Arabic Sudanese
Defense Language Proficiency Test 5
(Lower Range)

Familiarization Guide

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# Table of Contents

Introduction............................................................................................................................................. 1

## Overview of the DLPT5 Multiple-Choice Test
Description of the Arabic Sudanese DLPT5 Lower-Range Test in Multiple-Choice Format ................................................................. 1
Scoring........................................................................................................................................................ 3
Preparation for Taking the DLPT ............................................................................................................... 3

## Test Procedures and Instructions for taking the DLPT5
Test Procedures Overview ......................................................................................................................... 4
Listening Comprehension Test .................................................................................................................. 9
End-of-Test Review Information ............................................................................................................... 14

## Sample Passages
Listening Comprehension Sample Passages ............................................................................................ 15

Appendix: Interagency Language Roundtable Language Skill Level Description ........................................... 20
Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Defense Language Proficiency Test 5 System (DLPT5) in multiple-choice format. This guide contains general information about the test design, the format of the test, its length, its content, the skills tested, and procedures used in scoring and reporting the scores. In addition, screen shots on what the examinees will see when taking the test on the computer as well as information on testing procedures are provided.

Overview of the DLPT5 Multiple-Choice Test

The DLPT5 is designed to assess the global language proficiency in reading and listening of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (see Appendix A). All DLPT5s will be delivered on the computer.

DLPT5s in many languages include both a Lower-Range test and an Upper-Range test. Some DLPT5s include a Very Low Range test. The Very Low Range test measures ILR proficiency levels 0+ through 1+. The Lower-Range test measures ILR proficiency levels 0+ through 3, while the Upper-Range test measures ILR proficiency levels 3 through 4. Examinees will normally take the lower-range DLPT5; those who receive a score of 3 on this test may be eligible to take the upper-range test, depending on the policy of their institution. The DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government.

Description of the Arabic Sudanese DLPT5 Lower-Range Test in Multiple-Choice Format

- Test Design
  - The Arabic Sudanese DLPT5 Lower-Range Test is a listening comprehension test. There is no reading test for Arabic Sudanese.
  - The Lower-Range Listening Test contains approximately 60 questions with about 37 authentic passages. Each passage has up to 2 questions with four answer choices per question.
  - Some passages will be played once and some will be played twice. When a passage is played twice, there will be a short tone signal just before the passage is
played the second time.

- Examinees have 3 hours to complete the Listening Test. Approximately halfway through the test, examinees will be given a 15-minute break. The break does not count toward the test time. On the test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively is the examinee’s responsibility.

- **Test Content**
  
  - The DLPT5 is designed to measure proficiency in the target language regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.
  
  - The passages included in the test are sampled from authentic materials and real-life sources such as radio and television broadcasts, the Internet, etc.
  
  - The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.
  
  - The content of the test forms will be systematically updated.

- **Test Format:** The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:

  - **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
  
  - **Passage:** This is the only element of the test that is in the target language being tested. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. Most of the passages are much shorter than the maximum length.
  
  - **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally questions may ask about expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.
  
  - **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the best answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select
that choice. Examinees can change their selection by clicking on a different button.

Because test security and confidentiality are extremely important, examinees should not discuss test content with anyone.

**Scoring**

Examinee scores are reported in terms of ILR levels, including “plus” ratings. The Arabic Sudanese DLPT5 Lower Range Test measures 1+ to 3. Possible scores are 1+, 2, 2+ and 3. Scores reflect current functional language proficiency in listening as defined in the ILR Skill Level Descriptions (see Appendix A). Scores do not reflect proficiency in speaking or writing, nor do they reflect examinees’ job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., listening to a target language passage indefinitely many times with the aid of supplemental reference materials and information sources). Scores on the test are based on the number of questions answered correctly. Since there is no penalty for incorrect answers, it is to the examinee’s advantage to attempt to answer every question, even if it involves guessing.

**Preparation for Taking the DLPT5**

The purpose of this publication is to familiarize prospective examinees with the DLPT5 multiple-choice format and general testing procedures. Other than carefully reading this guide so that the test instructions and format are familiar, there is very little to be gained from “studying” for the test. The best preparation for the DLPT5 is the acquisition of a solid base of general proficiency in the target language, both through formal training, and language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test. Note taking is not permitted for the Lower-Range test.
Test Procedures and Instructions for Taking the DLPT5

The purpose of this section is to familiarize prospective examinees with how to take the computer-based DLPT5 multiple-choice Listening test.

Test Procedures Overview

This section is to help prospective examinees become familiar with the test procedures of the DLPT5 multiple-choice Listening test. First, there will be a short description of what the examinees see before the actual test begins. Then screen shots of what examinees will see on the computer screen will be provided.

At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC) or a user ID and password that were provided when the examinee registered to take the test. The examinee must click on the [CAC Logon] or [Submit] button before moving to the next screen.
The next screen provides a list of tests for which the examinee is eligible; the examinee selects the appropriate test from the list.

<table>
<thead>
<tr>
<th>Available Tests</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Urdu Reading</strong></td>
<td>[Take Test]</td>
</tr>
<tr>
<td><strong>Urdu Listening</strong></td>
<td>[Take Test]</td>
</tr>
</tbody>
</table>
Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense language Institute Tests, the Test Administration Statement (of the examinee’s ability to take the test at that time), and the Non-Disclosure Statement. The examinee must click on the indicated checkboxes under the Disclaimer and the Non-Disclosure Statement before navigating to subsequent screens.
Privacy Act Statement:

Disclosure of requested information is solicited under the authority of Title 10, United States Code 3012, Executive Order 9397 and Army Regulation 500-2 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee’s Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.

Disclaimer for Defense Language Institute Tests:

Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc., that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.

☐ I confirm having read and understood both the Privacy Act Statement and the Disclaimer.

Click on the checkbox above to confirm.
Test Administration Statement:

I understand that I am not required to take the Japanese Reading Comprehension Test at this time if there are extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Administrator, and my unit commander.

Non-Disclosure Statement:

I understand that this test is FOR OFFICIAL USE ONLY and the unauthorized discussion, disclosure or possession of any part of this test is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, fellow service member, spouse, or class member.

☐ I confirm having read and understood both the Test Administration and the Non-Disclosure Statements.

Click on the checkbox above to confirm.
The next several screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test and a sample test passage. 

*Note: The text and questions in these screens appear smaller than the text and questions on the actual test passages.*

**Listening Comprehension Test**

Example of screen layout for the listening comprehension test:
The next two screens contain instructions for the listening comprehension test. Note that examinees may select their answers to the questions while the audio is playing.
Instructions for the listening comprehension test (continued):

ATTENTION: You should hear a voice reading the instructions below.
If the audio is not clear or loud enough, raise your hand now to alert the Test Administrator.

- When a passage screen opens, you will see a short statement in English that explains the context from which the passage was taken, and below that, the question or questions associated with the passage.
- When you are ready to hear the passage, click on the [Play Audio] button located at the bottom right corner of the screen.
- You will then hear the short statement in English followed by the passage. Some passages will be played once and some will be played twice. When a passage is played twice, there will be a short tone signal just before the passage is played the second time.
- You do not have to wait until the passage has finished playing to begin answering the questions. After hearing the passage you will be reminded to answer the question or questions. Read each question and its answer choices carefully. Some questions may be in the form of an incomplete statement.
- Based on what you have heard in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied.
- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.
- Click on the [Next] button at the bottom right of the screen to go to the next passage.
- There is no penalty for guessing, so it is to your advantage to answer all of the questions.

A sample passage follows on the next screen.
If you need help during the test, click on the [Help] button.
Example of listening sample questions (the sample passage audio is played while the screen is displayed):

**Sample Passage**

*This passage is a conversation between friends.*

S1. What does the woman ask Ms. Tanaka to do?

- [ ] Meet her friend this Saturday.
- [ ] Visit a new theater in town.
- [ ] Join a school friend for lunch.
- [ ] Go to a movie with her.

End of questions for Sample Passage

Mark this passage for later consideration: ☐
After the sample passage, the examinee clicks on the [Next] button and moves to the Start of Test screen.

**End-of-Test Review Information**

- At the end of the test, if there is still time on the clock, you will have the opportunity to review your answers before submitting the test.
- From the review page you will be able to jump to any given passage.
- You will be able to respond to any questions you have not answered, or change an answer.
- You will not hear the audio again during this review period.
- Detailed instructions for this review will be given at the end of the test.

**Start of Test**

- This listening test contains 39 passages and 81 questions.
- The test is 180 minutes (3 hours) long.
- There will be a 15-minute break after Passage 23. The break does not count against the total time allowed for the test.
- When you are ready, click on the [Start Test] button below.
- The screen will move to Passage 1 and the clock will begin.
  
  You are about to RESUME your test. The test will move to the most recently viewed passage.
End-of-Test Review Information

At the end of each test, a review screen appears for examinees to review their responses to the questions before submitting the test.

From the review page, examinees will be able to jump to any given passage. They will be able to respond to any questions they have not answered, or they can change an answer. The audio for the Listening Comprehension Test will not be played again during this review period.

Example of the review screen:
Sample Passages

The purpose of this section is to familiarize prospective examinees on the levels and types of passages as well as their associated questions that appear in a given DLPT 5 test in multiple-choice format. Below are some sample passages from ILR levels 1+ – 3 in listening taken from Arabic Sudanese, and their associated questions and answer choices. Explanations of the best answer for each question are also provided. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted during the test. Note taking is also not permitted during the test.

Listening Comprehension Sample Passages

Note: Examinees will NOT see passage transcripts in an actual DLPT5 listening test.

Sample Passage: ILR Level 1+

This passage is a conversation between two friends.

Transcription:

ر: كيف نوع الاكل في مطعم سفارى الجديد.
م: اكل جميل وشهي والكمية ب gratuita كبير، احسن كثير من مطعم الريان. المطعمين بيقدموا اكل لبناني. مطعم الريان اقدم وموجود في السودان من زمن طويل، الاكل بتاعم مابطال لكن ما في مقارنه بالأكل بتاع مطعم سفارى. في مطعم سفارى بيستعملوا مكونات اجود وخضراء طازه، و واضح انو الطباخ بتاعم احرف، الغريب انو اسعارم ارخص.
ر: معنى كده انا لو عاوز اكل اكله شهيه امشي مطعم سفارى.
م: متأكد ح تستمتع جدا لو مشيت مطعم سفارى.

1. What is this conversation mainly about?

(A) A new restaurant that serves Lebanese food.
(B) The increasing number of new restaurants.
(C) A restaurant to go to for special occasions.
(D) The high cost of eating in Lebanese restaurants.

The correct answer is (A).

Justification:
(A) is the correct answer. The conversation is mainly about the new Lebanese restaurant Safari, which opened recently.

(B) is not the correct answer. There is no mention about the increasing number of new restaurants opening in the area.

(C) is not the correct answer. There is no mention about a restaurant that is good to go to for special occasions.

(D) is not the correct answer. There is no mention that eating at Lebanese restaurants is costly/expensive.

Sample Passage: ILR Level 2

This passage is a TV interview with a beautician.

Transcription:

المذيعة: في الفترة الأخيرة ظهرت ظاهرة غريبة جداً والتي قد تكون دخيلة عندنا هنا في السودان التي هي ظاهرة تخريم الأذن وتخريم اللسان وتخريم الشفاه وتخريم أيضاً الحاجب. فاريت لو تحدثنا يا أسماء بصورة تفصيلية عن مدى الإقبال، إقبال الشباب على هذه الظاهرة.

أسماء: أتكلم عن الظاهرة دي بصورة عامة، طبعاً الظاهرة دي هي كانت في القديم كانت عند حبوباتنا زمان، فنحن نسمع بالفدو والزمام فياش، فإحنا في الأجيال الجديدة دي نسمع بحاجات تانية بقينا. المذيعة: نسبة الإقبال عليها كبيرة؟

أسماء: كبيرة جداً. يعني عادي في اليوم تجي تقريباً حوالي عشرة، عشرة بنات أو نسوان، يعني بيقول لك عايزين تعمل زمام أو عايزين تعمل "بلي رنگ" برزو للنسوان وللبنات، وتاني في منها برزو باللسان وفيه فوق للحاجب.

المذيعة: في رأيك، الحاجة دي هل حتمسمر وتزايدي ولا حقيقة لحد هنا وما حا يجي بعد كم يوم الناس تكتشف حاجة جديدة؟

أسماء: والله ما أعتقد لأنها هي بكل يوم زيادة بكمية أكثر من اليوم اللي قبلها.
2. What phenomenon is discussed in this talk show?

(A) The recent popularity of body piercing.
(B) The growing interest in plastic surgery.
(C) Extravagant accessories favored by young women.
(D) Traditional tattoos fashionable with young people.

The correct answer is (A).

Justification:

(A) is the correct answer. According to both speakers, body piercing is increasingly popular.

(B) is not the correct answer. The interview is about body piercing, not plastic surgery.

(C) is not the correct answer. Women are asking for belly rings and piercings. There is no mention of accessories becoming extravagant.

(D) is not the correct answer. There is no mention of traditional tattoos becoming fashionable.

3. What is one prediction made about the phenomenon discussed?

(A) It will be prohibited by the authorities.
(B) It will continue to grow in the country.
(C) It will be resisted by neighboring countries.
(D) It will revive a traditional custom.

The correct answer is (B).

Justification:

(A) is not the correct answer. There is no mention of authorities in this interview.

(B) is the correct answer. The interviewee states that the demand for piercings is increasing more and more.

(C) is not the correct answer. There is no mention of neighboring countries in this interview.

(D) is not the correct answer. The interviewee states that the tradition of piercing is not new. Older generations of women had nose rings but now younger women are asking for other types of piercings.
Sample Passage: ILR Level 2+

This passage is from a conversation in the US between two Sudanese teachers of Arabic.

Transcription:

م: الليلة جاني، شفت طالب من طلابنا الأمريكان ديل وقال عايز يمشي منطقة في غرب السودان. وانا قمت قلتليه والله يا اخي انا من الخرطوم يعني ما بعرف كثير عن المنطقة. لكن بسأليك و يعني في عندي زميلي معاي في المكتب من المنطقة وبرينا يعني معلومات كويسة. فهو بيسأل عن امكانية انه يكون في يعني زي فندق كدا ممكن ينزل فيها.

ر: الإنسان الضيف لللي بيجي المنطقة سوا كان سوداني أو اجنبي بيستقبلو أي شخص من الحلّة بيستقبل هذا الرجل ويكرومو و يستضيفو معاه. في لحظة ان الرجل دا خلاص احتار ما لاقي انسان يستضيفه يمشي بيت الشيخ، بيت الشيخ دا ملزم يستقبلو طيلة الفترة اللي هو داير يقضيها في القرية. فذللك الفكرة بتاع الفنادق أو بيوت لللاجار او شقق لللاجار ما دخلت عندنا ولا حتدخل لان ما جزء من الثقافة بتاعة الريف ابداً.

م: لكن طبعاً يعني دا كلام صح يعني. لكن انا غاية عموماً قلتليه انت يعني امش السودان. السودان دا عموماً يعني ناسه وشعبه شعب كريم و اكيد يعني حتقق الزول اللي حييضيفك لانه دا جزء من عاداتنا وجزء يعني من حاجاتنا الأصيلة فيها يعني.

4. What does the woman want to find out about western Sudan?

(A) Whether it is possible to find lodging there.
(B) Whether it is safe for foreigners visiting there.
(C) Whether Americans are welcome there.
(D) Whether urbanization has affected people there.

The correct answer is (A).

Justification:

(A) is the correct answer. The woman asks the man whether there are hotels or other places a person visiting western Sudan might be able to stay.

(B) is not the correct answer. There is no mention in the conversation of whether it is safe or not for foreigners to visit western Sudan.
(C) is not the correct answer. The woman mentions that an American student of hers wants to visit western Sudan. However, she does not ask her male colleague whether Americans are welcome there or not.

(D) is not the correct answer. There is no mention of urbanization in the conversation.

5. What is one thing the woman learns from the man?

(A) Foreigners must report to the tribal sheikh upon arrival.
(B) Rooms for rent in Sudan are available year-round.
(C) People in the countryside maintain Sudanese traditions.
(D) Locals in rural areas rely on money from Western tourists.

The correct answer is (C).

Justification:

(A) is not the correct answer. The man tells the woman that in case the foreigner does not find someone to stay with, then he should go the sheik who is obligated to welcome him.

(B) is not the correct answer. There is no mention of rooms for rent in the conversation.

(C) is the correct answer. The man tells the woman that people in the countryside will welcome any visitor into their home, as has been the tradition in the area.

(D) is not the correct answer. Although the passage mentions Westerners visiting western Sudan, there is no mention of locals relying on Western tourism for money.
Appendix:
Interagency Language Roundtable (ILR)
Language Skill Level Descriptions

Preface

The following descriptions of proficiency levels 0, 1, 2, 3, 4, and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+, 1+, 2+, etc. will be assigned when proficiency substantially exceeds one skill level and does not fully meet the criteria for the next level. The "plus-level" descriptions, therefore, are subsidiary 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 [sic] 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.

These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance, which are of insufficient generality to be included here.
ILR Language Skill Level Descriptions: Listening

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

Listening 0+ (Memorized Proficiency)
Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length 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 such people 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 the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

Listening 1+ (Elementary Proficiency, Plus)
Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common 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 it 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 is not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary 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, for example, in 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]