Defense Language Proficiency Test 5 (DLPT5)

Multiple-Choice Format

Arabic-Levantine Familiarization Guide



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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, 2019¹ 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 (https://www.govtilr.org/), 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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¹ 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

- o 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 are intended to cover ILR levels 0+ through 3. Possible scores are 0, 0+, 1, 1+, 2, 2+, and 3.

Scores reflect current functional language proficiency in listening as defined in the ILR Skill Level Descriptions (https://www.govtilr.org/). 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.

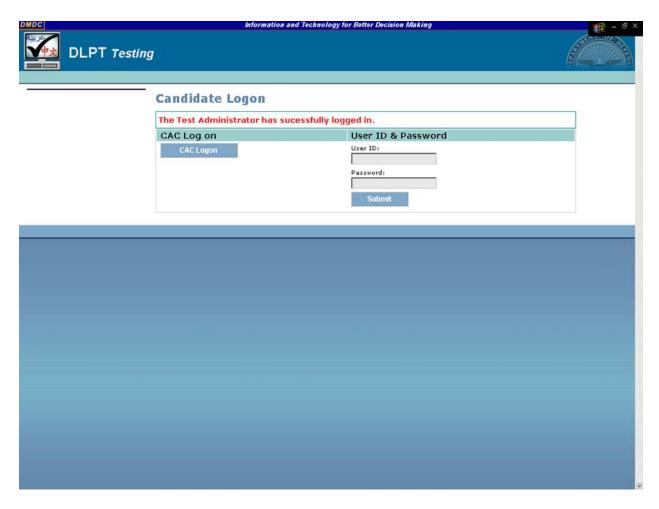
Test Procedures and Instructions for Taking the DLPT5

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.

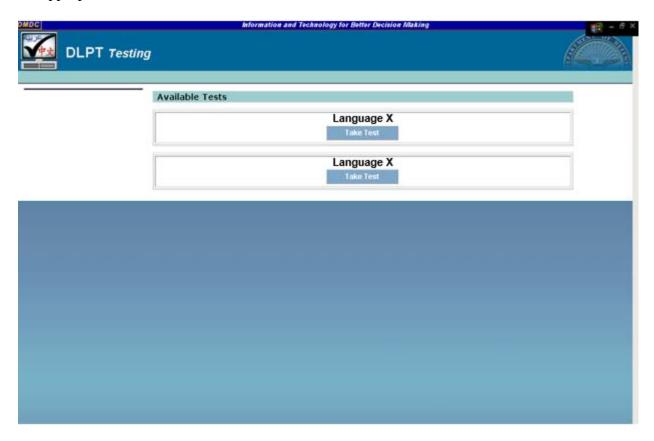
Test Procedures Overview

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.

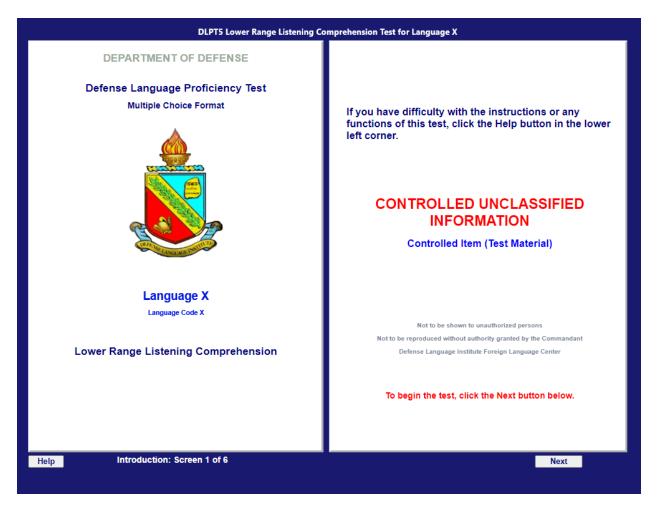


The next screen provides a list of tests for which the examinee is registered; the examinee selects the appropriate test from the list.

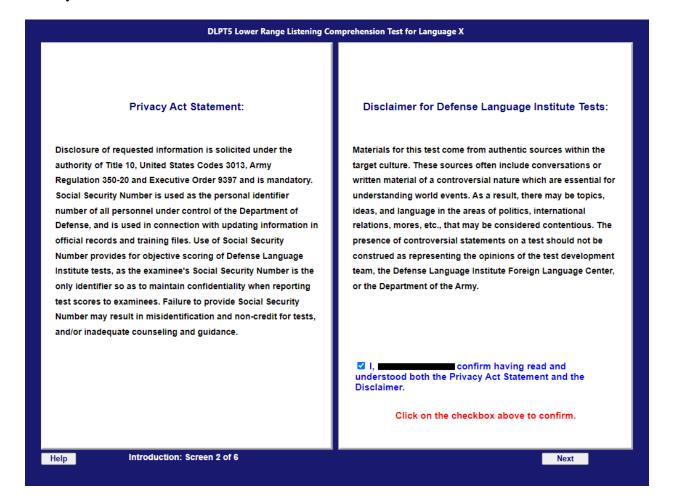


Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense Language Institute Tests, the Non-Disclosure Statement, and the Test Administration Statement (of the examinee's ability to take the test at that time).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

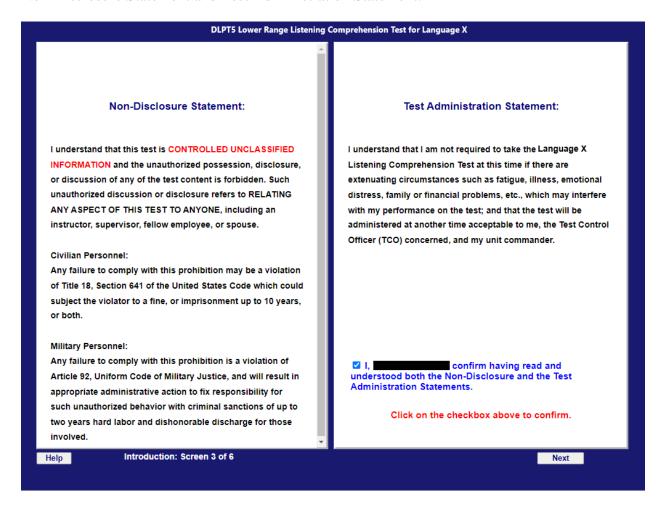
Below are introductory screens from a Listening Comprehension Test.



Privacy Act Statement and Disclaimer:



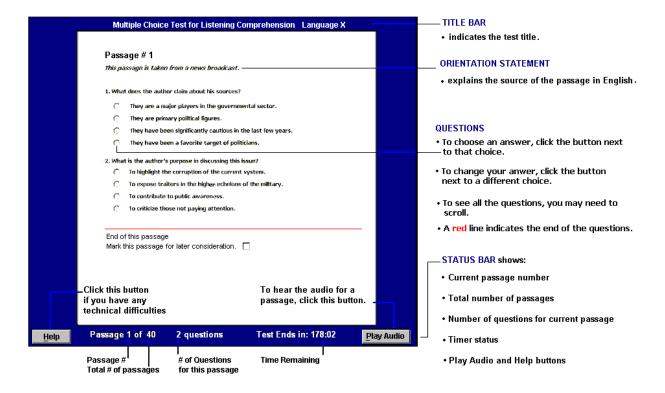
Non-Disclosure Statement and Test Administration Statement:



Listening Comprehension Test

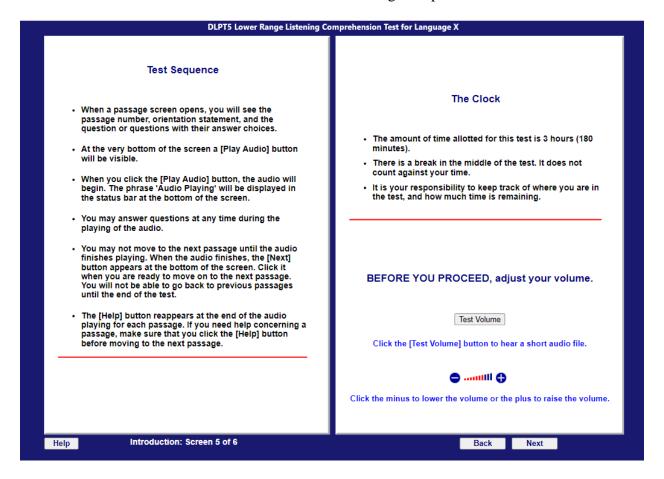
Example of screen layout for the Listening Comprehension Test:

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

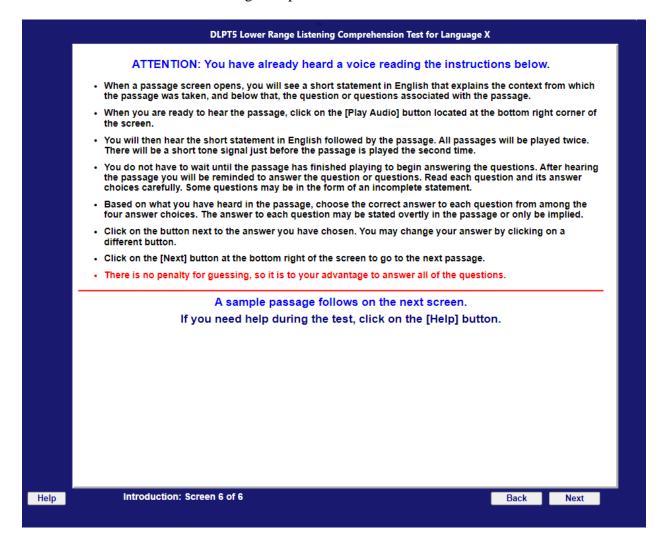


Note: Below the red line is a check box that may be selected if the examinee wants to return to these test questions later. However, be aware that the audio of the passage will NOT be played again.

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

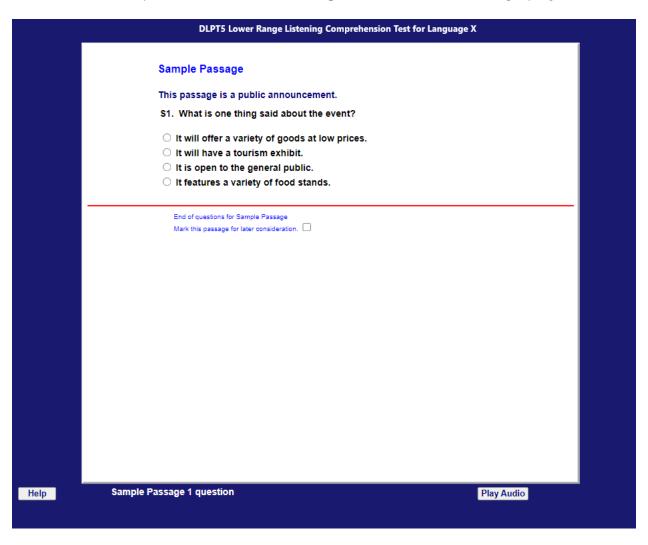


Instructions screen for the Listening Comprehension Test:



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.



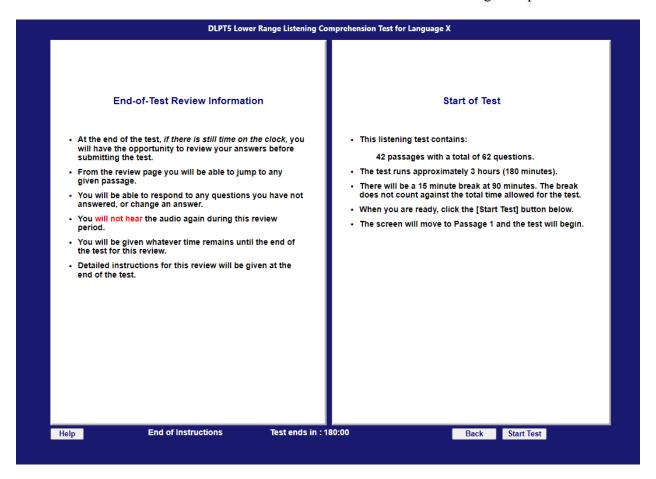
Note: After audio plays, the [Next] button will appear at the lower right of the screen.

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.

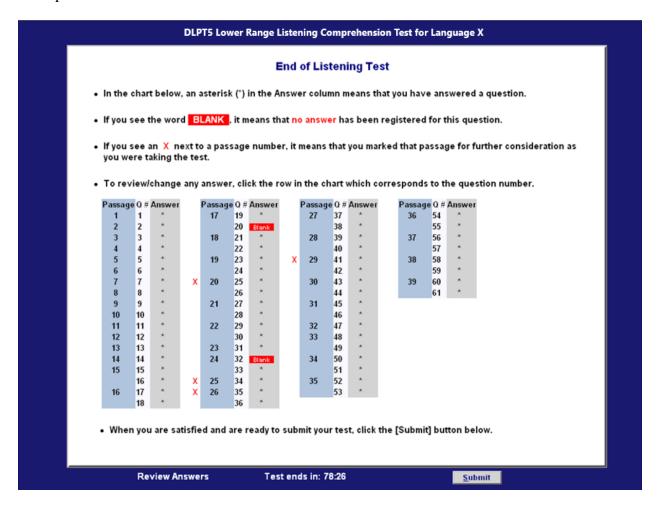
End-of-Test Review Information

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-Levantine, 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 from a phone conversation between a customer and a travel agent in Amman.

Transcription:

زبونة (أ): والله أنا ناوية أروح على سوريا، شو عندكم لسوريا؟ وكيل سفر (ذ:) آه الله في عندنا رحلة مرتبة للشام. في عندنا بتطلعي في ياصات بولمان حديثة ومكيفة وتقعدي في أوتيل في الشام أربع نجوم. أوتيل على كيفك، وبتقعدي تلت أيام ماكلة، شاربة، نايمة وبيفرجو... شمي الهوا وكلشي هذا بميتين دينار بس. شو بدك أحسن من هيك؟ زبونة (أ): والله هذي فكرة حلوة. طب إحجزلي أنا ولاولادي وجوزي، خمس أفراد. وكيل سفر (ذ): أهلا وسهلا.

- 1. What is one thing the customer mentions?
 - (A) She will check plans with other agencies.
 - (B) She will choose the package deal.
 - (C) She will wait for the holiday offer.
 - (D) She will discuss plans with her family.

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

Justification:

- (A) is **not** the correct answer. There was no mention of checking with other agencies during the conversation.
- (B) is the correct answer.
 - The customer says that the package deal explained by the travel agent is nice and wants him to make reservations for five people.
- (C) is **not** the correct answer. The customer asks about what the agency has available for a trip to Syria, not about the holiday offer.
- (D) is **not** the correct answer. Although she mentions her family, it is because she wants the agent to make reservations for them, not because she wants to discuss the plan with her family.

Sample Passage: ILR Level 2

This passage is from an interview between a male host and a female music teacher.

Transcription:

المقدم (ذ): أول اشي أنا بدي أتشكر قبل كلامك أتشكر إدارة المدرسة المعمدانية.

أستاذة الموسيقى (أ): شكراً.

المقدم ١ (ذ): يا سلام يا سلام يا سلام!

أستاذة الموسيقى (أ): شكراً.

المقدم (ذ): لما بقدموا مجموعة من الصبايا والشباب في هذا المستوى العالمي الموسيقى المتقدم، مفخرة، نقطة عالسطر.

أستاذة الموسيقى (أ): شكراً.

المقدم (ذ): انتو مدرسة أهلية محترمة وعندكم تاريخ جميل والله يعطيكم العافية. أستاذة الموسيقى (أ): شكراً.

المقدم ١ (ذ): خبرينا عاد عن هاي الفرقة.

أستاذة الموسيقى (أ): ايه ال... فرقة تأسست تقريباً من تلاتين سنة على يد المعلمة والمربية الفاضلة باربرا جونسون اللي قعدت بالأردن تلاتين سنة اشتغلت لتبني وتشكل فرق فرقة موسيقية بالمدرسة المعمدانية اللي فيها volunteer كان هدفها الأساسي انها تبني جيل واعي ايه متفهم متقبل للغير عن طريق

استخدام ال... موسيقى ـ ايه وأنا كنت من احدى طالباتها بلشت بال اربع، اربع وتسعين كنت طالبة ب... بالفرقة بالمدرسة المعمدانية ومن وقت ما تخرجت من المدرسة بال الفين واربعة وأنا صرت زي مساعدة لا الها. خلصت جامعة وخلصت ماجستير وهي تركت على أمريكا وأنا استلمت... ايه مكانها.

2. According to the music teacher, for what purpose was the school band originally started?

- (A) To keep students engaged after the school day.
- (B) To pave a way for students to go to university.
- (C) To spread an appreciation for musical arts.
- (D) To build empathy for others through music.

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

Justification:

- (A) is **not** the correct answer. The teacher did not mention anything about engaging students after the school day in the interview.
- (B) is **not** the correct answer. The teacher mentioned university to introduce her own background, not to say that the band was started for students to go to university.
- (C) is **not** the correct answer. There is no mention that the band was created to spread an appreciation for musical arts.
- (D) is the correct answer.

The teacher mentioned that Barbara Johnson created the musical band to "understand generations" and learn to accept others by using music.

Sample Passage: ILR Level 3

This passage is from a Lebanese talk show, featuring a female program host and a male forensic doctor in Beirut.

Transcription:

مستضيفة البرنامج (أ): خلّينا نبدا معك دكتور ملّاح. يعني حضرتك عم بتشوف شبه يوميّاً—

الطبيب الشرعي (ذ) :إي.

مستضيفة البرنامج (أ): -جرايم قتل.

الطبيب الشرعي (ذ): لأ، مش شبه يوميّا، بس الجرايم عم تحصل بلبنان، للأسف صايرة بشكل شبه يومي.

مستضيفة البرنامج (أ): ما هوّي إذا في أربعة بالنهار، فيهن يتوزعوا على الإيام، إذا عم نحكى عن المعدل يعنى [تضحك].

الطبيب الشرعي (ذ): إي، للأسف، وصل الموضوع لأرقام قياسيه بلبنان. أنا من جيل الحرب وعشنا باله 75–76 كان في غياب كلّي للدوله، للضابطه العدليه، وللقضاء كان غياب شبه كلّي. ما وصلت هالنسب المرتفعه للجريمه متل الشي يللي وصلنالو هلّا. وبعدا الأمور عم تستمر. رغم هالحمله الإعلاميه يللي صارت من شهر ومن شهرين، كل يوم عم نتفاجأ بشي جديد، وبنوع جديد، وبطريقه جديدة، وكأنّو كل هالتهديدات يللي صدرت، وكل هالتواعد من الأجهزه الأمنيه، ومن القضاء، والمطالبات ما لقيت أي صدى.

مستضيفة البرنامج (أ): إذا بدي فوت شي شي شي أبعد من مهمتك أحياناً، يعني لمّا شخص بشوف هالكمّ من العالم، وبهالظروف، بيقدر يستنتج نوع المشكله الاجتماعية يللي عم بتوصّل لهون. شو هيّ نوعيه المشاكل الاجتماعيه؟ الطبيب الشرعي (ذ): نوع المشكله هيّ ثقافة هالبيئه، ثقافة هالشعب. في بعض دول العالم أُلغيت السجون. يعني شبه أُلغيت العقوبه، يعني انعدمت الجريمه. عنّا صارت ثقافة شعب. مثلاً بشوف متل واحد قوص – قوص إنسان. ليش قوصتو؟ بقلي لأنو سبني. عملية شتيمه، ردّت فعل، بشيل مسدس وبقوصوه. هيدي صارت ثقافه. ويللي زاد الأمور، حالة اليأس يللي عايشها الشعب اللبناني. الشعور بالمظلوميه وبالإضطهاد. وهيدا إلو تراكماتو—

مستضيفة البرنامج (أ): نعم.

الطبيب الشرعي (ذ): —تراكماتو السياسيه، والإجتماعيه، والأخلاقيه، والثقافيه، والإقتصاديه – عم بيودي بالشباب – ردّت فعلو، بدّو يفجّر طاقاتو. بدّو يبرز حالو، غير آبه بالعواقب – إنو بقتل—

مستضيفة البرنامج (أ): نعم.

الطبيب الشرعي (ذ): المخدرات إلها وجودا.

مستضيفة البرنامج (أ): نعم.

الطبيب الشرعى (ذ): الكحول إلو وجودو.

- 3. What is the forensic doctor's purpose in referring to the prisons of other countries?
 - (A) To propose that the Lebanese prison system should be abolished.
 - (B) To prove that harsher penalties are an effective crime deterrent.
 - (C) To show that societies can eliminate violence from their cultures.
 - (D) To suggest that youth in other countries express despair differently.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. In the interview, there is no reference to the Lebanese prison system.
- (B) is **not** the correct answer. The forensic doctor implied that crime can only be eliminated only through education and social awareness, not that harsher penalties are an effective crime deterrent.
- (C) is the correct answer.
 The forensic doctor compares Lebanon with some countries that have abolished prisons.
 He points out that crime has become the people's culture in Lebanon, but that crime can be eliminated as has been done in other countries.
- (D) is **not** the correct answer. There is no indication in his interview, of youth expressing despair differently in other countries.