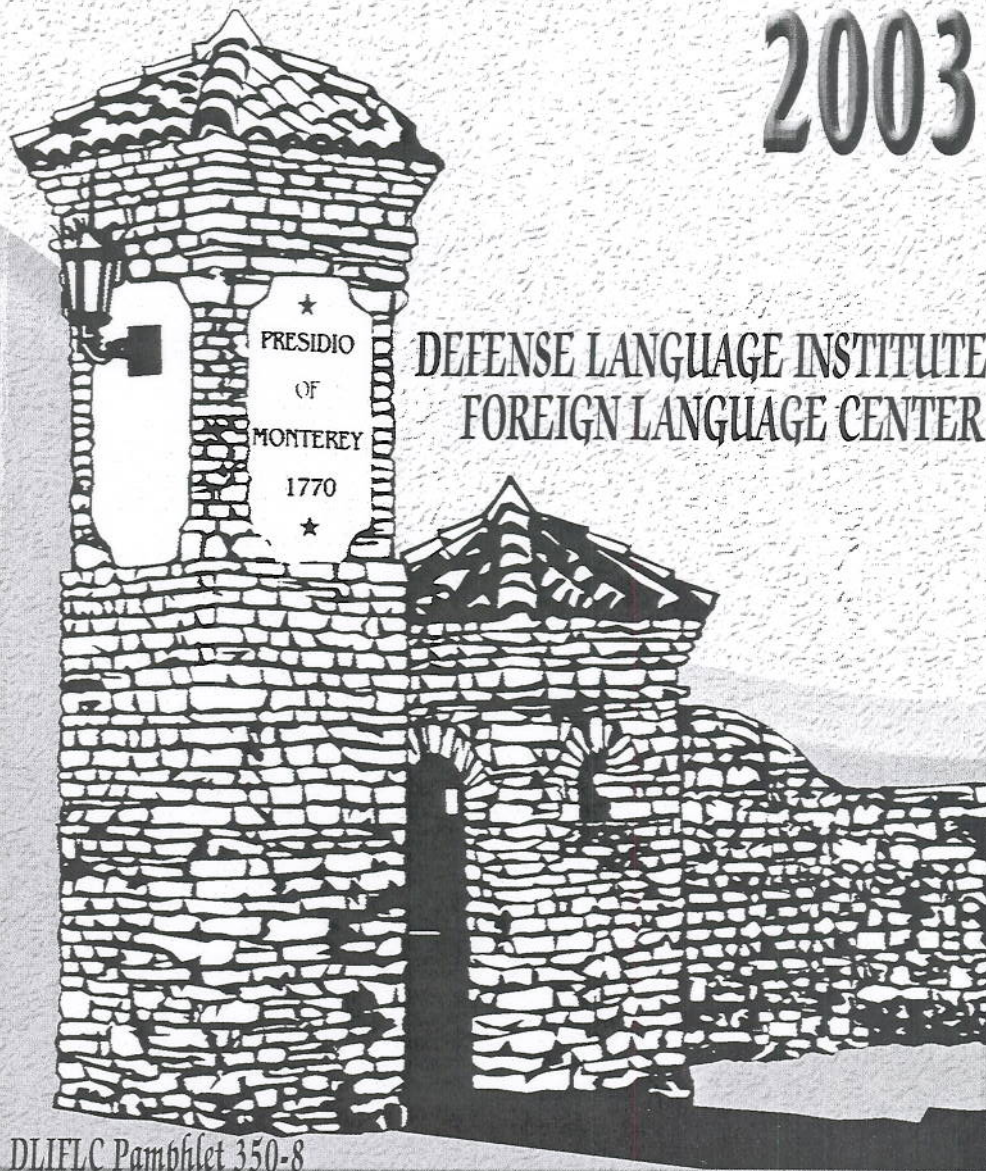


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**Defense Language Institute
Foreign Language Center**

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January 2003

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ACCREDITATION

The Defense Language Institute Foreign Language Center is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), 10 Commercial Blvd, Ste 204, Novato, CA 94949, (415)506-0234. The ACCJC is an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. Additional information on the WASC and the ACCJC can be obtained by visiting www.wascweb.org.

PREFACE

The Defense Language Institute Foreign Language Center (DLIFLC) is the world's largest foreign language institute. The mission of the DLIFLC is to educate, sustain, evaluate, and support foreign language specialists under the guidelines of the Defense Foreign Language Program, which provides the Department of Defense and other Federal agencies with linguists fully capable of supporting United States national interests worldwide. To accomplish its four primary mission areas and ensure that our military forces are prepared to meet global foreign language requirements, the DLIFLC remains flexible and responsive to the changing world order and on the cutting edge of technological innovations in foreign language education for the twenty-first century.

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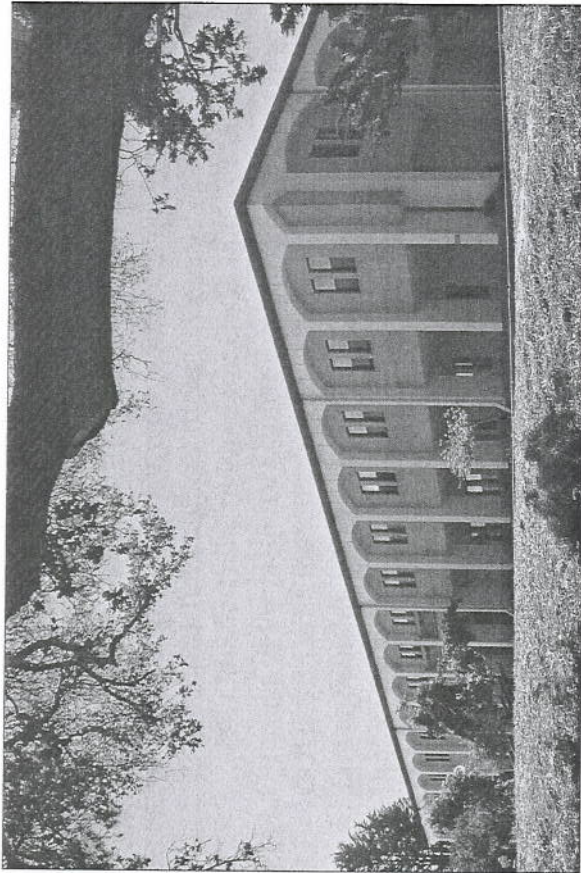
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FOREWORD

language institute in the world. Today the Institute's student output dwarfs that of any other in the nation and it consistently educates its students to the highest standards of foreign language proficiency. The DLIFLC's current students follow the trail blazed by the more than 160,000 graduates before them, who have served their country well in critical and often exciting assignments around the globe.

At the heart of the DLIFLC mission is the quality foreign language programs, where striving for excellence never ceases. On most days, the Institute conducts over 15,400 hours of foreign language instruction. The superb instructor force is continually adapting new materials and technologies for use in the classroom. Satellite technology provides current foreign language news programs 24 hours a day, from 20 different countries. These programs are used in the classroom as learning tools and are available in all military living areas in Monterey. DLIFLC instructors are also developing interactive Computer Assisted Study programs to incorporate authentic audio and video materials in learning exercises. The academic library holds over 90,000 foreign language books and subscribes to scores of foreign language newspapers. Although many of the DLIFLC's classes are held in historic buildings on the Presidio of Monterey, the Institute also has some of the most modern academic, housing, and sports facilities anywhere. The DLIFLC is fully accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and grants an Associate of Arts degree in Foreign Language. If the DLIFLC graduate wishes to pursue a degree from another institution, upon completion of any basic program, DLIFLC graduates earn 45 semester hours of college credit.

The DLIFLC also provides foreign language sustenance to military linguists stationed worldwide. In addition to providing educational materials and advice, the Institute conducts continuing education via a satellite-linked, fully-interactive video teletraining network. The DLIFLC is also the home of the Department of Defense's foreign language proficiency testing headquarters as well as the military's foremost group of researchers in foreign language education.



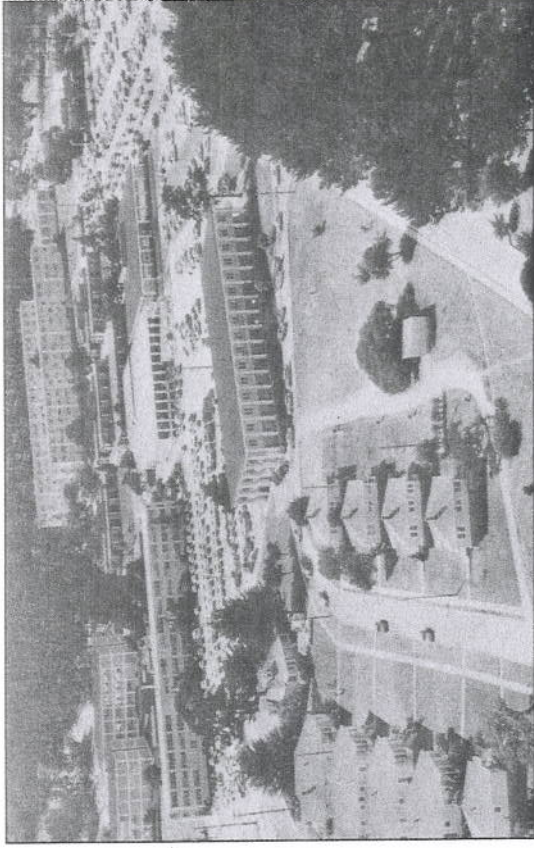
Presidio of Monterey Headquarters Building

Over sixty years ago, the threat of war highlighted the need in the Armed Forces of the United States for educated and capable linguists to protect American national interests worldwide. The school was founded in 1941 to produce those linguists and continues to operate today as the Defense Language Institute Foreign Language Center (DLIFLC) at the Presidio of Monterey, California—the largest and finest foreign

Over six decades of quality foreign language instruction place the DLIFLC at the forefront of foreign language education in both the nation and the world. But being the best has not bred complacency; the pace of change in world events requires constant evolution on the DLIFLC's part. The Institute is not standing still; it is changing with the times in the post-Cold War era to provide even more effective foreign language products in support of Department of Defense worldwide requirements. Founded in the shadow of war, the Institute today continues to support the quest for peace through readiness. The DLIFLC's reputation for excellence is based on its firm commitment to maintaining the highest possible standards of foreign language education.

CHAPTER ONE

INTRODUCTION TO THE DEFENSE LANGUAGE INSTITUTE

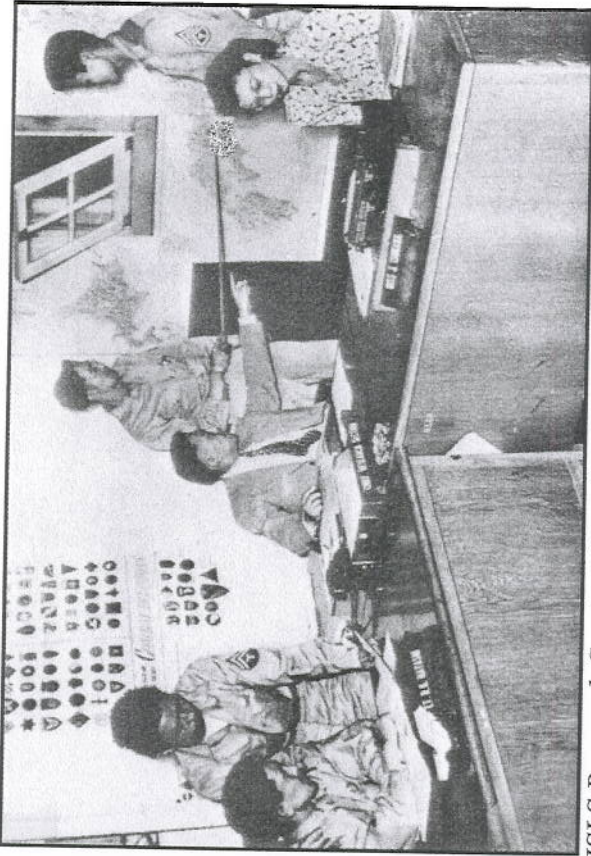


The historic Presidio of Monterey is home to the Defense Language Institute Foreign Language Center.

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 school at the Presidio of San Francisco to teach the Japanese language. Classes began 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. Nisei Hall is named in honor of these earliest students, whose heroism is portrayed in the Institute's Yankee Samurai exhibit. The 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 (MISLS), 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. Three academic buildings are named for Nisei graduates who fell in action: George Nakamura, Frank Hachiya, and Y. "Terry" Mizutani.



MISLS Research Section, Fort Snelling, Minn., 1945: The MISLS maintained a library of captured Japanese documents and a collection of captured equipment.

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. The city of Monterey had grown up near the mission and presidio to become the capital of the Spanish (later Mexican) province of Alta California. Commodore Sloat captured the town during the

War with Mexico in 1846. 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 Cavalry. Nobel laureate 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. 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 audio-lingual method and the application of educational technology such as the language laboratory.



Recent graduates of the Japanese Basic Course at Camp Savage, Minn., translate captured enemy documents while awaiting assignment in 1943.

The U.S. Air Force met most of its foreign language education 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 contract programs were gradually phased out. The 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), the DLI stepped up the pace of language education. While regular language education continued unabated, more than 20,000 service personnel studied Vietnamese through the 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 the DLI Southwest Branch). Four-hundred fifteen DLI graduates gave their lives during the war. Four student dormitories today bear the names of graduates who died in that conflict: Chief Petty Officer Frank W. Bomar († 1970), Sergeant First Class Alfred H. Combs († 1965), Marine Gunnery Sergeant George P. Kendall, Jr. († 1968), and Staff Sergeant Herbert Smith, Jr. († 1965).

In the 1970s, the Institute's headquarters and all resident language education were consolidated at the West Coast Branch and renamed the Defense Language Institute Foreign Language Center (DLIFLC). (The Institute continues to operate a small contract foreign language education 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 gradually changed. In 1973, the newly formed U.S. Army Training and Doctrine Command (TRADOC)

assumed administrative control, and in 1976, all English language training operations were returned to the U.S. Air Force, which operates DLIELC to this day.

Since the end of the Vietnam War, the Institute has experienced an exciting period of growth and change. The DLIFLC won academic accreditation in 1979, and in 1981 the position of Academic Dean (later called Provost) was reestablished. A joint-service General Officer Steering Committee was established in 1981 to advise on all aspects of the Defense Foreign Language Program. The Defense Foreign Language Program Policy Committee now performs this function. In the early 1980s, a rise in student input forced the Institute to open two temporary branches: a branch for Air Force enlisted students of Russian at Lackland Air Force Base, Texas (1981-1987), and another for Army enlisted students of Russian, German, Korean, and Spanish at the Presidio of San Francisco (1982-1988). The increase in student input also resulted in an extensive facilities expansion program on the Presidio. Support to command language programs worldwide grew, with greater availability of programs such as Gateway and Headstart.



One of the many DLI Vietnamese courses taught during the peak of American involvement in Vietnam.

Numerous academic changes have been made as well. More instructors have been recruited, new instructional materials and tests have been written, and a comprehensive academic master plan has been developed. Teaching methodology has become more and more proficiency-oriented, team teaching has been implemented, and the average staffing ratio has been increased to two instructors per ten-student section. A new rank-in-person Faculty Personnel System for the faculty was introduced in 1996.

In recent years, the Institute has taken on challenging new missions, including support for arms control treaty verification, the War on Drugs, Operation Desert Storm, Operation Restore Hope, and Operations Enduring Freedom and Noble Eagle. In the spring of 1993, the Base Realignment and Closure Commission rejected suggestions that the Institute be moved or closed, and recommended that its mission be continued at the present location. An agreement with Monterey Peninsula College was signed in early 1994, allowing as many as 30 credit hours earned in any of the DLIFLC's Basic Programs to be counted toward an Associate of Arts degree. In October 2001, the United States Congress gave the DLIFLC federal authority to grant an Associate of Arts in foreign language degree. DLIFLC first awarded AA degrees in May 2002.



A visiting Military Language Instructor from the DLIFLC teaches Arabic to U.S. soldiers in Saudi Arabia in December 1990.

The DLIFLC has established itself as a national pacesetter in foreign language education, resident and nonresident, using cutting-edge educational technology such as computers, interactive video, and video teletraining to educate and support military linguists. In the years ahead, the Institute will continue to provide top-quality language instruction to support critical national requirements.

DLIFLC Mission

The Institute's mission is to provide education, evaluation, sustainment, and support for DoD foreign language requirements worldwide. In addition, our vision is to be the acknowledged leader in foreign language education throughout DoD and the federal government. In effectively accomplishing its four primary mission areas, the Institute ensures that our military forces are prepared to meet global foreign language requirements.

DLIFLC Goals

EDUCATION. DLI has multiple proficiency and performance goals associated with each of its instructional programs. All of these goals build on the minimum proficiency outcomes of beginning language programs. Although a sizeable percentage of the program's graduates exceed these minimum expectations, the minimum graduation requirement for the basic instructional program in every language is a U.S. Government Interagency Language Roundtable Level 2 in reading comprehension, Level 2 in listening comprehension, and Level 1+ in speaking ability. Subsequent programs and follow-on courses help the students attain Level 3 proficiency.

EVALUATION. Develop and provide valid and reliable assessment tools and procedures to evaluate and improve resident and non-resident language training.

TECHNOLOGY INTEGRATION. Make key enabling investments that exploit hardware and software to build and enhance effective learning.

QUALITY PHILOSOPHY. Create a culture of continuous quality improvement for serving internal and external customers.

QUALITY OF LIFE. Develop and maintain affordable quality of life programs that allow students to focus on learning.

SUSTAINMENT. Provide support to nonresident programs that remediate, sustain, and enhance foreign language proficiency.

CONTINGENCY SUPPORT. Anticipate world crisis areas that require a U.S. presence and develop tailored language-training packages for deploying units.

FACULTY. Continue to improve the Faculty Personnel System.

Educational Philosophy and Purpose

The DLIFLC meets its responsibility for 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 present or future assignments.

The major DLIFLC goal is to ensure that graduates meet the requirements of the agency that 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. DLIFLC 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 DLIFLC recognizes the value of both education and training in providing language instruction. The DLIFLC operates under the concept of a systematic approach to instruction; 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 DLIFLC recognizes that languages cannot be learned in a cultural vacuum. Language and culture are so intricately intertwined that it is difficult to separate them. Therefore, language skills are developed in a context that includes 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 attract and retain teachers of exceptional ability, to foster an environment of professional competence, and, above all, to provide instruction of the highest quality, the DLIFLC supports a variety of programs that assist DLIFLC employees in their professional growth and career advancement.

Faculty and Staff

There are approximately 900 civilian teachers employed at the DLIFLC, most of them native speakers of the language they teach. More than two-thirds hold advanced degrees (Master's or higher), and nearly one-quarter hold doctorates. Represented disciplines include Foreign Language, Second Language Acquisition, Education, Area Studies, and English.



A teacher in traditional Korean garb conducts class at the Presidio of Monterey.

The DLIFLC faculty represents a wide variety of accomplishments and experience. There are a number of musicians, authors, artists, and educators; some were formerly government or military officials in their native lands.

Supplementing the civilian instructors are almost 100 Military Language Instructors (MLIs), who are noncommissioned/petty officers of the four branches of the U.S. Armed Forces.

The DLIFLC employs 1600 civilians. Of these, nearly 1200 hold teaching and other academic and staff positions, and 400 work in base operations. In addition to the civilian workforce, 400 military personnel (including MLIs) participate in or provide support for the DLIFLC's academic activities. The military permanent party personnel assigned to the DLIFLC represent the four branches of the U.S. Armed Services.

The skills and expertise of the faculty and staff are accessible beyond the confines of the DLIFLC's academic programs. Limited translation and interpretation support is provided to affiliates of the DoD and national-level agencies on a space-available basis. Requests are prioritized on a case-by-case basis according to urgency of need and the DLIFLC's ability to honor the request. The DLIFLC's Public Affairs Office also maintains a speaker's bureau as a function of its community relations program. This service assists local organizations in drawing on the wealth of specialized experience that exists in the DLIFLC community.

Instruction

The DLIFLC has been at the forefront of the foreign language education field for over 60 years. Teaching is learner-centered and proficiency-oriented, employing authentic speech and materials. The DLIFLC continually reviews developments in the field of instructional methodology and incorporates into its programs those features that are designed to produce the very best linguists for our country.

Teaching is accomplished within a framework that provides intensive practice and interaction in the target language, as spoken by educated teachers of that language. The student starts with carefully

selected texts and structured exercises to practice listening and reading 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.

In addition to its basic, intermediate, and advanced programs, the DLIFLC offers a number of specialized programs that provide 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 the DLIFLC'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 DLIFLC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). In addition, the Institute has Federal degree-granting authority from the United States Congress to issue Associate of Arts in Foreign Language degrees to qualified graduates of all basic programs.



The DLIFLC educates students from all branches of the U.S. military.

Students in Resident Training

Each of the four military Services—Army, Air Force, Navy, and Marine Corps—and other U.S. government sponsoring agencies select the individuals for resident foreign language education in preparation for a specific duty assignment. More than 160,000 students, from recruits just out of basic training to senior officers, have graduated from the DLIFLC since 1941. There are approximately 3,000 students in the Resident Educational Programs at the Presidio of Monterey campus 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 Assistant Secretary of Defense for Command, Control, Communications and Intelligence is the functional sponsor of the Defense Foreign Language Program (DFLP). 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 by the DLIELC at Lackland Air Force Base in San Antonio, Texas.

The Defense Foreign Language Program Policy Committee, a continuing Joint Service/DoD Agency Committee, gives the Executive Agent advice and guidance on major policy, resource, and administrative issues affecting foreign language educational programs. This committee considers all aspects of the DFLP, reviews progress and proposed changes, and provides guidance and recommendations for the overall management and operation of the DFLP.

Since the DLIFLC is a military school, it falls under a military chain of command. The Commanding General, U.S. Army Training and Doctrine Command (TRADOC), has administrative responsibility to manage, operate, fund, and provide personnel resource support for the DLIFLC.

Commandant

The DLIFLC Commandant (who is also the Installation Commander), a U.S. Army colonel, is directly responsible to the Deputy Chief of Staff for Training, TRADOC, and is charged with directing the operation of the Defense Language Institute Foreign Language Center and Presidio of Monterey. The Commandant effects coordination among elements of the Institute and between the Institute and higher headquarters, other schools, installations, and activities. The Commandant commands the DLIFLC Army elements, and exercises general supervision over all elements assigned or attached to the Institute.

Assistant Commandant

The Assistant Commandant (AC) is a colonel in the U.S. Air Force, tasked with assisting the Commandant in planning, directing, and supervising the assigned mission. The Assistant Commandant runs the Institute and supervises the Chancellor, the Scheduling Division, the Foreign Area Officer Program, the Washington Office, and the Combat Developments Directorate. The AC is specifically tasked to oversee and monitor the command budget process, and commands all DLIFLC permanent-party Air Force personnel.

Garrison Commander

The Garrison Commander, an Army colonel, is the principal assistant to the Installation Commander in discharging the responsibilities of Post Commander. The Garrison Commander provides Base Operations Support to all activities and personnel on the POM. The Garrison Commander directs, oversees, and coordinates Garrison staff, assures coordination with DLIFLC staff, and supervises the operation of the Civilian Personnel Office, the Resource Management Office, and the Information Management Office. As a major additional responsibility, the Garrison Commander supervises the Base Realignment and Closure section, which is responsible for disposing of the excess Ft. Ord properties that the Army is returning to the local communities.

Chief of Staff

The Chief of Staff, a U.S. Army lieutenant colonel, is responsible for the overall administrative policy, practices, and procedures for the support mission of the Institute and Installation.

229th Military Intelligence (MI) Battalion

The 229th MI Battalion provides command and administrative control for all U.S. Army personnel assigned or attached to the DLIFLC. It consists of Headquarters and Headquarters Company (permanent party staff); Companies A, B, C, and F (Initial Entry Trainee and junior enlisted students); and Companies D and E (senior enlisted and officer students). The 229th MI plans and conducts military training and provides all administrative and logistical support for permanent party and student personnel. Additionally, the 229th MI coordinates and provides logistical and some administrative support for the other Service units at the DLIFLC, the Naval Technical Training Center Detachment, the Marine Corps Detachment, and the Air Force's 311th Training Squadron.

Chancellor

As the chief academic officer, the Chancellor, a senior civilian, oversees the resident and nonresident foreign language programs, instructional methodology and technology, curriculum development, and faculty development. The Chancellor establishes policy; provides leadership, advice, and guidance on foreign language education for the DLIFLC; and represents the Institute on external academic councils and committees. The Chancellor has operational control of the Language Schools, Curriculum Development, Faculty Development, Evaluation and Standardization, and the Academic Administration Directorate.

Provost

The Provost, a senior civilian, oversees the eight language schools as well as the School of Continuing Education (SCE) and the Operation Enduring Freedom Task Force (OEF TF). The Provost assists the Chancellor in overseeing the Faculty Personnel System and the Directorate of Academic Administration.

Associate Provost & Dean of Students

The Associate Provost & Dean of Students is a senior military officer who acts as liaison among staff, schools, and military units in all student matters. As Dean of Students, this officer develops and manages policies and regulations governing student academic assessments and makes rulings on student relief and rebuttal actions. This officer also manages the Military Language Instructor program.

Language Schools

All foreign language teaching takes place in one of nine Schools plus the OEF TF: Asian I (Chinese Mandarin, Japanese, Tagalog, Thai, and Vietnamese); Asian II (Korean); Asian III (Korean); European I (Russian and Serbian/Croatian); European II (Russian and Persian-Farsi); Middle East I (Arabic, Greek, Hebrew, and Turkish); Middle East II (Arabic); European and Latin American (French, German, Italian, Portuguese, and Spanish); School of Continuing Education (Arabic, Chinese, Korean, Persian, and Russian); and OEF TF (Pashto, Persian-Dari, and Uzbek). Each School is headed by a civilian Dean, who is responsible for planning and implementing assigned programs in foreign language education, curriculum development, implementing academic and administrative policy, and 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 directs the School's Military Language Instructor Program.

Each school is composed of departments, in which instruction of individual foreign languages takes place. Each department is headed by a civilian chairperson, who is responsible for the instructional program, manages the assigned instructors and staff, and oversees foreign language education and the faculty development process. Teachers, organized into teams, are responsible for teaching classes, evaluating student performance, and developing and maintaining course materials.

Directorates

There are four Directorates within the Chancellor's organization, each under the guidance of a Dean, that contribute directly to the academic mission of the Institute:

The Directorate of Curriculum Development develops and coordinates academic policies and procedures concerning the conduct of curriculum and curriculum development. It assists the schools with curriculum development, including the application of educational technology for both resident and nonresident programs.

The Directorate of Faculty & Staff Development develops and coordinates academic policies and procedures concerning the conduct of faculty development. It provides faculty training, including the Instructor Certification Course, and opportunities for professional development.

The Directorate of Academic Administration is in charge of administrative matters pertaining to resident education and educational development. It encompasses the Office of the Registrar, the Associate of Arts Degree Office, the Academic Affairs Office, the Office of Alumni Affairs, and the DLIFLC multi-media centers (Aiso Library and the Chamberlin Library at POM).

The Directorate of Evaluation and Standardization consists of three Divisions. The Test Development and Standards Division develops the Defense Language Proficiency Tests (DLPTs) administered to DLIFLC students and operational linguists worldwide. The Proficiency Standards Division trains and certifies selected DLIFLC faculty to serve as speaking proficiency testers in languages taught at the Institute, and develops and validates performance tests and other types of language assessment instruments. The Research and Evaluation Division develops and administers the Automated Student Questionnaires (ASQs), which gather student feedback on the DLIFLC language program. It also coordinates evaluations of DLIFLC curricula and other language educational activities within the Defense Foreign Language Program, and conducts applied research studies aimed at improving the language teaching and learning processes in both resident and nonresident settings.

CHAPTER TWO

ACADEMIC INFORMATION

Accreditation

The Defense Language Institute Foreign Language Center's efforts to achieve academic excellence were formally recognized in 1979, when the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) granted it accreditation. This status was last reaffirmed in 2000. The DLIFLC falls under the jurisdiction of the ACCJC as a specialized postsecondary institution. In October 2001, the United States House of Representatives approved DLIFLC's request for Federal degree-granting authority. Students who meet the graduation requirements for a DLIFLC Diploma and fulfill the general education requirements are awarded an Associate of Arts degree from DLIFLC. In addition, DLIFLC students may obtain an Associate of Arts degree through the joint DLIFLC-Monterey Peninsula College degree program.

Scope of Instruction

The DLIFLC is perhaps the finest school of foreign language education in the world. Resident instruction is provided at the Presidio of Monterey in some 22 languages and is administered through 31 language departments and the OEF Task Force, 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 DLIFLC-supervised contractual arrangements in Washington, D.C., in up to 65 foreign languages and dialects. The DLIFLC also provides extensive nonresident instructional support in a variety of languages and dialects.

Admission Requirements

Admission to the DLIFLC 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. Each student must be sponsored by his/her service or employing agency, and that agency directs which foreign language he/she will study. Generally, before a student is selected for a language program, a specific position requiring foreign language communication skills must exist for the student to 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 DLIFLC does not participate in this process.

Applicable service policies require 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:

- o 85 for a Category I language (French, Italian, Portuguese, and Spanish)
- o 90 for a Category II language (German)
- o 95 for a Category III language (Greek, Hebrew, Pashto, Persian-Farsi, Persian-Dari, Russian, Serbian/Croatian, Tagalog, Thai, Turkish, Uzbek, and Vietnamese)
- o 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. The prerequisite for intermediate programs is an Interagency Language Roundtable (ILR) Level of 2 in reading, listening, and speaking. For more information, see Types of Programs. (Proficiency is measured by administration of the Defense Language Proficiency Test [DLPT] and is uniformly stated in terms of levels set by the Interagency Language

Roundtable as described later in this chapter. The DLIFLC tests only listening comprehension [L], reading comprehension [R], and speaking [S]. Example of abbreviation: "L2/R2/S2" indicates Level 2 in listening comprehension, Level 2 in reading comprehension, and Level 2 in speaking).

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 DLIFLC is a DoD school established for the purpose of teaching Armed Forces personnel foreign languages. Thus, all required costs are paid by the DLIFLC 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 DLIFLC 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 fiscal year, the DLIFLC computes the student quotas requested by the various services and sponsoring agencies to be taught in each language. From these computations, classes in each language are scheduled for the entire year. Depending on the projected enrollment, classes may begin weekly or monthly for some languages, and quarterly, semiannually, or annually for others.

Daily Hours of Instruction

In general, instruction in classrooms and language laboratories is conducted for six hours a day, five days a week. In addition, homework in varying amounts is assigned each day. The actual hours assigned may vary from language to language and class to class.



Interactive computer technology enhances the DLIFLC learning experience.

In addition to foreign language education, each service also provides specialized military training programs to help prepare students for their future assignments.

Legal Holidays

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

New Year's Day	1 January
Martin Luther King, Jr. Day	3 rd Monday in January
Presidents' Day	3 rd Monday in February
Memorial Day	Last Monday in May
Independence Day	4 July
Columbus Day	2 nd Monday in October
Veterans' Day	11 November
Thanksgiving Day	4 th Thursday in November
Christmas Day	25 December

Winter Break

The Winter Break usually covers about ten training days (17 – 19 calendar days) and occurs at TRADOC direction during the end of December and beginning of January. Students who do not take leave during this period perform other duties as directed by their services or agencies.

Graduation Requirements

ASSOCIATE OF ARTS DEGREE

A student may receive the Associate of Arts in Foreign Language (AA/FL) degree by satisfying the following requirements recommended by the DLIFLC Academic Advisory Council, reviewed by the DLIFLC Board of Visitors, and established by the DLIFLC Governing Board.

1. General Education Requirements

DLIFLC does not teach all the required general education courses a student needs to receive an AA/FL degree. To satisfy general education requirements, students must complete at least 27 semester units, which must include the minimum number of units indicated in each of these general education areas. The following criteria apply to courses transferred to meet the DLIFLC general education requirement:

- Must be from an accredited institution or a recognized candidate for accreditation.
- Must be taught by faculty who meet the minimum faculty professional preparation requirements of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.
- Must be listed and identified in the offering institution's general catalog as satisfying the institution's freshman and sophomore general education graduation requirement designed for transfer.
- Must have been completed with the equivalent of a "C" grade or better.
- Must not be developmental, preparatory, remedial, refresher or review.

- Must not duplicate or significantly overlap another course or test applied to the degree program.
- Must not be a special topic or problem, workshop, or similar course.
- Must not be narrowly focused on skills, techniques, and procedures peculiar to a particular occupation.

In addition, the Institute has the right to approve or reject courses submitted for the general education requirements. DLIFLC will award degrees only to students who have demonstrated competency in the following General Education (GE) areas:

General Education Requirements **Semester Credits**

AREA A English: Written Communication 3
Applicable courses must satisfy the writing and composition requirement for graduation of the delivering institution.

AREA B Critical Thinking (Satisfied through MS 120 & 220) 3

Logical thought, critical evaluation, and clear and precise expression. Courses in this area have an oral presentation component allowing students to demonstrate their ability to persuade, debate, argue or inform in a clear, concise, and logical manner. Emphasis is on content and delivery in the foreign language.

AREA C Science (Course must include a lab.) 3
Understanding scientific methods and achievements of at least one of the biological or physical sciences. The following serve as examples:

General Biology. Normally includes study of fundamental principles of living organisms. Includes cell or subcellular structure, reproduction, heredity and development.

General Chemistry. Normally includes study of composition, structure, properties of and changes in matter, and accompanying energy phenomena as well as fundamental laws and theories including atomic and molecular structure.

Human Anatomy and Physiology. Normally includes study of digestive, metabolic, nervous, muscular, endocrine, respiratory, circulatory and reproductive systems; and their application to health and hygiene.

AREA D Humanities (Satisfied through AS 140 & 240) 3

Appreciation, understanding, and sensitivity for artistic and cultural creation and expression. Courses in this area have components in the fine and performing arts, the literature of the language as well as the philosophy and religion of the language area.

AREA E Social Science 3

Understanding of American history and/or government. Courses fulfilling this requirement need to have a stated component that addresses the contributions of ethnic minorities and women.

AREA F Technology 3

Hands-on use of computers in today's work environment. Use of desktop computers; techniques of word processing, databases and spreadsheets; web searches, concerns of virus prevention and detection; and data security. (Computer history, hardware design, computer maintenance and management of computer systems are not acceptable.)

AREA G Area Studies (Satisfied through AS 240 & 340) 3

Studies of the foreign language cultural area(s). Acquaints the student to the geography, history, and political and economic system(s) of the foreign language area(s).

AREA H Physical Education (Satisfied at Basic Military Training) 3

Appreciation and understanding of the physical skills and health knowledge essential for mental and physical well-being.

AREA I Mathematics 3

Intermediate algebra or a college-level mathematics course that satisfies the delivering institution's mathematics requirement for graduation. Courses such as accounting, business mathematics, computer mathematics, statistics (taught outside the mathematics department), history of mathematics, and mathematics for elementary and secondary teachers are not applicable. Three semester hours of mathematics are required for graduation. The following serve as examples:

Calculus. Normally includes study of limits, continuity, derivatives, techniques of differentiation, curve sketching, integrals, fundamental theorem of calculus, exponential and logarithmic functions, basic techniques of integration, and applications of the integral.

College Algebra. Normally includes, but is not limited to, the real number system, functions and relations, binomial theorem, matrices and determinants, logarithms,

equations, sequences and series, and mathematical induction.

General Education Semester Units 27

2. Major Requirements

All courses counting toward the major must be earned in residence at the DLIFLC on the Presidio of Monterey, with a cumulative grade point average (GPA) of C (2.0) or higher. Typically, the major requirements are met upon the satisfactory completion of the DLIFLC Basic Program for students who enrolled after Oct 1, 1991. Successful completion of the Intermediate Program may be substituted for the major and will satisfy the residency requirement if enrolled after February 1, 1998. DLIFLC does not grant a degree for a double major or a degree in other fields. The only degree offered is the Associate of Arts in Foreign Language. A student may earn a degree in only one language.

DLI Basic Program Courses in the Major
Lower Division:

FL 101. Elementary Foreign Language I 4 credits

FL 102. Elementary Foreign Language II 4 credits

FL 110. Elementary Foreign Language Conversation 3 credits

MS 120. Introduction to Job Related Skills in the FL 2 credits

AS140. Introduction to Foreign Language (FL) Culture 2 credits

FL 201. Intermediate Foreign Language I 4 credits

FL 202. Intermediate Foreign Language II 4 credits

- FL 210. Intermediate Foreign Language Conversation 3 credits
- MS 220. Introduction to Military Topics in the FL 2 credits
- AS 240. History and Geography of the FL Region 2 credits

Upper Division:

- FL 301. Advanced Foreign Language I. 4 credits
- FL 302. Advanced Foreign Language 4 credits
- FL 310. Advanced Foreign Language Conversation 3 credits
- MS 320. Comprehensive Military Topics in the FL 2 credits
- AS 340. Area and Intercultural Studies within the Foreign Language Region 2 credits

Major: 45 credits (Basic Program satisfies all major requirements)

3. **AA Degree Requirements:** The following requirements must be met prior to the awarding of a degree:
- Normally students must fulfill the DLIFLC diploma requirements as stipulated in DLIFLC Regulation 350-1. Students completing the Basic Program must receive a minimum score of L2/R2/S1+ on the Defense Language Proficiency Test (DLPT) and have a cumulative grade point average of a "C" (2.0) or higher. No grades below a "D" (1.0) will be accepted. Students completing **only** the Intermediate Program must receive a minimum DLPT score of L2+/R2+/S2; all other requirements are the same as the Basic Program.
 - Transfer Grades:** All courses counting toward the AA Degree must have a grade of "C" (2.0) or higher. Grades for transfer courses will not be included on DLI transcripts and will not affect the cumulative GPA earned at DLI for the major.
 - Unit Requirement:** To satisfy the unit requirement for graduation, the student must complete a minimum of 62 semester units of college-

level work (35 units in the foreign language major and 27 units specified in the general education requirements described above). Quarter units may be substituted for semester units through an arithmetic conversion process where 1.5 quarter units equals 1.0 semester unit.

d. **Residence Requirement:** The student must satisfy the residence requirement for graduation by successfully completing (as described above) a Basic or Intermediate Program taken at the DLIFLC, Presidio of Monterey.

e. **Active Duty Requirement:** Students may continue to complete the general education requirements for the AA degree after they have completed their language studies for the major at DLI. However, upon completion of all degree requirements, students must still be a member or dependent of a member of the U.S. Armed Forces (Active, Reserve or National Guard), or employed in federal government service at the time they submit a "Petition for Degree" to the DLI Registrar Division. A photocopy of both sides of the current military identification card should be submitted to the DLI Registrar Division at the time of petitioning as evidence the candidate for graduation is a member of the U.S. Armed Forces.

DLIFLC DIPLOMA

The DLIFLC Diploma is awarded to each student who completes all program requirements as listed in DLIFLC Regulation 350-1, Chapter 8. Graduation requirements include completion of all courses with a grade of "D" or higher; a cumulative grade point average of 2.0 or higher; and scores on the Defense Language Proficiency Test (DLPT) of L2/R2/S1+ or higher. Any student who completes the program but does not meet all of the graduation criteria receives a Certificate of Completion. Any student who attends any portion of any program, but does not complete the program, receives a Certificate of Attendance. Diplomas are not awarded for refresher or sustainment programs.

Students may graduate early for cogent service- or agency-directed reasons (such as a specific requirement to report to an assignment earlier than anticipated). To qualify for early graduation, a student must complete all course work on an accelerated schedule and meet the stated goal of the program on the DLPT. The Associate

Provost & Dean of Students approves all early graduations.

Students recommended for disenrollment for academic or disciplinary reasons are entitled to appeal such decisions. Details of the appellate process are outlined in DLIFLC Regulation 350-1 and can be obtained from the school's Associate Dean or Chief MLI or at the student's service unit.

Awards

Students may be recognized and placed on the Dean's List for outstanding academic achievement during a program of study in the resident program at the Presidio of Monterey. The minimum requirement is a grade point average (GPA) of 3.65.

Several 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 or her knowledge of the geographical, political, and cultural milieu in which the target language is spoken, as well as on personal accomplishments that reflect credit upon the U.S. Armed Forces.

A number of other awards are 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 given in each language category (I, II, III, and IV) during the graduation ceremony:

The Commandant's Award is based on academic achievement (GPA of 3.7 or higher **or** DLPT scores of L2/R2/S2 or higher), high interest in foreign language study, and contributions made to the local, academic, and military communities.

The Provost's Award is based on academic achievement (candidate is in the top five percent of his/her class **and** attains a DLPT score of L2/R2/S2 or higher).

Other awards include:

The Maxwell D. Taylor Award is presented for academic achievement (GPA of 3.7 or higher **or** DLPT score of L2/R2/S2 or higher) and military performance. Military members from any service in the pay grade of E-4 and below are eligible.

The Association of the U.S. Army (AUSA) Award and the Martin J.

Kellogg Award are each presented for exceptional achievement in the understanding of a foreign culture as well as academic achievement (GPA of 3.7 or higher **or** DLPT scores of L2/R2/S2 or higher).

The Kiwanis Award is presented for academic achievement (GPA of 3.7 or higher **or** DLPT scores of L2/R2/S2 or higher) and achievement in understanding a foreign culture to recipients demonstrating the potential to be creditable representatives of the U.S. during an overseas assignment.

The Command Sergeant Major's Award is presented for academic achievement (GPA of 3.7 or higher **or** DLPT scores of L2/R2/S2 or higher) and demonstrated commitment to the highest standards of military professionalism and leadership. Military members from any service in the pay grade of E5, E6, or E7 are eligible.

The International Language and Culture Foundation Award is presented for academic achievement (GPA of 3.7 or higher **or** DLPT scores of L2/R2/S2 or higher) and demonstrated commitment to gaining a deeper understanding of the applicable foreign culture.

The Certificate of Academic Achievement is awarded to graduates of Intermediate and Advanced Programs (GPA of 3.7 or higher **and** DLPT scores of L2+/R2+/S2+ or higher for Intermediate Program graduates and L3/R3/S3 for Advanced Program graduates).

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

Linguist Certification Program

Since 30 September 1990, students graduating from DLIFLC programs have been certified according to their global proficiency in the target language, as demonstrated by their performance on the Defense Language Proficiency Test (DLPT). This applies to graduates of resident foreign language education at the DLIFLC, Presidio of Monterey, and to graduates of educational programs administered under contract by the DLI Washington Office. Only test results from a DLPT administered at the DLIFLC or by the DLI Washington Office, as end-of-program proficiency evaluations, are 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 (see DLIFLC Regulation 350-1).

Grading Policy

DLIFLC uses the letter grade system to track student academic performance. The objective of the grading system is to: 1. Test learning objectives that can be clearly understood by teachers and students; 2. Provide meaningful feedback to students on their progress; 3. Furnish information to other institutions, allowing students to transfer credits from DLIFLC; 4. Generate meaningful assessment data for the DLIFLC program evaluation; and 5. Capture summative information for student's current or future schools or units of assignment.

The grading system is standardized throughout the Institute to provide a common definition of student ability and correlates test or course grades to established end-of-program proficiency goals. Final course grades shown on transcripts are based on the weighted average of all grades on tests, quizzes and homework as developed by each department and the final exam for each course. As a guideline, students must maintain an average grade of "C" or better in any language program during any four-week period. Failure to meet this standard will result in academic or administrative action (e.g. tailored instruction, special assistance, probation, or disenrollment). DLIFLC uses the following letter grade and grade value system: A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D+=1.3, D=1.0, F=0. The cumulative GPA is calculated according to the following formula: multiply the grade value earned for each course times the number of credits for each course. This provides the total number of grade points earned for each course. Add the calculated grade points for all courses and divide by total number of credits for all courses. This calculation provides the cumulative GPA.

Academic Credit

Students may receive academic credit for resident language study at the DLIFLC. (No credit is awarded for DLIFLC nonresident programs.) Degree-granting colleges and universities always reserve the

right to apply only partially, to re-compute, or to accept completely any credits transferred from other institutions. Transferred credits must thus be understood as recommended credits.

DLIFLC, as an accredited institution of post-secondary education, has assigned academic credit in semester units for successful completion of course work in its resident programs since Oct 1, 1990 with permission of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC). The chart under the heading "Overview of the Programs" shows the number of credits awarded for courses at the lower and upper division levels of the Basic and Intermediate Programs.

In addition, the American Council on Education (ACE) Credit by Examination Program allows military personnel academic credit based on their performance on the Defense Language Proficiency Test (DLPT) battery. These credits are awarded by the American Council on Education (ACE) and apply to the two most recent generations of DLPT batteries, DLPT III and IV. The number of credits recommended varies, depending on the test scores (specifically, "converted scores") achieved on the listening, reading, and speaking tests, and on the difficulty of the language concerned. Languages are categorized from I (easiest) to IV (hardest), based on the difficulty native speakers of American English may have in learning a foreign language.

The languages currently eligible for this program are:

Category I: English, French, Italian, Portuguese (Brazilian),

Portuguese (European), and Spanish

Category II: German, Romanian (DLPT III)

Category III: Czech, Greek, Hebrew, Persian-Farsi, Polish,

Russian, Serbian/Croatian, Tagalog, Thai, Turkish, Ukranian, and Vietnamese

Category IV: Arabic, Chinese-Mandarin, Japanese, and Korean

A maximum of 24 credits may be obtained for Category I languages, 27 for Category II, 30 for Category III, and 36 for Category IV.

The Office of the Registrar will provide assistance in matters of all academic credit, the release of academic transcripts, and the DLPT Score Reports, showing DLPT test results and the amount of recommended credit under the ACE Credit by Examination Program.

Questions should be addressed to:

Commandant

Defense Language Institute Foreign Language Center

ATTN: ATFL-DAA-R

Presidio of Monterey, CA 93944-5006

Email: trnscrip@pom-emh1.army.mil

Phone (831) 242-5825, DSN FAX: 768-5146

The Army/American Council on Education Registry Transcript System (AARTS) also assigns academic credit for certain active duty military educational experiences. Transcripts are available from:

AARTS Operations Center

Ft. Leavenworth, KS 66027-5073

Academic Records and Transcripts

In addition to the Associate of Arts in Foreign Language degree available through the DLIFLC, course work completed at the DLIFLC may also be applied toward language requirements or degree programs at other academic institutions. As in the case of credits, each institution follows its own policies and procedures in establishing the equivalents for course work done elsewhere. Information on the DLIFLC's Joint Associate Degree Program with Monterey Peninsula College can be obtained from the Education Center, (831) 242-5325.

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

- o Army Language School, Presidio of Monterey, CA
- o DLI West Coast Branch, Presidio of Monterey, CA
- o DLI East Coast Branch, U.S. Naval Station (Anacostia Annex), Washington, D.C
- o DLI Southwest Branch, Biggs Air Force Base, TX (also called "DLI Support Command")
- o DLI, Presidio of San Francisco, CA
- o DLI Lackland Operating Detachment, Lackland Air Force Base, TX
- o DLI Washington Office, Washington, D.C.

Transcripts of academic records may be requested for any resident foreign language program conducted by or for the DLIFLC, including all the branches listed above. For DLI to prepare a transcript, an applicant must submit a signed request with the applicant's name, SSAN, name at the time of graduation, the language studied, the year of graduation, the class number, if possible, the instructional branch attended, the names and addresses of the receiving institutions and the number of copies.

The American Council on Education (ACE) provides academic credit recommendations based on test scores earned on the Defense Language Proficiency Test (DLPT). Credits are reported on a DLPT SCORE REPORT administered by the Defense Language Institute (DLI) Registrar's Office. Qualifications: credit recommendations are **only available for languages tested with a DLPT III or DLPT IV format after 1 October 1990.** Linguists who desire academic credit based on their DLPT scores may request DLI to send an official copy of their DLPT SCORE REPORT to a university or college of their choice. The DLI prepares DLPT SCORE REPORTS based on official test scores it maintains for students who completed one of its language programs or based on test scores for qualified linguists whose original test answer sheets have been forwarded to the DLI Testing Division by an official test site. For DLI to prepare a transcript, an applicant must submit a signed request with the applicant's name, SSAN, language tested, the test date and the location of test site, and the graduation date (if a DLI student). Also include the names and addresses of the receiving institutions and the number of copies.

Requests for academic transcripts and/or DLPT Score Reports should be directed to the DLIFLC Registrar's Office at the address below. Signed requests can also be faxed to this address. There is no charge for issuing transcripts. **Transcripts sent directly to students will be marked "Issued to Student" unless the student specifically requests to have them sent to their home address inside "sealed" envelopes.**

Defense Language Institute Foreign Language Center
Attn. Registrar's Office (Transcripts)

Presidio of Monterey, Monterey, CA 93944-5006

Fax: (831) 242-5146; DSN Fax: 768-5146

For general information call: (831) 242-5825/6459. To track transcript requests call: (831) 242-5366. To request transcripts via E-mail, please send a signed request via regular mail or fax to Academic Records with a password of your choice. Future requests will then be honored by sending your E-mail with password to transrip@pom-emh1.army.mil.

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

If the contract education 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. Inquiries should be addressed to the appropriate university registrar.

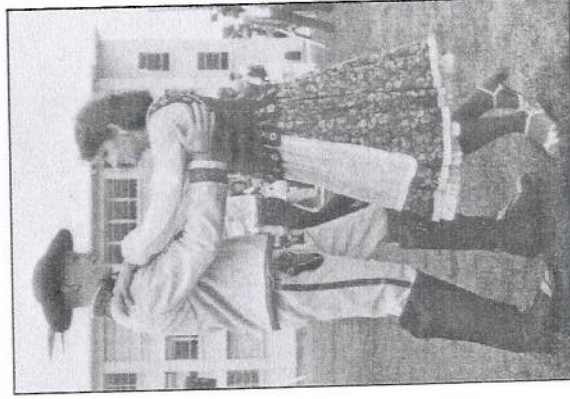
If the contract education was conducted by the State Department's Foreign Service Institute (FSI) prior to December 1986 (the date when most FSI entries in the 1990 Guide to the Evaluation of Educational Experiences in the Armed Services expired), send requests to:

Registrar, Foreign Service Institute
Department of State
Arlington, VA 22209

The FSI will also issue a transcript upon request for education 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. Consequently, an individual's academic records will not be released without the written consent of that individual.

PROGRAM DESCRIPTIONS



The languages taught at the DLIFLC represent cultures from every corner of the globe.

Types of Programs

The DLIFLC offers foreign language (FL), military studies (MS), and area studies (AS) courses in resident programs in 22 different languages. Many more languages and dialects are taught on a nonresident basis through contracts administered by the DLI Washington Office. The program offerings are subject to change as they are determined by the requirements of the DoD and other federal agencies. On the Presidio of Monterey, the DLIFLC conducts intensive foreign language education at levels ranging from basic to advanced, as well as various specialized programs.



The DLIFLC develops its own instructional materials to target the special needs of military students.

The primary objective of the educational programs on all levels is to teach the target language as a vehicle of active communication. Teaching is normally carried out by faculty with native or near-native language proficiency and the language is always taught within the cultural, political, socioeconomic, and military contexts of the country or countries where the target language is spoken.

Most students attending the DLIFLC are assigned to a basic program. Teaching 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 activities

that emphasize listening, reading, and speaking skills. Student self-confidence is increased by means of conversational activities such as role playing and coping with everyday situations. Students also learn to write in the language, but this skill is not formally evaluated.

Intermediate and Advanced level programs provide maximum flexibility for both the student and the teacher. A variety of routines are 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. The level of proficiency achieved varies, depending on the length of the program and the difficulty of the language.

The DLIFLC also offers a number of specialized programs to meet special needs. Brief program descriptions follow.

Basic Program: Code 01

Each basic program is an intensive program with 100, 200, and 300 level language courses. Each program is designed to take the student up to an Interagency Language Roundtable (ILR) proficiency Level 2 in the three tested skills: listening comprehension, reading comprehension, and speaking ability. The writing ability acquired varies, depending on the target language. **Prerequisite:** minimum DLAB score (as specified under "Admission Requirements").

Basic Conversational Program: Code 02 (Japanese Only)

An abbreviated program at the introductory level that focuses on active communication skills suited for daily interaction in the target country. It is designed to develop listening comprehension and speaking ability to ILR proficiency Level 1. **Prerequisite:** none (DLAB scores as specified under "Admission Requirements" are recommended).

Gateway Program: Code 03 (Korean and Turkish Only)

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 to enable him/her to cope with personal survival situations. **Prerequisite:** none (no DLAB required).

Cross-Training Program: Code 05

In the case of closely related languages or dialects, this intensive program at the beginning and intermediate level is designed to provide basic program graduates of one language or dialect with parallel skills in a related dialect. **Prerequisite:** an ILR proficiency Level 2 in listening comprehension and reading comprehension in the original language studied.

Intermediate Program: Code 06

A program with 300 level courses designed as continuing education for basic program graduates who have served in the field in a professional specialty. It is designed to advance the student's listening comprehension, reading comprehension, and speaking ability to ILR proficiency Level 2+ and to further develop the student's overall proficiency in writing. The instruction varies according to the student's initial competence and the difficulty of the language. **Prerequisite:** ILR proficiency Level 2 in listening comprehension and in one other skill in the language to be studied.

Advanced Program: Code 07

An advanced language program designed as continuing education 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 comprehension, reading comprehension, and speaking ability to ILR 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:** ILR proficiency Level 2+ in listening comprehension and in one other skill in the language to be studied.

Special Program: Code 09

A program in a limited number of languages designed to meet students' needs for specialized vocabulary or unique instructional objectives. **Prerequisite:** varies with the objectives of the individual program.

Extended (Le Fox) Program: Code 10

An intermediate-level program designed for selected cryptologic service personnel, undertaken immediately upon completion of a basic program. It is designed to advance the student's listening comprehension, reading comprehension, and speaking ability to ILR proficiency Level 2+ and to further develop the student's proficiency in writing. **Prerequisite:** ILR proficiency Level 2 in listening comprehension, reading comprehension, and speaking ability in the language to be studied.

Basic Special Projects: Code 15

A basic program designed to develop listening comprehension, reading comprehension, and speaking to ILR Level 2, with more attention directed toward listening, and speaking skills for educational, governmental, political, and social environments. Class composition will normally consist of officers, senior enlisted, and high-grade civilians who will be entering a foreign educational program or occupying security assistance, embassy, attaché, or foreign area officer designated billet. **Prerequisite:** Minimum Defense Language Aptitude Battery (DLAB) score: 120.

Sustainment Program: Code 31

A program designed to sustain and broaden the current proficiency of foreign language specialists. This continuing education is narrow in scope due to the limited time available. The course content is designed around student current language skills. Education is in the four language skills. Language is taught within the geopolitical, socioeconomic and military context of the target cultures. DLPT scores are not expected to increase, but students' linguistic skills should. **Prerequisites:** Students must have successfully completed a formal language course and received a Defense Language Proficiency Test (DLPT) skill level of 1+ in two of the three modalities tested.

Refresher Program: Code 41

A program designed to reestablish language proficiency levels in listening, reading, and speaking of personnel with proficiency level:

below L2/R2/S1+ who have recently dropped a half level or more. The expected proficiency gain for this course is one half level in those skills where proficiency has declined. Education is in the four language skills. Language is taught within the geopolitical, socioeconomic, and military context of the target cultures. **Prerequisites:** Current Defense Language Proficiency Test (DLPT) skill level of at least Level 1 in listening, reading and speaking on a test administered within one calendar year prior to the scheduled start of the program. Students without a current speaking score will be tested upon arrival at the Presidio of Monterey, CA.

MOLINK Translator Program: Code 50 (DLI-Washington)

A program specially designed to teach advanced translation techniques in Russian as required for the Moscow-Washington Direct Communication Link (MOLINK) Program. Precise one-way Russian to English written translation is emphasized. **Prerequisite:** an ILR proficiency Level 3 in all skills in both Russian and English; candidates undergo an agency screening process.

MOLINK Maintenance Program: Code 55 (DLI-Washington)

Guided self-study for MOLINK translator program graduates to enable them to maintain the proficiencies necessary for the Moscow-Washington Direct Communication Link program. **Prerequisite:** successful completion of the appropriate Code 50 Program.

DTRA Russian Arms Control Speaking Proficiency Program: Code 71

A specialized program with 300 level courses designed to prepare select students for the mission of working as Russian interpreter-inspectors, -escorts, and -monitors for the Defense Threat Reduction Agency, On-Site Inspection Directorate, under the provisions of current and future arms control treaties and agreements. Speaking ability, interpreting and translating skills, and knowledge of current treaties are stressed. **Prerequisite:** an ILR proficiency Level 2 in Russian listening and reading comprehension skills.

Translator/Interpreter Course: Code 97L

An intermediate level program designed to train entry-level translator/interpreter personnel in the basic skills they will need to function as military translators and interpreters. This course will expand the skills of a proficient linguist to assist in cross-cultural communications that may be necessary in tactical, operational, or strategic missions. **Prerequisites:** National Guard and Army Reserve component personnel only. Student must have a current Defense Language Proficiency Test (DLPT) score of Level 2 in listening and reading (within one calendar year prior to the scheduled start date of the course).

Resident Programs Currently Offered

Program	Code	Weeks	Prerequisite(s)
ARABIC (Modern Standard)			
Basic	01AD	63	DLAB: 100
Intermediate	06AD	47	DLPT: L2/R or S2
Advanced	07AD	47	DLPT: L2+/R or S2+
Sustainment	31AD	2	DLPT: L1+/R1+
Refresher	41AD	20	DLPT: L1+/R1+
CHINESE (Mandarin)			
Basic	01CM	63	DLAB: 100
Intermediate	06CM	47	DLPT: L2/R or S2
Advanced	07CM	47	DLPT: L2+/R or S2+
FRENCH			
Basic	01FR	25	DLAB: 85
Intermediate	06FR	18	DLPT: L2/R or S2
Advanced	07FR	18	DLPT: L2+/R or S2+

GERMAN

Basic	01GM	34	DLAB: 90
Intermediate	06GM	26	DLPT: L2/R or S2
Advanced	07GM	26	DLPT: L2+/R or S2+
Special (scientist)	09GM	24	None
Extended (Le Fox)	10GM	20	DLPT: L2/R2/S2
Sustainment	31GM	2	DLPT: L1+/R1+
Refresher	41GM	12	DLPT: L1/R1
GREEK			
Basic	01GR	47	DLAB: 95
Intermediate	06GR	36	DLPT: L2/R or S2
Advanced	07GR	36	DLPT: L2+/R or S2+
Refresher	41GR	16	DLPT: L1/R1
HEBREW			
Basic	01HE	47	DLAB: 95
Intermediate	06HE	36	DLPT: L2/R or S2
Advanced	07HE	36	DLPT: L2+/R or S2+

ITALIAN	PASHTO
Basic	01PV 47 DLAB: 95
Intermediate	PERSIAN (Dari)
Advanced	01PG 47 DLAB: 95
Refresher	05PG 16 DLPT: L2/R2 in PF
JAPANESE	PERSIAN (Farsi)
Basic	01PF 47 DLAB: 95
Conversational	06PF 36 DLPT: L2/R or S2
Intermediate	07PF 36 DLPT: L2+/R or S2+
Advanced	31PF 2 DLPT: L1+/R1+
Refresher	41PF 16 DLPT: L1+/R1+
KOREAN	PORTUGUESE
Basic	01PY 25 DLAB: 85
Gateway	06PY 18 DLPT: L2/R or S2
Intermediate	07PY 18 DLPT: L2+/R or S2+
Advanced	40PY 8 DLPT: L1/R1
Refresher	RUSSIAN
Advanced	01RU 47 DLAB: 95
Sustainment	Basic
Refresher	01JT 25 DLAB: 85
	06JT 18 DLPT: L2/R or S2
	07JT 18 DLPT: L2+/R or S2+
	41JT 8 DLPT: L1/R1
	01JA 63 DLAB: 100
	02JA 24 DLAB: 100
	06JA 47 DLPT: L2/R or S2
	07JA 47 DLPT: L2+/R or S2+
	41JA 20 DLPT: L1+/R1+
	01KP 63 DLAB: 100
	03KP 8 none
	06KP 47 DLPT: L2/R or S2
	07KP 47 DLPT: L2+/R or S2+
	31KP 2 DLPT: L1+/R1+
	41KP 20 DLPT: L1+/R1+

Intermediate	06RU	36	DLPT: L2/R or S2
Advanced	07RU	36	DLPT: L2+/R or S2+
Special	09RU	8	01GM
Extended (Le Fox)	10RU	28	DLPT: L2/R2/S2
Sustainment	31RU	2	DLPT: L1+/R1+
DTRA	71RU	33	DLPT: L2/R2

SERBIAN/
CROATIAN

Basic	01SC	47	DLAB: 95
Conversion	05SC	16	DLPT: L2/R2 (in Russian or Czech)

SPANISH

Basic	01QB	25	DLAB: 85
Intermediate	06QB	18	DLPT: L2/R or S2
Advanced	07QB	18	DLPT: L2+/R or S2+
Special (Law Enf)	09QB	10.5	none
Sustainment	31QB	2	DLPT: L1+/R1+
Refresher	41QB	8	DLPT: L1/R1

TAGALOG
(FILIPINO)

Basic	01TA	47	DLAB: 95
Intermediate	06TA	36	DLPT: L2/R or S2
Advanced	07TA	36	DLPT: L2+/R or S2+
Refresher	41TA	16	DLPT: L1+/R1+

THAI

Basic	01TH	47	DLAB: 95
Intermediate	06TH	36	DLPT: L2/R or S2
Advanced	07TH	36	DLPT: L2+/R or S2+
Refresher	41TH	16	DLPT: L1+/R1+

TURKISH

Basic	01TU	47	DLAB: 95
Gateway	03TU	8	none
Intermediate	06TU	36	DLPT: L2/R or S2
Advanced	07TU	36	DLPT: L2+/R or S2+
Refresher	41TU	16	DLPT: L1+/R1+

UZBEK

Basic 01UX 47 DLAB: 95

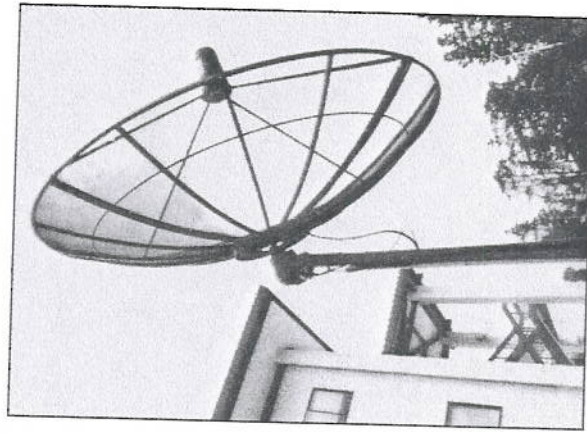
VIETNAMESE

Basic 01VN 47 DLAB: 95

Intermediate 06VN 36 DLPT: L2/R or S2

Advanced 07VN 36 DLPT: L2+/R or S2+

Refresher 41VN 16 DLPT: L1+/R1+



*Keeping an eye on world events:
One of the satellite dishes that brings
international television programming to
DLIFLC classrooms and student barracks.*

Nonresident Programs (School Code 220) Currently Offered

The School for Continuing Education manages requirements and schedules for nonresident continuing education on a reimbursable basis. Nonresident Code 30 courses offer live instruction via televideo satellite transmission to any of approximately 60 Army, Navy, and Air Force facilities in the continental U.S. and overseas. Under the Code 35 courses, DLIFLC instructors travel to the various locations to provide on-site continuing education. Both programs are designed to provide maximum flexibility in course length and content.

Video Teletraining Program: Code 30 (VTT)

This program offers interactive instruction (two-way audio and video) to locations via satellite. Level, skill emphasis, content, and length of instruction (in increments of one hour) are determined for each iteration in detailed educational objectives specified by the Command Language Program Manager of the requesting unit. **Prerequisite:** 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.



*Video Teletraining: Digitalized compression of video
and audio signals allows the DLIFLC to deliver customized
instruction to remote locations via satellite and/or telephone lines.*

On-Site Training Program: Code 35 (MTT)

A program delivered to locations by a mobile training team (MTT). Level, skill emphasis, content, and length of instruction (in increments of one day) are determined for each iteration in detailed educational objectives specified by the Command Language Program Manager of the requesting unit. **Prerequisite:** 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.

Offerings in the National Capital Region (School Codes 216, 218, 219)

A wide range of foreign language instruction is offered by the DLI's Washington Office, including some less commonly taught languages and certain levels of instruction not presently available at the Presidio of Monterey. The Washington Office also administers contracts under which additional foreign language instruction is provided. A partial list of these programs is presented below, with their respective lengths and prerequisites:

Program	Weeks	Prerequisite
Afrikaans Basic	23	DLAB 85
Albanian Basic	44	DLAB 95
Amharic Basic	47	DLAB 95
Bengali Basic	47	DLAB 95
Bulgarian Basic	47	DLAB 95
Burmese Basic	44	DLAB 95
Cambodian Basic	47	DLAB 95
Chinese Cantonese Basic	47	DLAB 100
Danish Basic	25	DLAB 85
Finnish Basic	47	DLAB 95
Hindi Basic	47	DLAB 90
Hungarian Basic	47	DLAB 95
Indonesian Basic	34	DLAB 90
Lao Basic	47	DLAB 95
Lingala Basic	47	DLAB 95
Malay Basic	34	DLAB 90
Norwegian Basic	25	DLAB 85
Persian Afghan Basic	47	DLAB 95
Pushto Basic	47	DLAB 95
Romanian Basic	34	DLAB 90
Serbian/Croatian Basic	47	DLAB 95
Singhalese Basic	47	DLAB 95
Somali Basic	47	DLAB 95
Swahili Basic	23	DLAB 85
Swedish Basic	23	DLAB 85
Urdu Basic	47	DLAB 90
German Gateway	4	GM Headstart
Russian MOLINK:		
Translator	12	L3/R3/S3
Maintenance	50	50RU12

COURSE DESCRIPTIONS

Courses comprising the Foreign Language Basic Program

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

The course descriptions are generic and apply to all languages. The acronym FL denotes foreign language courses, AS denotes area studies courses, and MS denotes military studies courses. Each "unit of credit" corresponds to one "semester hour," or a minimum of 16 contact hours of instruction.

Lower Division Basic Courses

NOTE: The following course structure went into effect 1 January 2000. Students who began their program prior to this date should refer to previous catalogs or contact the DLIFLC's Academic Administration Division for assistance.

FL 101. 4 credits. Elementary Foreign Language I.

The student will acquire 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, using an integrated approach. Authentic materials are used to enhance instruction, the appropriate Final Learning Objectives (FLOs) are integrated into the curriculum, and proficiency is stressed from day one.

FL 102. 4 credits. Elementary Foreign Language II.

Using a multiple-skills approach that includes in-class participation, language laboratory, and supervised daily homework, the student will continue to refine the skills learned in FL 101, with emphasis on expanding the language skills learned in the previous course. Listening, speaking, and reading skills are taught, using an integrated approach. Authentic materials are used to enhance instruction, the appropriate Final Learning Objectives (FLOs) are integrated into the curriculum, and proficiency is stressed throughout.

FL 110. 3 credits. Elementary Foreign Language Conversation.

The student will expand his/her communication skills with a focus on speaking and listening activities. The student will begin to build a basic conversational vocabulary in the target language. This course is taken concurrently with FL 101 and FL 102.

MS 120. 2 credits. Introduction to Job Related Skills in the Foreign Language.

The students will learn how to use their new language as military linguists through an introduction to specific job related skills in the foreign language. The course also emphasizes the critical thinking skills of logical thought, evaluation, and clear and precise expression in the target language. This course may be used to partially fulfill the General Education Requirements in Area B, Critical Thinking (2 credits). This course is taken concurrently with FL 101 and FL 102.

AS 140. 2 credits. Introduction to Foreign Language Culture.

The students are introduced to the culture of the nation(s) and area(s) where the target language is spoken. Students are exposed, for the first time, to traditions, family structure, religion, values, beliefs, customs, and ethnic characteristics. As the students progress through the course, an increasing amount of material is presented in the target language. This course may be used to partially fulfill the General Education Requirements in Area D, Humanities (2 credits). This course is taken concurrently with FL 101 and FL 102.

FL 201. 4 credits. Intermediate Foreign Language I.

The student will continue his/her study of the target language, using a multiple-skills approach. The student's active and passive vocabulary in context is increased and he/she is introduced to grammatical concepts as appropriate. Listening, speaking, and reading skills are taught, at increased level of complexity, using an integrated approach. More authentic materials are used to enhance instruction, the target language is used most of the time, and the FLOs are integrated into the curriculum at a higher level. Proficiency continues to be stressed.

FL 202. 4 credits. Intermediate Foreign Language II.

Using a multiple-skills approach that includes in-class participation, language laboratory, and supervised daily homework, the student will continue to refine the skills learned in FL 201, with emphasis on expanding the language skills learned in the previous courses. Authentic materials are increasingly used to enhance instruction, the appropriate FLOs are integrated into the curriculum, the target language is used almost exclusively, and proficiency is stressed throughout.

FL 210. 3 credits. Intermediate Foreign Language Conversation.

The student will continue to expand his/her communication skills with an increased focus on conversation. The student continues to build a more complex conversational vocabulary in the target language. This course is taken concurrently with FL 201 and FL 202.

MS 220. 2 credits. Introduction to Military Topics in the Foreign Language.

The students in this course are exposed to Performance FLOs in more depth. The students will hone the skills in their new language through the study of specific military topics in the foreign language. The course places an increased emphasis on the critical thinking skills of logical thought, evaluation, and clear and precise expression in the target language. This course may be used to partially fulfill the General Education Requirements in Area B, Critical Thinking (1 credit). This course is taken concurrently with FL 201 and FL 202.

AS 240. 2 credits. History and Geography of the Foreign Language Region.

The students are presented a more detailed study of social institutions, history, and geography. Students pay special attention to political, socioeconomic, and military aspects of the area(s) where the target language is spoken. This course may be used to partially fulfill the General Education Requirements in Area D, Humanities (1 credit) and Area G, Area Studies (1 credit). This course is taken concurrently with FL 201 and FL 202.

Upper Division Basic Courses

NOTE: The following course structure went into effect 1 January 2000. Students who began their program prior to this date should refer to previous catalogs or contact the DLIFLC's Academic Administration Division for assistance.

FL 301. 4 credits. Advanced Foreign Language I.

The student will continue his/her study of the target language, using a multiple-skills approach to expand upon the skills acquired in FL 101 and FL 201. Listening, speaking, and reading skills are taught, at increased level of complexity, using an integrated approach. Student learning is increasingly based on authentic materials, with the focus on current newspapers, periodicals, audio, and video materials. The target language is used exclusively, and the FLOs are integrated into the curriculum at a higher level.

FL 302. 4 credits. Advanced Foreign Language II.

Using a multiple-skills approach that includes in-class participation, language laboratory, and supervised daily homework, the student will continue to refine the skills learned in FL 301, with emphasis on expanding the language skills learned in the previous courses. Authentic materials are increasingly used to enhance instruction, the appropriate FLOs are integrated into the curriculum, the target language is used exclusively, and proficiency is stressed throughout.

FL 310. 3 credits. Advanced Foreign Language Conversation.

The student will continue to expand his/her communication skills with the focus on conversational strategies for novel situations. The student continues to build a more complex conversational vocabulary in the target language and use the target language exclusively. The topics of discussion include current news and other items of interest taken from various media. This course is taken concurrently with FL 301 and FL 302.

MS 320. 2 credits. Comprehensive Military Topics in the Foreign Language.

The students in this course use simulations and authentic materials to acquaint themselves to with real life scenarios and future job-related duties. Mastery of the Performance FLOs is achieved with emphasis on translation of written and spoken target language materials into English. This course is taken concurrently with FL 301 and FL 302.

AS 340. 2 credits. Area and Intercultural Studies within the Foreign Language Region.

The students build on the study of cultural topics, focusing on educational systems, social institutions, group affiliations, and views of global issues. Using the target language exclusively, students are able to argue political, socioeconomic, and military aspects of the area(s) where the target language is spoken. This course may be used to partially fulfill the General Education Requirements in Area G, Area Studies (2 credits). This course is taken concurrently with FL 301 and FL 302.

Courses comprising the Foreign Language Intermediate Program

The following descriptions of DLIFLC Intermediate intensive language program courses and the Defense Threat Reduction Agency (DTRA) program courses in a standard academic course format is intended as an aid to college registrars in assigning credit and determining equivalencies for study completed here. Intermediate foreign language courses have been given at DLIFLC since the 1970s. The DTRA course has been taught since 1990.

The course descriptions are generic. The acronym "FL" denotes foreign language courses, "AS" denotes area studies courses, and "MS" denotes military studies courses. Each "unit of credit" corresponds to one "semester hour," or a minimum of 16 contact hours of instruction.

A prerequisite for all courses is an Interagency Language Roundtable (ILR) Level of 2 in reading and listening. All students are expected to reach the ILR Level of 2+ in reading, listening, and speaking by the end of any Intermediate Program.

Upper Division Intermediate Courses

NOTE: The following course structure went into effect 1 January 2000. Students who began their program prior to this date should refer to previous catalogs or contact the DLIFLC's Academic Administration Division for assistance.

FL 361. 3 credits. Intermediate Listening Comprehension.

A continued study of the language, designed to refine listening comprehension skills using authentic texts. Students will learn to take notes or minutes from live and recorded radio and television broadcasts and from native speakers. A wide variety of subject matter will be covered.

FL 362. 3 credits. Intermediate Reading Comprehension.

A continued study of the language, designed to refine reading comprehension skills using authentic texts from various media. Students will increase their ability to infer meaning from newspaper and periodical articles on unfamiliar or professional topics.

FL 363. 3 credits. Intermediate Conversation: Oral Production.

A refinement of oral communication skills focused on interviewing, reporting, and interpreting (limited research activities required). Emphasis is on colloquial and technical language as well as development of linguistic accuracy. Students discuss complicated, unfamiliar, or professional subjects with native speakers including business people, consulate officials and employees, military attachés, etc.

FL 371. 3 credits. Intermediate Grammar.

This course develops grammatical and syntactical concepts to enable refinement of communication skills, including accurate translation of narrative reports and instructions.

AS 381. 3 credits. Intermediate Area Studies - Social Science.

Culture, society, economics, politics, and geography (physical, political, and economic) of the nation(s) associated with the foreign language are studied. Students conduct research and give presentations on their findings using current sources from all media, including the Internet.

MS 382. 3 credits. Intermediate Area Studies - Military, Science and Technology.

Military forces, security measures, science, and technology in the nation(s) associated with the foreign language are studied. Students conduct research and present their findings using authentic materials from all media, including the Internet.

Upper Division Defense Threat Reduction Agency (DTRA) Courses

NOTE: The following course structure went into effect 1 January 2000. Students who began their program prior to this date should refer to previous catalogs or contact the DLIFLC's Academic Administration Division for assistance.

FL 364. 5 credits. DTRA Communicative Skills.

Conversation centers on roundtable discussion groups and debates. Emphasis is placed on Defense Threat Reduction Agency treaty issues that students need to understand for their DTRA duties.

FL 365. 5 credits. DTRA Interpreting and Translation.

This course emphasized the techniques and rudiments of public speaking and student-led interpreting excursions. Emphasis is placed on Defense Threat Reduction Agency treaty issues that students need to understand for their DTRA duties.

FL 370. 2 credits. DTRA Grammar.

This course develops grammatical concepts and syntactical elements to enable refinement of communication skills with an emphasis

on Defense Threat Reduction Agency treaty language and grammar issues that students need to understand for their DTRA duties.

AS 383. 3 credits. DTRA Area Studies.

This course focuses on the geography, history, and social aspects of Russia and the former Soviet Union. Emphasis is placed on Defense Threat Reduction Agency treaty issues that students need to understand for their DTRA duties.

MS 384. 3 credits. DTRA Treaties and Agreements and Treaty Language Tasks.

The Defense Threat Reduction Agency Liaison to DLIFLC teaches this course. There is intensive study of arms-control treaties and agreements currently in force between the United States and Russia. It also includes language tasks performed as part of inspections escort, and monitoring missions under arms-control treaties and agreements.

Overview of the Programs

Courses Comprising the Basic Language Programs

NOTE: The following course structure went into effect 1 January 2000. Students who began their program prior to this date should refer to previous catalogs or contact the DLIFLC's Academic Administration Division for assistance.

Lower Division:

COURSES

Elementary FL I

Elementary FL II

Elementary FL Conversation

Introduction to Job Related Skills in the FL

COURSE NO. CREDITS

FL 101 4

FL 102 4

FL 110 3

MS 120 2

Introduction to FL Culture	AS 140	2
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	MS 220	2
History and Geography of FL Region	AS 240	2
Total: 30		

Upper Division:

COURSES	COURSE NO.	CREDITS
Advanced FL I	FL 301	4
Advanced FL II	FL 302	4
Advanced FL Conversation	FL 310	3
Comprehensive Military Topics in the FL	MS 320	2
Area and Intercultural Studies within the FL Region	AS 340	2

Total: 15

Total credits for the Basic Program: 45

Courses Comprising the Intermediate Language Program

NOTE: The following course structure went into effect 1 January 2000. Students who began their program prior to this date should refer to previous catalogs or contact the DLIFLC's Academic Administration Division for assistance.

Upper Division:

COURSES	COURSE NO.	CREDITS
Listening Comprehension	FL 361	3
Reading Comprehension	FL 362	3

Conversation: Oral Production	FL 363	3
Grammar	FL 371	3
Area Studies - Social Science	AS 381	3
Military, Science and Technology	MS 382	3
Intermediate Total: 18		

Courses Comprising the Defense Threat Reduction Agency Program

NOTE: The following course structure went into effect 1 January 2000. Students who began their program prior to this date should refer to previous catalogs or contact the DLIFLC's Academic Administration Division for assistance.

Upper Division:

COURSES	COURSE NO.	CREDITS
DTRA Communicative Skills	FL 364	5
DTRA Interpreting and Translation	FL 365	5
DTRA Grammar	FL 370	2
DTRA Area Studies	AS 383	3
DTRA Treaties, Agreements & Language Tasks	MS 384	3
OSIA Total: 18		

Skill-Level Descriptions

The following skill levels as described by the Interagency Language Roundtable (ILR) characterize proficiency in the four language skills. Each of the six base levels (Data coded 00, 10, 20, 30, 40, and 50) implies control of any previous base level's functions and accuracy. The plus level designation (Data coded 06, 16, 26, 36, and 46) will be assigned when proficiency substantially exceeds one base skill level, but 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/she 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 to native users 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 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 non-automated applications.) (Data Code 00)

Listening 0 + (Memorized Proficiency)

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Can understand slightly longer utterances than at Level 0, 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. 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 nonnative speakers. Can best understand those statements in which context strongly support the utterance meaning. Gets some main ideas. (Has been coded L-0+ in some non-automated applications.) (Data Code 06)

Listening 1 (Elementary Proficiency)

This level is characterized by 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 dialect. These must often be delivered more clearly than normal and 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. The tentative state of passive grammar and the lack of vocabulary prevent precise understanding of information.

Comprehension areas include basic needs such as meals, lodging, transportation, time, and simple directions (including both route instructions and orders from officials such as customs agents and police). Understands main ideas. (Has been coded L-1 in some non-automated 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 by speed of understanding, although consistency of understanding is 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 are limited. Aware of basic cohesive features such as pronouns and verb inflections, but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. This person has some ability to understand facts. (Has been coded L-1+ in some non-automated applications.) (Data Code 16)

Listening 2 (Limited Working Proficiency)

A person at this level demonstrates sufficient comprehension to understand conversations on routine social demands and limited job requirements. He/she is 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. He/she can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. He/she is able to understand facts, i.e., the lines, but not between or beyond the lines. (Has been coded L-2 in some non-automated 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, but some hesitant understanding of everyday vocabulary is still evident. Can sometimes detect emotional overtones. This person demonstrates some ability to understand implications. (Has been coded L-2+ in some non-automated applications.) (Data Code 26)

Listening 3 (General Professional Proficiency)

The linguist at this level is able to understand the essentials of all speech in a standard dialect, including technical discussions within a special field. He/she 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. He/she also has a broad enough vocabulary that asking for paraphrasing or explanation is rarely necessary. The individual 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. He/she often does not understand native speakers if they speak very quickly or use slang or dialect. He/she can often detect emotional overtones and can understand implications. (Has been coded L-3 in some non-automated applications.) (Data Code 30)

Listening 3 + (General Professional Proficiency, Plus)

This advanced linguist 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. The individual has the ability to comprehend many sociolinguistic and cultural references. However, he/she may miss some subtleties and nuances. An increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for

different audiences is present. He/she also possesses an increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete. He/she can discern some relationships among sophisticated listening materials in the context of broad experience and 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)

Linguists at this level are able to understand all forms and styles of speech pertinent to professional needs. They are also able to understand fully all speech with extensive and precise vocabulary, subtleties, and nuances in all standard dialects on any subject relevant to professional needs within the range of their experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. They understand language specifically tailored (including persuasion, representation, counseling, and negotiating) to different audiences. The also understand the essentials of speech in some nonstandard dialects. They may have difficulty understanding extreme dialect and slang, and understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. They can discern relationships among sophisticated listening materials in the context of broad experience and 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 non-automated applications.) (Data Code 40)

Listening 4 + (Advanced Professional Proficiency, Plus)

Linguists at this level have an increased ability to understand extremely difficult and abstract speech, as well as the ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. An increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand

speech in unfavorable conditions is evident. They also possess 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 non-automated applications.) (Data Code 46)

Listening 5 (Functionally Native Proficiency)

Comprehension at this level is equivalent to that of the well-educated native listener. They are 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. They also understand how natives think as they create discourse and understand extremely difficult and abstract speech. (Has been coded L-5 in some non-automated 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 that people of a given skill level may reasonably be expected to perform are provided, when appropriate, in the descriptions.

Reading 0 (No Proficiency)

This person has no practical ability to read the language. He/she consistently misunderstands or cannot comprehend the written

language. (Has been coded R-0 in some non-automated applications.) (Data Code 00)

Reading 0 + (Memorized Proficiency)

This person can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or character system. He/she is 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 are often interpreted inaccurately. (Has been coded R-0+ in some non-automated applications.) (Data Code 06)

Reading 1 (Elementary Proficiency)

This person has sufficient comprehension to read very simple, connected, written material in a form equivalent to usual printing or typescript. He/she 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). They are also able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of complexity. 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 of simple texts are possible. They can get some main ideas and locate prominent items of professional significance in more complex texts and can identify general subject matter in some authentic texts. (Has been coded R-1 in some non-automated applications.) (Data Code 10)

Reading 1 + (Elementary Proficiency, Plus)

This linguist has sufficient comprehension to understand simple discourse in printed form for informative social purposes. He/she can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. They can guess at unfamiliar

vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. They may get some main ideas and locate routine information of professional significance in more complex texts and can follow essential points of written discussion at an elementary level in topics in their special professional field. In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relationships are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. They have some difficulty with the cohesive factors in the discourse, such as matching pronouns with referents. They may have to read materials several times for understanding. (Has been coded R-1+ in some non-automated applications.) (Data Code 16)

Reading 2 (Limited Working Proficiency)

This linguist possesses sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. He/she is able to read straightforward, familiar, factual material with some misunderstandings, but in general is insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. He/she 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 that aids the reader in understanding. Texts may include descriptions and narrations in context 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, vocabulary he/she 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/she is typically able to answer factual questions about authentic texts of the types described above. (Has been coded R-2 in some non-automated applications.) (Data Code 20)

Reading 2 + (Limited Working Proficiency, Plus)

This linguist has sufficient comprehension to understand most factual material in non-technical 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 non-automated 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 comprehend thoroughly subject matter that is highly dependent on cultural knowledge or is outside his/her 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/her professional field; all of these may include hypothesis, argumentation, and supported opinions. Misreading is rare. He/she is 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). He/she can get the gist of more sophisticated texts but may be unable to detect or understand subtlety and nuance. He/she rarely has to pause over or reread general

vocabulary. However, he/she may experience some difficulty with unusually complex structure and low-frequency idioms. (Has been coded R-3 in some non-automated applications.) (Data Code 30)

Reading 3 + (General Professional Proficiency, Plus)

A linguist at this level can comprehend a variety of styles and forms pertinent to professional needs. He/she rarely misinterprets such texts or experiences difficulty relating ideas or making inferences. He/she is able to comprehend many sociolinguistic and cultural references. However, he/she may miss some nuances and subtleties. He/she is 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 that do not rely heavily on slang and unusual idioms. (Has been coded R-3+ in some non-automated applications.) (Data Code 36)

Reading 4 (Advanced Professional Proficiency)

A linguist at this advanced level is 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. He/she is 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). He/she is also able to read and understand the intent of writers' employments 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 example, in editorial, conjectural, and literary texts in any subject matter area directed to the general reader, and can read essentially all materials in his special field, including official and professional documents and correspondence. He/she recognizes all professionally relevant vocabulary known to the educated nonprofessional native, although he/she may have some difficulty with slang. This individual 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 non-automated applications.) (Data Code 40)

Reading 4 + (Advanced Professional Proficiency, Plus)

This advanced linguist possesses near-native ability to read and understand extremely difficult or abstract prose, plus a very wide variety of vocabulary, idioms, colloquialisms, and slang. He/she has a strong sensitivity to and understanding of sociolinguistic and cultural references. There is little difficulty in reading less than fully legible handwriting and the 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 non-automated applications.) (Data Code 46)

Reading 5 (Functionally Native Proficiency)

Reading proficiency, at this level, is functionally equivalent to that of the well-educated native reader. He/she can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. This individual is able to read literary texts, typically including contemporary avant-garde prose, poetry, and theatrical writing. He/she can also read classical/archaic forms of literature with the same degree of facility as the well educated, but non-specialist native. He/she reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, he/she can read all kinds of handwritten documents. (Has been coded R-5 in some non-automated 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)

This individual is unable to function in the spoken language. Oral production is limited to occasional isolated words. He/she has essentially no communicative ability. (Has been coded S-0 in some non-automated applications.) (Data Code 00)

Speaking 0 + (Memorized Proficiency)

The individual is able to satisfy immediate needs using rehearsed utterances, but shows little real autonomy of expression, flexibility, or spontaneity. He/she can ask questions or make statements with reasonable accuracy only with memorized utterances or formulas. Attempts at creating speech are usually 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 sounds are 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. Features such as stress, intonation, and tone are usually quite faulty. (Has been coded S-0+ in some non-automated applications.) (Data Code 06)

Speaking 1 (Elementary Proficiency)

This individual is 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 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; can exchange greetings; and can elicit and provide, for example, predictable, skeletal biographical information. He/she 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/she 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 relationships. 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 non-automated applications.) (Data Code 10)

Speaking 1 + (Elementary Proficiency, Plus)

This individual can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she 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 inconsistent. He/she 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. The 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. He/she 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. He/she frequently has to repeat utterances to be understood by the general public. (Has been coded S-1+ in some non-automated applications.) (Data Code 16)

Speaking 2 (Limited Working Proficiency)

The linguist at this level is able to satisfy routine social demands and limited work requirements. He/she can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. He/she 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 non-routine 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 non-automated applications.) (Data Code 20)

Speaking 2 + (Limited Working Proficiency, Plus)

The linguist at this level is able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. He/she 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 way. 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/she 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. He/she normally controls, but cannot always easily produce, general vocabulary. Discourse is often not cohesive. (Has been coded S-2+ in some non-automated applications.) (Data Code 26)

Speaking 3 (General Professional Proficiency)

The linguist at this level is 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 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: The individual can typically discuss particular interests and special fields of competence with reasonable ease. He/she 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 and delivering briefings or other extended and elaborate informative monologues. He/she 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 non-automated applications.) (Data Code 30)

Speaking 3 + (General Professional Proficiency, Plus)

The linguist at this level is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

Examples: Despite obvious strengths, the individual may exhibit some hesitancy, uncertainty, effort, or errors that 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 non-automated applications.) (Data Code 36)

Speaking 4 (Advanced Professional Proficiency)

The linguist at this advanced level is 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/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. He/she 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. He/she can serve as an informal interpreter in a range of unpredictable circumstances and can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks that do not bear directly on a professional specialty.

Examples: This individual can discuss, in detail, concepts that 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/her own. He /she 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). He/she can play an effective role among native speakers in such contexts as conferences, lectures, and debates on matters of disagreement and can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. The individual can understand and reliably produce shifts of both subject matter and tone and 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 non-automated 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. He/she effectively applies a native speaker's social and circumstantial knowledge. However, he/she cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional nonnative slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise; yet 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 non-automated 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 non-automated 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)

This individual has no functional writing ability. (Has been coded W-0 in some non-automated applications.) (Data Code 00)

Writing 0 + (Memorized Proficiency)

This individual writes using memorized material and set expressions. He/she can produce symbols in an alphabetic or syllabic writing system or 50 of the most common characters. For example, the individual can write such things as numbers and dates, own name, nationality, and address on a hotel registration form. Otherwise, the 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, and characters) may be incorrect. (Has been coded W-0+ in some non-automated applications.) (Data Code 06)

Writing 1 (Elementary Proficiency)

This individual has sufficient control of the writing system to meet limited practical needs. He/she can create by writing statements and questions on topics very familiar to him within the scope of his very

limited language experience. His/her writing vocabulary is inadequate to express anything but elementary needs; he/she writes in simple sentences, making continual errors in spelling, grammar, and punctuation, but writing can be read and understood by a native reader used to dealing with foreigners attempting to write his/her language. Writing tends to be a loose collection of sentences (or fragments) on a given topic and provides little evidence of conscious organization. While topics 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 non-automated applications.) (Data Code 10)

Writing 1 + (Elementary Proficiency, Plus)

This individual has sufficient control of the writing system to meet most survival needs and limited social demands. He/she can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. He/she can express present and future times fairly accurately; can produce some past verb forms, but not always accurately or with correct usage; and can relate personal history and discuss topics such as daily life, preferences, and very familiar material. The individual 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, the individual cannot use basic cohesive elements of discourse to his/her advantage (such as relative constructions, object pronouns, or connectors). He/she can take notes in some detail on familiar topics and respond to personal questions using elementary vocabulary and common structures. He/she can write simple letters and summaries of biographical data or work experience with fair accuracy. The writing, though faulty, is comprehensible to native speakers used to dealing with foreigners. (Has been coded W-1+ in some non-automated applications.) (Data Code 16)

Writing 2 (Limited Working Proficiency)

The individual at this level is able to write routine social correspondence and prepare documentary materials required for most limited work requirements. He/she has a writing vocabulary sufficient to express the concepts simply with some circumlocutions. He/she can write simply about a very limited number of current events or daily situations. The individual still makes common errors in spelling and punctuation, but shows some control of the most common formats and punctuation conventions. He/she has good control of morphology (in inflected languages) and of the most frequently used syntactic structures. In addition, elementary constructions are usually handled quite accurately, and writing is understandable to a native reader not used to reading the writing of foreigners. He/she uses a limited number of cohesive devices. (Has been coded W-2 in some non-automated applications.) (Data Code 20)

Writing 2 + (Limited Working Proficiency, Plus)

The linguist at this level shows ability to write with some precision and in some detail about most common topics. He/she can write about concrete topics relating to particular interests and special fields of competence and often shows surprising fluency and ease of expression, but under time constraints and pressure language may be inaccurate and/or incomprehensible. The individual is generally strong in either grammar or vocabulary, but not in both. 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. The individual normally controls general vocabulary with some misuse of everyday vocabulary evident. He/she shows a limited ability to use circumlocutions. The individual uses a dictionary to advantage to supply unknown words, can take fairly accurate notes on material presented orally, and can handle with fair accuracy most social correspondence. His/her 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 non-automated applications.) (Data Code 26)

Writing 3 (General Professional Proficiency)

The linguist at this level is able to use the language effectively in most formal and informal written exchanges on practical, social, and professional topics. He/she can write reports, summaries, and short library research papers on current events, on particular areas of interest, or on special fields with reasonable ease. Control of structure, spelling, and general vocabulary is adequate to convey his/her message accurately, but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation is generally controlled. He/she 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. The individual has consistent control of compound and complex sentences and the relationship of ideas is consistently clear. (Has been coded W-3 in some non-automated applications.) (Data Code 30)

Writing 3 + (General Professional Proficiency, Plus)

The linguist at this advanced level is able to write the language in a few prose styles pertinent to professional/educational needs, though he/she is not always able to tailor the language to suit a particular audience. Weaknesses may lie in poor control of low-frequency complex structures, vocabulary, or the ability to express subtleties and nuances. Organization may suffer due to lack of variety in organizational patterns or in variety of cohesive devices. (Has been coded W-3+ in some non-automated applications.) (Data Code 36)

Writing 4 (Advanced Professional Proficiency)

The linguist at this advanced level is 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. He/she is consistently able to tailor the language to suit the audience and is able to express subtleties and nuances. Expository prose is clearly, consistently, and explicitly organized. The writer employs a variety of organizational

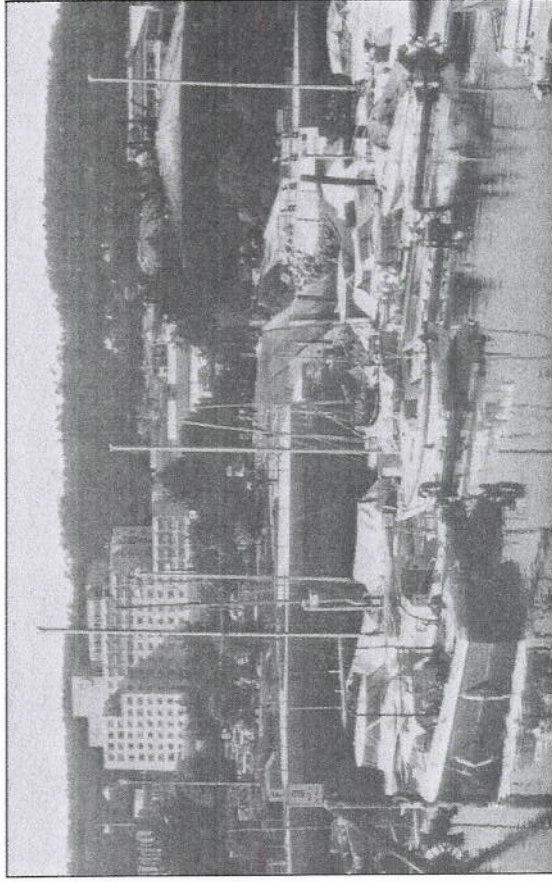
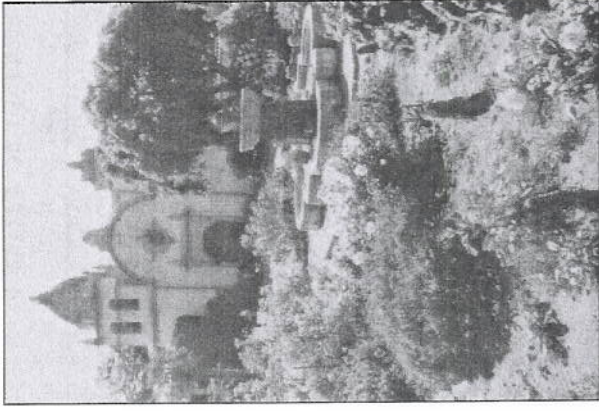
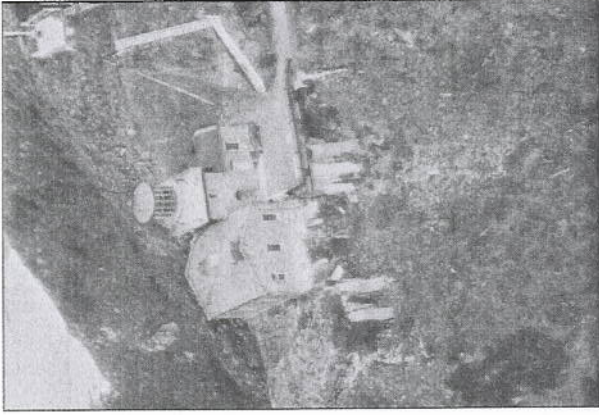
patterns, uses a wide variety of cohesive devices such as ellipsis and parallelisms, and subordinates in a variety of ways. He/she is able to write on all topics normally pertinent to professional/ educational needs and on social issues of a general nature. His/her writing is adequate to express all of his/her experiences. (Has been coded W-4 in some non-automated applications.) (Data Code 40)

Writing 4 + (Advanced Professional Proficiency, Plus)

The linguist at this advanced level is able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional or educational needs. He/she may have some ability to edit, but not in the full range of styles. The individual has some flexibility within a style and shows some evidence of the use of stylistic devices. (Has been coded W-4+ in some non-automated applications.) (Data Code 46)

Writing 5 (Functionally Native Proficiency)

This advanced individual has writing proficiency equal to that of a well-educated native. Without nonnative errors of structure, spelling, style, or vocabulary, the individual 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 non-automated applications.) (Data Code 50)



Top left: Point Sur Lighthouse on the Big Sur coast. Top right: The Carmel Mission Basilica. Bottom: Boats moored in Monterey Harbor.

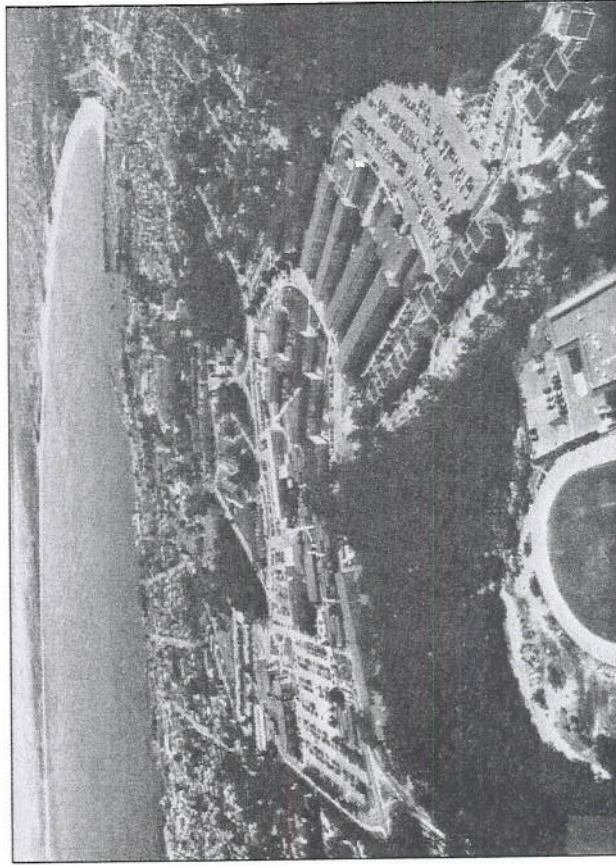
CHAPTER THREE

GENERAL INFORMATION

Location

The DLIFLC 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.



An aerial view of the Presidio and the spectacular Monterey Bay.

Residential communities in the immediate vicinity include Pacific Grove, Pebble Beach, and Carmel. Educational institutions in and around Monterey include California State University Monterey Bay, Monterey Peninsula College (a community college), the Monterey Institute of International Studies, and the 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.

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 undertook a building program designed to support future needs of the Institute. This extensive program had the goal of providing adequate facilities to instruct, house, and support students in foreign language educational programs. The plan has resulted in new classrooms, dormitories, and support facilities, such as childcare, physical fitness, and logistic support centers.

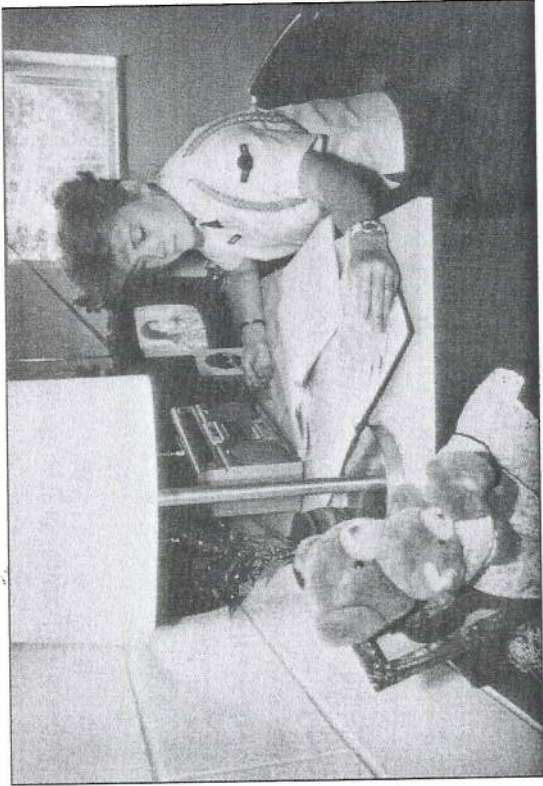
Today the DLIFLC is one of the best-equipped facilities for language instruction in the U.S. Most classrooms have computers, closed-circuit television, and videotape equipment. Students make use of extensive audio and computer language laboratory facilities and the latest state-of-the-art audiovisual learning aids.

Twenty-two languages are presently taught by the DLIFLC, located at the Presidio of Monterey. In addition, approximately 85 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 education at the Presidio of Monterey is conducted in eight language schools: Asia I (SAA), Asia II (SAB), Asia III (SAC),

European I (SEA), European II (SEB), Middle East I (SMA), Middle East II (SMB), European and Latin American (ELA); as well as the School of Continuing Education (SCE) and the Operation Enduring Freedom Task Force (OEF TF).

Facilities to support resident students at the Presidio of Monterey include over 500 classrooms, more than 1,200 language lab positions, 17 permanent dormitories, and two dining facilities.



In the comfort of her room in one of the Presidio's student dormitories, a DLIFLC student completes her homework assignments.

Libraries

The Aiso Library Learning Center provides print and multi-media resources for the Defense Language Institute Foreign Language Center. It supports the faculty, students, and staff in carrying out their mission to provide foreign language education to the military community. It supports both the residential education programs and the distance education programs of the DLIFLC, including assistance to Command Language Programs. The library collection comprises approximately 90,000 items containing 39 separate foreign language collections. In addition to books, there are pamphlets, maps, games, audio and video recordings,

newspapers, magazines, journals and computer software for circulation. All levels of comprehension and subjects are covered in each language. The general collection concentrates on linguistics, language-pedagogy and area studies. The Library has computer workstations with access to the Internet, cable broadcasts, word processing and language software. The library has agreements with other area libraries for reciprocal library use. Command Language Programs can use their post or school libraries for Inter-Library Loans directly to Aiso.

The Chamberlin Library is the general library for the military community on the Monterey Peninsula, with strong collections in military history and world cultures. The collection consists of approximately 60,000 items. In addition to books, there are pamphlets, audio and video recordings, newspapers, magazines and computer workstations. The Chamberlin Library is located at Ord Military Community next to the chapel on General Jim Moore Blvd.

DLIFLC Visiting Procedures

The Presidio of Monterey is a closed post. Each request to visit the DLIFLC will be considered on its particular merits, provided it does not interfere with the accomplishment of the DLIFLC mission, does not disrupt classes or DLIFLC functions, and does not jeopardize security. 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 DLIFLC must be made in advance and in writing. U.S. citizens must submit requests to the DLIFLC Protocol Office two weeks prior to the projected visit.

All foreign visitors must submit two written requests to the DLIFLC 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 Attaché Office. Processing usually takes one month.

A request to visit the DLIFLC must include the applicant's name, citizenship (U.S. or foreign), organization(s) with which the visitor is affiliated (business, school, or service, for example), 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 receive two orientation briefings after arriving for foreign language education at the DLIFLC. The Joint Service Inprocessing Briefing is held on the first day of instruction, from 0800 to 1000. Inprocessing in the respective language schools follows.

The Commandant's Welcome Briefing takes place on the last Wednesday of the month in which instruction begins, and lasts from 1530 to 1645. Spouses of students are encouraged to attend these sessions.

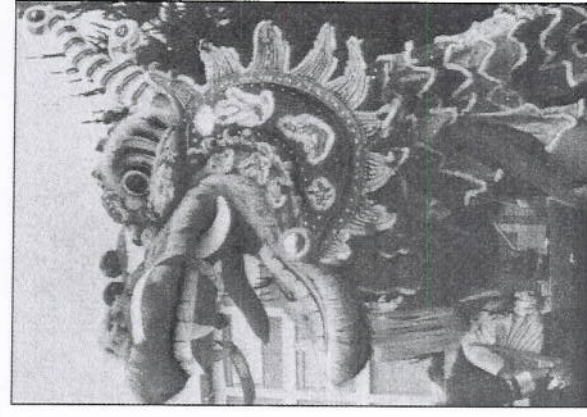
Counseling

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

Cultural Events and Activities

Extracurricular activities of a cultural nature complement the DLIFLC's academic instruction. Many students participate in choirs and dance groups to broaden their experience of the language and culture they are studying. DLIFLC student choirs perform popular, folk, and religious music in the languages concerned, not only in their respective schools, but also for the Institute's wider community and for the public.

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, all of which are open to the public. High school and college students from throughout the state usually attend.



Language Day activities. Top: A game of go. Bottom left: Arabic calligraphy. Bottom Right: A Chinese dragon dance.

Sports

Athletic activities represent a significant element in the life of the DLIFLC community. Facilities are available to students for a number of competitive sports and other physical training and conditioning programs. Flag football, softball, basketball, soccer, weight lifting, tennis, 10K/5K runs and walks, and golf are some of the activities offered. The DLIFLC has soccer, basketball, football, and coeducational softball teams that compete on an intramural basis.

Health Services

The Presidio of Monterey Army Health Clinic provides comprehensive ambulatory health care to active duty personnel. Among the medical services offered are the required active duty physicals and immunizations, as well as X-ray and laboratory services. The Clinic also provides dental services, optometry, psychological evaluation and counseling, and pharmacy services. Hours of operation are 0630-1600, Monday through Friday (closed on federal holidays). The Clinic is located in Building 422, Kit Carson Road, Presidio of Monterey.

The Clinic's primary care physicians offer services on an appointment-only basis, except for military sick call. Family members of active-duty personnel receive medical attention only when space is available, by same-day appointment. In emergencies and after duty hours, appropriate care is provided by the emergency room of the nearest civilian hospital. Medical/surgical specialty care is available by referral to supporting military facilities or through civilian community resources.

Routine dental care and limited oral surgery are provided to active duty personnel by the Presidio of Monterey Dental Clinic. Family members of DLIFLC personnel who are not enrolled in the Uniformed Services Active Duty Dependents Dental Plan can be seen on an emergency basis. The Dental Clinic accommodates dental sick call and emergency patients, and conducts annual and overseas screening examinations during regular hours of operation. The Dental CQ can also arrange for emergency after-hours care.

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, newcomers' orientation, general information on dependent schools, child care, a household item loan closet, budget and debt counseling, and a babysitter service file.

Religious Services

The Presidio of Monterey Chapel maintains active religious programs for members of various faiths and denominations. Jewish services are held every Friday evening. On Sundays, there are two Roman Catholic Masses and one Protestant service. Lunchtime Bible studies are conducted Tuesdays, Wednesdays, and Thursdays of each week. A dining facility devotional/prayer group meets Wednesday mornings. On two Friday nights each month, a pizza video night is held in the Chapel Annex. Information on any of these activities is available from the Chaplain's Office or by calling 242-5281.

Legal Services

Active-duty military members and their family members can take advantage of legal assistance provided by the Legal Assistance Office, Building 275, Presidio of Monterey. Assistance is available with a range of personal matters such as notarization, powers of attorney, wills and estates, family law, taxes, and consumer complaints.

Claims for lost or damaged household goods may be filed with the Client Services Branch, Building 275. Claimants must turn in DD Form 1840/1840R within 70 days of delivery and receive claims forms to help complete the process.

A service member who is under military investigation, who is suspected or accused of violating the Uniform Code of Military

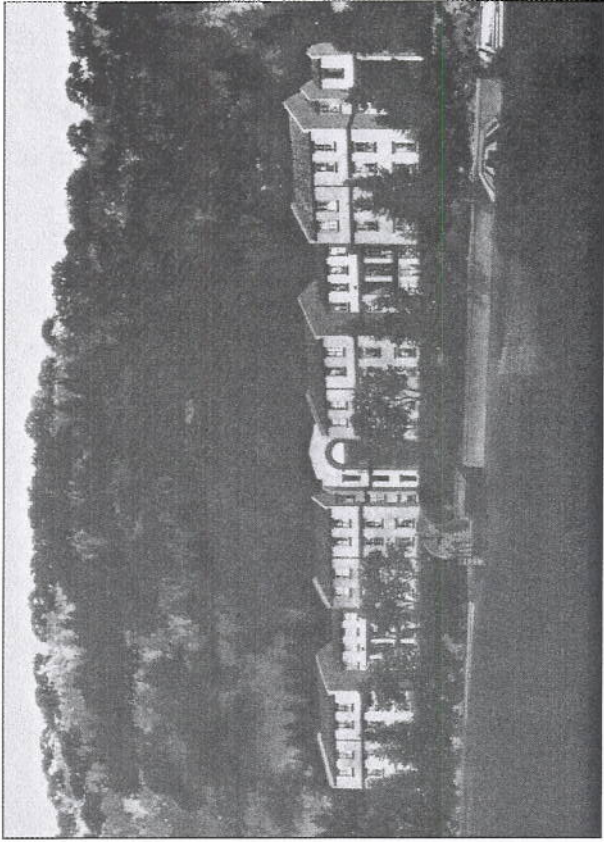
Justice, or who has been notified of adverse administrative action, may seek assistance from the Trial Defense Service, Building 275, Presidio of Monterey.

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. A professional staff provides academic and vocational counseling and testing services. Guidance is offered 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 California State University Monterey Bay, Monterey Peninsula College, Hartnell College, Chapman University, Golden Gate University, San Jose State University, Foothill College, and the Monterey Institute of International Studies.

Housing

Single U.S. Armed Forces students who have no dependents are provided 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-6 through E-9 are billeted in single rooms; E-5s and below are billeted two to a room. Those students who cannot be housed satisfactorily in the barracks or officers' quarters may live off post and are given the established variable housing allowances. Housing costs are relatively high in the Monterey Bay area.



Modern student barracks at the Presidio of Monterey.

Dining Facilities

There are currently two dining facilities on the Presidio of Monterey. U.S. Armed Forces personnel and their family members and DoD civilians are authorized to purchase meals in these dining facilities. Pending issue of a meal card, U.S. Armed Forces personnel must present their identification card and a copy of their PCS orders to purchase meals.

Administrative Support

The Armed Services provide administrative support to student members of the respective units through their orderly rooms (quarterdeck in the Navy), including arranging for leave, passes, separate rations, and pay allotments. The 229th MI Battalion extends a wide range of services to U.S. Army students through its Personnel Administration Center (PAC). Among the PAC's responsibilities are inprocessing, redeployment, and out processing procedures; promotions and advancements; processing requests for personnel actions; separate rations, pay allotments, and military pay.

Weapons

Any type of firearm, knife with a three-inch blade or longer, bow and arrows, and dart or spear guns must be registered as a weapon with the Presidio of Monterey Police Department on the day of arrival at the DLIFLC. Application forms will be filled out in four copies, and approved by the unit commander. Personnel residing in the barracks or BOQ/BEQ must secure privately owned weapons in the unit arms room. Personnel living in government quarters or off post in the civilian community must register their weapons and are responsible for their security. Due to the secure storage requirement and the lack of military firing ranges on the Presidio of Monterey, the DLIFLC recommends that privately owned weapons not be brought to the post. Once weapons arrive at the DLIFLC, they cannot be mailed or shipped by the postal services. They must be sent through an authorized gun dealer to another authorized gun dealer. The cost of this service is usually \$10 + per weapon.

Driver's License

California State Law specifies that nonresident military personnel who are stationed in California and hold a valid driver's license from their home state or from the state of their last duty station may continue to drive on that license as long as it is valid and has not expired. The same privilege is presently extended to those family members of active service personnel who neither accept gainful employment, attend school, register to vote in California, nor otherwise acquire the status of California residents. Certain states extend additional privileges to military holders of their driver's licenses, specifically when those licenses expire. For information regarding these privileges or about obtaining a California driver's license, contact the California Department of Motor Vehicles.

A student wishing to register or operate a motorcycle on any of the local military installations must attend the DLIFLC Motorcycle Defensive Driving Course (MDDC). Scheduling of the MDDC is by appointment only and can be accomplished through the student's orderly room or quarterdeck. 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.

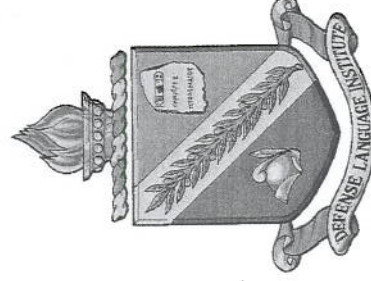
DLI Crest

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 corner of the shield depicts a fragment of the Rosetta Stone bearing the name of Egyptian ruler Ptolemy V (203-181 BC) in two languages (ancient Egyptian and Greek) and three scripts (Egyptian hieroglyphic and demotic scripts and Greek capital letters). Its discovery by a French military expedition in 1799 enabled scholars for the first time to decipher this complex pictographic 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 Extension Numbers for Selected DLIFLC
Offices**

TELEPHONE PREFIXES:

Commercial - (831)242-XXXX
 DSN - 768-XXXX
 Post Locator (Directory Assistance) - 5119
 Academic Records - 5825
 Army Community Services - 7652
 Civilian Enrollment Information - 5747
 Deputy Chief of Staff for Operations - 5463
 Protocol Office - 5336/5302
 Chancellor - 5291/5313
 Public Affairs Office - 5555

FOR LOCAL COMMUNITIES

Chambers of Commerce:

Monterey Peninsula - 648-5350 / 649-1770
 Carmel - 624-2522
 Pacific Grove - 373-3304

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The Provost is the proponent agency for this Pamphlet. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to

Commandant, Defense Language Institute
ATTN: ATFL-P
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