The objective of the course is to enable students to develop functional communicative skills in Norwegian at a minimum professional level.

21

**PERSIAN FARSI BASIC
COURSE**
(47 weeks)

An intensive course in the Persian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Iran. The objective of the course is to enable students to develop functional communicative skills in Persian at a minimum professional level.

21

**PERSIAN AFGAN DARI
BASIC COURSE**
(47 weeks)

An intensive course in the Persian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Afghanistan. The objective of the course is to enable students to develop functional communicative skills in Persian at a minimum professional level.

05DGI16

**ARABIC—IRAQI
EXTENDED COURSE**
(16 weeks)

The following description applies to each of the three extended Arabic courses above.

Prerequisite: 01AD47 or equivalent. These courses offer an additional 16 weeks of training to give selected students of Arabic a more advanced proficiency in reading and writing Modern Standard Arabic (MSA) and introduces the student to a specified dialect of Arabic: Egyptian, Iraqi, or Syrian immediately after completion of the Modern Standard Arabic Basic Course. These courses develop all four skills to a level approaching minimum professional competence in aural comprehension of the specified dialect and reading in MSA, and beyond the limited working level in speaking the dialect. Graduates are able to understand most forms and styles of conversation in the dialect pertinent to professional needs and can read technical reports written in MSA with use of a dictionary.

06AE24

**ARABIC—EGYPTIAN
INTERMEDIATE COURSE**
(24 weeks)

06AP24

TBD

SEMESTER UNITS
RECOMMENDED BY
ACE

COURSE NUMBER

21

01AB47

ALBANIAN BASIC COURSE
(47 weeks)

An intensive course in the Albanian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic and military aspects of Albania. The objective of the course is to enable students to develop functional communicative skills in Albanian at a minimum professional level.

24

01AD47

**MODERN STANDARD
ARABIC BASIC COURSE**
(47 weeks)

An intensive course in Modern Standard Arabic (MSA) covering the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of the Arab World. This course is a prerequisite of the extended and intermediate courses in the specified dialects of Arabic: Egyptian, Syrian and Iraqi.

TBD

05AE16

**ARABIC—EGYPTIAN
EXTENDED COURSE**
(16 weeks)

TBD

05AP16

**ARABIC—SYRIAN
EXTENDED COURSE**
(16 weeks)

**ARABIC—SYRIAN
INTERMEDIATE COURSE**
(24 weeks)

minimum professional level.

**ARABIC--IRAQI
INTERMEDIATE COURSE
(24 weeks)**

The following description applies to each of the three Arabic intermediate courses above.

Prerequisite: 01AD47 or equivalent. These courses are designed to permit a limited number of students to attain a broad competence in all four skills: listening comprehension, reading, speaking, and writing. The first eight weeks of the course are devoted to extensive MSA refresher training to restore the language proficiency of students whose skills have deteriorated through lack of use. The objective of the courses is to give selected students of Arabic a more advanced proficiency in MSA and introduce a specified dialect of Arabic: Egyptian, Syrian or Iraqi. These courses develop all four skills to a level approaching minimum professional competence in aural comprehension of the specified dialect and reading in MSA, and to a level beyond limited working proficiency in speaking the dialect.

01BU47

21

**BULGARIAN BASIC
COURSE
(47 weeks)**

An intensive course in the Bulgarian language, covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Bulgaria. The objective of the course is to enable students to develop functional communicative skills in Bulgarian at a

06BU37

18

**BULGARIAN INTERMEDIATE
COURSE
(37 weeks)**

Prerequisite: 01BU47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first ten weeks of the course is devoted to extensive refresher training to restore the proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading, and beyond the minimum professional level in speaking.

01CC47

24

**CHINESE-CANTONESE
BASIC COURSE
(47 weeks)**

An intensive course in the Chinese-Cantonese language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Chinese-Cantonese speaking areas. The objective of the course is to enable students to develop functional communicative skills in Chinese-Cantonese at a minimum professional level. The student is able to read materials written within the range of approximately 1,200 Chinese characters. With the mastery of approximately 600 Chinese characters, the student is able to write short reports and simple correspondence.

Prerequisite: 01JA47 or equivalent.

This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first 12 weeks of the course is devoted to extensive refresher training to restore proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in speaking and at a level beyond minimum professional proficiency in aural comprehension and reading.

01KP47

22

**KOREAN BASIC COURSE
(47 weeks)**

An intensive course in the Korean language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Korea. The *Hangeul* writing system is practiced from the beginning of the course. Up to 300 Chinese characters are introduced. The objective of the course is to enable students to develop functional communicative skills in Korean at a level approaching minimum professional competence in aural comprehension and speaking and at a limited working proficiency level in reading and writing.

03KP08

5

**KOREAN GATEWAY COURSE
(8 weeks)**

An intensive course in Korean designed to provide for officers with command-level assignments to Korea a rudimentary conversational ability related to their needs. Most of the major

phonological features, some basic morphological and syntactical features, and approximately 400 lexical items are covered. Also introduces significant aspects of Korean culture. The goal of this course is for the student to acquire minimum job-relevant skills which will be utilized during an assignment in Korean.

06KP37

15

**KOREAN INTERMEDIATE
COURSE
(37 weeks)**

Prerequisite: 01KP47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first six weeks of the course is devoted to extensive refresher training to restore proficiency of students whose language skills have deteriorated through lack of use. The lexical content comprises 3,000 new items including North Korean military terms and 500 *hangeul* (Chinese characters) for recognition. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and beyond the minimum professional level in speaking.

01ML30

15

**MALAY BASIC COURSE
(30 weeks)**

An intensive course in the Malay language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, historical and military aspects of Malaysia. The objective of the course is to enable students to develop functional communicative

06HU37

TBD

HUNGARIAN INTERMEDIATE COURSE (37 weeks)

Prerequisite: 01HU47 or equivalent. The course is designed to allow a limited number of students to attain broad competence in speaking, listening comprehension, reading and writing. Up to seven weeks are devoted to extensive refresher training, as necessary. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and a minimum professional level in speaking. The course provides a review of all elements of the language taught in the Hungarian Basic Course. Speaking, listening comprehension, reading and writing skills are further developed through exclusive reading and translating of articles taken, excerpted and/or paraphrased from authentic Hungarian publications, through discussion of area background topics emphasizing the country's social, economic and political structure as well as national security activities and considerations. Taking dictation of authentic or simulated radio broadcasts, and discussion of the topics further enhances the language proficiency, while the mastery of the subject matter is not a primary objective of the course.

01JN30

15

INDONESIAN BASIC COURSE (30 weeks)

An intensive course in the Indonesian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of

Indonesia. The objective of the course is to enable students to develop functional communicative skills in Indonesian at a minimum professional level.

01JT24

12

ITALIAN BASIC COURSE (24 weeks)

An intensive course in the Italian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic and military aspects of Italy. The objective of the course is to enable students to develop functional communicative skills in Italian at a minimum professional level.

01JA47

20

JAPANESE BASIC COURSE (47 weeks)

An intensive course in the Japanese language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Japan. *Hiragana* and *Katakana* writing systems are introduced. Reading and writing of approximately 600 *kanji* and the ability to recognize an additional 500 *kanji* is included. The objective of the course is to enable students to develop functional communicative skills in Japanese at a level approaching minimum professional competence in aural comprehension and speaking and a limited working proficiency level in reading and writing.

06JA37

TBD

JAPANESE INTERMEDIATE COURSE (37 weeks)

01CM47

24

CHINESE BASIC COURSE (47 weeks)

An intensive course in the Chinese language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of the Peoples Republic of China and Taiwan. The objective of the course is to enable students to develop functional communicative skills in Chinese at a minimum professional level. The graduate can read approximately 1,200 Chinese characters and is able to write 600 Chinese characters.

06CM37

15

CHINESE INTERMEDIATE COURSE (37 weeks)

Prerequisite: 01CM47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first 12 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. Intensive practice in Pinyin and simplified characters is an essential part of the review. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and beyond the minimum professional level in speaking.

07CM37

15

CHINESE ADVANCED COURSE (37 weeks)

Prerequisite: 06CM37 or equivalent. This course is designed to further develop students' overall proficiency in the Chinese language. The course provides a general review of the Chinese Intermediate Course and extensive practice in aural comprehension as well as in reading comprehension. A variety of texts selected from current publications are used throughout the course. Students read all styles and forms of the language pertinent to professional needs. Classes are conducted in Chinese.

01CX47

21

CZECH BASIC COURSE (47 weeks)

An intensive course in the Czech language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Czechoslovakia. The objective of the course is to enable students to develop functional communicative skills in Czech at a minimum professional level.

10CX27

TBD

CZECH EXTENDED COURSE (27 weeks)

Prerequisite: 01CX47 or equivalent. This course offers an additional 27 weeks of training to give selected students of Czech a more advanced proficiency in speaking, listening comprehension, reading, and writing immediately after completion of the Czech Basic Course. Advanced linguistic features and style levels are covered as necessary. Contemporary Czechoslovakian life and customs are treated in depth. The objective of the course is to enable students to function at a level approaching full professional

competence in aural comprehension and reading; and beyond the minimum professional level in speaking.

06CX37

18

CZECH INTERMEDIATE COURSE

(37 weeks)

Prerequisite: 01CX47 or equivalent.

This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first 11 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and beyond the minimum professional level in speaking.

DARI See Persian

01DU24

16

DUTCH BASIC COURSE

(24 weeks)

An intensive course in the Dutch language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic structure, and military aspects of Dutch-speaking nations. The objective of the course is to enable students to develop functional communicative skills in Dutch at a minimum professional level.

01FR24

12

FRENCH BASIC COURSE

(24 weeks)

An intensive course in the French

language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic, and military aspects of France and other French-speaking countries. The objective of the course is to enable students to develop functional communicative skills in French at a minimum professional level.

01GM32

16

GERMAN BASIC COURSE

(32 weeks)

An intensive course in the German language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic, and military aspects of West and East Germany. The objective of the course is to enable students to develop functional communicative skills in German at a minimum professional level.

03GM06

4

GERMAN GATEWAY COURSE

(6 weeks)

A self-paced, compressed course, using specialized materials and teaching techniques, provides the student with an elementary capability in German language sufficient for basic social amenities and personal survival when assigned to Germany. Emphasis is on the attainment of communicative skills at the elementary level in social, official, and military situations.

04GM12

TBD

GERMAN SHORT COURSE

(12 weeks)

An intensive short course using specialized materials, partially self-paced and partially individualized, designed to provide the student with communi-

cative language skills on the limited working level in social, official and military situations.

10GM24

12

GERMAN EXTENDED COURSE

(24 weeks)

Prerequisite: 01GM32 or equivalent. This course offers an additional 24 weeks of training to give selected students of German a more advanced proficiency in speaking, listening, comprehension, reading, and writing, immediately after completion of the German Basic Course. Expanded application of grammatical features is presented in simulated real-world situations. Contemporary German life and customs are treated in depth with emphasis on the German Democratic Republic. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and beyond the minimum professional level in speaking.

06GM24

9

GERMAN INTERMEDIATE COURSE

(24 weeks)

Prerequisite: 01GM32 or equivalent. This course is designed to enable a limited number of students to attain a broad competence in all four skills: speaking, listening, comprehension, reading, and writing. Most of the first six weeks of the course is devoted to extensive refresher training to restore the proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural

comprehension and reading and beyond the minimum professional level in speaking.

01GR47

24

GREEK BASIC COURSE

(47 weeks)

An intensive course in the Greek language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic, and military aspects of Greece. The objective of the course is to enable students to develop functional communicative skills in Greek at a minimum professional level.

01HC24

TBD

HAITIAN-CREOLE BASIC COURSE

(24 weeks)

An intensive course in Creole as it is spoken in Haiti. It covers all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic, and military aspects of Haiti. The objective of the course is to enable students to develop functional communicative skills in Haitian-Creole at a minimum professional level.

01HU47

24

HUNGARIAN BASIC COURSE

(47 weeks)

An intensive course in the Hungarian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socioeconomic, and military aspects of Hungary. The objective of the course is to enable students to develop functional communicative skills in Hungarian at a minimum professional level.