DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

GENERAL
CATALOG
1986

PRESIDIO OF MONTEREY
C A L I F O R N I A
DLIFLC Pamphlet 350-8

PREFACE

The United States recognizes that nations of the world have become increasingly interdependent and that our desire to avoid conflict often depends on our ability to communicate with and understand the perceptions of foreign governments--allies as well as potential enemies.

Our military leaders also recognize that if our policy of deterrence fails, we must be able to provide combat commanders with intelligence derived from sources such as an enemy's radio transmissions, prisoners, or civilians in the war zone. We must also be prepared to cooperate with allies and develop effective programs for helping the victims of war-torn areas.

The graduates of DLI--more than 135,000 since 1941--serve around the world ensuring that these objectives are met.

C O N T E N T S

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DEFENSE LANGUAGE INSTITUTE

INTRODUCTION TO
THE DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

DLIFLC CREST

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

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

The lower portion of the shield is red, representing the wartime mission of the school. This portion is charged with the hat of the San Carlos Catalan Volunteers, Spanish troops attached to the expedition which founded the Presidio of Monterey in 1770. The helmet symbolizes the military and historical character of DLI and the Presidio of Monterey.

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

MISSION OF THE INSTITUTE

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

OBJECTIVES OF THE INSTITUTE

The objectives of DLI derive from Department of Defense Directive 5160.14, *The Defense Language Program,* 2 August 1977, and are further detailed in a joint services regulation, AR 350-20/ OPNAVINST 1550.-7A50-40/MCO 1550.4C, *Management of the Defense Language Program,* 1978. (The regulation includes the Directive as an appendix.) The objectives may be summarized in three statements:

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

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

3. The Institute develops and

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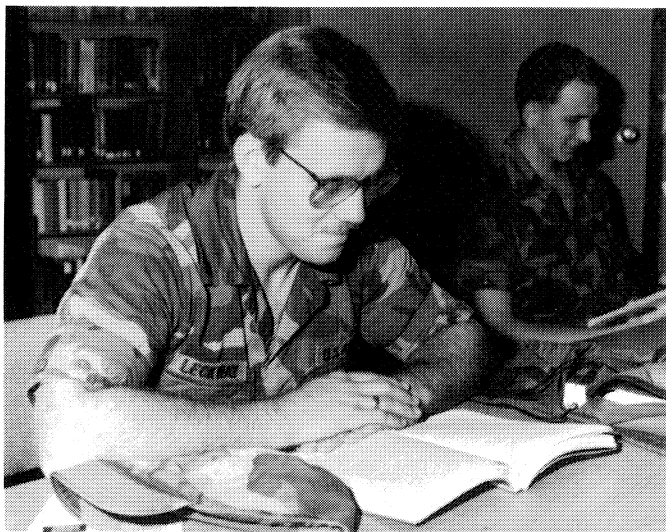
operates the resident instructional systems necessary to ensure that the required number of personnel meet standards of competence.

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

EDUCATIONAL PHILOSOPHY AND PURPOSE

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

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

The major goal of the Institute is to ensure that each graduate meets the requirements of the user agency. Students must therefore be provided effective instructional programs that are responsive to the foreign language needs of a wide variety of military positions throughout the world. Instructional programs must meet high standards so that functional language skills are developed for professional use in real-world communication situations. Individual opportunities for learning are provided on an equal basis for all students.

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

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

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

HISTORY OF THE INSTITUTE

The Institute's history began in 1941 in a classroom at the Berkeley campus of the University of California and in an old airplane hangar at Crissy Field, which is located in the shadow of the famous Golden Gate Bridge in San Francisco. It had suddenly been realized that the U.S. was about to go to war with Japan with almost no linguists available. The Navy commenced training officer students at Berkeley in October while the Army began training Japanese-American recruits in November. With the
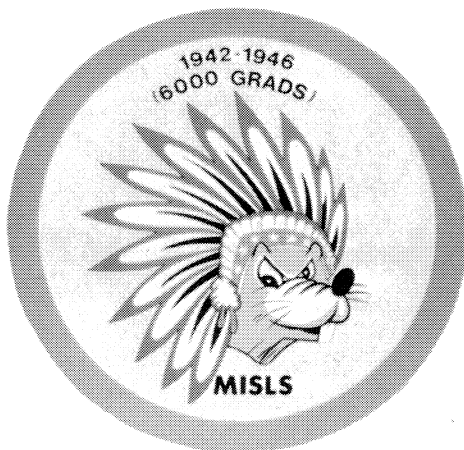
evacuation of the Japanese from the west coast in 1942, the locations were moved. The Navy moved to the University of Colorado at Boulder and the Army moved to Camp Savage, Minnesota, and later to nearby Fort Snelling. With the move, the Army school became the Military Intelligence Service Language School. Almost all of the wartime graduates from both schools were trained in Japanese.

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

and Navy personnel were also trained in Monterey. Through contractual arrangements, some Air Force personnel received foreign language training at Yale University, Syracuse University, and the University of Indiana.

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

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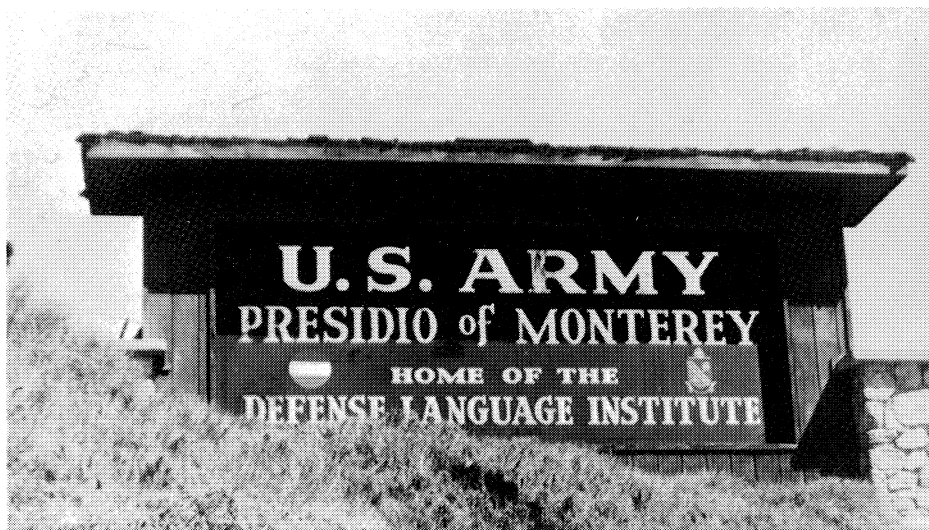
Biggs Air Force Base near El Paso, Texas. This branch became the Southwest Branch (DLISW). It was phased out of operation in 1973.

The English language program for foreign students coming to U.S. service schools was concentrated in the Air Force English Language School at Lackland Air Force Base near San Antonio, Texas. In January 1976, the English Language Branch was detached from DLI and DLI was redesignated as the Defense Language Institute, English Language Center (DLIELC). Subsequently the United States Air Force was designated as Executive Agent for the DLIELC and the United States Army was designated as Executive Agent for the DLIFLC.

In 1973, DLI came under control of the Army Training and Doctrine Command (TRADOC) at Fort Monroe, Virginia, and a year later, the Headquarters DLI, East Coast and West Coast Branches merged into one organization located in Monterey.

Due to the large number of students currently being assigned to foreign language training, DLI has expanded by opening training programs at temporary facilities at the Presidio of San Francisco, California, and at Lackland Air Force Base, Texas.

Approximately 200 students are enrolled at each temporary facility. The Presidio of San Francisco facility offers the DLI Basic Course in German, Korean, and Spanish. The Lackland Air Force Base facility offers the DLI Basic Course in Russian. All training programs will return eventually to the Presidio of Monterey.

GROWTH AND FACILITIES

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

To meet expanding space requirements and to replace outdated buildings, the Department of Defense has embarked on a modernization program to support DLI requirements. This extensive construction program, initiated in 1983 and scheduled for completion in 1990, was designed to provide a comprehensive plan for facilities to train, house, and support students in all foreign languages. This program includes construction of new classrooms, dormitories, and new support facilities such as a new learning resources center, child care center, physical fitness center, and logistic support center.

Today, DLI is one of the best equipped language training facilities in the U.S. Many of its modern classrooms have closed-circuit television or videotape equipment. Students make use of extensive language laboratory facilities and the latest audiovisual training aids. Currently about 40 languages and dialects are taught by DLI and the school is capable of arranging training for approximately 55 languages, some at the Foreign Service Institute (FSI). The six language groupings are: Asian, East European, Romance, Germanic, Middle East, and Russian.

Supporting this training effort

are over 500 classrooms, more than 1,220 language lab positions, four permanent dormitories, and two dining halls. DLI's Munzer Hall houses the Learning Resources Center, which includes a traditional academic library and an electronic media section. The center features video carrels where students may increase their language skills by watching and listening to foreign television programs. There are over 3,000 tapes on file at the center. The center is also equipped with PLATO terminals and with microcomputers which are used in foreign language instruction. The Learning Resources Center has some 100,000 volumes in more than 50 different languages and provides background information on many countries. The Learning Resources Center is used primarily by instructors and resident students to supplement classroom instruction.

LOCATION

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

Forces commanded by Commodore John Drake Sloat raised the Stars and Stripes here in 1846, claiming California for the U.S. Members of the U.S. Army 3rd Artillery constructed the first U.S. fort here in 1847. The 15th

Infantry built the present post in 1902 and, until World War II, various infantry and cavalry units, including the famed Black Buffalo soldiers of the 9th Cavalry, were quartered in the Presidio. During and after World War II, the Presidio housed administrative units. In 1946 the Presidio became the home of the Military Intelligence Service Language School and, subsequently, of the Army Language School and of the Defense Language Institute.

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

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

The Presidio of Monterey Map

FACULTY AND STAFF

There are over 700 civilian instructors employed at DLI, most of them native speakers of the languages they teach. Many of the faculty can communicate in several languages.

Supplementing the civilian faculty are about 80 Foreign Language Training NCOs and Petty Officers.

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

In addition to the instructors, there are nearly 500 other civilian workers and 400 more military members. These permanent party people come from all four branches of the armed forces and provide general support.

INSTRUCTION

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

Training is accomplished within a framework that provides intensive practice and interaction in the target language as spoken by educated speakers of the language. The student starts with carefully selected texts and structured exercises to practice listening comprehension, reading comprehension, and speaking, then moves toward creative use of the language. Throughout the course, emphasis is placed on communicative competence in real-life situations.

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

DLI is accredited by the Western Association of Schools and Colleges. A 47-week course could be worth up to 24 semester units of credit depending on the criteria established by each uni-

versity or college.
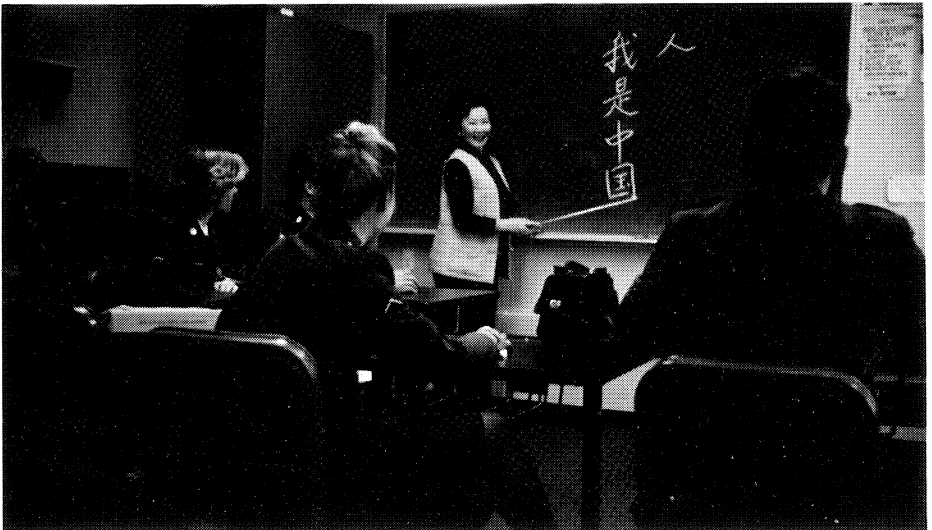
STUDENTS
IN RESIDENT TRAINING

Each of the military services—
Army, Navy, Marine Corps, Air
Force—and civilian DOD sponsor-
ing offices select individuals for
resident foreign language training in
preparation for a specific duty
assignment. More than 135,000
students, from recruits just out of
basic training to senior officers,
have graduated since 1941. There
are approximately 3,000 students in
the resident training program at
DLI at any given time.

ADMINISTRATION

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

OFFICE OF
THE COMMANDANT

The Commandant, DLI, is an
Army officer in the rank of
colonel. He functions as the
principal adviser on the Defense
Foreign Language Training Pro-
gram to the Commander of the
U.S. Army Training and Doctrine
Command (TRADOC); the Deputy

Chief of Staff for Operations, Headquarters, Department of the Army; and the Assistant Secretary of Defense for Communications, Command, Control, and Intelligence.

At the Presidio of Monterey, an Air Force officer in the rank of colonel traditionally serves as Assistant Commandant and a Navy officer in the rank of captain serves as Executive Officer. In addition, an Air Force lieutenant colonel commands the Lackland Branch and an Army lieutenant colonel commands the Presidio of San Francisco Branch.

The Commandant's staff includes a Command Sergeant Major. The Commandant is also supported by the following special offices: Protocol, Inspector General, Civilian Personnel, Equal Employment Opportunity, Reserve Forces Adviser, Public Affairs Office, and DLI Liaison Office in Washington, D.C. Other major elements under the direction of the Commandant are the Office of the School Secretary, Office of Information Management, Directorate of Resource Management, and Troop Command.

SCHOOL SECRETARY

The Office of the School Secretary provides the following administrative support services: printing control; logistical services and support; coordination of transportation, supply purchasing, and contracting; personnel and building security; academic library services and learning resources facilities; engineer support; and coordination of certain other base operations matters with agencies external to DLI. The Office includes

the Administrative Support Division, Learning Resources Division, Logistics Division, Security Division.

RESOURCE MANAGEMENT

The Directorate of Resource Management is responsible for the administration and control of financial management, organization, and manpower matters. This office is deligated authority to establish and maintain administrative control of appropriated funds for which the Commandant is responsible. The Office includes the Budget Division and the Management Division.

INFORMATION MANAGEMENT

The Office of Information Management provides automation and information management, instruc-tional media support; printing support and communications support. The Automation Division is responsible for the administration and control of information. It directs or coordinates all acquisitions, development, and implementation of DLI automated functions, to include word-processing and computer assisted instruction. The Instructional Media Division is responsible for support to include video tape, film and projection equipment; graphic art services; visual information; composition and layout of publications; and electronic maintenance. The Printing Division is responsible for all printing functions to include offset photography and press operations; binding and film assembly.

TROOP COMMAND

Troop Command provides the

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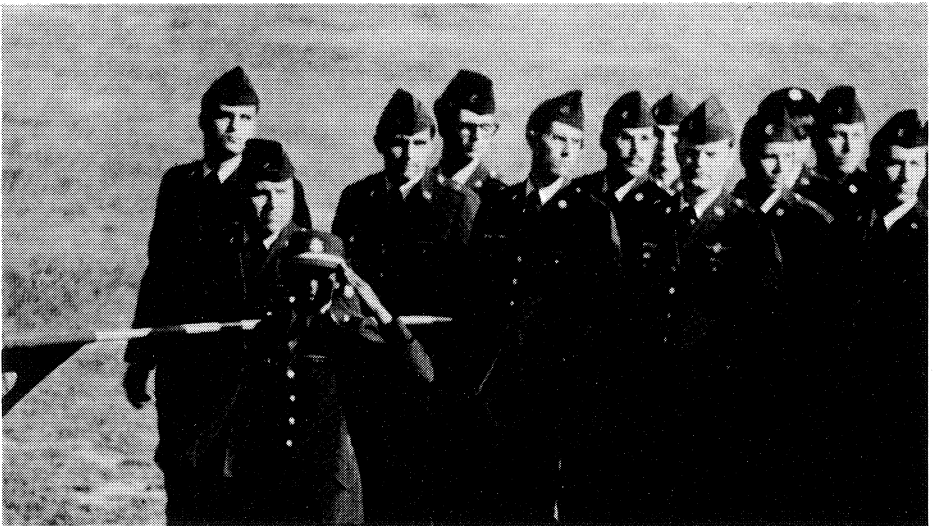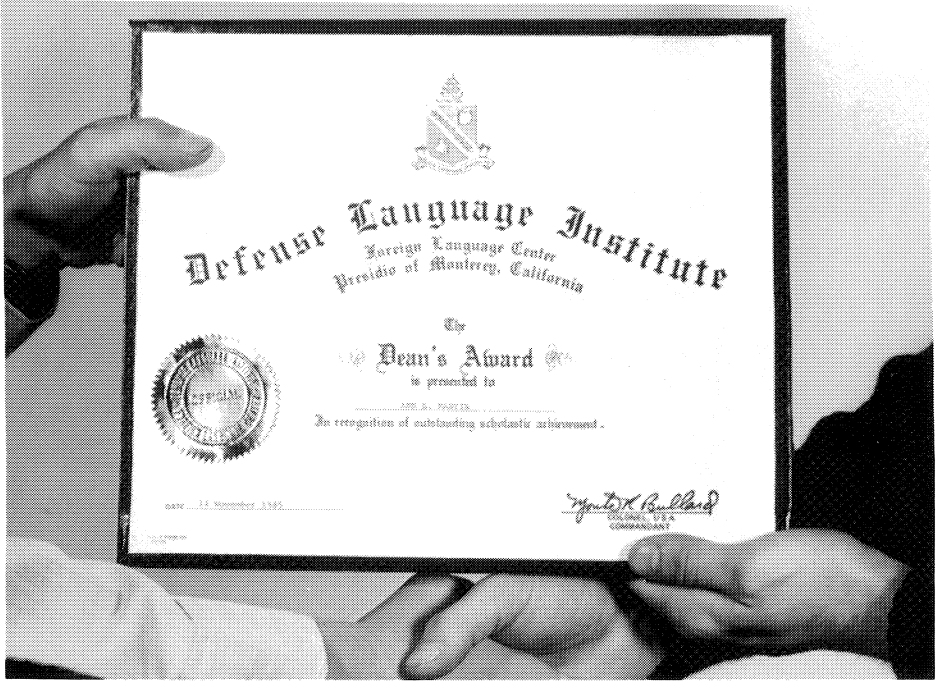
following services: command and administrative control for all Army personnel assigned or attached to DLI and all other service personnel assigned or attached to Troop Command as defined in DOD directives and U.S. Army Regulations, provides non-service peculiar and Army peculiar administrative and logistical support for DLI, and develops policies and procedures in support of all student personnel in coordination with tenant unit commanders as defined in Inter-Service Support Agreements (ISSA). The Troop Command consists of student units and is responsible for the discipline, comfort, and administration of DLI students and includes Headquarters and Headquarters Company, Company A, B, C, D, E, and F. Associated with Troop Command are the Naval Security Group Detachment, the Marine Corps Administrative Detachment, and the USAF 3438th School Squadron.

OFFICE OF THE CRYPTOLOGIC TRAINING SYSTEM REPRESENTATIVE

The Office of the Cryptologic Training System Representative to DLI was established in 1972. The function of this element is to assist the Commandant and the DLI staff and faculty in meeting learning objectives and to provide liaison between DLI and the Cryptologic Training System member agencies. The office is headed by an Education and Training Officer of the National Security Agency.

OFFICE OF THE DEAN

The Dean serves as the principal technical authority on foreign language instructional methodology, curriculum, testing, and program evaluation. The Dean has full managerial and technical responsibility for personnel, budget, and material resources for the DLI academic program at three major operating locations. The Dean directs foreign language instruction and training development. The Dean ensures that the Defense Foreign Language Program meets the needs of user agencies. The Dean establishes broad policy and guidance concerning teaching methods and procedures, coordinates and provides guidance for preparation and updating of the Five Year Plan for Training and Training Development, monitors and reviews the academic program and operations of DLI, and performs related duties. Included under the Dean are the Assistant Dean for Instruction, the Assistant Dean for Evaluation and Standardization, the Assistant Dean for Policy and Liaison, and six language schools (Asian, East European, Germanic,

Middle East, Romance, and Russian). Each school is responsible for classroom instruction and a variety of course development efforts.

The Foreign Language Training Division, under the direction of the Dean, monitors and manages all activities having impact upon the academic environment of the resident student population. All Foreign Language Training Advisers (FLTAs) and Foreign Language Training NCOs and Petty Officers (FLTN/Ps) are assigned to this division.

ASSISTANT DEAN FOR POLICY AND LIAISON

The Assistant Dean for Policy and Liaison is responsible for review and analysis of internal submissions and external queries concerning academic policies and procedures, as well as academic aspects of construction and facilities planning. The Assistant Dean for Policy and Liaison also maintains liaison with professional organizations, such as the regional accrediting commission, as well as with DLI branch campuses on academic matters. The Assistant Dean represents the Dean in regular liaison with the Academic Advisory Council and provides for oversight in such areas as academic history and curriculum archives.

ASSISTANT DEAN FOR INSTRUCTION

The Assistant Dean for Instruction serves as the program manager and principal adviser to the Dean on the administration of resident training. Under the Assistant Dean for Instruction are

five major divisions: Resident Training and Program Management, Nonresident Training, Curriculum, New Systems Training, and Faculty and Staff Development. The Office of World Religions and Cultures is also under the Assistant Dean for Instruction.

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

The Nonresident Training Division formulates policies and procedures for the establishment and operation of Command Language Program (CLP) training conducted by all Department of Defense components. The Division provides technical guidance and assistance to military units, education centers, and individual service members, both in the U.S. and overseas. Published materials prepared by the Nonresident Training Division have included a Spanish program for Navy SEAL teams; Professional Development. Program (PDP) extension courses in several languages for interrogators and other military intelligence personnel in the Air Force, Army, and Marine Corps; and programs for the Army Special Forces. The Division also furnishes guidance and materials for its Headstart familiarization programs in several languages, as well as for a variety of refresher/maintenance materials in several languages. Most Nonresident Training Division materials
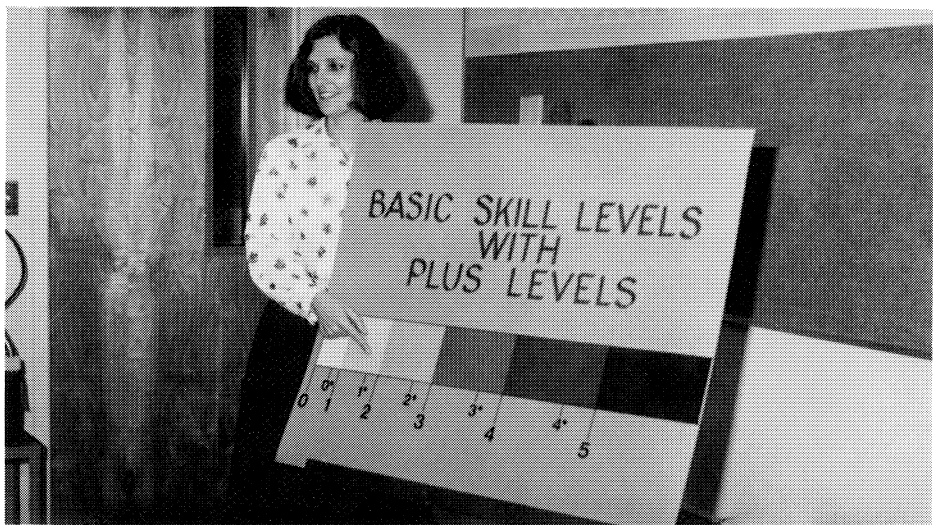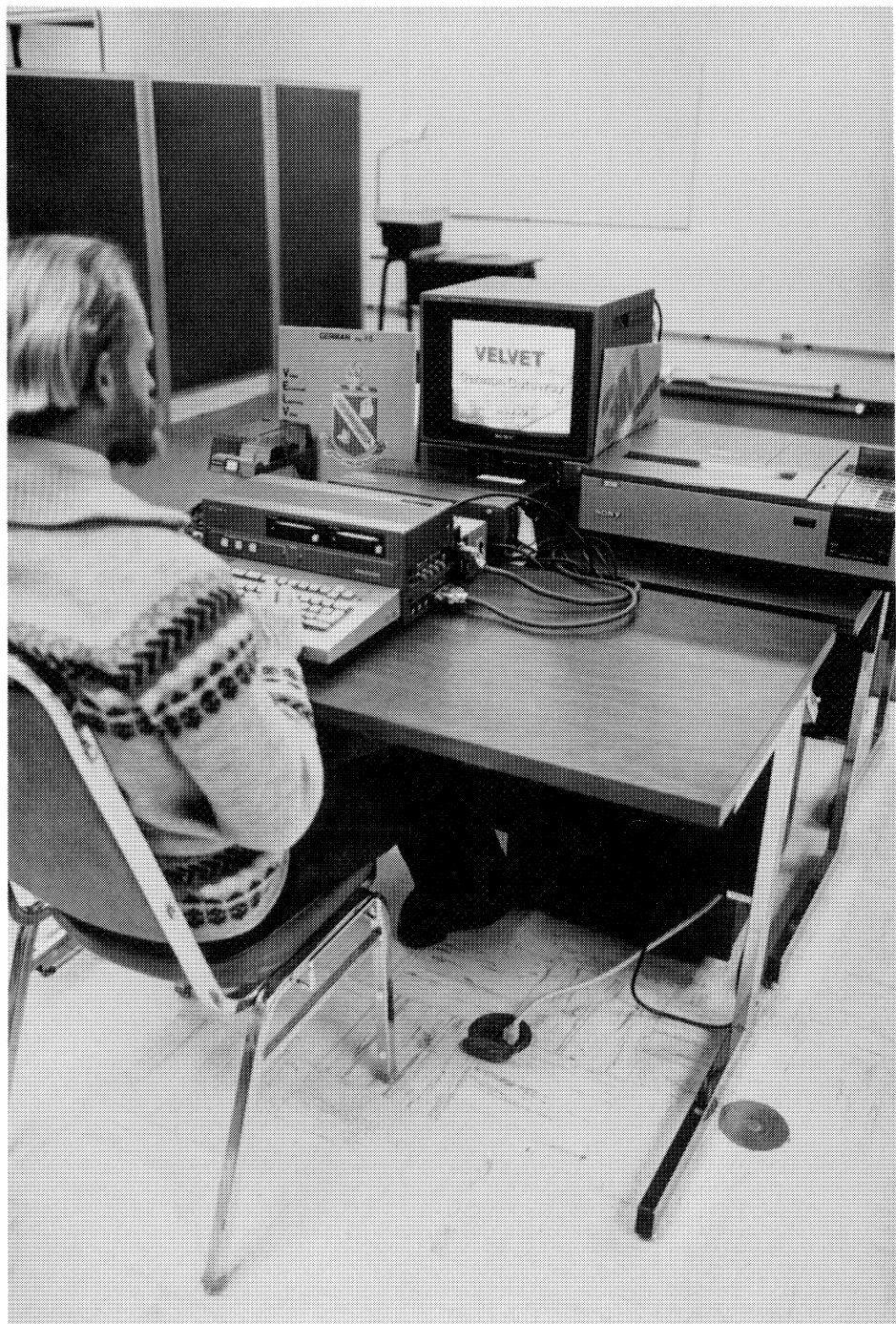
are available to all military personnel for duty-related purposes. Some materials may be purchased for private use. An extension of the Nonresident Training Division is a training detachment in Germany that works with the director of the Army Continuing Education System in USAREUR (U.S. Army/Europe) to perform task analyses and advise on course development.

The Curriculum Division serves as a DLI resource on curriculum matters and coordinates curriculum policy, planning, and development. The division provides technical guidance and assistance to the language groups on curriculum planning and development of course materials. It sets standards for quality control of course materials and provides guidance on how these standards are to be implemented.The division also serves as liaison on curriculum matters to other agencies.

The New Systems Training Division researches ways to apply computer technology to DLI instruction. The division gathers information on technology and courseware and advises on their implementation. The division is the principal adviser on the widening use of interactive videodiscs in DLI instruction. The division also assists developers of instructional materials in designing courseware and conducts demonstrations and evaluations of pilot projects in computer-assisted instruction (CAI) in various languages.

The Faculty and Staff Development Division conducts a program of pre-service and in-service training for the DLI civilian and military workforce in language-related positions. The division assesses training needs, sets training goals and standards, helps develop policies on instructional methodology and teaching standards, and conducts courses and workshops on teaching methods, curriculum development, testing, use of instructional media, and related topics. By arrangement, the division provides mobile training teams to conduct on-site training tailored to the particular needs of a field unit or command. The division is the proponent for DLI Pamphlet 350-10, "Academic Policy and Standards," and the training videotape entitled "Teaching for Proficiency." In coordination with the American Council on the Teaching of Foreign Languages (ACTFL), the division sponsors the annual Master Lecture Series that brings leading authorities on foreign language education to DLI as guest lecturers.

The Office of World Religions and Cultures complements language training by providing stu-

dents with classes and presentations on the cultural foundations of the nations and peoples whose languages they are studying. These classes and presentations focus on geography, politics, economics, sociology, religion, music, dance, and other subjects. These studies comprise a vital part of every language course. U.S. military forces often operate in areas of the world where religions, ideologies, and world views are different from their own, and mission accomplishment in such areas often requires an understanding of the religions, customs, and mores of the local people.

ASSISTANT DEAN FOR EVALUATION AND STANDARDIZATION

The Assistant Dean for Evaluation and Standardization is responsible for quality control of instructional systems and development and implementation of test materials. The Assistant Dean for Evaluation and Standardization recommends appropriate management actions for improvement of effectiveness and efficiency and ensures that all DLI instructional systems and related documentation incorporate the latest training and doctrinal concepts. Under the Assistant Dean for Evaluation and Standardization

			COMM.
OFFICE OF THE SCHOOL SECRETARY	PUBLIC AFFAIRS OFFICE	CIVILIAN PERSONNEL OFFICE	ASSI: COMM.
TROOP COMMAND		FOREIGN LANGUAGE TRAINING ADVISORY DIVISION	OI O D

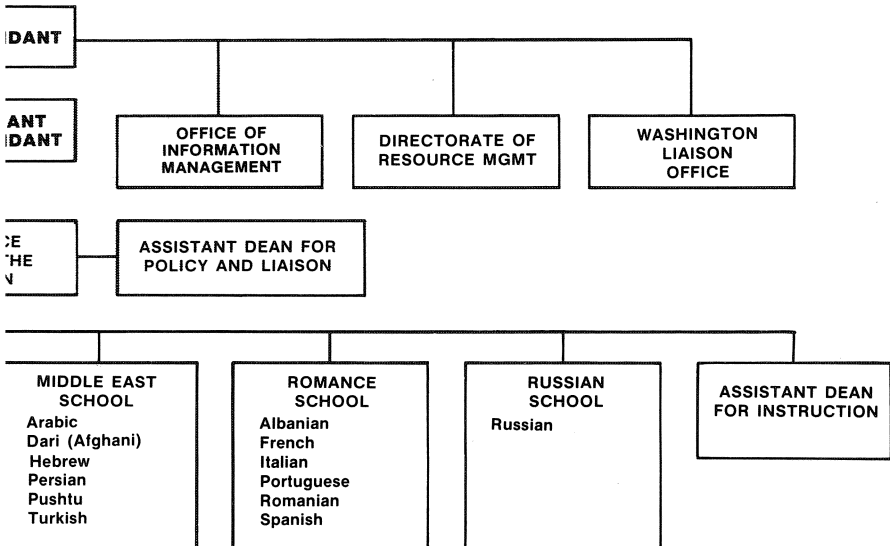| ASSISTANT DEAN FOR EVALUATION AND STANDARDIZATION	ASIAN SCHOOL Chinese Indonesian Japanese Korean Tagalog Thai Vietnamese	EAST EUROPEAN SCHOOL Bulgarian Czech Greek Hungarian Polish Serbo-Croatian	GERMANIC SCHOOL Dutch German Norwegian Swedish

are two major divisions: the Tests and Standards Division and the Evaluation Division.

The Tests and Standards Division performs the following functions: recommends policies and procedures for implementing aptitude, achievement, and proficiency test measurement programs for Department of Defense and other government agency personnel in support of the Defense Foreign Language Program (DFLP); proposes, designs, develops, and validates aptitude, achievement, and proficiency measurement programs, procedures, and instruments; recommends design standards, test validity and reliability criteria and min-imum acceptable examinee performance standards; provides training in proficiency testing and in test development to DLI faculty and staff; certifies proficiency testers in the various languages; administers tests to DLI students, field linguists, and civilian job applicants; and provides technical service and consultation on data related to measurement instruments or systems to DLI and user agencies as required.

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

**DEFENSE LANGUAGE INSTITUTE
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MIDDLE EAST SCHOOL	ROMANCE SCHOOL	RUSSIAN SCHOOL	ASSISTANT DEAN FOR INSTRUCTION
Arabic Dari (Afghani) Hebrew Persian Pushtu Turkish	Albanian French Italian Portuguese Romanian Spanish	Russian	

ACADEMIC INFORMATION

ACCREDITATION

DLI has been accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC). Although the Institute is an accredited institution of post-secondary education, it does not grant degrees. As such it falls under the jurisdiction of the Junior Commission as a specialized post-secondary institution, but it is not a community college, nor is it limited to recommending credit at lower-division level, nor is the academic credit granted for its courses limited to lower-division level.

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

SCOPE OF TRAINING

Following rather modest beginnings, DLI today is regarded as one of the best-equipped language training schools in the world. The present facilities at the

Presidio of Monterey can accommodate approximately 3,000 students. Training is administered through some 30 language departments that expand or contract in response to TRADOC needs.

ADMISSION REQUIREMENTS

Admission to DLI is limited to members of the armed services, either in the active forces or in a reserve component, to civilian employees of Department of Defense or other federal agencies, and to certain adult dependents of service members. An individual other than a dependent must have been directed by his/her service or the employing agency to attend a resident course in a specified foreign language. Generally, before a student is selected for a language program, there must be a job which requires foreign language communication skills waiting for that student upon graduation. Applications or volunteer statements are submitted to the appropriate sponsor in accordance with the service or agency's own regulations. DLI does not enter into this process.

Dependent training is authorized under Section 2002, Title 10, U.S. Code, when it is anticipated that the dependent will live in a foreign country in connection with the spouse's duty assignment. Dependents must be adults or, in the case of children, have completed high school.

DLI requires that each candidate be a high school graduate and must have been administered the Defense Language Aptitude Battery (DLAB) and have achieved a minimum score of 85 for training in Afrikaans, Basque, Dutch, French, Italian,

Norwegian, Portuguese, Spanish, Swahili, and Swedish; a minimum of 90 for German, Hindi, Indonesian, Malay, Romanian, and Urdu; a minimum of 95 for Albanian, Amhari, Bengali, Bulgarian, Cambodian, Czech, Finnish, Greek, Hebrew, Hungarian, Lao, Nepalese, Persian, Polish, Pushtu, Russian, Serbo-Croatian, Tagalog, Thai, Turkish, and Vietnamese; and a minimum of 100 for Arabic, Chinese, Japanese, and Korean. The DLAB can be administered at any military installation having a test control officer.

In considering an individual for language training, sponsors are asked not to select a person who has a hearing deficiency or a significant speech problem, as these difficulties hinder, and frequently make it impossible to master the respective skills in the new language.

CLASS START DATES

DLI does not have a standard school year in which all classes start and end at the same time. Rather, classes are scheduled in response to training needs stated by the armed services and participating government agencies. A computation of the number of students to be trained in each language is made each year prior to 1 October, the beginning of the federal government fiscal year. Classes in each language are then scheduled throughout the fiscal year to begin monthly, quarterly, semiannually, or annually, depending on these enrollment figures.

DAILY HOURS OF INSTRUCTION

At DLI, classes are held six hours a day, Monday through

Friday. No classes are held on legal holidays.

HOLIDAYS
Legal holidays are:

New Year's Day	1 Jan
Martin Luther King Day	3rd Mon in Jan
Presidents' Day	3rd Mon in Feb
Memorial Day	Last Mon in May
Independence Day	4 July
Labor Day	1st Mon in Sep
Columbus Day	2nd Mon in Oct
Veterans' Day	11 Nov
Thanksgiving Day	4th Thurs in Nov
Christmas Day	25 Dec

CHRISTMAS VACATION

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

ACADEMIC BREAK

Classes in session for 34 or more consecutive weeks prior or subsequent to the Christmas break are authorized a two-week break near mid-point of the period.

GRADUATION REQUIREMENTS

Diplomas are awarded to students who complete all course requirements, meet all course objectives, and demonstrate that they have met course objectives by passing the final examination. To graduate from a Basic Course, a student must also demonstrate a Level 1 proficiency in listening comprehension and a Level 1 proficiency in at least one other language skill.

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

Students may graduate early for official reasons, such as a requirement to report earlier than anticipated for an assignment. Early graduations for personal reasons are normally limited to family emergencies verified by the Red Cross. Foreign Language Training Advisers approve early graduations. Students who do not graduate but are in good academic

tional achievement in learning a foreign language. In addition to academic excellence, these awards are based on the student's efforts to broaden his or her knowledge of the geographical, political, and cultural milieu in which the language is spoken, as well as personal accomplishments which reflect credit upon the armed forces.

COURSE CREDIT

DLI is accredited as a certificate-granting institution by the Western Association of Schools and Colleges (WASC). Additionally, the American Council on Education (ACE) Office on Educational Credit and Credentials has evaluated DLI courses and made recommendations for semester hour credit at both lower-division and upper-division levels. Graduates may request an official transcript to be sent to colleges and universities. However, credit hours reflected on the transcript, whether in the form of ACE recommendations or recommendations based on the Carnegie System of credit value, are accepted at the discretion of the receiving institution, based upon the types of programs they offer.

Students completing a portion of a course will normally receive recommended credit for weeks successfully completed up through the last course module for which

standing at the time of departure receive a Certificate of Attendance.

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

INCENTIVES AND AWARDS

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

Graduation awards are presented in recognition of excep-

a passing grade was obtained. In such cases, an appropriate proportion of the ACE recommended credits will be recommended on transcripts.

ACADEMIC RECORDS

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

Army Language School
DLI West Coast Branch
DLI East Coast Branch
DLI East Coast Contract
DLI Southwest Branch

DLIFLC, Presidio of Monterey
DLIFLC, Presidio of San Francisco
DLIFLC, Lackland AFB, Texas

TRANSCRIPTS

Academic transcripts may be requested for all resident foreign language courses conducted by or for DLI, including all the branches listed above. Army regulations require a fee of $2.85 for each original transcript plus 35 cents for each additional copy ordered at the same time. Individual academic records are covered in part by the Privacy Act of 1974 and will not be released without the written consent of the individual, as specified in the Act.

When requesting a transcript, the applicant should include his or her name at the time of graduation, the language studied, the year of graduation, the class number (if

possible), and the training facility attended.

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

COMMANDANT
DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER
ATTN: ACADEMIC RECORDS BRANCH
**PRESIDIO OF MONTEREY, CA. 93944-5006**

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

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

FEES AND MATERIALS

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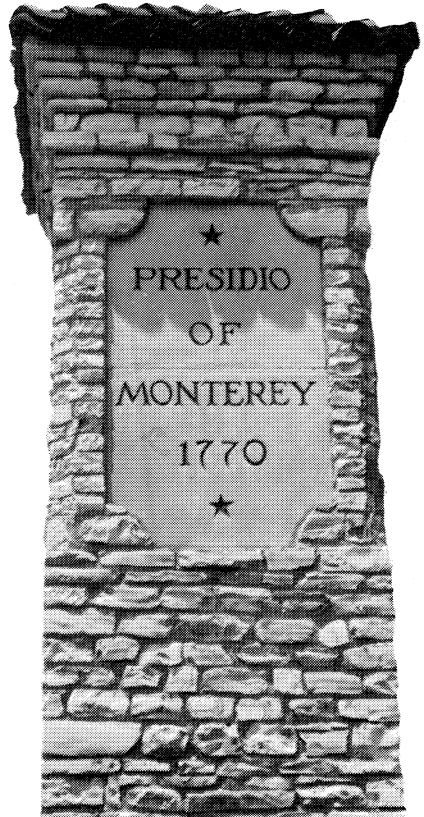
COURSE DESCRIPTIONS

LANGUAGE SKILL LEVEL DESCRIPTIONS

Skill level descriptions for Levels 0 through 5 (ranging from no practical ability to proficiency equivalent to that of a well-educated native) in each of the four major functional skills (listening comprehension, speaking, reading, and writing) are at the end of this catalog.

TYPES OF COURSES

DLI offers training in more than 40 languages and dialects. Course offerings are subject to change since they are determined by requirements of the Department of Defense, the military services, and some federal agencies. DLI conducts foreign language training at different levels, ranging from Basic to Advanced, and also offers some specialized courses.

The primary objective of the Basic, Intermediate, and Advanced Courses is to teach the target language as a means of communication. The student starts with carefully prepared texts and gradually moves toward creative use of the language in a variety of real-life situations. This transition is achieved through exercises that emphasize primarily listening and speaking skills.

Most resident students are assigned to Basic Courses. Minimum proficiency for graduation in the Basic Course is Level 1 in listening comprehension and

Level 1 in at least one other skill. However, many students attain Level 2 or higher. Intermediate and Advanced Courses provide maximum flexibility for both student and teacher. Students increase their self-confidence through a variety of activities such as role-playing, open discussions, etc. This helps them increase their ability to communicate orally and involves them in using the language more creatively in meaningful situations. The level of proficiency achieved differs, depending on the difficulty of the language and the length of training time in the language.

In addition to the Basic, Intermediate, and Advanced Courses, an assortment of Specialized Courses is offered to meet special needs.

Course offerings are further identified as follows.

BASIC COURSE: CODE 01

An intensive course for beginners in the target language. Designed to give the student a listening comprehension, reading comprehension, and speaking ability in the Level 1 to Level 2 proficiency range. The student will also acquire some writing ability, depending on the target language. Each language is taught within the cultural, geopolitical, socio-economic, and military context of the target culture.

INTERMEDIATE COURSE: CODE 06

Prerequisite: Basic Course or equivalent. Designed as continuation training for Basic Course graduates who have served in the field in a professional specialty.

Advances the student's listening comprehension, reading comprehension, speaking ability, and writing ability. Training varies according to the student's initial competence and the difficulty of the target language.

ADVANCED COURSE: CODE 07

Prerequisite: Intermediate Course or equivalent. Designed as continuation training for Intermediate Course graduates who have served in the field in a professional specialty. Most Advanced Courses provide a general review of the Intermediate Course. Designed to further develop the student's overall proficiency in the language. Usually an emphasis is placed on reading comprehension based on texts selected from current target-language publications.

SPECIAL COURSES

Designed to meet special needs of students who do not require a complete Basic, Intermediate, or Advanced Course. Provides dialect training or fulfills other unique training needs.

Special courses are as follows:

AURAL COMPREHENSION COURSE: CODE 02

Aural Comprehension Course is no longer in use.

GATEWAY COURSE: CODE 03

This course uses specialized materials and teaching techniques which provide the student with adequate capability in the language to meet some social amenities and personal survival needs.

ABBREVIATED COURSES: CODE 04

Generally a shortened version of the Basic Course. Develops the student's listening comprehension, reading comprehension, and speaking abilities to meet survival needs in the target culture.

DIALECT EXTENDED COURSE: CODE 05

In the case of languages that have distinct dialectical differences, Basic Course graduates of the core language are provided training in speaking and listening comprehension in a specific dialect.

FUTURE COURSE: CODE 08

Code number 08 is reserved for future use.

SPECIAL COURSE: CODE 09

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

(LE FOX) EXTENDED COURSE: CODE 10

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

MAINTENANCE COURSE: CODE 11

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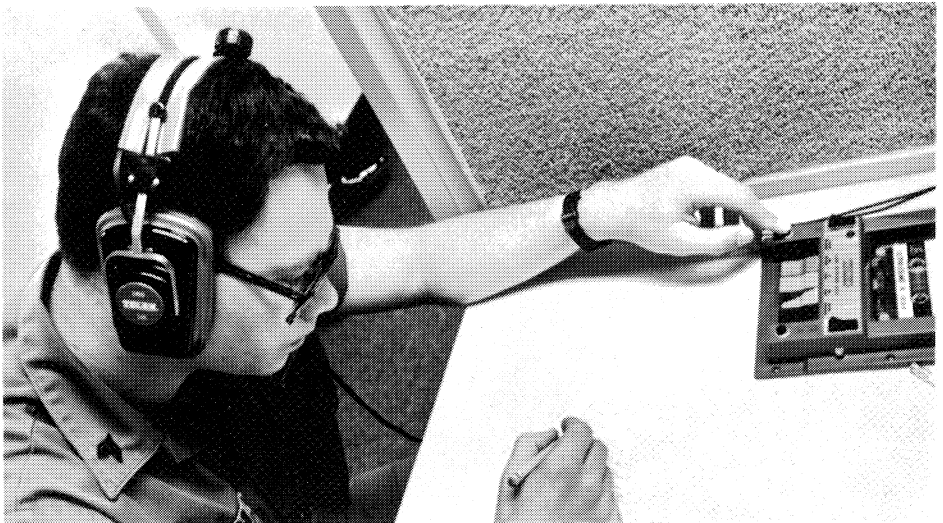
originally assigned course. The training is guided self-study for skill maintenance only.

INTERMEDIATE COURSE: (FORMER LISTING) CODE 20

Code number 20 is **not** in use. Refer to Intermediate Code 06.

ADVANCED COURSE: (FORMER LISTING) CODE 30

Code number 30 is **no** longer in use. Refer to Advanced Code 07.

REFRESHER COURSE: CODE 40/44

Designed to reactivate or improve the language proficiency of individuals whose language skills have deteriorated through lack of use. Training is usually individualized and based on the student's background and proficiency. Proficiency is tested prior to enrollment. Courses vary in length.

MOLINK BASIC COURSE: CODE 50

This is a special Russian course for officers selected for duty with the Moscow Link (MOLINK). Training is given in Washington, D.C., under the supervision of the DLIFLC Liaison Office.

MOLINK CONTINUATION COURSE: CODE 55

Periodic update course for officers serving on MOLINK.

WHITE HOUSE TRANSLATOR COURSE: CODE 60

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

COURSE OFFERINGS

COURSE	CODE NO.	WEEKS	PRE-REQUISITE	ACE UNITS
ALBANIAN				
Basic	01AB47	47	DLAB 95	21
ARABIC				
Basic-MSA *	01AD47	47	DLAB 100	24
Intermediate-MSA	06AD32	32	01AD47	TBD
Egyptian-Extended	05AE16	16	01AD47	TBD
Iraqi-Extended	05DG16	16	01AD47	TBD
Syrian-Extended	05AP16	16	01AD47	TBD
Egyptian-Special	09AE24	24	01AD47	TBD
Iraqi-Special	09DG24	24	01AD47	TBD
Syrian-Special	09AP24	24	01AD47	TBD
BULGARIAN				
Basic	01BU47	47	DLAB 95	21
Intermediate	06BU37	37	01BU47	18
CHINESE				
Basic	01CM47	47	DLAB 100	24
Intermediate	06CM37	37	01CM47 or O2CM	15
Advanced	07CM37	37	06CM37 or 2OCM	15
CHINESE-CANTONESE				
Basic	01CC47	47	DLAB 100	TBD
CZECH				
Basic	01CX47	47	DLAB 95	21
(Le Fox) Extended	10CX27	27	01CX47	TBD
Intermediate	06CX37	37	01CX47	18
DUTCH				
Basic	01DU25	25	DLAB 85	TBD
FRENCH				
Basic	01FR25	25	DLAB 85	TBD
Intermediate	06FR24	24	01FR25	TBD
GERMAN				
Basic	01GM34	34	DLAB 90	TBD
Gateway	03GM06	06	Headstart	04
Short Course	04GM12	12	DLAB 90	TBD
(Le Fox) Extended	10GM24	24	01GM32	12
Intermediate	06GM24	24	01GM32	09

*Modern Standard Arabic

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COURSE	CODE NO.	WEEKS	PRE-REQUISITE	ACE UNITS
GREEK				
Basic	01GR47	47	DLAB 95	24
HAITIAN-CREOLE				
Basic	01HC24	24	DLAB 85	TBD
HEBREW				
Basic	01HE47	47	DLAB 95	TBD
HUNGARIAN				
Basic	01HU47	47	DLAB 95	24
Intermediate	06HU37	37	01HU47	TBD
INDONESIAN				
Basic	01JN34	34	DLAB 90	TBD
ITALIAN				
Basic	01JT25	25	DLAB 85	TBD
JAPANESE				
Basic	01JA47	47	DLAB 100	20
KOREAN				
Basic	01KP47	47	DLAB 100	22
Intermediate	06KP47	47	01KP47	TBD
Gateway	03KP08	08	None	05
MALAY				
Basic	01ML34	34	DLAB 90	TBD
NORWEGIAN				
Basic	01NR25	25	DLAB 85	TBD
PERSIAN				
Basic-Farsi	01PF47	47	DLAB 95	21
Basic-Dari (Afghani)	01PG47	47	DLAB 95	TBD
PUSHTU				
Basic	01PV47	47	DLAB 95	TBD
POLISH				
Basic	01PL47	47	DLAB 95	21
Intermediate	06PL37	37	01PL47	18
PORTUGUESE				
Basic-Brazilian	01PQ25	25	DLAB 85	TBD
Basic-European	01PT25	25	DLAB 85	TBD

COURSE OFFERINGS

COURSE	CODE NO.	WEEKS	PRE-REQUISITE	ACE UNITS
ROMANIAN				
Basic	01RQ34	34	DLAB 90	TBD
RUSSIAN				
Basic	01RU47	47	DLAB 95	21
(Le Fox) Extended	10RU27	27	01RU47	13
Intermediate	06RU37	37	01RU47 or O2RU	18
Advanced	07RU37	37	06RU37 or 2ORU	18
SERBO-CROATIAN				
Basic	01SC47	47	DLAB 95	21
Intermediate	06SC37	37	01SC47	TBD
SICILIAN				
Basic	01JS36	36	DLAB 85	TBD
SPANISH				
Basic	01LA25	25	DLAB 85	TBD
Intermediate	06LA24	24	01LA25	12
Chaplain's	09LA08	08	NONE	TBA
SWEDISH				
Basic	01SY24	24	DLAB 85	TBD
TAGALOG				
Basic	01TA47	47	DLAB 95	TBD
THAI				
Basic	01TH47	47	DLAB 95	TBD
Intermediate	06TH37	37	01TH47	TBD
TURKISH				
Basic	01TU47	47	DLAB 95	22
Short Course	04TU12	12	None	07
VIETNAMESE				
Basic-Hanoi	01VN47	47	DLAB 95	TBD
Intermediate-Hanoi	06VN37	37	01VN47	15
Basic-Saigon	01VS47	47	DLAB 95	TBD

GENERAL INFORMATION

DLIFLC VISIT PROCEDURES

GENERAL:

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

All foreign visitors must submit written visit requests to the DLI Protocol Office 45 days prior to any projected visit. All foreign visitors must submit a written request for foreign clearance through their respective embassy 45 days prior to any projected visit.

Information required with the request includes the requester's name, citizenship (U.S. or foreign), organization(s) with which the visitor is affiliated (business, school, service, etc.), date and time of proposed visit, areas of interest, and an address and phone number at which the visitor can be reached. Foreign citizens desiring to visit DLI will need to submit their requests through the military attache at their respective embassies. This requires a minimum of a month

to properly coordinate.

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

SERVICES AND FACILITIES

ORIENTATION:

Arriving students attend a two-day orientation program before beginning classes. The orientation period begins on the Thursday prior to the week instruction begins. On Friday, the second day of orientation, all students and their adult dependents are welcomed by the Commandant. The rest of the day is devoted to administrative briefings. On the following Monday, students are given briefings in separate groups before joining their classes in the various departments.

COUNSELING:

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

STUDENT ACTIVITIES,
SPECIAL EVENTS,
AND FACILITIES

Extracurricular activities of a cultural nature complement the
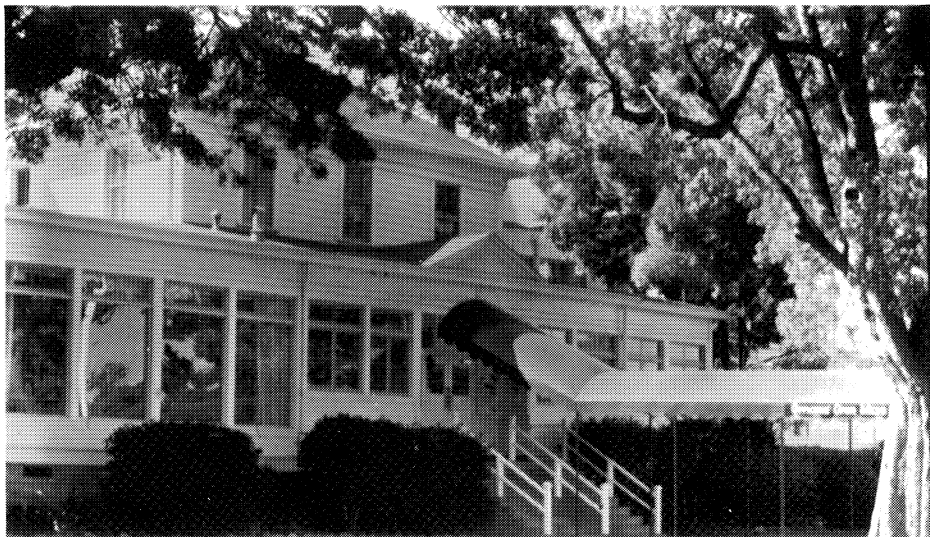
Institute's academic instruction. Language Day is a major activity and is held annually in early May. This event features various cultural displays, classroom demonstrations in which visitors may participate, entertainment, and other activities. Language Day activities are open to the public, and local high school and college students are especially urged to attend.

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

Each year, two days are set aside to celebrate the birthday of the Institute and its origin at Crissy Field: Organization Day and Field Day. Both of these days are highlighted by friendly competition among various student units in a variety of sports.

HEALTH SERVICES:

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

Civilian students are responsible for finding their own personal medical and dental care in the local civilian community since civilian student and civilian student dependent medical and dental care are unavailable at any of the three DLI operating locations except under emergency conditions.

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

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

LEGAL ASSISTANCE:
Legal advice and assistance for students and their dependents is provided at the Legal Assistance Branch, Staff Judge Advocate, Fort Ord.

EDUCATIONAL
OPPORTUNITIES:
The Fort Ord Education Center maintains a sub-center on a full-time basis at the Presidio of Monterey. An Education Service Specialist is available to provide

academic counseling, information on tuition assistance, and information on testing and commissioning programs. The subcenter also operates a military learning center which provides information on military technical training opportunities. The Education Center is affiliated with six colleges and universities offering courses for credit and degree programs at Monterey Peninsula College, Chapman College (Fort Ord Branch), Monterey Institute of Foreign Studies, Golden Gate University, Hartnell College (Fort Ord Branch), San Jose State University, and Embry-Riddle Aeronautical University. During their free hours, students may take courses which lead to A.A., B.A., or M.A. degrees with majors in sociology, education, psychology, government, history, social sciences, health sciences, foreign languages, linguistics, accounting, administration, aviation sciences, and human relations. Courses are also available at the local campuses of the institution.

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

STUDENT ADMINISTRATION

STUDENT ORGANIZATION:
DLI Troop Command is responsible for the welfare,
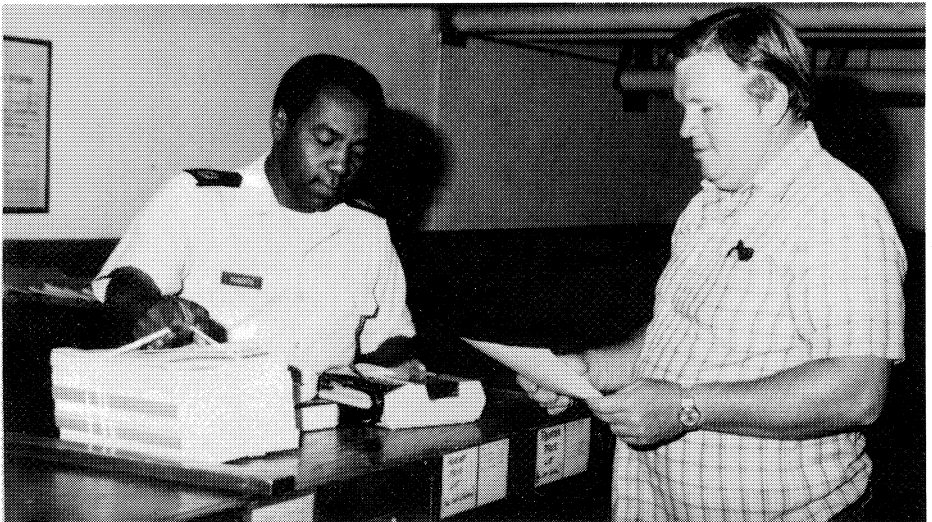
administration, and discipline of military personnel. Members of other government agencies are administered either by staff office or by local representation of their own agencies.

Army students are assigned to Company A, B, C, D, E, or F upon arrival. Officers and NCOs E-7 through E-9 are administered by Company E. Students in the grade of E-l through E-6 are assigned to Company A, B, C, D, or F depending on the language to be studied. Air Force students become members of the Air Force squadron. A Naval detachment administers Navy students, and a Marine Corps administrative detachment sees to the needs of Marine Corps students.

UNIT ORDERLY ROOM:

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

HOUSING:

Military students in grade E-9 and below who are single and without dependents are provided adequate housing in barracks assigned to their unit. Married students whose dependents do not accompany them are also housed in the barracks to the extent possible after single students have been provided billeting space. Enlisted students in grades E-7 through E-9 are billeted in single rooms when possible; E-6 and below are billeted two per room. Those who cannot be

housed in the barracks or officers' quarters are given the established housing allowance and variable housing allowance and must live in town. Housing costs are comparatively high in the Monterey Bay area. The Fort Ord Housing Referral Service assists students in finding accommodations.

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

Housing accommodation arrangements at DLI at Lackland Air Force Base, Texas, are similar to those at DLI, Presidio of Monterey

DINING FACILITIES:

At present, two dining facilities are operated by Troop Command. Both facilities are designated as transient dining facilities. Transient military personnel (including officers in a PCS status) and their dependents are authorized to purchase meals in the dining facilities. Service members must present a copy of their PCS orders and identification card upon entry. Officers and dependents will also pay the surcharge rate.

WEAPONS:

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

DRIVER'S LICENSES:

California state law specifies that nonresident military personnel 18 years or older with a valid license from their home state may continue to use that license while stationed in California. Nonresident armed forces personnel under 18 years of age and all dependents must acquire a California driver's license. For information, contact the California Department of Motor Vehicles upon arrival. Applications must also have a valid vehicle registration certificate. Registration forms are provided at the police station.

A defensive driving course is mandatory for personnel (E-I through E-5 under 26 years of age) who are required to obtain a military driver's license.

Students who wish to register a motorcycle must attend the Fort Ord Motorcycle Defensive Driving Course (MDDC). The MDDC is scheduled by appointment through the unit orderly room. Helmets and eye protection must be worn by military personnel any time they are operating or riding as a passenger on a motorcycle.

STAFF & FACULTY TELEPHONE NUMBERS

COMMANDANT _____ 5313/5188
ASSISTANT COMMANDANT _____ 5200
EXECUTIVE OFFICER _____ 5510
COMMAND SERGEANT MAJOR _____ 5130
PUBLIC AFFAIRS OFFICE _____ 5104/5184
PROTOCOL _____ 5336/5302
DEAN _____ 5291/5313
ASSISTANT DEAN FOR INSTRUCTION _____ 5114
ASSISTANT DEAN FOR EVALUATION & STANDARDIZATION _____ 5443/5675
ASSISTANT DEAN FOR POLICY & LIAISON _____ 5114
WORLD RELIGIONS & CULTURES _____ 5110
RESIDENT TRAINING &
PROGRAM MANAGEMENT DIVISION _____ 5404
ACADEMIC RECORDS _____ 5366
NONRESIDENT TRAINING DIVISION _____ 5108/5112
OFFICE OF INFORMATION MANAGEMENT _____ 5593
DIRECTORATE OF RESOURCE MANAGEMENT _____ 5216
OFFICE OF THE SCHOOL SECRETARY _____ 5598/5661
INSTRUCTIONAL MEDIA CENTER _____ 5288
LEARNING RESOURCES CENTER _____ 5572
FOREIGN LANGUAGE TRAINING ADVISORY DIVISION _____ 5291/5324
SCHOOL OF ASIAN LANGUAGES _____ 5109
SCHOOL OF EAST EUROPEAN LANGUAGES _____ 5331
SCHOOL OF GERMANIC LANGUAGES _____ 5229
SCHOOL OF MIDDLE EAST LANGUAGES _____ 5420
SCHOOL OF ROMANCE LANGUAGES _____ 5241/5519
SCHOOL OF THE RUSSIAN LANGUAGE _____ 5240
TROOP COMMAND _____ 5591/5668
3483rd SCHOOL SQUADRON (USAF) (ATC) _____ 5115/5223
NAVAL SECURITY GROUP DETACHMENT (NSGD) _____ 5213/5142
USMC ADMINISTRATIVE DETACHMENT (MCAD) _____ 5407
CTSREP DLIFLC _____ 5381/5411
DLIFLC PRESIDIO OF SAN FRANCISCO, CA
(COMMERCIAL) _____ (415) 221-0369
(AUTOVON) _____ 586-5364
DLIFLC RUSSIAN BRANCH, LACKLAND AFB, TX
(COMMERCIAL) _____ (512) 671-3695
(AUTOVON) _____ 473-3695
DLIFLC LANGUAGE TRAINING DETACHMENT USAREUR (AUTOVON) ___ 6621/5223
WASHINGTON LIAISON OFFICE _____ 224-3095
STAFF DUTY OFFICER (After Hours/Weekends/Holidays _____ 5274/5569XTC
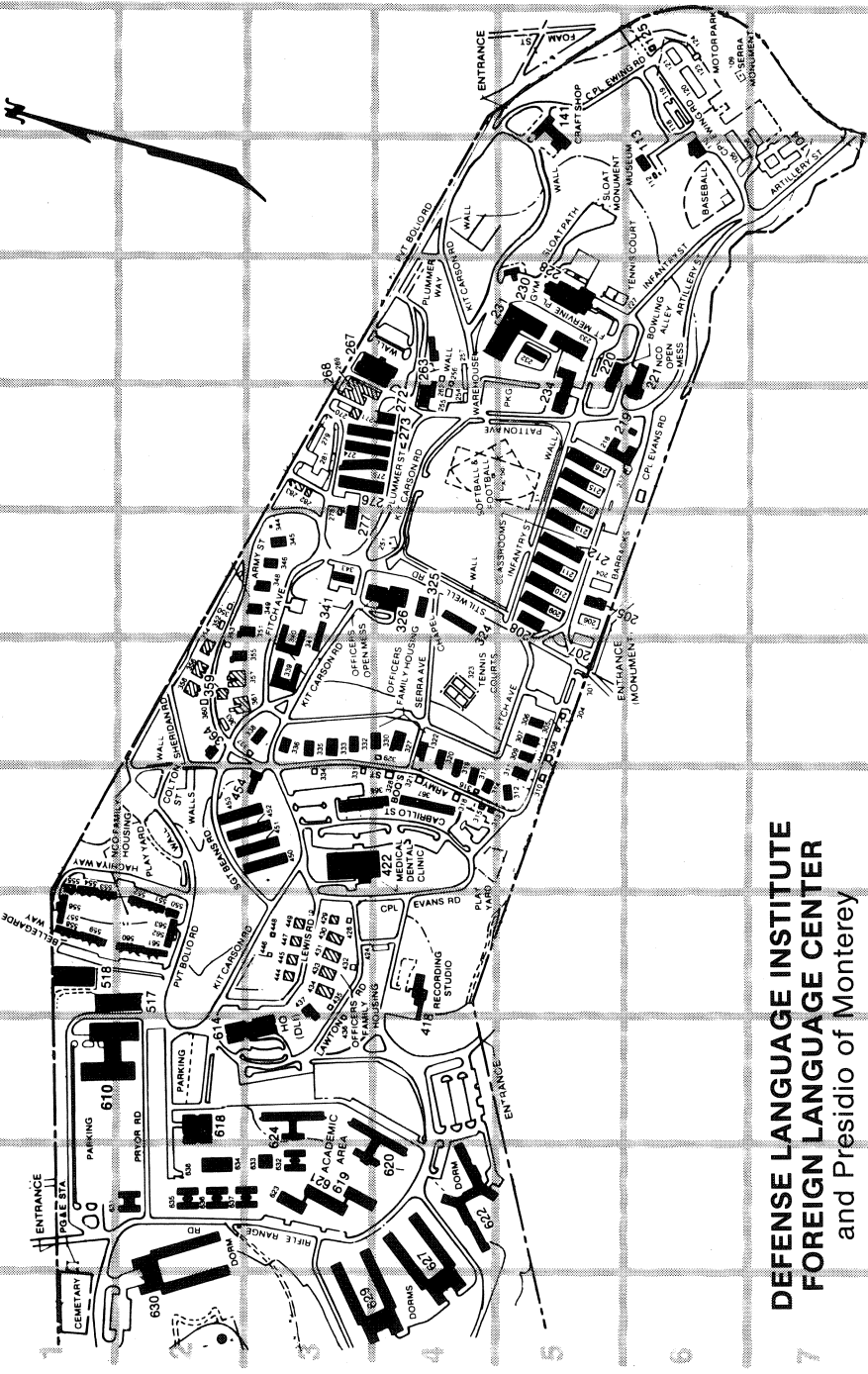
**DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER**
and Presidio of Monterey

Listening skill level—The assessed proficiency of the individual understanding a given spoken language.

Preface

The following proficiency level descriptions characterize spoken language use. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

A skill level is assigned to a person through 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 training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

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

Listening 0 (No Proficiency)

No practical understanding of the spoken language. Understand-

ing is limited to occasional isolated words with essentially no ability to comprehend communication. (Has been coded L-0 in some nonautomated applications.) [Data Code 00]

Listening 0+ (Memorized Proficiency)

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even persons such as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) [Data Code 06]

Listening 1 (Elementary Proficiency)

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

Listening 1+(Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding into a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands commoner time forms and most question forms, some word order patterns but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features, e.g., pronouns, verb inflections, but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

Listening 2 (Limited Working Proficiency)

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events, and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts, i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) [Data Code 20]

Listening 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been coded L-2+ in some nonautomated applications.) [Data Code 26]

Listening 3 (General Professional Proficiency)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect, on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

Listening 3+ (General Professional Proficiency, Plus)

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many

distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) [Data Code 36]

Listening 4 (Advanced Professional Proficiency)

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling, and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural, and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

Listening 4+ (Advanced Professional Proficiency, Plus)
Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

Listening 5 (Functionally Native Proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS READING

Reading skill level—The assessed proficiency of the individual in understanding a given written language.

Reading 0 (No Proficiency)

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

Reading 0+ (Memorized Proficiency)

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose. (Has been coded R-0+ in some nonautomated applications.) [Data Code 06]

Reading 1 (Elementary Proficiency)

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges

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

Reading 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.

In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. (Has been coded R-1+ in some nonautomated applications.) [Data Code 16]

Reading 2 (Limited Working Proficiency)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw

inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/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 nonautomated applications.) [Data Code 20]

Reading 2+ (Limited Working Proficiency, Plus)

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 a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. 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 only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. (Has been coded R-2+ in some nonautomated applications.) [Data Code 26]

Reading 3 (General Professional Proficiency)

Able to read within a normal range of speed and with almost

complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine corre-spondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumenta-tion,and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas, and "read between the lines," (that is, understand the writers' implicit intents in texts of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. (Has been coded R-3 in some nonautomated applications.) [Data Code 30]

Reading 3+ (General Professional Proficiency, Plus)

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions; however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical, or literary texts which do not rely heavily on slang and unusual idioms. (Has been coded R-3+ in some nonautomated applications.) [Data Code 36]

Reading 4 (Advanced Professional Proficiency)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural

references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' employment of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. (Has been coded R-4 in some nonautomated applications.) [Data Code 40]

Reading 4+ (Advanced Professional Proficiency, Plus)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms, and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. (Has been coded R-4+ in some nonautomated applications) [Data Code 46]

Reading 5 (Functionally Native Proficiency)

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

degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. (Has been coded R-5 in some nonautomated applications.) [Data Code 50]

INTERAGENCY LANGUAGE ROUNDTABLE
LANGUAGE SKILL LEVEL DESCRIPTIONS
SPEAKING

Speaking skill level—The assessed proficiency of the individual in speaking a given language.

Speaking 0 (No Proficiency)

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

Speaking 0+ (Memorized Proficiency)

Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. 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 combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with persons used to dealing with foreigners. Stress, intonation, tone, etc., are usually quite faulty. (Has been coded S-0+ in some nonautomated applications.) [Data Code 06]

Speaking 1 (Elementary Proficiency)

Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native

speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/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 individual is unable to produce continuous discourse except with rehearsed material.

Examples: Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience, or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and 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 relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise. (Has been coded S-1 in some nonautomated applications.) [Data Code 10]

Speaking 1+ (Elementary Proficiency, Plus)

Can initiate and maintain predictable face-to-face conversations and 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 not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space, and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public. (Has been coded S-1+ in some nonautomated applications.) [Data Code 16]

Speaking 2 (Limited Working Proficiency)

Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with 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 individual to individual, the individual can typically ask and answer predictable questions in the workplace and give straightforward

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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. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding. (Has been coded S-2 in some nonautomated applications.) [Data Code 20]

Speaking 2+ (Limited Working Proficiency, Plus)

Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space, and person references, or to be in some way inappropriate, 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. Normally controls, but cannot always easily produce general vocabulary. Discourse is often incohesive. (Has been coded S-2+ in some nonautomated applications. [Data Code 26]

Speaking 3 (General Professional Proficiency)

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable 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/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation 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 idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate; but stress, intonation, and pitch control may be faulty.

Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures. (Has been coded S-3 in some nonautomated applications.) [Data Code 30]

Speaking 3+ (General Professional Proficiency, Plus)

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

Examples: Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort, or errors which limit the range of

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

Speaking 4 (Advanced Professional Proficiency)

Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references, and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.

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

understand and reliably produce shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction. (Has been coded S-4 in some nonautomated applications.) [Data Code 40]

Speaking 4+ (Advanced Professional Proficiency, Plus)

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

Examples: The individual organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge. However, cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional non-native slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, cultural reference or there may be an occasional failure to interact in a totally native manner. (Has been coded S-4+ in some nonautomated applications.) [Data Code 46]

Speaking 5 (Functionally Native Proficiency)

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

Writing skill level—The assessed proficiency of the individual in writing a given language.

Writing 0 (No Proficiency)

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

Writing 0+ (Memorized Proficiency)

Writes using memorized material and set expressions. Can produce symbols in an alphabetic or syllabic writing system or 50 of the most common characters. Can write numbers and dates, own name, nationality, address, etc., such as on a hotel registration form. Otherwise, ability to write is limited to simple lists of common items such as a few short sentences. Spelling and even representation of symbols (letters, syllables, characters) may be incorrect. (Has been coded W-0+ in some nonautomated applications.) [Data Code 06]

Writing 1 (Elementary Proficiency)

Has sufficient control of the writing system to meet limited practical needs. Can create by writing statements and questions on topics very familiar to him/her within the scope of his/her very limited language experience. Writing vocabulary is inadequate to express anything but elementary needs; writes in simple sentences making continual errors in spelling, grammar and punctuation but writing can be read and understood by a native reader used to dealing with foreigners attempting to write his/her language. Writing tends to be a loose collection of sentences (or fragments) on a given topic and provides little evidence of conscious organization. While topics which are "very familiar" and elementary needs vary considerably from individual to individual, any person at this level should be able to write simple phone messages, excuses, notes to service people and simple notes to friends. (800-1000 characters controlled.) (Has been coded W-1 in some nonautomated applications.) [Data Code 10]

Writing 1+ (Elementary Proficiency, Plus)

Sufficient control of writing system to meet most survival needs and limited social demands. Can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurate present and future time. Can produce some past verb forms but not always accurately or with correct usage. Can relate personal history, discuss topics such as daily life, preferences and very familiar material. Shows good control of elementary vocabulary and some control of basic syntactic patterns but major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary or forms, although the individual can use a dictionary to advantage to express simple ideas. Generally cannot use basic cohesive elements of discourse to advantage (such as relative constructions, object pronouns, connectors, etc.). Can take notes in some detail on familiar topics, and respond to personal questions using elementary vocabulary and common structures. Can write simple letters, summaries of biographical data and work experience with fair accuracy. Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners. (Has been coded W-1+ in some nonautomated applications.) [Data Code 16]

Writing 2 (Limited Working Proficiency)

Able to write routine social correspondence and prepare documentary materials required for most limited work requirements. Has writing vocabulary sufficient to express himself/herself simply with some circumlocutions. Can write simply about a very limited number of current events or daily situations. Still makes common errors in spelling and punctuation but shows some control of the most common formats and punctuation conventions. Good control of morphology of language (in inflected languages) and of the most frequently used syntactic structures. Elementary constructions are usually handled quite accurately and writing is understandable to a native reader not used to reading the writing of foreigners. Uses a limited number of cohesive devices. (Has been coded W-2 in some nonautomated applications.) [Data Code 20]

Writing 2+ (Limited Working Proficiency, Plus)

Shows ability to write with some precision and in some detail about most common topics. Can write about concrete topics relating to particular interests and special fields of competence. Often shows surprising fluency and ease of expression but under time constraints and pressure language may be inaccurate and/or incomprehensible. Generally strong in either grammar or vocabulary but not in both. Weaknesses or unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions and negatives to more complex structures such as tense usage, passive constructions, word order and relative clauses. Normally controls general vocabulary with some misuse of everyday vocabulary evident. Shows a limited ability to use circumlocutions. Uses dictionary to advantage to supply unknown words. Can take fairly accurate notes on material presented orally and handle with fair accuracy most social correspondence. Writing is understandable to native speakers not used to dealing with foreigners' attempts to write the language, though style is still obviously foreign. (Has been coded W-2+ in some nonautomated applications.) [Data Code 26]

Writing 3 (General Professional Proficiency)

Able to use the language effectively in most formal and informal written exchanges on practical, social and professional topics. Can write reports, summaries, short library research papers on current events, on particular areas of interest or on special fields with reasonable ease. Control of structure, spelling and general vocabulary is adequate to convey his/her message accurately but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation generally controlled. Employs a full range of structures. Control of grammar good with only sporadic errors in basic structures, occasional errors in the most complex frequent structures and somewhat more frequent errors in low frequency complex structures. Consistent control of compound and complex sentences. Relationship of ideas is consistently clear. (Has been coded W-3 in some nonautomated applications.) [Data Code 30]

Writing 3+ (General Professional Proficiency, Plus)

Able to write the language in a few prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Weaknesses may lie in poor control of low frequency complex structures, vocabulary or the ability to express subtleties and nuances. May be able to write on some topics pertinent to professional/educational needs. Organization may suffer due to lack of variety in organizational patterns or in variety of cohesive devices. (Has been coded W-3+ in some nonautomated applications.) [Data Code 36]

Writing 4 (Advanced Professional Proficiency)

Able to write the language precisely and accurately in a variety of prose styles pertinent to professional/educational needs. Errors of grammar are rare including those in low frequency complex structures. Consistently able to tailor language to suit audience and able to express subtleties and nuances. Expository prose is clearly, consistently and explicitly organized. The writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipsis and parallelisms, and subordinates in a variety of ways. Able to write on all topics normally pertinent to professional/educational needs and on social issues of a general nature. Writing adequate to express all his/her experiences. (Has been coded W-4 in some nonautomated applications.) [Data Code 40]

Writing 4+ (Advanced Professional Proficiency, Plus)

Able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional/educational needs. May have some ability to edit but not in the full range of styles. Has some flexibility within a style and shows some evidence of a use of stylistic devices. (Has been coded W-4+ in some nonautomated applications.) [Data Code 46]

Writing 5 (Functionally Native Proficiency)

Has writing proficiency equal to that of a well-educated native. Without non-native errors of structure, spelling, style or vocabulary can write and edit both formal and informal correspondence, official reports and documents, and professional/educational articles

including writing for special purposes which might include legal, technical, educational, literary and colloquial writing. In addition to being clear, explicit and informative, the writing and the ideas are also imaginative. The writer employs a very wide range of stylistic devices. (Has been coded W-5 in some nonautomated applications.) [Data Code 50]

MAILING ADDRESSES

COMMANDANT
DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER, (DLI)
PRESIDIO OF MONTEREY, CA 93944-5006

ASSISTANT COMMANDANT, DLI
ATTN: DLI/ATFL-LOD
LACKLAND AFB, TX 78236-5006

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SAN FRANCISCO BRANCH
PRESIDIO OF SAN FRANCISCO CA 94129-7300

MESSAGE ADDRESS COMDTDLIFLC PMTY MTRY CA

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FOR THE COMMANDANT:

RONALD R. COCHRAN
MAJ, USA
Adjutant

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