# Defense Language Proficiency Test 5 (DLPT5)

**Multiple-Choice Format** 

## Arabic-Iraqi Familiarization Guide



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER Presidio of Monterey, CA 93944

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#### Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Defense Language Proficiency Test 5 (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 of what the examinees will see when taking the test on the computer as well as information on testing procedures are provided. Finally, there is a section of sample listening passages with questions, answer choices, and explanations for each choice.

## Overview of the DLPT5 Multiple-Choice Test

Department of Defense Instruction DoDI 5160.71, 2019 identifies the Defense Language Proficiency Testing (DLPT) System—for reading, listening, and speaking modalities—as an essential component of the Defense Language Program, and critical to the Department's ability to measure and capture the language capabilities of the DoD Components and to determine readiness.

Except as otherwise provided in DoDI 5160.71, 2019<sup>1</sup> or as authorized by public law, the DLPT System is the only test battery authorized for assessing an individual's proficiency in a foreign language and for determining qualification for receiving a Foreign Language Proficiency Bonus (FLPB) for military personnel pursuant to DoD Instruction 1340.27 or Foreign Language Proficiency Pay (FLPP) for civilian personnel pursuant to DoD 1400.25-M in the Department of Defense.

The fifth generation of the Defense Language Proficiency Test (DLPT5) measures target language proficiency in two modalities, reading and listening, regardless of how the target language has been acquired. Target languages refer to the languages other than English for which the DLPT5 is developed. Like all previous generations of DLPT—since the inception of the first standardized Army Language Proficiency Tests in 1948—the DLPT5 was developed as a bilingual test requiring English language proficiency as prerequisite for foreign language proficiency testing.

The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (<a href="https://www.govtilr.org/">https://www.govtilr.org/</a>), where available. The results of 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.

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<sup>&</sup>lt;sup>1</sup> Source: DoD Language Testing Program, Department of Defense Instruction 5160.71, January 26, 2009, Incorporating Change 2, Effective April 9, 2019, USD(P&R).

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

#### • Test Design

- Typically, the Lower-Range Listening Comprehension Test contains approximately 60 questions with about 37 passages. A listening passage can have up to 2 questions, each with 4 answer choices.
- Examinees have 3 hours to complete the Listening Comprehension Test. Approximately halfway through the test, examinees will be given a 15-minute break. The break does not count toward the test time. For the Listening Comprehension 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 each question. Managing time effectively is the examinee's responsibility.

#### • Test Content

- o The DLPT5 is designed to measure proficiency in the target language regardless of how that language 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.
- o The majority of 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 technological, and military and security topics.
- o The content of the test forms will be systematically updated.
- **Test Format**: The test includes instructions on how to take the test, examples of how to answer the questions, and question sets. Each question set contains 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.
  - O **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

specific words or phrases that are used in the passage. The number of questions asked about each passage is related to the length and complexity of that passage.

• Answer choices: Each question statement is followed by 4 answer choices, also written in English, only one of which is the correct 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.

The DLPT5 is Controlled Unclassified Information (CUI) and the unauthorized discussion, disclosure, or possession of any of the test content is forbidden.

For military personnel, failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in administrative or disciplinary actions.

For civilian personnel, failure to comply with this prohibition may be prosecuted under Title 18, Section 641 of the United States Code.

### **Scoring**

Examinee scores are reported in terms of ILR levels, including "plus" ratings. Lower-Range tests measure ILR levels 1+ through 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 (<a href="https://www.govtilr.org/">https://www.govtilr.org/</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 through language exposure and use in a variety of real-life language-use settings. Study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test.

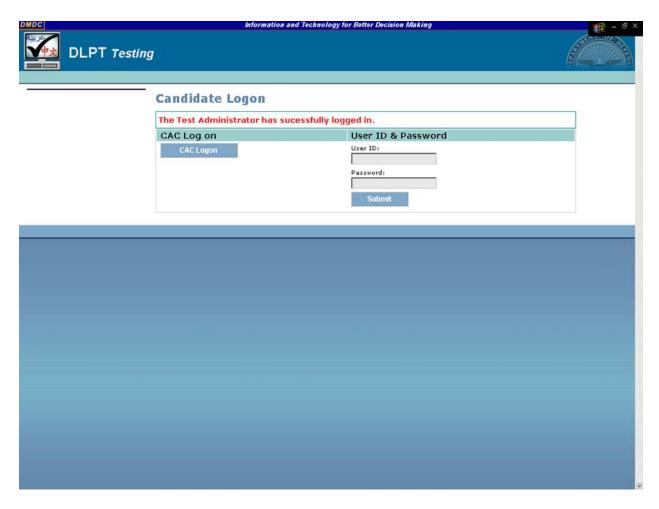
## Test Procedures and Instructions for Taking the DLPT5

The purpose of this section is to familiarize prospective examinees with how to take the DLPT5 multiple-choice Listening Comprehension Test. Test procedures and instructions for the Listening Comprehension Test are provided.

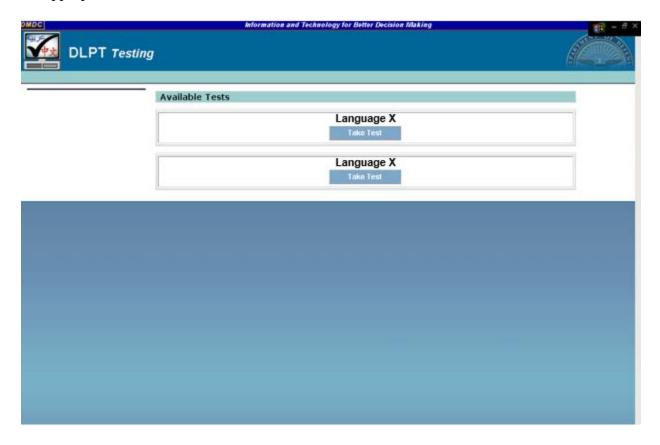
### **Test Procedures Overview**

This section is to help prospective examinees become familiar with the test procedures of the DLPT5 multiple-choice Listening Comprehension Test. First, there will be a short description of what the examinees see before the actual test begins. Then screenshots 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). The examinee must click on the [CAC Logon] button before moving to the next screen.

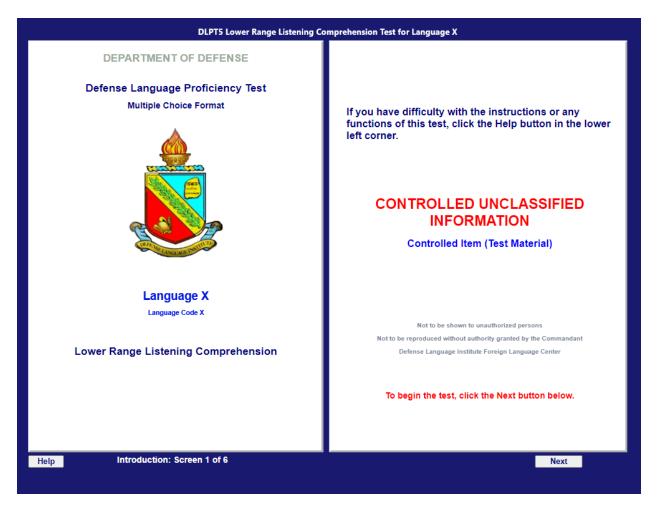


The next screen provides a list of tests for which the examinee is registered; the examinee selects the appropriate test from the list.

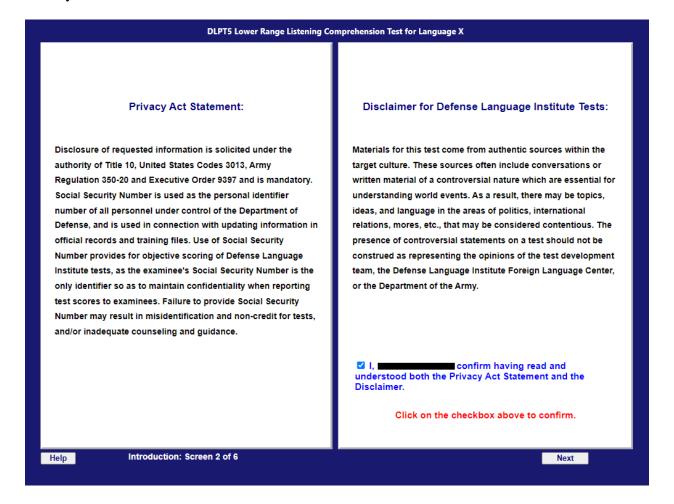


Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense Language Institute Tests, the Non-Disclosure Statement, and the Test Administration Statement (of the examinee's ability to take the test at that time). The examinee must click on the indicated checkboxes under the Disclaimer Statement and then the Test Administration Statement before moving to the next screen.

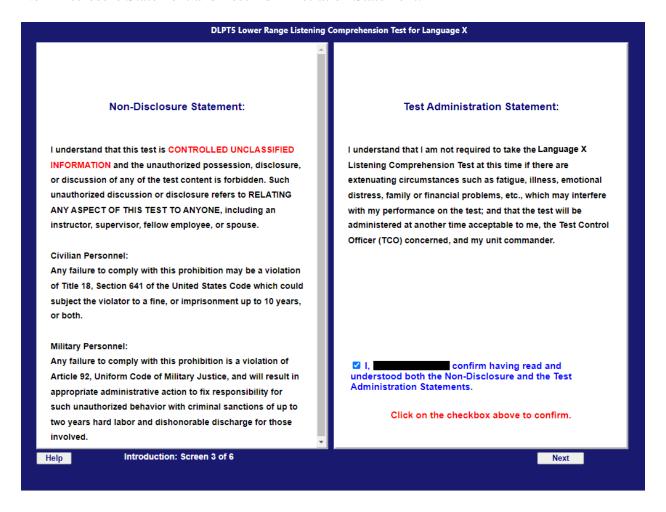
Below are introductory screens from a Listening Comprehension Test.



#### Privacy Act Statement and Disclaimer:



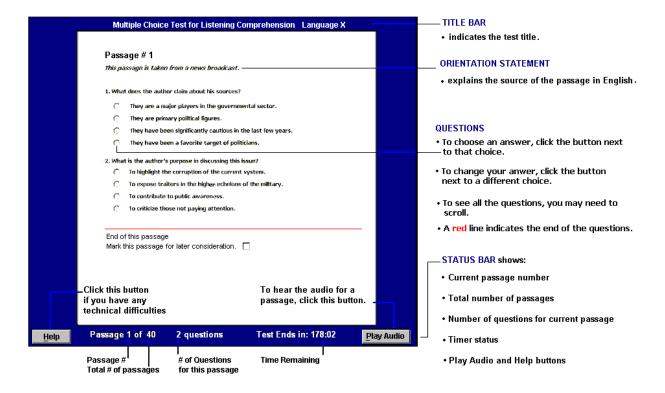
#### Non-Disclosure Statement and Test Administration Statement:



### **Listening Comprehension Test**

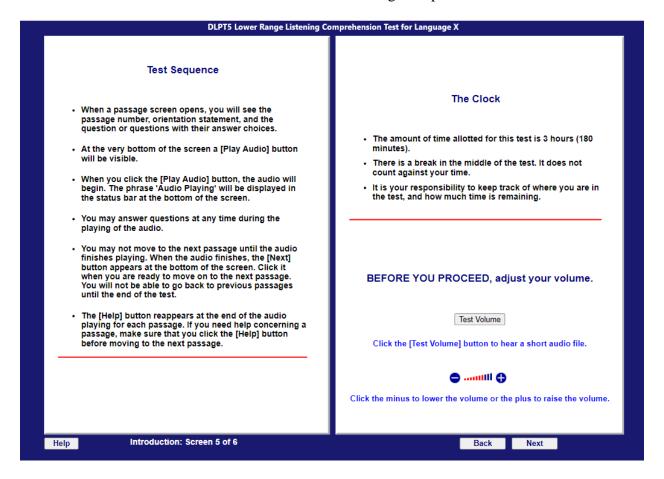
Example of screen layout for the Listening Comprehension Test:

Explanations of the parts of the screen are provided. Familiarize yourself with the features of this screen now.

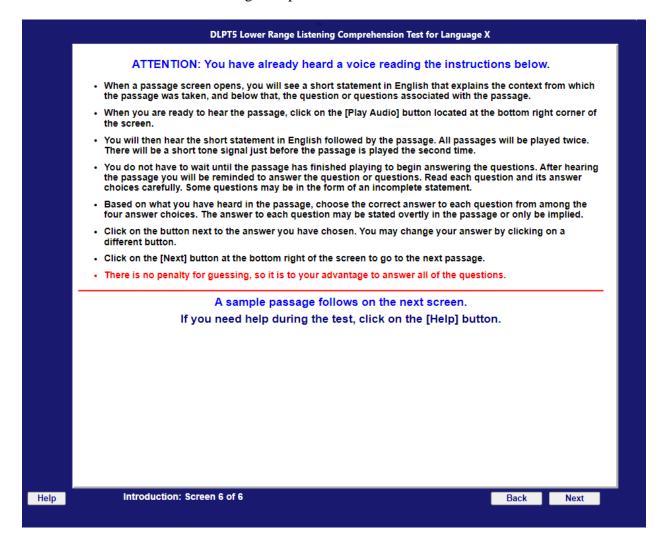


Note: Below the red line is a check box that may be selected if the examinee wants to return to these test questions later. However, be aware that the audio of the passage will NOT be played again.

The next two screens contain instructions for the Listening Comprehension Test.

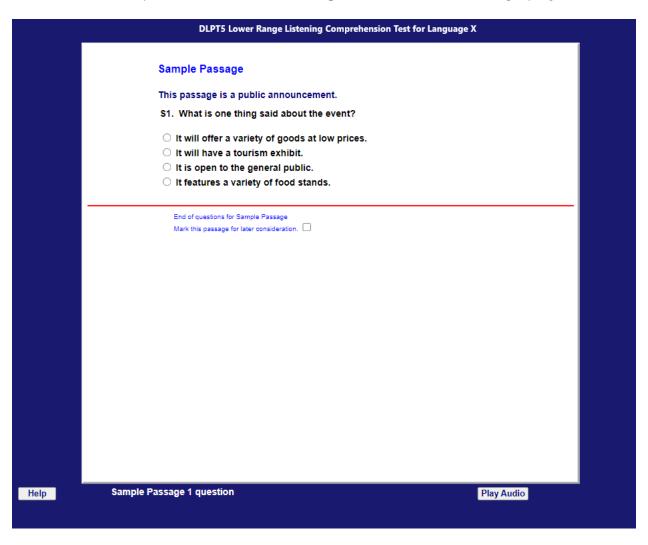


Instructions screen for the Listening Comprehension Test:



Presented here is an example of a Listening Comprehension Test sample question (the sample passage audio would be played while the screen is displayed):

Note: Examinees may select their answers to the questions while the audio is playing.



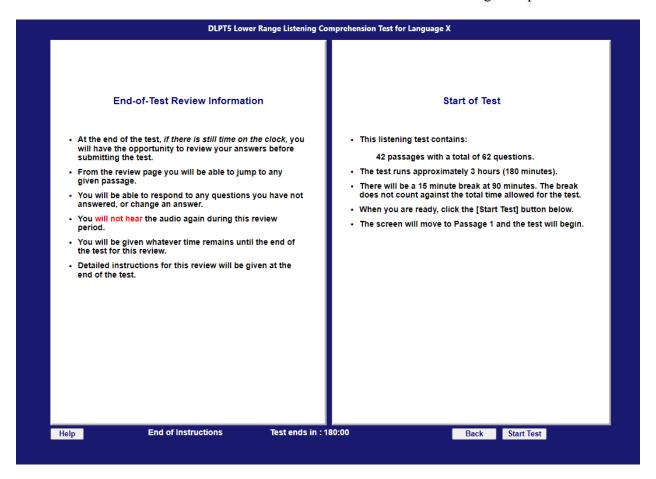
*Note: After audio plays, the [Next] button will appear at the lower right of the screen.* 

When a passage screen opens, examinees can start the audio by clicking on the [Play Audio] button whenever they are ready to listen to the passage. When the audio finishes, the [Next] button will appear.

Examinees can move on to the next passage once the audio has finished playing by clicking on the [Next] button. At the end of the test, examinees will be able to move back to previous questions, but the audio will not play again.

After the sample passage, the examinee clicks on the [Next] button and moves to the End-of-Test Review Information and Start of Test screen.

End-of-Test Review Information and Start of Test screen for the Listening Comprehension Test:



By clicking on the [Start Test] button, the examinee moves to the first passage of the test and starts the clock.

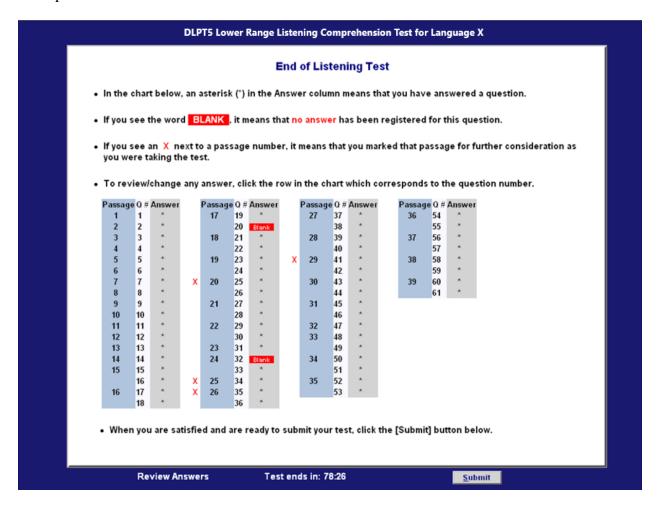
#### **End-of-Test Review Information**

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

On the review page, examinees will be able to click and 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 through 3 in listening taken from Arabic-Iraqi, and their associated questions and answer choices. Explanations of the correct answer for each question are also provided.

#### **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 public announcement.

Transcription:

م: أحب أذكركُم باجر راح أيكون أول يوم من.. أ.. أفتتاح معرض بغداد ألدولي... أا.. أشجّع كُل واحد أيروح أيشوفة لأن هل ألسنة راح يختلف عن بقية ألسنوات. أهواية من دوِّل أوربية راح أتشارك بي .. أهواية من ألدول ألعربية.. و راح أتكون أهناكة أجنحة أهواية.. بيها .. أأ .. مواد.. أأ.. بضائع. أ.. أجهزة.. لهذا ألسبب, أحب كُل واحد أن أيروح. ويكون مفتوح طبعاً ..لي .... كُل ألناس .. حتة ألي ما عندة شغلة بل ألتِجارة .. لازم أيحضرة, لأن كُلش حلو. وإهواية راح تتونسون. أكو مطاعِم أهواية راح أتكون مفتوحة تكدرون تاكلون.. راح تقضون وقت حلو.

- 1. What is one piece of information provided about the event?
  - (A) It will include a tourism exhibit.
  - (B) It is open to the general public.
  - (C) It will offer many goods at low prices.
  - (D) It features a variety of food stands.

The correct answer is **(B)**.

#### Justification:

- (A) is **not** the correct answer. There was no mention of a tourism exhibit in the announcement.
- (B) is the correct answer.

  The speaker says that the exhibit will be open to all people.
- (C) is **not** the correct answer. The announcement mentions that many restaurants will be open. There is no mention of goods or prices.
- (D) is **not** the correct answer. The speaker mentions restaurants but not food stands.

#### Sample Passage: ILR Level 2

#### This passage is from a conversation between two male roommates.

#### Transcription:

متحدث1: قاسم على شنو كنت تتفرج؟

متحدث2: على قناة الافاق.

متحدث1: أي شكو على قناة الافاق؟

متحدث2: تقرير على المتنزهات اببغداد .

متحدث 1: أي شيقول هذا التقرير؟

متحدث2: يقول المتنزهات اببغداد قليلة عندك مدينة الالعاب وحديقة الزوراء وجزيرة السياحية فبالعطل خصوصا بعطلة نص السنة هاي المتنزهات تنترس بالناس ويصير ازدحام كلش قوي ومرات الناس يشتكون يقلك شباب يجون ويطبلون خارج سياقات الادب فالناس هس تطلب من الحكومة تسوي مشاريع حتى تبني متنزهات اكثر وتعين حراس حتى يمنعون ظاهرة الدق والطبل لان الناس تقلك احنا جاين اهنا نتونس نرتاح انريد هدوء صفاء بال .

## متحدث1: صحيح

متحدث2: بس الحكومة تقلك المتنزهات مو من الاولويات هس يقلك اخنا عدنا مشاكل الكهرباء والارهاب وتردي الزراعة .

## متحدث1: أي

متحدث2: بس هواي مواطنين يقولون المتنزهات مراح تكلف هواية مبالغ ويقولون لو ننتظر الى ان الحكومة تحل مشكلة الكهرباء يعني ابد مراح تنبني متنزهات فيقلك راح يطلعون مظاهر يطالبون الحكومة ببناء متنز جديدة .

متحدث1: شوقت يطلعون مظاهرة . متحدث2: يوم الخميس قدام وزارة السياحة.

#### 2. What is one complaint reported about the parks in Baghdad?

- (A) Teenagers litter many of the paths in the parks.
- (B) City gardeners neglect irrigating the plants in the parks.
- (C) Security guards fail to make the parks safe for children.
- (D) Drummers in the parks create too much noise.

The correct answer is (**D**).

#### Justification:

- (A) is **not** the correct answer. The second speaker does not say anything about teenagers or littering.
- (B) is **not** the correct answer. There is no mention of city gardeners neglecting irrigation of the plants in the parks.
- (C) is **not** the correct answer. The second speaker indicates the parks are filled with people during school break. He does not mention that security guards fail to make the parks safe for children.
- (D) is the correct answer.

The second speaker mentions that sometimes people complain and says that youth come and drum without manners.

#### 3. What have citizens decided to do in response to the problem?

- (A) Organize a demonstration to demand the building of new parks.
- (B) Form a volunteer committee to guard each park from criminals.
- (C) Schedule monthly park clean-up days for each neighborhood.
- (D) Recruit volunteers to water the shrubbery in the new parks.

The correct answer is (A).

#### Justification:

- (A) is the correct answer.
  - The second speaker indicates that people will protest and demand that the government build new parks.
- (B) is **not** the correct answer. None of the speakers mention anything about volunteers to guard the parks against criminals.
- (C) is **not** the correct answer. The second speaker says the parks are filled with people during the breaks, but there is no mention of litter or a need to clean up the parks.
- (D) is **not** the correct answer. The new parks are not built yet.

#### Sample Passage: Level 3

This passage is from a conversation between a male Iraqi politician and a male program host.

Transcription:

السياسي (ذ) :في بغداد مطلعينلي هسّا مودة جديدة إحنا لازم نتوحّد كعراق وما نسميها كردستان نسميها شمال العراق، إللي كلها مصطلحات أخذوها من صدام والبعث إللي هم يحتشون عليه، زين؟ زين، إذا إنتو تحبون وحدة العراق، مو هاي الأهواز جزء من العراق، ليش ما تقولون الأهواز خليه يتحد ويا العراق؟ لكن هذا خط أحمر لأنو إيران تزعل.

المقدم (ذ) :هاي قنبلة.

السياسي (ذ) :الوحدة مال العراق مفيدة لا بس لما إيران تحبها، والوحدة مال العراق—

المقدم (ذ) :هاي فجرتها الآن قنبلة ما حد يقدر يرد عليها من عندهم.

السياسي (ذ) :هذا ما يتوحد، فآني أقلك—

المقدم (ذ) : هاى حسكة قوبة ومضبوطة، قنبلة.

السياسي (ذ) :إيه، يللا تعالو إنتو إذا صدق تحبون العراق، هاي الأهواز كلهم عشاير عربية عراقية: لهجتهم عراقي، شكلهم عراقي، تمرهم عراقي، زين؟ عبر شط العرب ذيك الصفحة، ليش ما تقولون هذا الجزء لازم يجي يصير ويا العراق إذا أنتم تحبون وحدة العراق وتريدون أنو العراق أن يرجع مجده؟ بس تطلعون عضلاتكو براس الأكراد وكردستان نسميها شمال ومدري شلون، وهسّا طالعيلي متحدثين مال حشد ما نسميها كردستان نسمي ... عيب عليكم، عيب عليكم هذا النفاق.

- 4. What argument does the politician support by referring to the city of Ahvaz?
  - (A) Iraqis residing in Iran have sometimes been subjected to unfair treatment.
  - (B) The actions of the Iraqi government are only setting a dangerous example in the area.
  - (C) The desire for Iraqi unity applies only when it is considered convenient.
  - (D) Iraqi politicians are sometimes supportive when the interests of Iran are compatible.

The correct answer is (C).

#### Justification:

- (A) is **not** the correct answer. The politician does not talk about Iraqis living in Iran and their treatment by the Iranians. He specifically mentions the Iraqi clans living in Ahvaz.
- (B) is **not** the correct answer. In the interview, there is no reference to the actions of the government being a dangerous example.
- (C) is the correct answer.
  - The politician refers to the city of Ahvaz, which lies on the southwestern border between Iraq and Iran. He indicates that Iraqi politicians are careful not to claim it as part of Iraq for fear of crossing a "red line" and upsetting Iran.
- (D) is **not** the correct answer. In the interview, the politician clearly indicates that Iraqi politicians cannot oppose Iran. It is not a choice: whether they agree or disagree with Iran, and whether the interests of Iran are compatible with their interests or not, Iraqi politicians must not and do not oppose Iran.