

An aerial, black and white photograph of the Presidio of Monterey campus. The image shows a large, multi-story building complex with several courtyards and parking areas. The campus is situated on a hillside, with a road winding through the trees. In the foreground, a large, leafy tree is partially visible, framing the top left of the image. The overall scene is a detailed view of the institutional grounds.

# GENERAL CATALOG

DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER

1992 - 1993

PRESIDIO OF MONTEREY  
MONTEREY CALIFORNIA  
DLIFLC Pamphlet 350-8

In this, as in other DLIFLC publications, the pronoun forms he, him, and his apply to both male and female persons when the nouns referred to do not distinguish gender.

## PREFACE

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Today the DLI looks back on a half century of foreign language instruction in support of national defense. It was an era of momentous events in international affairs. As one threat to international security subsided, another just as menacing arose elsewhere. There were also great advances in technology that drew the peoples of the earth closer together. We no longer have the option of ignoring the rest of the planet.

The DLI teaches foreign languages to advance the cause of peace and understanding in our time. America must understand and correctly analyze international developments. America must understand the nations of the world in order to promote justice and harmony. The DLI is a symbol of America's determination to understand.

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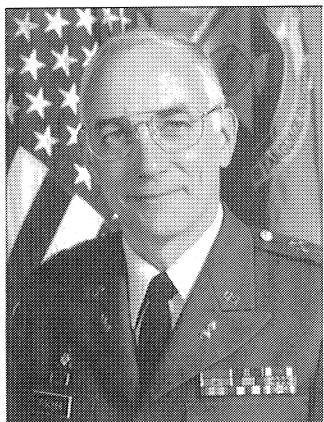
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## COMMANDANT'S MESSAGE

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Colonel Donald E. Fischer, JR., USA  
*Commandant, Defense Language Institute*

Nineteen ninety-one marked the fiftieth year of continuous Department of Defense foreign language training. Today, students at the Defense Language Institute follow in the footsteps of more than 150,000 linguists, both military and civilian, who have gone on to serve our country in critical and exciting assignments throughout the world. We at the Institute are proud of the standard of excellence our students have carried with them and of the sterling international reputation the Institute enjoys as a result of their performance. The Institute is fully accredited by the Western Association of Schools and Colleges; and, upon successful completion of initial language studies, our students may earn up to 36 semester hours of college credit.

Although five decades of quality language instruction form the bedrock of our language training programs, the Institute today bears little resemblance to its form of even ten years ago. Today, at any given hour of the institutional day, there are more than 10,000 aggregate years of foreign language teaching experience assembled on the Institute's Monterey campus. Since 1983, we have constructed extensive modern facilities in which to train and house our students. Today, for example, students who study Russian live in a virtual "Russian village," complete with dormitories, a dining facility, and a new classroom complex. Our academic library

## COMMANDANT'S MESSAGE

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now houses its 81,000 volumes in a new building, and a state-of-the-art physical fitness center has opened its doors on campus. We have woven the latest in educational technology into the fabric of our language programs. Interactive computer-assisted video instruction places the student in the target country through the magic of electronic pictures and sound. Satellite technology provides authentic news programs from some 20 countries which are recorded for use in language classrooms. A teletraining system delivers simultaneous interactive instruction via satellite to multiple locations across the nation. We continue to employ the latest technological advances in our language training programs to keep us at the forefront of modern foreign language instruction. In short, the Defense Language Institute is a place where being the best is not good enough!

The threat of war created the need for what has become the Defense Language Institute; the quest for peace sustains it. The Institute has earned an international reputation for producing highly qualified linguists. We maintain that reputation through our firm commitment to excellence in language instruction. The Defense Language Institute, Foreign Language Center, is an invaluable national resource without parallel in the world.



DONALD C. FISCHER, JR.  
Colonel, U. S. Army  
Commandant



## CHAPTER 1

### INTRODUCTION TO THE DEFENSE LANGUAGE INSTITUTE



*An international leader in foreign language education, the Defense Language Institute, Foreign Language Center is located at the U.S. Army's historic Presidio of Monterey.*

#### History

The Defense Language Institute traces its roots to the eve of America's entry into World War II, when the U.S. Army established a secret language school at the Presidio of San Francisco to teach military applications of Japanese. Classes began on November 1, 1941, with four instructors and 60 students in an abandoned airplane hangar at Crissy Field. The students were mostly second-generation Japanese-Americans (Nisei) from the West Coast and Hawaii. Today, our headquarters building and academic library bear the

names of our first commandant, Colonel Kai E. Rasmussen, and the director of academic training, John F. Aiso.

During the war the Military Intelligence Service Language School, as it came to be called, grew dramatically. When Japanese-Americans on the West Coast were moved into internment camps in 1942, the school moved to temporary quarters at Camp Savage, Minnesota. By 1944 the school had outgrown these facilities and moved to nearby Fort Snelling. More than 6,000 graduates served throughout the Pacific

Theater during the war and the subsequent occupation of Japan. Today's Nisei Hall is named in honor of these earliest students, whose heroism is portrayed in the Yankee Samurai exhibit in the Asian School auditorium. The Asian School buildings are named after three who fell in action.

capital of the Spanish (later Mexican) province of Alta California. During the War with Mexico in 1846 Commodore Sloat captured the town and its small garrison. Following the Spanish-American War the U.S. Army rebuilt the post, beginning in 1902, and after World War I it became the home of the 11th



Soldiers, mostly second-generation Japanese-Americans (Nisei), study at a secret language school preparing for the possibility of war with Japan.

In 1946 the school moved to the historic Presidio of Monterey. By that time little remained of the original Spanish presidio, which had been established in 1770 to protect the San Carlos Borromeo Mission in Carmel. Monterey had grown up near the mission and presidio to become the

Cavalry - - an era vividly recaptured in displays at the Presidio of Monterey Museum. Nobel-prize winning novelist John Steinbeck captures the spirit of Monterey during this period in his novels *Tortilla Flat* (1935) and *Cannery Row* (1945).

At the Presidio of Monterey the renamed

Army Language School expanded rapidly in 1947-48 to meet the requirements of America's global commitments during the Cold War era. Instructors, including native speakers of more than thirty languages and dialects, were recruited from all over the world. Russian became the largest language program, followed by Chinese, Korean and German. After the Korean War (1950-53) the school developed a national reputation for excellence in foreign language education. The Army Language School led the way with the audiolingual method and the application of educational technology such as the language laboratory.

The U.S. Air Force met most of its foreign language training requirements in the 1950s through contract programs at universities such as Yale, Cornell, Indiana and Syracuse. The U.S. Navy taught foreign languages at the Naval Intelligence School in Washington, D.C. In 1963, to promote efficiency and economy, these programs were consolidated into the Defense Foreign Language Program. A new headquarters, the Defense Language Institute (DLI), was established in

Washington, D.C., and the former Army Language School commandant, Colonel James L. Collins, Jr., became the Institute's first director. The Army Language School became the DLI West Coast Branch, and the foreign language department at the Naval Intelligence School became the DLI East Coast Branch. The Air Force contract programs were gradually phased out. In 1966 DLI also took over the English Language School at Lackland Air Force Base, Texas, which became the DLI English Language Center (DLIELC).

During the peak of American involvement in Vietnam (1965-73) DLI stepped up the pace of language training. While regular language training continued unabated, more than 20,000 service personnel studied Vietnamese through DLI's programs, many taking a special eight-week military adviser "survival" course. From 1966 to 1973 the Institute also operated a Vietnamese branch using contract instructors at Biggs Air Force Base near Fort Bliss, Texas (DLI Support Command, later renamed DLI Southwest Branch). Dozens of DLI's

graduates gave their lives during the war. Three student dormitories at the Presidio today bear the names of graduates who died in that conflict.

In the 1970s the Institute's headquarters and all resident language training were consolidated at the West Coast Branch and renamed the Defense Language Institute, Foreign Language Center (DLI). (The Institute continues to operate a small contract foreign language training program in Washington, D.C.) With the advent of the All-Volunteer Forces and the opening of most specialties to women, the character of the student population underwent a gradual change. In 1973 the newly formed U.S. Army Training and Doctrine Command assumed administrative control, and in 1976 all English language training operations were returned to the U.S. Air Force, which still operates DLIELC to this day.

Since the end of the Vietnam War the Institute has experienced an exciting period of growth and change. DLI first won academic accreditation in 1978, and in 1981 the position of academic dean

(later called provost) was reestablished. A joint service General Officer Steering Committee was also established in 1981 to advise on all aspects of the Defense Foreign Language Program. In the early 1980s a rise in student input forced the Institute to open two temporary branches, one for Air Force enlisted students of Russian at Lackland Air Force Base, Texas, from 1981 to 1987, and one for Army enlisted students at the Presidio of San Francisco, where Russian, German, Korean and Spanish were taught from 1982 to 1988. The increase in student input also resulted in an extensive facilities expansion plan. Support to command language programs worldwide grew, with programs such as Gateway, Headstart, and the Professional Development Program.

Numerous academic changes were made as well. More instructors were recruited, new instructional materials and tests written, a comprehensive academic master plan was developed, and the Institute gradually expanded to eight separate language schools. The average staffing ratio has been increased to two

instructors per ten-student section, and team teaching has been implemented. As a result, student proficiency has shown steady increases.

In recent years the Institute has taken on challenging new missions, including support for arms control treaty verification, the War on Drugs, and Operation Desert Storm. DLI has become a national pacesetter in foreign language education and distance education, using the most up-to-date educational technology including computers, interactive video, and video teletraining, to train military linguists. In the years ahead the Institute will continue to provide top-quality language instruction to support critical national requirements.



*DLI provided language training in support of Operation Desert Storm*

## **DLI Mission**

The mission of the Defense Language Institute

(hereafter referred to as the DLI) is to provide foreign language instruction in support of national security requirements; to support and evaluate command language programs worldwide; to conduct academic research into the language learning process; and to administer a worldwide standard test and evaluation system.

## **DLI Objectives**

The DLI objectives are derived from the Department of Defense (DoD) Directive 5160.41, entitled The Defense Language Program, last updated April 7, 1988, and are further detailed in a 1987 Joint Service Regulation, "Management of the Defense Foreign Language Program." These objectives may be summarized in the following three statements:

- The DLI establishes and maintains optimum standards of proficiency in foreign language communication for all persons assigned to military jobs requiring such competence.
- The DLI provides instructional materials, tests, and expertise for military programs in

foreign language instruction conducted in commands other than the DLI.

- The DLI develops and manages the resident instruction necessary to ensure that the required number of personnel meet established standards of competence.

### **Educational Philosophy and Purpose**

The DLI meets its responsibility of providing quality foreign language instruction to selected military and government personnel by designing instructional programs that teach the precise language skills needed.

These programs instruct students in the use of functional language skills so that they can perform successfully in their language assignments. The programs offer knowledge and understanding of foreign cultures and provide for professional growth in a present or future assignment.

The major DLI goal is to ensure that graduates meet the requirements of the agency which has assigned them to foreign language study. Students must therefore be provided instructional programs that

are responsive to the foreign language needs of a wide variety of military positions throughout the world. DLI programs must meet high standards so that functional language skills can be developed for professional use in real world communication situations. Individual opportunities for learning are provided for all students on an equal basis.

The DLI recognizes the value of both education and training in providing language instruction. The DLI operates under the concept of a systems approach to instruction; thus the principle of job-relevant instruction is central to curriculum development, implementation, and evaluation. Instruction must also be student-oriented so that effective learning can take place.

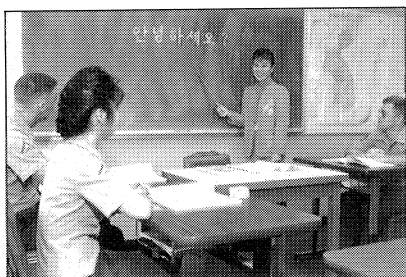
The DLI recognizes that languages cannot be learned well in a cultural vacuum. Language and culture are so intricately intertwined that it is difficult to separate them. Therefore, language skills are developed to incorporate the value systems, behavioral patterns, institutions, geography, and political, economic, and

social systems of the areas where the target language is spoken.

In its attempt to provide the best quality instruction, the DLI supports various programs which assist DLI employees in their professional growth and career advancement.

## Faculty and Staff

There are approximately 800 civilian instructors employed at the DLI, most of them native speakers of the language they instruct.



Faculty members from all corners of the globe teach their native languages at DLI.

A large number of these hold advanced degrees (MA or higher) in foreign language (208) and education (72) disciplines as well as Area Studies (10), English (26), linguistics (23), and in the teaching of English as a second language (7). In all, 388 members of the teaching faculty hold at least an MA degree, 87 are PhDs.

The DLI faculty represents a wide variety of accomplishments and experience. There are musicians, authors, artists, and educators as well as former governmental and military officers in their native lands. A speakers bureau enables the local community to benefit from the knowledge and expertise of DLI employees.

Supplementing these civilian instructors are 66 Military Language Instructors who are noncommissioned/petty officers of the four branches of the U.S. Armed Forces.

In addition to the faculty, there are nearly 500 civilian employees and 300 military personnel who provide support for DLI's instructional activities. The military permanent party personnel assigned to the DLI represent the four branches of the U.S. Armed Services.

## Instruction

The DLI has been in the forefront of the foreign language instruction field for almost 40 years. Instruction is learner-centered, proficiency-oriented, and employs authentic speech and materials. The DLI

continually reviews developments in the linguistic and instructional fields and incorporates into its programs features which will produce the most qualified graduates.

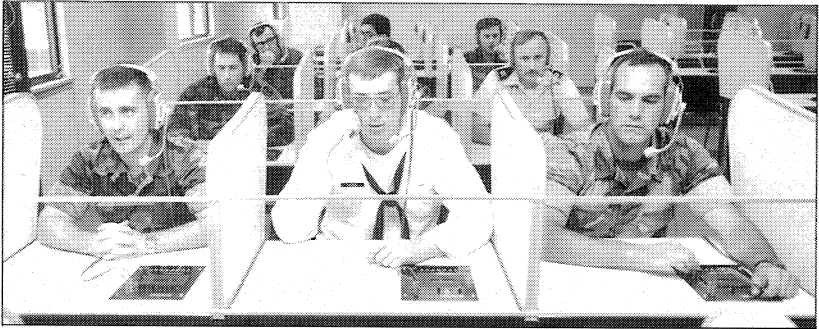
Instruction is accomplished within a framework that provides intensive practice and interaction in the target language, as spoken by educated instructors of the language. The student starts with carefully selected texts and structured exercises to practice listening comprehension and speaking and then moves toward creative use of the language. Throughout the program, emphasis is

placed on communicative competence in real-life situations.

programs, the DLI offers a number of specialized programs which provide training emphasis on the terminology and functional skills required for particular duties. The four functional skills are listening, speaking, reading, and writing.

The American Council on Education (ACE) has evaluated DLI's foreign language and testing programs and has made detailed recommendations for college credits. Further information is included under "Academic Credit" in Chapter 2.

The DLI is accredited by the Western Association of Schools and Colleges (WASC).



*Resident training instruction consists of students who are recruits just out of basic training to senior officers preparing for specific duty assignments.*

placed on communicative competence in real-life situations.

In addition to its lower- and upper-division

## Students in Resident Training

Each of the four military services - - Army, Air Force, Navy, and Marine Corps - -



and civilian DoD sponsoring agencies select the individuals for resident foreign language instruction in preparation for a specific duty assignment. More than 150,000 students, from recruits just out of basic training to senior officers, have graduated from the DLI since 1941. There are approximately 3,000 students in the Resident Training Program at the DLI at any given time.

### **Administration**

The Defense Language Program includes both foreign and English language instruction for the DoD, 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 conducted at the DLIEIC, Lackland Air Force Base, San Antonio, Texas.

### **Commandant**

The DLI Commandant is a U.S. Army officer in the rank of colonel, who directs operation of the Defense Language Institute. He effects coordination among elements of the Institute, between the Institute and higher headquarters, integrating centers, other schools, installations and activities. He also commands the DLI Army elements and exercises general supervision over all elements assigned or attached to the Institute.

### **Assistant Commandant**

The Assistant Commandant is normally a U.S. Air Force officer in the rank of colonel, who assists the Commandant in planning, directing and supervising the assigned mission. He supervises the Washington, D.C. office and is specifically tasked to oversee and monitor the command budget process and all matters concerning the morale, welfare, and support of DLI military personnel, students, and staff. He also oversees the Language Program Coordination Office, which handles matters relating to linguist proponency, coordinates programs designed to improve the

accession, training, management and retention of DoD military linguists and manages the Military Language Instructor Program, the Total Army Involvement in Recruiting Program, and the translation and interpreter services provided by the Institute. In addition, the Assistant Commandant commands the DLI permanent party Air Force personnel.

### **Chief of Staff**

The Chief of Staff is usually a U.S. Navy officer in the rank of captain, who serves as the Commandant's principal assistant for support and coordination in nonacademic matters.

### **School Secretary**

The School Secretary is the Commandant's principal staff assistant responsible for administrative support services, logistical services and support, audio visual management, printing control, and safety management; coordination of supply, and engineer requests; purchasing and contracting; school transportation requests; Army Installation of Excellence to TRADOC

Communities of Excellence (TCOE) and other base operation matters with agencies external to DLI.

### **Troop Command**

Troop Command provides command and administrative control for all U.S. Army personnel assigned or attached to the DLI. It is a battalion-level organization consisting of Headquarters and Headquarters Company (permanent party staff), Companies A, B, C, D, F, and G (Initial Entry Trainee and junior enlisted students), and Company E (senior enlisted and officer students). Troop Command plans and conducts military training and provides all administrative and logistical support for permanent party and student personnel. Additionally, Troop Command coordinates and provides logistical and some administrative support for the other Service units at DLI.

### **Reserve Forces Office**

The U. S. Army Reserve (USAR) Advisor serves as the advisor to the Commandant and principal staff members on matters pertaining to the USAR at

the DLI. He assists in the development of resident and nonresident curricula, with emphasis on the U.S. Army National Guard / USAR / Active Duty relationship. The USAR Advisor assists faculty and staff, as well as active service students who may need assistance and counsel concerning Reserve Component matters.



The Provost, Dr. Ray Clifford, is the chief academic officer of the DLI.

### Provost

As the chief academic officer the Provost oversees the resident foreign language program, instructional methodology and technology, course and test design, curriculum development, and faculty training. He establishes policy and provides leadership, advice and guidance on foreign language training for DLI and represents the Institute on external academic councils and committees.

### Language Schools

All foreign language instruction is carried out by the eight Schools: Asian School (Chinese Mandarin, Japanese, Tagalog, Vietnamese, Thai, Persian Farsi); Central European School (German, Polish, Turkish, Greek, Hebrew); Middle East School (Arabic); Korean School (Korean); Romance School (Spanish, Dutch, French, Italian, Portuguese); Russian School I (Russian); Russian School II (Russian); Slavic School (Czech, Slovak, Russian). Each School is headed by a Dean who is responsible for planning and implementation of assigned programs in foreign language training and curriculum development, formulating academic and administrative policy as well as managing the School's annual manpower and budget allocations. An Associate Dean, who is a senior military officer, provides counsel and assistance to the Dean, monitors student progress and manages the School's Military Language Instructor Program.

The Schools are composed of Departments within which instruction of

individual foreign languages takes place. Each Department is headed by a chairperson who is responsible for the instructional program, manages the assigned instructors and staff, and oversees the foreign language training process. Instructors, organized into teams, are responsible for teaching classes, evaluating student performance, and developing and maintaining courses.

### **Directorates**

Certain functions in support of the Institute's mission are performed by various Directorates, each under the guidance of a Dean.

The Directorate of Curriculum and Instruction is responsible for the development and coordination of academic policies and procedures concerning the conduct of training and training development; it provides faculty training and opportunities for professional development, assists the Schools with curriculum development and promotes the application of the most effective teaching methodology and educational technology.

The Directorate of Academic Administration is in charge of administrative matters pertaining to resident training and training development at DLI. Under the supervision of a Dean, this organization encompasses the Academic Records Division, the Program Management Division, and the Aiso Library. It oversees budget and resource planning for the Institute's academic programs, administers the course development five-year plan and is responsible for academic accreditation matters as well as student academic records, academic transcripts, and the issuance of certificates and diplomas.

The Directorate of Area Studies complements the Institute's foreign language program by providing students with classes and presentations on the cultural foundations and religions of the peoples and nations whose languages they are studying. The International Language and Culture Center provides facilities for DLI graduations, conferences, cultural activities, concerts, plays, foreign language clubs and international cookery. The DLI Pancultural Orchestra is

also located in this building. Under the guidance of a senior military officer as Dean, the Directorate mentors a program and conducts an orientation course for Foreign Area Officers, and surveys faculty training materials for Area Studies content.

The Dean of Students is a senior military officer who acts as liaison among staff, schools, and military units in student matters. He develops and coordinates policies and regulations governing student academic assessments and makes rulings on student relief and rebuttal actions.

The Directorate of Operations, Plans, and Doctrine is headed by a senior military officer and is composed of three Divisions: the Plans and Scheduling Division, the Language Program Coordination Division and the Distance Education Division.

The Plans and Scheduling Division manages and coordinates projections of foreign language training from the services and other federal agencies and also edits and publishes the Master Schedule of classes.

The Distance Education Division formulates the policies and procedures for the establishment and operation of Command Language Program instruction conducted by DoD components. This office provides technical guidance and assistance to military units, education centers, and individual service members, both in the U.S. and overseas. Nonresident language instructional materials are available to U.S. service members and federal employees. Materials may also be purchased from the National Audiovisual Center.

The Directorate for Program Evaluation, Research, and Testing is administered by a Dean and is responsible for the Institute's testing, evaluation, and research programs. Within the Directorate, the Testing Division develops the Defense Language Proficiency Tests (DLPTs) administered to DLI students and in-field linguists, and trains and certifies selected DLI faculty to serve as speaking proficiency testers in languages taught at DLI. The Testing Division also develops and validates

language aptitude tests and other types of language assessment instruments. The Evaluation and Research Division develops and administers the Student Opinion Questionnaires (SOQs) which gather student feedback on the DLI language program. It also coordinates evaluations of DLI course materials and

curricula and of other language training activities within the Defense Foreign Language Program. In addition, the Evaluation and Research Division carries out applied research studies aimed at improving the language teaching and learning process in both resident and nonresident settings.



**The DLI provides foreign language training for approximately 3,500 members of the four military services and civilian DoD-sponsored government agencies annually.**

## CHAPTER 2

### ACADEMIC INFORMATION

#### Accreditation

The Defense Language Institute's efforts in achieving academic excellence were recognized in 1979, when the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges granted it full institutional accreditation. As an accredited institution of post-secondary education, DLI falls under the jurisdiction of the ACCJC as a specialized post-secondary institution. However, the DLI does not presently grant academic degrees.

#### Scope of Instruction

The DLI is today regarded as one of the finest schools for foreign language instruction in the world. Resident instruction is provided at the Presidio of Monterey in some 25 languages and dialects and is administered through approximately 35 language departments which expand or contract in response to the needs of the sponsoring agencies. The present

facilities at the Presidio of Monterey can accommodate approximately 3,500 students. Instruction is also routinely provided under DLI-supervised contractual arrangements in Washington, D.C., in an additional 31 languages and dialects. The DLI also provides extensive nonresident instructional support in a variety of languages and dialects.



DLI provides comprehensive language textbooks and tapes in support of nonresident instruction.

#### Admission Requirements

Admission to the DLI is limited to members of the U.S. Armed Forces (either in the active forces or reserve components), to civilian employees of the Department of Defense (DoD) or other federal agencies, and -- in certain cases -- to adult family members of eligible

students. All students must be sponsored by their Service or employing agency and that agency directs which foreign language is to be studied. Generally, before a student is selected for a language program, there must be a specific position which requires foreign language communication skills which the student will fill upon graduation. Requests or applications for language instruction must be submitted to the appropriate sponsor in accordance with the Service's or agency's own regulations. The DLI does not enter into this process.

The DLI requires that each candidate for a Basic Program be a high school graduate and have been administered the Defense Language Aptitude Battery (DLAB). For admission to a Basic Program, the following minimum DLAB scores are required: 85 for a Category I language: Dutch, French, Italian, Portuguese, and Spanish; 90 for a Category II language: German; 95 for a Category III language: Czech, Greek, Hebrew, Persian, Polish, Russian, Tagalog, Thai, Turkish, and Vietnamese; and 100 for a Category IV language:

Arabic, Chinese, Japanese, and Korean. Individual Services or agencies may demand higher qualifying scores, at their discretion. The DLAB can be administered at any military installation having a test control officer.

Admission to intermediate- and advanced-level programs depends upon demonstrated proficiency in the language concerned as specified on pages 26 and 27.

In considering an individual for language instruction, sponsors should not select anyone who has a hearing deficiency or a significant speech impediment, since these conditions hinder or make impossible a mastery of the respective skills in the new language.

## **Fees and Materials**

The DLI is a DoD school established for the purpose of instructing Armed Forces personnel in foreign languages. Thus, all required costs are paid by the DLI from its mission funds or by the sponsoring agency on a reimbursable basis. Since all students are salaried employees of their agencies or family members of such salaried employees,



student financial aid is never provided.

### **Class Start Dates**

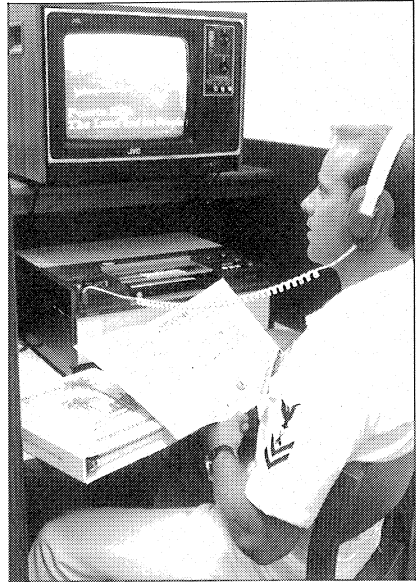
The DLI does not have a standard school year because classes are scheduled to respond to customer-agency requirements. Therefore, classes begin and end on a continual basis throughout the calendar year.

Prior to the 1 October beginning of each training year, the DLI computes the number of student assignments requested by the various Services and sponsoring agencies to be instructed in each language. From these computations, classes in each language are scheduled for the entire year. Depending on the projected enrollment, classes may begin monthly for some languages and quarterly, semiannually or annually for others.

### **Daily Hours of Instruction**

In general, classroom instruction is conducted for seven hours a day, five days a week. In addition, homework in varying amounts is assigned each day. The actual hours may vary from language to language as well.

Aside from language instruction, each service also provides specialized military training programs to help prepare the students for their future assignments.



*The Aiso Library has more than 3,000 video tapes featuring foreign language television programs and films.*

### **Legal Holidays**

The DLI does not normally conduct instruction on training holidays that are, from time to time, designated by the Commandant, or on the following federal holidays:

- New Year's Day:  
January 1
- Martin Luther King Day:  
3rd Monday in January

- Presidents' Day  
3rd Monday in  
February
- Memorial Day:  
Last Monday in May
- Independence Day:  
July 4
- Labor Day:  
1st Monday in  
September
- Columbus Day:  
2nd Monday in October
- Veterans' Day:  
November 11
- Thanksgiving Day:  
4th Thursday in  
November
- Christmas Day:  
December 25

### **Christmas Vacation**

The Christmas vacation period usually lasts about 15 days. Students who do not take leave during this period perform such other duties as their services or agencies may direct.

### **Graduation Requirements**

Diplomas are awarded to students who complete all program requirements as listed in DLIFLC Memorandum 351-11-1. This includes the completion of an end of

training Defense Language Proficiency Test (DLPT). Diplomas are not awarded for refresher, maintenance or audit programs. Students taking refresher training or not completing specified requirements may receive a Certificate of Attendance or Certificate of Completion upon completion of instruction.

Students may graduate early for cogent Service- or agency-directed reasons (such as a specific requirement to report to an assignment earlier than anticipated). For an early graduation, 85% of the language program must have been completed. The Associate Deans (senior military officers) approve any early graduations.

Students recommended for disenrollment for academic or disciplinary reasons are entitled to appeal such decisions. Details of the appellate process can be obtained from an Associate Dean or the unit of assignment.

### **Awards**

Students may be recognized and placed on the Dean's List for outstanding academic

achievement during a course of study in the resident program at the Presidio of Monterey.

Graduation awards are presented in recognition of exceptional academic achievement in foreign language study. In addition to academic excellence, these awards are based on the student's efforts to broaden his knowledge of the geographical, political, and cultural milieu in which the language is spoken, as well as on personal accomplishments which reflect credit upon the U.S. Armed Forces.

Diplomas with Honors are granted to:

- Graduates of the Basic Program who have both an outstanding academic achievement (a final grade of 94 or higher) and a Level 2 DLPT score or higher in listening and in an additional skill, plus at least a Level 1 in the third skill.

- Intermediate Program graduates who attain both outstanding academic achievement and proficiency test ratings of Level 2 + or higher in the listening skill and one other skill plus at least Level 1 + in the third skill.

- Advanced Program graduates who attain both outstanding academic achievement and proficiency test ratings of Level 3 or higher in the listening skill and one other skill plus at least Level 2 in the third skill.

There are a number of other awards made to outstanding students at the end of the program. With the exception of the Certificate of Academic Achievement, these awards are given to Basic Program students only. The two highest awards are the Commandant's Award - - based on academic achievement, high interest in foreign language study, and contributions made to the local, academic, and military communities - - and the Provost's Award - - based on academic achievement. Other awards include:

- The Maxwell D. Taylor Award, presented for academic achievement and military performance.

- The Association of the U.S. Army (AUSA) Award and the Martin J. Kellogg Award, presented for recognized exceptional achievement in the understanding of a foreign

culture as well as academic achievement.

- The Kiwanis Award, presented for academic achievement and achievement in understanding of a foreign culture. The recipient must possess the potential to be a creditable representative of the United States during an overseas assignment.

- Donor / Faculty Book Awards, presented by the faculties of the language departments to outstanding students.

### **Linguist Certification Program**

The DLI certifies its graduates of 1 October 1990 or later according to their global proficiency in the target language, as demonstrated by the Defense Language Proficiency Test (DLPT). This applies to graduates of resident foreign language training at the DLI, Presidio of Monterey, and to graduates of training administered under contract by DLI, Washington Office. Only test results from DLPTs administered at DLI or by DLI, Washington Office, as end of training proficiency evaluations, will be used to determine eligibility for

Linguist Certificates. Results must be available for all three skills - - listening, reading, and speaking - - for a Linguist Certificate to be awarded. There are four certificates: Novice Linguist, Basic Linguist, Intermediate Linguist, and Advanced Linguist. Each level of certification reflects specified minimum proficiency levels in the three skills.

Detailed information regarding this program is available from the Academic Records Division or DLI Washington's Training Administrator, as appropriate.

### **Academic Credit**

As a fully accredited institution of post-secondary education, the DLI assigns recommended credits (i.e. units of academic credit) upon successful completion of course work at the lower- and upper-division levels. The chart under the heading "Overview of Basic Program" (page 39) shows the number of credits awarded for courses of the Basic Program. Students completing a portion of a program will normally receive credit based on the

courses for which they receive a passing grade.

Effective 1 October 1990, DLI students may also receive academic credit based on their performance on the Defense Language Proficiency Test (DLPT) battery under the "Credit by Examination Program." These credits represent recommendations of the American Council on Education (ACE) and apply to the two most recent generations of DLPT batteries: DLPT III and DLPT IV. The number of credits recommended varies depending on the test scores (specifically "converted scores") achieved for the listening, reading, and speaking tests, and on the difficulty category of the language concerned. Up to 24 credits may be obtained in "Category I" languages (for example, French and Spanish) and up to 36 credits in "Category IV" languages (Chinese, Japanese, Korean, and Arabic). Requests for score reports showing test results and recommended credit under the Credit by Examination Program should be directed to DLI's Testing Division as follows:

Commandant  
Defense Language  
Institute  
ATTN: ATFL-EST

Presidio of Monterey,  
CA  
93944-5006

Apart from the Credit by Examination Program, academic credit recommendations are also available based on ACE evaluations of DLI instructional programs themselves. Students completing a DLI language program subsequent to 1981 in a language for which no DLPT III or DLPT IV battery is available and which is referenced in the "DD 0602" section of the *ACE Guide to Evaluation of Educational Experiences in the Armed Services* (Volume 2), may request academic credit in the amounts specified in the *Guide*. *Guide*-based credit may also be requested in lieu of DLPT-based credit if this would provide a greater number of credits in a particular instance.

The Army/American Council on Education Registry Transcript System (AARTS) also assigns academic credit for certain active duty military educational experiences. Transcripts and detailed information are available from the AARTS Operations Center, Ft. Leavenworth, KS 66027-5073.

## Academic Records and Transcripts

The DLI Academic Records Division maintains the records of student achievement from all resident programs administered by the DLI (and its predecessors and branches) at a variety of locations over the last decades. These include:

- Army Language School, Presidio of Monterey
- DLI West Coast Branch, Presidio of Monterey
- DLI East Coast Branch, U.S. Naval Station (Anacostia Annex), Washington, D.C.
- DLI Southwest Branch, Biggs Air Force Base, Texas
- DLI, Presidio of Monterey
- DLI, Presidio of San Francisco
- DLI, Lackland Air Force Base, Texas
- DLI Washington Office, Washington, D.C.

Transcripts of academic records may be requested for any resident foreign language program conducted by or for the DLI, including all the branches listed in the above paragraph. When requesting a transcript, the applicant must designate a

college or university to which the transcript is to be sent, and include his name at the time of graduation, the language studied, the year of graduation, the class number, if possible, and the instructional facility attended. Requests for transcripts or specific information should be directed to DLI's Academic Records Division as follows:

Commandant  
Defense Language  
Institute  
ATTN: ATFL-DAA-AR  
Presidio of Monterey, CA  
93944-5006

Transcripts may be obtained for language courses taken under the DLI's contract training programs administered by DLI Washington or its predecessors. The following caveats apply:

If the contract training was conducted by a university (such as Indiana, Syracuse, Cornell, or Yale) prior to 1975, the university involved may be able to award academic credit. Enquiries should be addressed to the appropriate university registrars.

If the contract training was conducted by the State Department's Foreign Service Institute (FSI) prior to December 1986 (the date when most FSI entries in the *Guide* expired) a

transcript should be sought from:

Registrar  
Foreign Service Institute  
Department of State  
Arlington, Virginia  
22209

The FSI will also issue a transcript upon request for training conducted after December 1986; however, in such cases, college or

university registrars may employ greater discretion in awarding credits based on those previously recommended by the *Guide*. 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 is specified in the Act.



*Fifty years and 800 faculty members from all corners of the globe offer instruction in 25 languages and dialects making DLI the most renowned language institute in the world.*



## PROGRAM DESCRIPTIONS

### Types of Programs

The DLI offers foreign language instruction in some 25 languages and dialects. The program offerings are subject to change because they are determined by DoD requirements, the U.S. Armed Forces, and other federal agencies. The DLI conducts intensive foreign language instruction at various levels, ranging from basic to advanced, as well as various specialized programs.

The primary objective of the instructional programs on all levels is to teach the target language as a vehicle of active communication. Instruction is normally carried out by well-educated native speakers and the language is always taught within the cultural, political, socioeconomic, and military contexts of the country or countries where the language is spoken.

Most students attending DLI are assigned to a Basic Program. Instruction begins with carefully selected authentic materials and gradually moves toward creative use of the language in a variety of real-life situations. This

progression is achieved through exercises which emphasize listening and speaking skills. Student self-confidence is increased by means of conversational activities such as role playing and coping with everyday situations.

Intermediate- and advanced-level programs provide maximum flexibility for both the student and the teacher. A variety of routines is employed to increase the student's ability to communicate orally: presenting reports, debating current issues, and supporting a point of view are typical classroom activities designed to increase the student's effectiveness in purposeful and meaningful applications of the target language. The level of proficiency achieved varies, depending on the length of the program and the difficulty of the language. (Proficiency is uniformly stated in terms of levels set by the Interagency Language Roundtable [ILR] as described later in this chapter. DLI tests only listening comprehension [L], reading comprehension [R], and speaking [S]. Example of abbreviation: "L2/S2 +" indicates Level 2

in listening comprehension and Level 2 + in speaking.)

In order to meet special needs, an assortment of specialized programs is offered in addition to the basic, intermediate, and advanced programs. The following information contains the program titles, number codes, and brief descriptions.

**Basic Program:  
Code 01**

An intensive program for beginners. It is designed to take the student up to a Level 2 in listening and reading comprehension, and at least a Level 1 + in speaking ability. The writing ability acquired varies, depending on the target language.

Prerequisite: minimum DLAB score (as specified under "Admission Requirements", page 16)

**Extended (Le Fox)  
Program: Code 10**

An intermediate-level program designed for selected cryptologic service personnel undertaken immediately upon completion of the Basic Program. It is designed to advance the student's listening and reading comprehension to Level 2 + and to further develop the

student's overall proficiency in speaking and writing.

Prerequisite: proficiency Level 2 in listening and one other skill in the language concerned.

**Dialect (Add-on)  
Program: Code 05**

In the case of closely related languages or dialects, this program is designed to provide Basic Program graduates of one language or dialect with parallel skills in a related dialect.

Prerequisite: proficiency Level 2 in listening and one other skill in the related standard language.

**Intermediate Program:  
Code 06**

A program designed as continuing instruction for Basic Program graduates who have served in the field in a professional specialty. It is designed to advance the student's listening and reading comprehension to Level 2 + and to further develop the student's overall proficiency in speaking and writing. The instruction varies according to the student's initial competence and the difficulty of the language.

Prerequisite: proficiency Level 2 in listening and one other skill in the language concerned.

**Advanced Program:  
Code 07**

A program designed as continuing instruction for Intermediate Program graduates who have served in the field in a professional specialty. Most Advanced Programs provide a general review of the Intermediate Program and are designed to advance the student's listening and reading comprehension to Level 3 as well as to further develop the student's overall proficiency in speaking and writing. Instruction is based on authentic materials selected from current target language publications.

Prerequisite: proficiency Level 2 + in listening and one other skill in the language concerned.

**Gateway Program:  
Code 03**

An introductory-level program utilizing specialized materials and teaching techniques designed to provide the student with adequate

language capability to meet some social obligations and enable him to cope with personal survival situations.

Prerequisite: none (no DLAB required).

**Special Program: Code  
09**

A program designed to meet the needs for specialized vocabulary or unique instructional objectives.

Prerequisites vary with the objectives of the individual program.

**Teletraining Program:  
Code 30**

A program delivered to remote locations via the Teletraining Network. Level, skill emphasis, and content of instruction are determined for each iteration in detailed training objectives specified by the Command Language Program training manager of the requesting unit.

Prerequisite: DLAB and skill level requirements vary and follow those established for resident programs with regard to the difficulty of the language and the level of instruction involved.

**Refresher Program:  
Code 40**

A program designed to refresh or improve the language proficiency of individuals whose language skills have deteriorated through lack of use. The instruction is usually individual, based on the student's background and proficiency. A student is tested for proficiency prior to enrollment. The program varies in length.

Prerequisite: proficiency Level 1 in listening and reading comprehension.

**MOLINK Translator  
Program: Code 50**

A program especially designed to teach advanced translation techniques in Russian. Precise one-way Russian to English written translation is emphasized.

Prerequisite: proficiency Level 3 in all skills in both Russian and English; candidates undergo an agency screening process.

**MOLINK Maintenance  
Program: Code 55**

Guided self-study for MOLINK translator program graduates to enable them to maintain the acquired proficiencies.

Prerequisite: successful completion of the appropriate Code 50 Program.

**Directed Studies  
Program: Codes 70 & 71**

A program designed to meet requirements in a narrow field of language competence.

Prerequisites vary with the objectives of the individual program.

**Current Offerings:**

<b>Program</b>	<b>Code No.</b>	<b>Weeks</b>	<b>Prerequisite</b>
<b><u>ARABIC</u></b>			
Basic #	01AD47	47	DLAB 100
Egyptian Basic	01AE63	63	DLAB 100
Syrian Basic	01AP63	63	DLAB 100
Gulf Basic	01DG63	63	DLAB 100
Intermediate #	06AD47	47	DLPT: L2/R2
Advanced #	07AD47	47	DLPT: L2 + /R2 +
Teletraining #	30ADXX		(various)
Refresher #	40AD20	20	DLPT: L1/R1

**CHINESE**

Mandarin Basic	01CM47	47	DLAB 100
Intermediate	06CM47	47	DLPT: L2/R2
Advanced	07CM47	47	DLPT: L2 + /R2 +
Teletraining	30CMXX		(various)

**CZECH**

Basic	01CX47	47	DLAB 95
Slovak (Dialect)	05SK08	8	01CX47
Intermediate	06CX36	36	DLPT: L2/R2
Advanced	07CX36	36	DLPT: L2 + /R2 +
Extended (Le Fox)	10CX28	28	DLPT: L2/R2
Teletraining	30CXXX		(various)

**DUTCH**

Basic	01DU25	25	DLAB 85
Intermediate	06DU18	18	DLPT: L2/R2
Advanced	07DU18	18	DLPT: L2 + /R2 +
Teletraining	30DUXX		(various)

# Modern Standard Arabic (MSA)

## Current Offerings:

<u>Program</u>	<u>Code No.</u>	<u>Weeks</u>	<u>Prerequisite</u>
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### FRENCH

Basic	01FR25	25	DLAB 85
Intermediate	06FR18	18	DLPT: L2/R2
Advanced	07FR18	18	DLPT: L2 +/R2 +
Teletraining	30FRXX		(various)

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### GERMAN

Basic	01GM34	34	DLAB 90
Intermediate	06GM26	26	DLPT: L2/R2
Advanced	07GM26	26	DLPT: L2 +/R2 +
Special (Scientist)	09GM24	24	None
Extended (Le Fox)	10GM20	20	DLPT: L2/R2
Teletraining	30GMXX		(various)
Refresher	40GM12	12	DLPT: L1/R1

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### GREEK

Basic	01GR47	47	DLAB 95
Intermediate	06GR36	36	DLPT: L2/R2
Advanced	07GR36	36	DLPT: L2 +/R2 +
Teletraining	30GRXX		(various)
Refresher	40GR16	16	DLPT: L1/R1

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### HEBREW

Basic	01HE47	47	DLAB 95
Intermediate	06HE36	36	DLPT: L2/R2
Advanced	07HE36	36	DLPT: L2 +/R2 +
Teletraining	30HEXX		(various)

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### ITALIAN

Basic	01JT25	25	DLAB 85
Intermediate	06JT18	18	DLPT: L2/R2

## Current Offerings:

<b>Program</b>	<b>Code No.</b>	<b>Weeks</b>	<b>Prerequisite</b>
Advanced	07JT18	18	DLPT: L2 +/R2 +
Teletraining	30JTXX		(various)
Refresher	40JT08	8	DLPT: L1/R1

### JAPANESE

Basic	01JA47	47	DLAB 100
Intermediate	06JA47	47	DLPT: L2/R2
Advanced	07JA47	47	DLPT: L2 +/R2 +
Teletraining	30JAXX		(various)
Refresher	40JA20	20	DLPT: L1/R1

### KOREAN

Basic	01KP47	47	DLAB 100
Gateway	03KP08	08	None
Intermediate	06KP47	47	DLPT: L2/R2
Advanced	07KP47	47	DLPT: L2 +/R2 +
Teletraining	30KPXX		(various)
Refresher	40KP20	20	DLPT: L1/R1

### PERSIAN

Farsi Basic	01PF47	47	DLAB 95
Farsi Intermediate	06PF36	36	DLPT: L2/R2
Farsi Advanced	07PF36	36	DLPT: L2 +/R2 +
Teletraining	30PFXX		(various)
Farsi Refresher	40PF16	16	DLPT: L1/R1

### POLISH

Basic	01PL47	47	DLAB 95
Intermediate	06PL36	36	DLPT: L2/R2
Advanced	07PL36	36	DLPT: L2 +/R2 +
Teletraining	30PLXX		(various)
Refresher	40PL16	16	DLPT: L1/R1

## Current Offerings:

<u>Program</u>	<u>Code No.</u>	<u>Weeks</u>	<u>Prerequisite</u>
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### PORTUGUESE

Basic	01PY25	25	DLAB 85
Intermediate	06PY18	18	DLPT: L2/R2
Advanced	07PY18	18	DLPT: L2 + /R2 +
Teletraining	30PYXX		(various)
Refresher	40PY08	8	DLPT: L1/R1

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### RUSSIAN

Basic	01RU47	47	DLAB 95
Intermediate	06RU36	36	DLPT: L2/R2
Advanced	07RU36	36	DLPT: L2 + /R2 +
Special	09RU08	8	01GM34
Extended (Le Fox)	10RU28	28	DLPT: L2/R2
Teletraining	30RUXX		(various)
INF	70RU02	2	01RU47
INF	71RU27	27	01RU47

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### SPANISH

Basic	01QB25	25	DLAB 85
Basic DEA	01QB25	25	None
Intermediate	06QB18	18	DLPT: L2/R2
Advanced	07QB18	18	DLPT: L2 + /R2 +
Special (U.S. Customs)	09QB12	12	None
Teletraining	30QBXX		(various)
Refresher	40QB08	8	DLPT: L1/R1

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### TAGALOG

Basic	01TA47	47	DLAB 95
Intermediate	06TA36	36	DLPT: L2/R2
Advanced	07TA36	36	DLPT: L2 + /R2 +
Teletraining	30TAXX		(various)
Refresher	40TA16	16	DLPT: L1/R1

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**Current Offerings:**

**Program                      Code No.    Weeks    Prerequisite**

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**THAI**

Basic	01TH47	47	DLAB 95
Intermediate	06TH36	36	DLPT: L2/R2
Advanced	07TH36	36	DLPT: L2 +/R2 +
Teletraining	30THXX		(various)
Refresher	40TH16	16	DLPT: L1/R1

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**TURKISH**

Basic	01TU47	47	DLAB 95
Gateway	03TU08	8	None
Intermediate	06TU36	36	DLPT: L2/R2
Advanced	07TU36	36	DLPT: L2 +/R2 +
Teletraining	30TUXX		(various)
Refresher	40TU16	16	DLPT: L1/R1

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**VIETNAMESE**

Basic Hanoi	01VN47	47	DLAB 95
Intermediate Hanoi	06VN36	36	DLPT: L2/R2
Advanced	07VN36	36	DLPT: L2 +/R2 +
Teletraining	30VNXX		(various)
Refresher	40VN16	16	DLPT: L1/R1

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Offerings via the Washington Office:

A number of programs are not (or no longer) available at the Presidio of Monterey but are offered through the Washington Office. These are listed below with their respective lengths and prerequisites:

Afrikaans Basic	23 weeks	DLAB 85
Albanian Basic	47 weeks	DLAB 95
Amharic Basic	44 weeks	DLAB 95
Bulgarian Basic	47 weeks	DLAB 95
Burmese Basic	44 weeks	DLAB 95
Cambodian Basic	47 weeks	DLAB 95
Danish Basic	23 weeks	DLAB 85
Finnish Basic	44 weeks	DLAB 95
Hindi Basic	44 weeks	DLAB 90
Hungarian Basic	47 weeks	DLAB 95
Indonesian Basic	34 weeks	DLAB 90
Lao Basic	44 weeks	DLAB 95
Lingala Basic	44 weeks	DLAB 95
Malay Basic	34 weeks	DLAB 90
Norwegian Basic	23 weeks	DLAB 85
Pashto Basic	47 weeks	DLAB 95
Persian Afghan Basic	47 weeks	DLAB 95
Serbo-Croatian Basic	47 weeks	DLAB 95
Sinhalese Basic	44 weeks	DLAB 95
Somali Basic	47 weeks	DLAB 95
Swahili Basic	23 weeks	DLAB 85
Swedish Basic	23 weeks	DLAB 85
Ukrainian Basic	44 weeks	DLAB 95
Urdu Basic	44 weeks	DLAB 90
German Gateway	4 weeks	GM Headstart
Russian MOLINK:		
Translator	12 weeks	L3/R3/S3
Maintenance	50 weeks	50RU12

## Basic Program Courses

### COURSE DESCRIPTIONS FOR COURSES COMPRISING THE FOREIGN LANGUAGE BASIC PROGRAM

The following translation of DLIFLC intensive language programs into a standard academic format is intended as an aid to college registrars in assigning credit and determining equivalencies for study completed here.

The foreign language course descriptions are generic. Wherever the term "Foreign Language" (or the acronym "FL") is used, the specific language being studied by the student can be substituted. Each "credit" corresponds to 1 "semester hour," or a minimum of 16 contact hours of instruction.

#### 1. Lower Division

a) FL 101. 5 credits. Elementary Foreign Language I. Students learn the fundamental elements of the language, using a multiple-skills approach that includes in-class participation, language laboratory, and supervised daily homework. Listening, speaking, and reading skills are taught, with writing as an enabling skill. Proficiency is stressed from the outset.

b) FL 102. 5 credits. Elementary Foreign Language II. A continuation of FL 101, with emphasis on expanding language skills previously acquired.

c) FL 110. 3 credits. Elementary Foreign Language Conversation. Expands communication skills through speaking and listening activities. Attention is given to building a basic conversational vocabulary. The course is taken concurrently with FL 101 and FL 102.

d) FL 140. 1 credit. Introduction to Foreign Language Culture.

An introduction to the culture of the nation(s) associated with a particular language. Topics include traditions, family, religion, values, beliefs, customs, and ethnic characteristics. The course is taken concurrently with FL 101

and FL 102. As the course progresses, an increasing amount of material is presented in the target language.

e) FL 150. 1 credit. Regional Area(s) Overview of the Foreign Language.

A general introduction to the geography and history associated with the Foreign Language. This area studies course is taken concurrently with FL 101 and FL 102. As the course progresses, an increasing amount of material is presented in the target language.

f) FL 201. 4 credits. Intermediate Foreign Language I. A continuation of the study of the Foreign Language. The course increases the student's active and passive vocabulary in context, and introduces grammatical concepts as needed.

g) FL 202. 4 credits. Intermediate Foreign Language II. A continuation of FL 201, with emphasis on expanding language skills previously acquired.

h) FL 210. 3 credits. Intermediate Foreign Language Conversation.

A continuation of the development of Foreign Language communication skills through conversation. The course draws upon and expands listening and speaking skills acquired in the Elementary courses and is taken concurrently with FL 201 and FL 202.

i) FL 220. 2 credits. Introduction to Military Topics in the Foreign Language.

A course in Foreign Language for Specific Purposes (LSP). This course is designed to introduce the student to specific military topics in the Foreign Language for job-related activities and is taken concurrently with FL 201 and FL 202.

j) FL 240. 1 credit. Foreign Language Customs and Conventions.

A continuation of FL 140 with emphasis on various aspects of everyday life, including daily routines and social structures. The course is taken concurrently with FL 201 and FL 202.

k) FL 250. 1 credit. Area and Historical Topics of the Foreign Language.

An extension of FL 150, this area studies course offers more detailed study of social institutions, history, and geography. Special attention is directed toward political, socioeconomic, and military aspects. The course is taken concurrently with FL 201 and FL 202.

## 2. Upper Division

a) FL 301. 4 credits. Advanced Foreign Language I.

A further study of the language, designed to expand upon the skills acquired in the Elementary and Intermediate Foreign Language courses. Instruction is increasingly based on current newspapers, periodicals, and audio / video materials.

b) FL 302. 4 credits. Advanced Foreign Language II.

A continuation of FL 301, with emphasis on consolidating listening, speaking, and reading proficiency.

c) FL 310. 3 credits. Advanced Foreign Language Conversation.

Builds on skills acquired in the Elementary and Intermediate courses and furthers the development of communication skills through conversation. Special attention is given to development of conversational strategies for novel situations. The topics of discussion include current news and other items of interest taken from various media. The course is taken concurrently with FL 301 and FL 302.

d) FL 320. 2 credits. Comprehensive Military Topics in the Foreign Language.

A continuation of FL 220, Foreign Language for Specific Purposes (LSP), this course uses simulations and authentic materials to acquaint the student with real-life scenarios and future job-related duties, and includes translation of written and spoken foreign language material into English. The course is taken concurrently with FL 301 and FL 302.

e) FL 340. 1 credit. Beliefs and Attitudes within the Foreign Language Culture.

Focuses on education systems, social institutions, group affiliations, and views of global issues and builds on the cultural topics introduced in FL 140 and FL 240. The course is taken concurrently with FL 301 and FL 302.

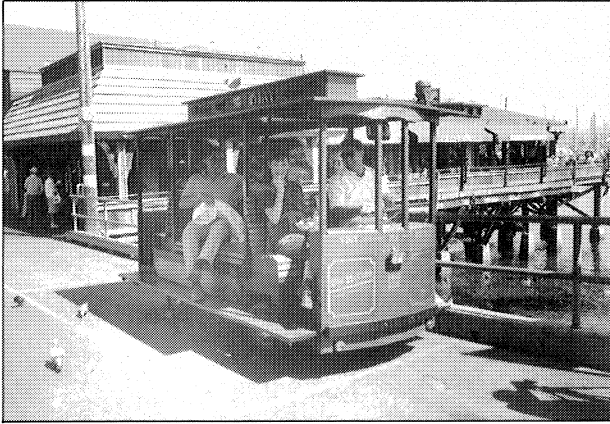
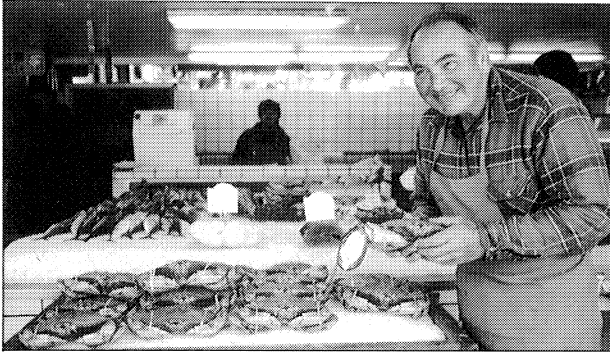
f) FL 350. 1 credit. Contemporary Issues Related to Foreign Language Studies.

A continuation of FL 150 and FL 250, this area studies course includes presentation and discussion of a wide range of current issues. The course is taken concurrently with FL 301 and FL 302.

## Overview of the Basic Program

### COURSES COMPRISING THE FOREIGN LANGUAGE BASIC PROGRAM

<u>Courses</u>	<u>Course No.</u>	<u>Credits</u>
<b>Lower Division</b>	<b>TOTAL:</b>	<b>30</b>
● Elementary FL I	FL 101	5
● Elementary FL II	FL 102	5
● Elementary FL Conversation	FL 110	3
● Introduction to FL Culture	FL 140	1
● Regional Area(s) Overview of the FL	FL 150	1
● Intermediate FL I	FL 201	4
● Intermediate FL II	FL 202	4
● Intermediate FL Conversation	FL 210	3
● Introduction to Military Topics in the FL	FL 220	2
● FL Customs and Conventions	FL 240	1
● Area and Historical Topics of the FL	FL 250	1
<b>Upper Division</b>	<b>TOTAL:</b>	<b>15</b>
● Advanced FL I	FL 301	4
● Advanced FL II	FL 302	4
● Advanced FL Conversation	FL 310	3
● Comprehensive Military Topics in the FL	FL 320	2
● Beliefs and Attitudes within the FL Culture	FL 340	1
● Contemporary Issues Related to FL Studies	FL 350	1
Total credits for completion of the Basic Program:		<b>45</b>



*The Monterey Peninsula is a scenic wonderland with superb stretches of rugged coastline, breathtaking canyons, fairytale-like forests, and low white sand dunes. Rich in history and traditions, the city of Monterey is picturesque with old adobe houses, white and blue boats in the harbor and modern lifestyles of the twentieth century. Historic Fisherman's Wharf provides hours of entertainment with its small quayside shops and restaurants.*



## INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS

The following skill levels as described by the Interagency Language Round-table (ILR) characterize proficiency in the four language skills. Each of the six "base levels" (Coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (Coded 06, 16, 26, 36, and 46) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

A skill level is assigned to a person by means of an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal instructional programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the terms "native listener," "native reader," "native speaker," and "native writer" refer, respectively, to native listeners, speakers etc. of a standard dialect.

"Well-educated", in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

## ILR SKILL LEVELS: LISTENING

LISTENING SKILL LEVEL --  
THE ASSESSED PROFICIENCY OF THE INDIVIDUAL IN UNDERSTANDING A GIVEN SPOKEN LANGUAGE.

### **Listening 0 (No Proficiency)**

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication. (Has been coded L-0 in some nonautomated applications.) (Data Code 00)

### **Listening 0 + (Memorized Proficiency)**

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length is 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 short memorized utterances or formulae are

involved. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), thus distorting the original meaning. Can understand only with difficulty even persons such as teachers who are used to speaking with non-native speakers. Can best understand those statements where context strongly supports the utterance meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) (Data Code 06)

### **Listening 1 (Elementary Proficiency)**

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 conversations in a standard

## ILR SKILL LEVELS: LISTENING

dialect. These must often be delivered more clearly than normal at a rate slower than normal, with frequent repetitions or paraphrases (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 is inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information is 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. (Has been coded L-1

in some nonautomated applications.) (Data Code 10)

### Listening 1 + (Elementary Proficiency, Plus)

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

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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 facts. (Has been coded L-1+ in some nonautomated applications.) (Data Code 16)

### **Listening 2 (Limited Working Proficiency)**

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 speaking 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 special professional field. Only understands occasional words and

phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts, i.e., the lines, but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) (Data Code 20)

### **Listening 2 + (Limited Working Proficiency, Plus)**

Sufficient comprehension to understand most routine social demands and most conversations on work requirements, as well as some discussions on concrete topics related to particular interest and special fields of competence. Often shows remarkable ability and ease of understanding but may break down under tension or pressure. 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

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some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been coded L-2+ in some non-automated applications.) (Data Code 26)

### **Listening 3 (General Professional Proficiency)**

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 and thus rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials in 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 nontechnical 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 slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some non-automated applications.) (Data Code 30)

### **Listening 3+ (General Professional Proficiency, Plus)**

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 unusually 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

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complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural, and literary materials in subject matter areas directed to the general listener. (Has been coded L-3 + in some non-automated applications.) (Data Code 36)

### **Listening 4 (Advanced Professional Proficiency)**

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all of 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 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 nonstandard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural, and literary materials in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) (Data Code 40)

### **Listening 4 + (Advanced Professional Proficiency, Plus)**

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

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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 well-educated native listener but still not equivalent. (Has been coded L-4 + in some nonautomated applications.) (Data Code 46)

### **Listening 5 (Functionally Native Proficiency)**

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 listener, 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. (Has been coded L-5 in some nonautomated applications.) (Data Code 50)

## ILR SKILL LEVELS: READING

READING SKILL LEVEL --  
THE ASSESSED  
PROFICIENCY OF THE  
INDIVIDUAL IN  
UNDERSTANDING A GIVEN  
WRITTEN LANGUAGE.

### NOTE:

In the following descriptions a standard set of text-types is associated with each level. The text-type is generally characterized in each descriptive statement.

The word "read," in the context of these proficiency descriptions, means that the person at a given skill level can thoroughly understand the communicative intent in the text-types described. In the usual case the reader could be expected to make a full representation, thorough summary, or translation of the text into English.

Other useful operations can be performed on written texts that do not require the ability to "read," as defined above. Examples of such tasks which people of a given skill level may reasonably be expected to perform are provided, when appropriate, in the descriptions.

### **Reading 0 (No Proficiency)**

No practical ability to read the language. Consistently misunderstands or cannot comprehend the written language. (Has been coded R-0 in some nonautomated applications.) (Data Code 00)

### **Reading 0 + (Memorized Proficiency)**

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or 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. The above often interpreted inaccurately. (Has been coded R-0+ in some nonautomated applications.) (Data Code 06)

### **Reading 1 (Elementary Proficiency)**

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript.



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Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include simple narratives of routine behavior; highly predictable descriptions of persons, places, or things; and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. (Has been coded R-1 in some nonautomated applications.) (Data Code 10)

### Reading 1 + (Elementary Proficiency, Plus)

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level in topics in his special professional field. In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators.

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Has some difficulty with the cohesive factors in the discourse such as matching pronouns with referents. May have to read materials several times for understanding. (Has been coded R-1 + in some nonautomated applications.) (Data Code 16)

### **Reading 2 (Limited Working Proficiency)**

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read straightforward, familiar, factual material with some misunderstandings, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The

individual 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 descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical materials written for the general reader. Generally, the prose that can be read by the individual is predominantly in straightforward / high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he recognizes immediately on sight) but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. He is typically able to answer factual questions about authentic texts of the types described above. (Has been coded R-2 in some nonautomated applications.) (Data Code 20)

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### Reading 2 + (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most factual material in nontechnical prose, as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on familiar topics. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance comprehension. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could be read thoroughly only by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, and inability to discern nuances and/or intentionally disguised meaning. (Has been coded R-2+ in some nonautomated applications.) (Data Code 26)

### Reading 3 (General Professional Proficiency)

Able to read within range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or internal news items in major periodicals, routine correspondence, general reports, and technical material in his professional field; all of these may include hypothesis, argumentation, and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas, and "read between the lines," (that is, understand the writers' implicit intents in texts of the above types). Can get the gist of more

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sophisticated texts but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low-frequency idioms. (Has been coded R-3 in some nonautomated applications.) (Data Code 30)

### **Reading 3 + (General Professional Proficiency, Plus)**

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low-frequency idioms, and uncommon connotative intentions; however, accuracy is not complete. The individual is typically able to read with facility,

understand, and appreciate contemporary expository, technical, or literary texts which do not rely heavily on slang and unusual idioms. (Has been coded R-3 + in some nonautomated applications.) (Data Code 36)

### **Reading 4 (Advanced Professional Proficiency)**

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' employment of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily, for

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example, in editorials, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated nonprofessional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. (Has been coded R-4 in some nonautomated applications.) (Data Code 40)

### **Reading 4 + (Advanced Professional Proficiency, Plus)**

Near native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms, and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the

lines" (that is, understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. (Has been coded R-4+ in some nonautomated applications.) (Data Code 46)

### **Reading 5 (Functionally Native Proficiency)**

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry, and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but nonspecialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With

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varying degrees of difficulty, can read all kinds of handwritten documents. (Has been coded R-5 in some

nonautomated applications.) (Data Code 50)

## ILR SKILL LEVELS: SPEAKING

SPEAKING SKILL LEVEL --  
THE ASSESSED  
PROFICIENCY OF THE  
INDIVIDUAL IN SPEAKING  
A GIVEN LANGUAGE.

### **Speaking 0 (No Proficiency)**

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability. (Has been coded S-0 in some nonautomated applications.) (Data Code 00)

### **Speaking 0 + (Memorized Proficiency)**

Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulas. Attempts at creating speech are unsuccessful.

Examples: The individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is,

functors (linking words, markers, and the like) are omitted, confused, or distorted. An individual can usually differentiate most significant sounds when produced in isolation, but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with persons used to dealing with foreigners. Stress, intonation, tone, etc., are usually quite faulty. (Has been coded S-0+ in some nonautomated applications.) (Data Code 06)

### **Speaking 1 (Elementary Proficiency)**

Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements and questions from this individual. This speaker

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has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The person is unable to produce continuous discourse except with rehearsed material.

Examples: Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners, but there is little precision in the information conveyed. Needs, experience, or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal, and accommodation needs; can generally meet courtesy, introduction, and

identification requirements; exchange greetings; and elicit and provide, for example, predictable and skeletal biographical information. He might give information about business hours, explain routine procedures in a limited way, and state in a simple manner what actions will be taken. He is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise. (Has been coded S-1 in some nonautomated applications.) (Data Code 10)

### Speaking 1 + (Elementary Proficiency, Plus)

Can initiate and maintain predictable face-to-face conversations and



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satisfy limited social demands. He may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.

Examples: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns.

The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space, and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public. (Has been coded S-1+ in some nonautomated applications.) (Data Code 16)

### **Speaking 2 (Limited Working Proficiency)**

Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the

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native speaker. Can handle with confidence, but not facility, most normal high-frequency social conversational situations, including extensive but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances, but unusual or imprecise elsewhere.

Examples: While these interactions will vary widely from person to person, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally,

the individual can participate in personal and accommodation type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make nonroutine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled. However, there are areas of weakness. For example, in the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding. (Has been coded S-2 in some nonautomated applications.) (Data Code 20)

### Speaking 2 + (Limited Working Proficiency, Plus)

Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows

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considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate.

Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space, and person references, or to be inappropriate in some way, if not strictly incorrect.

Examples: Typically, the individual can participate in most social, formal, and informal interactions; but limitations either in range of contexts, types of tasks, or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction

or in speaking at length in professional contexts. He is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce, general vocabulary. Discourse is often incohesive. (Has been coded S-2+ in some nonautomated applications.) (Data Code 26)

### **Speaking 3 (General Professional Proficiency)**

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. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable

## ILR SKILL LEVELS : SPEAKING

imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversations with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs, and the implications of nuances and idioms may not be fully understood, the individual can easily repair the conversation.

Pronunciation may be obviously foreign.

Individual sounds are accurate; but stress, intonation, and pitch control may be faulty.

Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as clarifying points, answering objections, justifying

decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures. (Has been coded S-3 in some nonautomated applications.) (Data Code 30)

### **Speaking 3 + (General Professional Proficiency, Plus)**

Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

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Examples: Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort, or errors which limit the range of language-use tasks that can be reliably performed. Typically, there is particular strength in fluency and one or more, but not all, of the following: breadth of lexicon, including items of low and medium frequencies, especially sociolinguistic/cultural references and nuances of close synonyms; structural precision, with sophisticated features that are readily, accurately, and appropriately controlled (such as complex modification and embedding in Indo-European languages); discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned errors occur in low-frequency and highly complex structures. (Has been coded S-3+ in some nonautomated applications.) (Data Code 36)

### Speaking 4 (Advanced Professional Proficiency)

Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references, and understanding. Language ability only rarely hinders him in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do

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not bear directly on a professional specialty.

**Examples:** Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his own. Can set the tone of interpersonal official, semi-official, and nonprofessional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks, and settings). Can play an effective role among native speakers in such contexts as conferences, lectures, and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Can understand and reliably produce shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any

face-to-face interaction. (Has been coded S-4 in some nonautomated applications.) (Data Code 40)

### **Speaking 4 + (Advanced Professional Proficiency, Plus)**

Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, the individual would not necessarily be perceived as culturally native.

**Examples:** The individual organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge. However, cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional non-native slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise; yet

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there are occasional weaknesses in idioms, colloquialisms, pronunciation, and cultural reference, or there may be occasional failure to interact in a totally native manner. (Has been coded S-4+ in some nonautomated applications.) (Data Code 46)

### **Speaking 5 (Functionally Native Proficiency)**

Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the

country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a nonstigmatized dialect. (Has been coded S-5 in some nonautomated applications.) (Data Code 50)

## ILR SKILL LEVELS: WRITING

WRITING SKILL LEVEL --  
THE ASSESSED  
PROFICIENCY OF THE  
INDIVIDUAL IN WRITING A  
GIVEN LANGUAGE.

### **Writing 0 (No Proficiency)**

No functional writing ability. (Has been coded W-0 in some nonautomated applications.) (Data Code 00)

### **Writing 0 + (Memorized Proficiency)**

Writes using memorized material and set expressions. Can produce symbols in an alphabetic or syllabic writing system or 50 of the most common characters. Can write numbers and dates, 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. (Has been coded W-0 + in some nonautomated applications.) (Data Code 06)

### **Writing 1 (Elementary Proficiency)**

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 within the scope of his 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 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 that 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 (800-1,000 characters controlled). (Has been coded W-1 in some nonautomated



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applications.) (Data Code 10)

### **Writing 1 + (Elementary Proficiency, Plus)**

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 present and future times fairly accurately. Can produce some past verb forms, but not always accurately or with correct usage. Can relate personal history and 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 the individual 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. (Has been coded W-1 + in some nonautomated applications.) (Data Code 16)

### **Writing 2 (Limited Working Proficiency)**

Able to write routine social correspondence and prepare documentary materials required for most limited work requirements. Has writing vocabulary sufficient to express himself 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

## ILR SKILL LEVELS : WRITING

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. (Has been coded W-2 in some nonautomated applications.) (Data Code 20)

### **Writing 2 + (Limited Working Proficiency, Plus)**

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 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. (Has been coded W-2+ in some nonautomated applications.) (Data Code 26)

### **Writing 3 (General Professional Proficiency)**

Able to use the language effectively in most formal and informal written exchanges on practical, social, and professional topics. Can write reports, summaries, and short library research papers on current events, on

## ILR SKILL LEVELS : WRITING

particular areas of interest, or on special fields with reasonable ease. Control of structure, spelling, and general vocabulary is adequate to convey his message accurately, but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation is 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. (Has been coded W-3 in some nonautomated applications.) (Data Code 30)

### **Writing 3 + (General Professional Proficiency, Plus)**

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

audience. 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. (Has been coded W-3+ in some nonautomated applications.) (Data Code 36)

### **Writing 4 (Advanced Professional Proficiency)**

Able to write the language precisely and accurately in a variety of prose styles pertinent to professional or 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. The writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipsis and parallelisms,

## ILR SKILL LEVELS: WRITING

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. (Has been coded W-4 in some nonautomated applications.) (Data Code 40)

### **Writing 4 + (Advanced Professional Proficiency, Plus)**

Able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional or educational needs. May have some ability to edit but not in the full range of styles. Has some flexibility within a style and shows some evidence of a use of stylistic devices. (Has been coded W-4+ in some nonautomated

applications.) (Data Code 46)

### **Writing 5 (Functionally Native Proficiency)**

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 or 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 and the ideas are also imaginative. The writer employs a very wide range of stylistic devices. (Has been coded W-5 in some nonautomated applications.) (Data Code 50)

## CHAPTER 3

### GENERAL INFORMATION



Once the home of a large fishing fleet, the Monterey Marina is now the port of call for several hundred pleasure craft.

#### Location

The DLI is located on the Presidio of Monterey, overlooking the city of Monterey, California, on which a Spanish fort was originally established in 1770. Monterey is approximately 130 miles south of San Francisco and 350 miles north of Los Angeles.

The Presidio of Monterey commands a stunning view

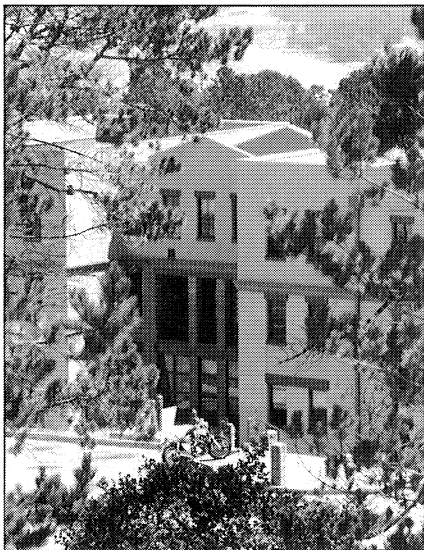
of Monterey Bay, the hub of the fishing industry on California's Central Coast. Cultivated fields to the north produce artichokes, and in the Salinas Valley to the east, lettuce is grown in abundance. The Pacific Coast south of Monterey to Big Sur and beyond offers a singular display of nature in its rugged and pristine magnificence.

Residential communities in the immediate vicinity include Pacific Grove, Pebble Beach, and Carmel. Fort Ord, the home base of the U.S. Army's 7th Infantry Division (Light) is nearby as well.

Educational institutions in Monterey include *Monterey Peninsula College* (a community college), the *Monterey Institute of International Studies*, and the U.S. Navy's *Naval Postgraduate School*.

Monterey Bay enjoys a mild climate dominated by fresh ocean breezes. Rainfall is rare from April to October and snow is almost unheard of. Temperatures seldom rise above 75 degrees: in the hottest season coastal

temperatures are frequently moderated by cooling banks of fog from the Pacific.



**DLI dormitories overlook the scenic Monterey Bay; one of the greatest areas in the world to become acquainted with.**

## **Facilities**

The years since the establishment of the school in 1941 have been a time of growth and modernization. When the first Japanese course was begun, a few battered orange crates served as desks and chairs, and the instructors were hard put to find pencils and paper. To meet expanding space requirements and to replace old buildings, the DoD has undertaken a building program which will support future needs of the DLI. This extensive

program, which began in 1983 and is nearing completion, was designed to provide a master plan for facilities to instruct, house, and support students in foreign language training. The plan has resulted in new classrooms, dormitories, and support facilities, such as child care, physical fitness, and logistic support centers.

Today the DLI is one of the best-equipped facilities for language instruction in the U.S. Many of its classrooms have closed-circuit television or video tape equipment. Students make use of extensive language laboratory facilities and the latest state-of-the-art audiovisual instructional aids.

Approximately 25 languages and dialects are presently taught by the DLI in the resident program at the Presidio of Monterey, and an additional 25 - 30 languages can be taught by contracting with other government and private organizations in the Washington, D.C. area, such as the State Department's Foreign Service Institute School of Language Studies (FSISLS).

Resident instruction at the Presidio of Monterey is managed by eight language schools: Asian, Central European, Korean, Middle East, Romance, Russian Language (Russian I), Russian Studies (Russian II), and Slavic.

Facilities to support instruction at the Presidio of Monterey include over five hundred classrooms, more than twelve hundred language lab positions, 17 permanent dormitories, and four dining facilities.



*Satellite receivers provide state-of-the-art video language training to students in classrooms as well as video teletraining.*

The Aiso Library contains a traditional academic library and an

electronic media section. With more than 3,000 tapes on file, the Center features video carrels, where students may increase their language skills by watching and listening to foreign television programs. The Center has terminals and microcomputers which give students access to various instructional programs in foreign languages. There are approximately eighty-one thousand volumes, in more than 50 languages, which can be checked out by the students. The Center also contains a wide variety of reference works which provide background information on many different countries.

### **DLI Visiting Procedures**

Each request to visit the DLI will be considered on its particular merits, provided it does not interfere with the accomplishment of the DLI mission and that it will not disrupt classes or DLI functions. Visitors are not allowed in academic areas without approval from the Protocol Office. Upon approval of a visit request, the Protocol Office will issue individual passes.

All requests to visit the DLI must be made in advance and in writing.

U.S. citizens must submit requests to the DLI Protocol Office two weeks prior to the projected visit.

All foreign visitors must submit two written requests to the DLI Protocol Office 45 days prior to a projected visit: in addition to the standard request they must supply another from their respective embassy's Military Attache office. Processing usually takes one month.

The request to visit the DLI must include the applicant's name, citizenship (U.S. or foreign), organization(s) with which the visitor is affiliated (business, school, service, etc.), date and time of requested visit, areas of interest, and an address and telephone number where the applicant can be reached.

Walk-in requests by visitors unable to return later may be made in person at the Protocol Office. Such requests will be considered on a case-by-case basis and may not be granted if time does not permit the visitor to be properly identified.

## **Orientation**

New students attend a two-day orientation program prior to the

commencement of foreign language training. The orientation begins on the Thursday before the week in which classroom instruction begins. The next day, Friday, all students and the adult members of their families attend a Welcome Briefing by the DLI Commandant. The rest of the day is spent attending administrative briefings. The following Monday, the students are briefed in separate groups before attending their initial classes in the language departments.

## **Counseling**

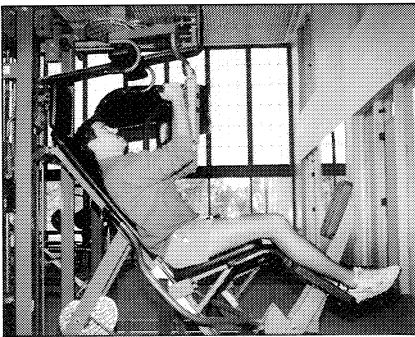
Academic counseling is available from members of the faculty and Military Language Instructors. Personal counseling is provided by various specialists, such as military training advisors, chaplains, and mental health technicians. Career counseling is available to help the students plan for future assignments and to augment their skills and education in areas not directly job-related.

## **Language Day**

Extracurricular activities of a cultural nature complement the DLI's academic instruction.



Language Day is a major activity that is held each year in early May. This event features various cultural displays, ethnic foods, classroom demonstrations in which attendees may participate, entertainment, and many other activities. Language Day activities are open to the public, and local high school and college students are especially welcome.



*The Price Fitness Center measures 75,000 square feet and offers every conceivable fitness facility.*

## Sports

Students have facilities available for a number of intramural sports and other physical conditioning programs. Flag football, softball, basketball, soccer, weight lifting, tennis, cross-country marathons, and golf are some of the activities offered. The DLI has soccer, basketball, and football teams that compete in local leagues.

Each year, Organization Day is set aside to celebrate the founding of the DLI and its development.

Celebrated at Soldier Field, this event is characterized by friendly competition among a number of student units and Faculty and Staff teams in a variety of sports.

## Health Services

Health services for U.S. Armed Forces students and their family members are extensive. Preventive medicine, medical and dental treatment, and health education services are available at the Presidio of Monterey. There are medical and dental clinics capable of providing medical care for minor illnesses or injuries and complete dental care. Nearby, Fort Ord has a very fine medical care center, the Silas B. Hayes Hospital, which is available to all U.S. Armed Forces personnel. In addition to medical care facilities, the hospital has a library, a post exchange, and a Red Cross representative.

All civilian students are responsible for their own personal medical and dental care. Health services

provided by the U.S. government are not available to civilian students or their family members except under emergency conditions.

### **Military Community Services**

Military community services provide information and assistance to active duty and retired personnel, their family members, and others in resolving personal problems beyond the scope of their resources. All U.S. Armed Forces students are eligible for this assistance. The 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 newcomers' orientation.

### **Religious Activities**

The Presidio of Monterey chapel and chapels at nearby Fort Ord maintain active religious programs. Services are provided by these chapels for members of the Catholic and Jewish faiths and for members of several Protestant denominations.

### **Legal Assistance**

Legal advice and assistance for students and their family members are provided by the Staff Judge Advocate, Fort Ord Legal Assistance Branch.

### **Educational Opportunities**

The Presidio of Monterey Education Center assists service members and their families with both career development issues and academic pursuits. The Center serves as a clearinghouse for a wealth of programs that exist to facilitate self-improvement efforts. Programs range in scope from high school completion and improving English skills to earning a graduate degree locally or through correspondence study. Nontraditional opportunities are available to help military students with their unique needs, which include mobility, consolidation of academic work from several institutions, work schedules that do not permit normally scheduled classes, geographical separation, credit for military training and credit for national testing programs. A professional staff is available to provide academic and vocational

counseling and testing services. Guidance is available on issues including, but not limited to, college study, correspondence courses, translating experience into credit, degree completion, VA benefits, financial aid programs, testing, commissioning options, occupations, and foreign language careers. The Center also serves as a liaison between military students and area colleges, which include *Monterey Peninsula College, Hartnell College, Chapman University, Golden Gate University, San Jose State University* and the *Monterey Institute of International Studies*.

Veterans' 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, technical, and refresher programs in U.S. Armed Forces occupational specialties are available in automotive technology, construction technology, engineering, welding, business office management, data processing technology, and other specialties.

## Housing

U.S. Armed Forces students grades E-9 and below, who are single and without dependents, are provided adequate housing in the barracks assigned to their unit. Married U.S. Armed Forces students, whose family members do not accompany them, are also housed in the barracks to whatever extent possible after the single students have been billeted. Enlisted students grades E-7 through E-9 are billeted in single rooms whenever possible; E-6s and below are billeted two to a room. Those students who cannot be housed in the barracks or officers' quarters are given the established and variable housing allowances and must live off post. The housing costs are relatively high in the Monterey Bay area. The Fort Ord Housing Referral Service will assist students in finding accommodations.

## Dining Facilities

At present, three dining facilities are operated by the Troop Command. These facilities are designated as transient dining facilities. Transient U.S. Armed Forces personnel (including officers in a Permanent Change of Station status)

and their family members are authorized to purchase meals in these dining facilities. Pending issue of a meal card, U.S. Armed Forces personnel must present a copy of their PCS orders and identification card to purchase meals; officers and family members are charged and must pay the surcharge rate.



*Students enjoy a meal in pleasant surroundings at the newly constructed Russian Village Dining Facility, one of the DLI's four dining halls.*

## **Personnel Administration Center**

Troop Command provides administrative support for student members of the U.S. Armed Forces through its Personnel Administration Center (PAC). Among the PAC's responsibilities are inprocessing / redeployment / outprocessing procedures, promotions / advancements, and military pay. Each U.S. Armed Forces unit also offers services to the students of that unit

through its orderly room (quarterdeck in the Navy): these include arranging for leaves, passes, separate rations, and pay allotments.

## **Weapons**

Any type of firearm, knife with a four-inch or longer blade, bow and arrow, or dart or spear gun, must be registered as a weapon with the Military Police within 72 hours of arrival at the DLI. Application forms for firearm registration can be obtained in the unit orderly rooms. All persons residing in the DLI barracks, who own or possess any of the above described weapons while attending the DLI, must store them in HHC's arms room.

## **Driver's License**

California State Law specifies that nonresident military personnel 18 years or older, who hold a valid license from their home state, may continue to use that license while stationed in California. Nonresident armed services personnel under 18 years of age and all family members are required to obtain a California driver's license. For information on obtaining a California driver's license, contact the California Department of

Motor Vehicles within 30 days after arrival.

A student wishing to register or operate a motorcycle on any of the local military installations must attend the Fort Ord Motorcycle Defensive Driving Course (MDDC). The MDDC is scheduled by appointment only and can be accomplished through the student's orderly room. Helmets, eye protection, above-the-ankle shoes, gloves, jackets, and reflective vests must be worn by those riding motorcycles either as drivers or as passengers on any of the local military installations.

### **Vehicle Registration**

Privately owned vehicles must be registered on post. The registration is part of a student's in-processing procedures. The owner must present a valid vehicle registration certificate, a valid driver's license, and valid proof of insurance to the Security Office, Building 634, Presidio of Monterey.

### **DLI Crest**

The Institute's Crest symbolizes the dual heritage of the Defense Language Institute and the

Presidio of Monterey. Originally designed for the U.S. Army Language School, the crest was adopted in 1963 by the Defense Language Institute. It is also used by our sister school, the Defense Language Institute, English Language Center.

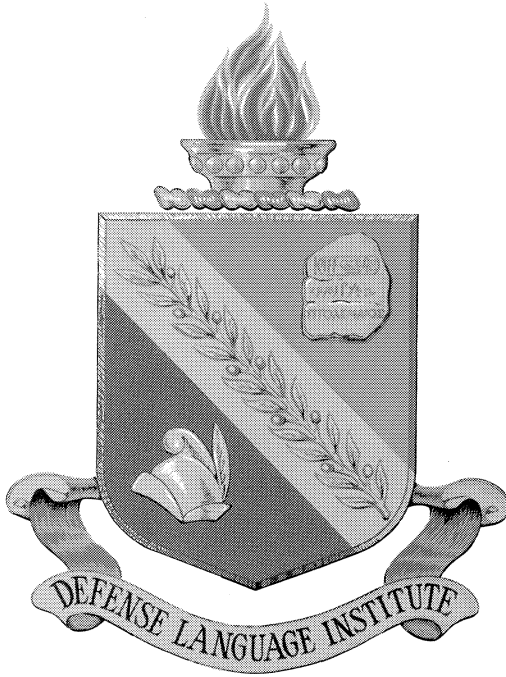
The upper right-hand corner of the shield bears a piece of the Rosetta Stone giving the name of Egyptian ruler Ptolemy V (203 - 181 BC) in three languages: hieroglyphics, Demotic script, and Greek. Its discovery by a French military expedition in 1799 enabled scholars for the first time to decipher this complex "picture writing" from which much of our knowledge of Egypt's ancient civilization is derived.

The cap on the lower left portion was worn by the San Carlos Catalan Volunteers, Spanish soldiers who accompanied Father Junipero Serra on his Sacred Expedition of 1769 - 70 to establish a string of missions in Alta California. In 1770, on the site of present-day Monterey, they built a small fort (*presidio*) to

protect the San Carlos Borromeo Mission.

Red and blue reflect the wartime and peacetime missions of the Institute, and the green olive branch

reflects the aim of promoting peace through understanding. The gold torch on top is a traditional symbol of learning and knowledge.



# TELEPHONE NUMBERS FOR SELECTED DLI OFFICES

TELEPHONE PREFIXES: COMMERCIAL -- (408)647-XXXX; DSN -- 878-XXXX

COMMANDANT .....	5312/5118
ASSISTANT COMMANDANT .....	5200/5510
CHIEF OF STAFF .....	5510/5200
SECURITY DIVISION .....	5307/5460
PUBLIC AFFAIRS OFFICE .....	5104/5184
COMMAND HISTORIAN .....	5536
PROTOCOL .....	5336/5302
CIVILIAN PERSONNEL OFFICE .....	5100/5160
RESOURCE MANAGEMENT .....	5216/5103
SCHOOL SECRETARY .....	5661/5598
MILITARY PERSONNEL BRANCH .....	5421/5210
ADMINISTRATIVE SUPPORT DIVISION .....	5177/5315
LOGISTICS DIVISION .....	5507/5131
AUDIOVISUAL MANAGEMENT OFFICE .....	5300/5191
PROVOST .....	5313/5291
DEAN OF STUDENTS .....	5291/5313
DIRECTORATE OF ACADEMIC ADMINISTRATION .....	5616/5136
ACADEMIC RECORDS DIVISION .....	5366/5120
PROGRAM MANAGEMENT DIVISION .....	5301
AISO LIBRARY .....	5572/5578
DIRECTORATE OF EVALUATION AND STANDARDIZATION .....	5443/5517
TESTING DIVISION .....	5391/5458
EVALUATION / RESEARCH DIVISION .....	5683/5214
DIRECTORATE OF CURRICULUM AND INSTRUCTION .....	5291/5313
CURRICULUM DIVISION .....	5686/5497
DLI JOURNALS / PUBLICATIONS BRANCH .....	5638/5495
VISUAL PRODUCTIONS BRANCH .....	5374/5434
FACULTY AND STAFF DIVISION .....	5217/5639
EDUCATIONAL TECHNOLOGY DIVISION .....	5475/5138
DIRECTORATE OF AREA STUDIES .....	5110/5565
INTERNATIONAL LANGUAGE AND CULTURE CENTER .....	5487
DIRECTORATE OF OPERATIONS, PLANS AND DOCTRINE .....	5114/5724
PLANS AND SCHEDULING BRANCH .....	5463/5404
DISTANCE EDUCATION .....	5108/5746
LANGUAGE PROGRAM COORDINATION .....	5048/5047
DIRECTORATE OF INFORMATION MANAGEMENT .....	5383/5226
AUTOMATION DIVISION .....	5593/5361
DLI WASHINGTON OFFICE .....	(DSN) 286-6294
CTSREP DLIFLC .....	5411

# TELEPHONE NUMBERS FOR SELECTED DLI OFFICES

SCHOOL OF ASIAN LANGUAGES .....	5135 / 5275
CHINESE DEPARTMENT A .....	5237 / 5427
CHINESE DEPARTMENT B .....	5237 / 5427
PERSIAN DEPARTMENT .....	5523
MULTI-LANGUAGE DEPARTMENT (ASIAN SCHOOL) .....	5429 / 5153
SCHOOL OF CENTRAL EUROPEAN LANGUAGES .....	5212 / 5602
GERMAN DEPARTMENT A .....	5339
GERMAN DEPARTMENT B .....	5428
POLISH DEPARTMENT .....	5449
MULTI-LANGUAGE DEPARTMENT (CENTRAL EUROP. SCHOOL) .....	5622 / 5504
SCHOOL OF KOREAN .....	5183 / 5218
KOREAN DEPARTMENT A .....	5621
KOREAN DEPARTMENT B .....	5438
KOREAN DEPARTMENT C .....	5381
KOREAN DEPARTMENT D .....	5687
SCHOOL OF MIDDLE EAST LANGUAGES .....	5420 / 5403
ARABIC DEPARTMENT A .....	5620
ARABIC DEPARTMENT B .....	5548
ARABIC DEPARTMENT C .....	5538
ARABIC DEPARTMENT D .....	5186
SCHOOL OF ROMANCE LANGUAGES .....	5519 / 5525
SPANISH DEPARTMENT A .....	5245
SPANISH DEPARTMENT B .....	5243
SPANISH DEPARTMENT C .....	5483
MULTI-LANGUAGE DEPARTMENT (ROMANCE SCHOOL) .....	5348 / 5276
SCHOOL OF RUSSIAN ONE (DR1) .....	5240 / 5304
RUSSIAN DEPARTMENT A (RUSSIAN SCHOOL I) .....	5419
RUSSIAN DEPARTMENT B (RUSSIAN SCHOOL I) .....	5197
RUSSIAN DEPARTMENT C (RUSSIAN SCHOOL I) .....	5551
RUSSIAN DEPARTMENT D (RUSSIAN SCHOOL I) .....	5297
RUSSIAN DEPARTMENT E (RUSSIAN SCHOOL I) .....	5392
SCHOOL OF RUSSIAN TWO (DR2) .....	5701 / 5702
RUSSIAN DEPARTMENT A (RUSSIAN SCHOOL II) .....	5679
RUSSIAN DEPARTMENT B (RUSSIAN SCHOOL II) .....	5018
RUSSIAN DEPARTMENT C (RUSSIAN SCHOOL II) .....	5704 / 5648
RUSSIAN DEPARTMENT D (RUSSIAN SCHOOL II) .....	5015 / 5499
RUSSIAN DEPARTMENT E (RUSSIAN SCHOOL II) .....	5017 / 5040
SCHOOL OF SLAVIC LANGUAGES .....	5331 / 5511
CZECH DEPARTMENT .....	5147
RUSSIAN DEPARTMENT A (SLAVIC SCHOOL) .....	5344



# TELEPHONE NUMBERS FOR SELECTED DLI OFFICES

RUSSIAN DEPARTMENT B (SLAVIC SCHOOL) .....	5122
RUSSIAN DEPARTMENT C (SLAVIC SCHOOL) .....	5342
HQ PRESIDIO OF MONTEREY .....	5306 / 5541
TROOP COMMAND .....	5591 / 5668
AIR FORCE ELEMENT (AFELM) .....	5200 / 5264
3483RD STUDENT SQUADRON (USAF) (ATC) .....	5115 / 5370
NAVAL SECURITY GROUP DETACHMENT - MONTEREY (NSGD) .....	5213 / 5570
USMC ADMINISTRATIVE DETACHMENT (MCAD) .....	5133 / 5350
RESERVE FORCES .....	5225 / 5202
POST CHAPLAIN .....	5223 / 5281
STAFF DUTY OFFICER: (AFTER DUTY HOURS/WEEKENDS/HOLIDAYS)	5119 / 5274

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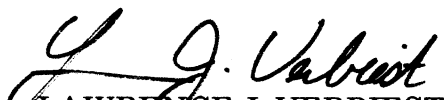
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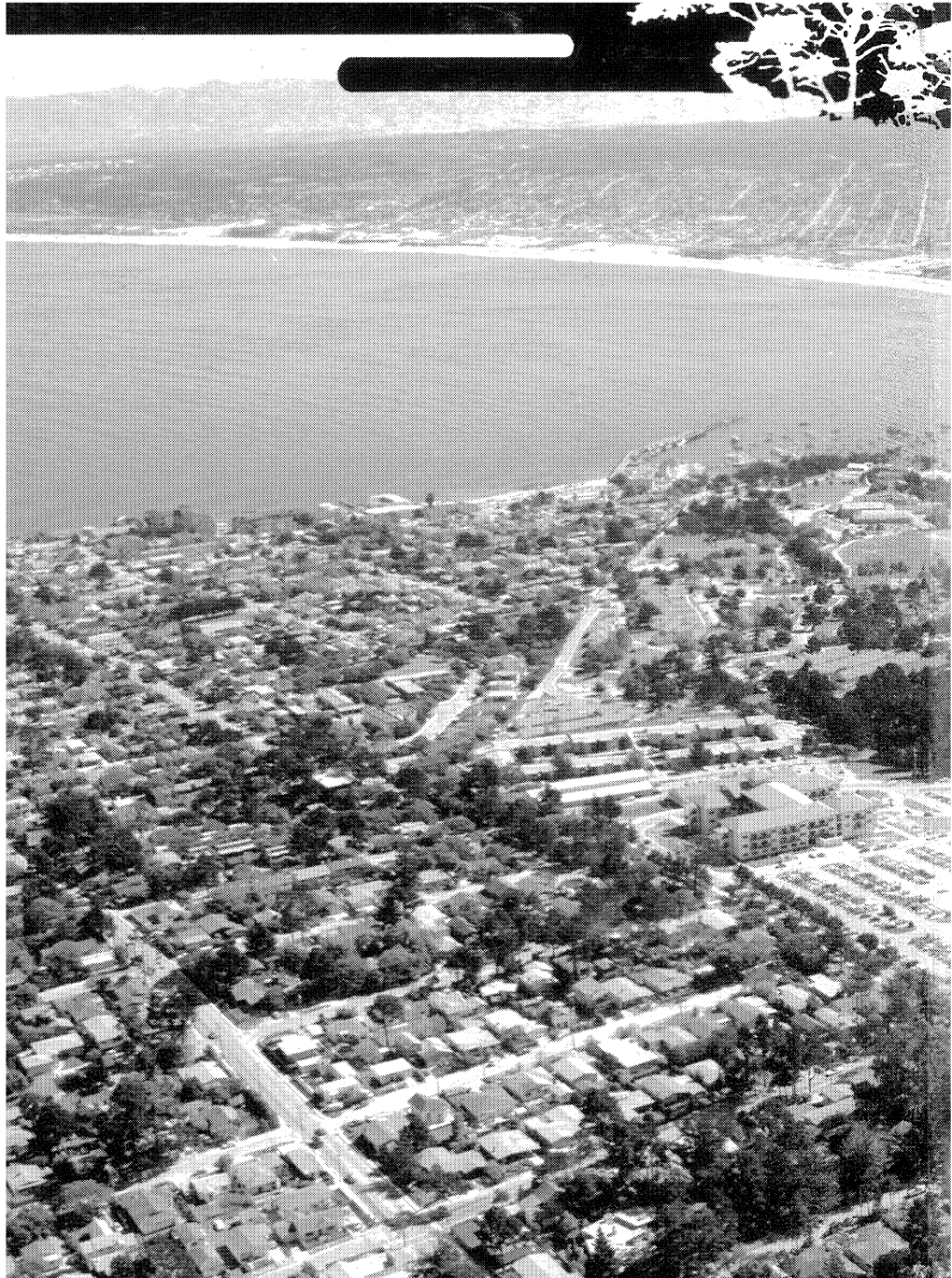
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FOR THE COMMANDANT:

OFFICIAL:  
WILLIAM K. S. OLDS  
COL, USA  
Acting Chief of Staff

  
LAWRENCE J. VERBIEST  
CPT, USA  
Adjutant

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