

**DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER  
GENERAL CATALOG  
1989 - 1990**



**PRESIDIO OF MONTEREY,  
CALIFORNIA  
DLIFLC Pamphlet 350-8**

## PREFACE

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

Graduates of the Defense Language Institute, Foreign Language Center serve around the world, ensuring that these objectives are met.

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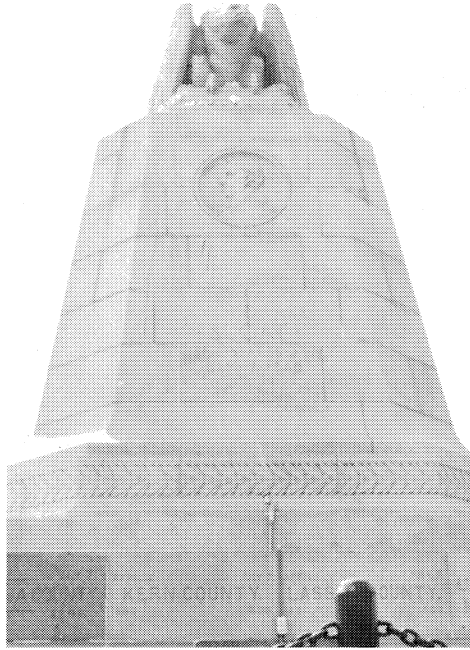
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## FOREWORD

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Nineteen eighty-eight marks the forty-seventh year of continuous Department of Defense foreign language training. Today, students at the Defense Language Institute, Foreign Language Center, follow in the footsteps of more than 140,000 linguists, both military and civilian, who have gone on to serve our country in critical and exciting assignments throughout the world. We at the Institute are proud of the standard of excellence our students have carried with them and of the sterling international reputation the Institute enjoys as a result of their performance. The Institute is fully accredited by the Western Association of Schools and Colleges; and, upon successful completion of initial language studies, our students may earn up to 21 semester hours of college credit.

Although nearly 50 years of quality language instruction forms the bedrock of our language training programs, the Institute today bears little resemblance to its form of even ten years ago. Today, at any given hour of the institutional day, there are more than 10,000 man-years of foreign language teaching ability assembled on the Institute's Monterey campus. Since 1983, we have constructed extensive modern facilities in which to train and house our students. Today, for example, students who study Russian live in a virtual "Russian village," complete with dormitories, a dining facility, and a new classroom complex. Our academic library has just completed moving its 81,000 volumes into a brand-new building, and a state-of-the-art physical fitness center has recently opened its doors on campus. We have woven the latest in educational technology into the fabric of our language programs. Interactive, computer assisted video instruction places the student in the target country through the magic of electronic pictures and sound. Soon, satellite technology will pipe live radio and television programs from other countries directly into our classrooms and dormitories. We continue to employ the latest technological advances in our language training programs to keep us at the forefront of modern foreign language instruction. In short, the Defense Language Institute is an institution where being the best is not good enough!

The threat of war created the need for what has become the Defense Language Institute; the quest for peace sustains it. The Institute has earned an international reputation for producing highly-qualified linguists. We maintain that reputation through our firm commitment to excellence in language instruction. The Defense Language Institute, Foreign Language Center, is a valuable national resource without parallel in the world.

## DLI CREST

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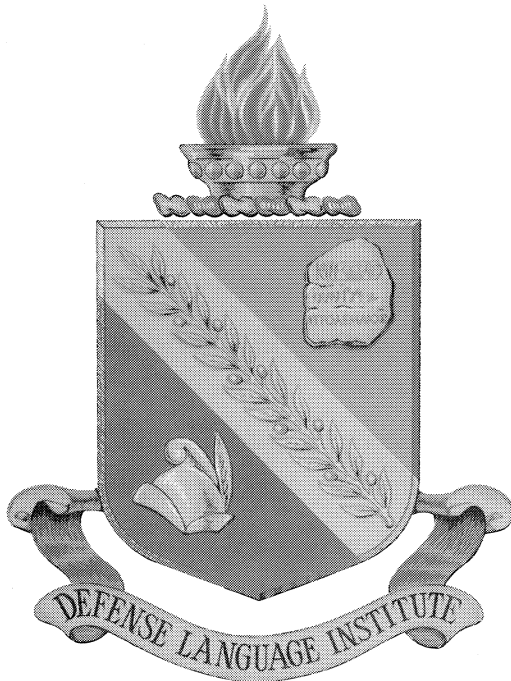
The DLI Crest symbolizes the mission, goals, and history of the DLI.

While the blue signifies the peace-time mission of the DLI and the red represents the war-time mission of the school, the green olive branch is symbolic of the aim of peace through understanding.

The Rosetta Stone, which gave scholars a key to reading Egyptian hieroglyphics, symbolizes the significance of language as the chief instrument for attaining understanding of other nations.

The helmet, which was worn by the San Carlos Catalan Volunteers, the Spanish troops who accompanied the expedition that founded the Presidio of Monterey in 1770, symbolizes the military and historical characters of the DLI and the Presidio of Monterey.

The gold torch located above the shield is the traditional symbol of learning and knowledge.



# CHAPTER 1

## INTRODUCTION TO THE DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER



### DLI MISSION

The mission of the Defense Language Institute, Foreign Language Center (hereafter referred to as the DLI) is to provide foreign language instruction in support of national security requirements; to support and evaluate Command language programs worldwide; to conduct academic research into the language learning process; and to administer a worldwide standard test and evaluation system.

### DLI OBJECTIVES

The DLI objectives are derived from the Department of Defense (DOD) Directive 5160.14, entitled The Defense Language Program, dated August 2, 1977, and are further detailed in a 1987 Joint Service Regulation, entitled Management of the Defense Foreign Language Program. These objectives may be summarized in the following three statements:

- The DLI establishes and maintains optimum standards of proficiency in

foreign language communication for all persons assigned to military jobs requiring such competence.

- The DLI provides course materials, tests, and expertise for military programs in foreign language instruction conducted in Commands other than the DLI.

- The DLI develops and manages the resident instruction necessary to ensure that the required number of personnel meet established standards of competence.

## **EDUCATIONAL PHILOSOPHY AND PURPOSE**

The DLI meets its responsibility of providing quality foreign language instruction to selected military and government personnel by designing instructional programs that teach the precise language skills needed.

These programs instruct students in the use of functional language skills so that they can perform successfully in their language assignments. The programs offer knowledge and understanding of foreign cultures and provide for professional growth in a present or future assignment.



The major DLI goal is to ensure that graduates meet the requirements of the agency which has assigned them to foreign language study. Students must therefore be provided instructional programs that are responsive to the foreign language needs of a wide variety of military positions throughout the world. DLI programs must meet high standards so that functional language skills can be developed for professional use in real-world communications situations. Individual opportunities for learning are provided for all students on an equal basis.

The DLI recognizes the value of both education and training in providing language instruction. The DLI operates under the concept of a systems approach to instruction; thus the principle of job-relevant instruction is central to curriculum development, implementation, and evaluation. Instruction must also be student-oriented so that effective learning can take place.

The DLI recognizes that languages cannot be learned well in a cultural vacuum. Language and culture are so intricately intertwined that it is difficult to separate them. Therefore, language skills are developed to incorporate the

value systems, behavior patterns, institutions, geography, and political, economic, and social systems of the areas where the target language is spoken. In its attempt to provide the best quality instruction, the DLI supports various programs which assist DLI employees to reach their full professional potential.

## HISTORY

The history of the DLI began in 1941 in a classroom at the Berkeley campus of the University of California and in an old hangar at Crissy Field, in the shadow of the Golden Gate Bridge in San Francisco. America's leaders suddenly realized





that the U.S. was about to go to war with Japan with almost no linguists available.

The Navy commenced instructing a handful of officers at Berkeley in June, and the Army began instructing 60 Japanese-American draftees in November. When all Japanese-Americans were forcibly removed from the West Coast in 1942, the Navy moved the Japanese Language School to the University of Colorado; and the Fourth Army Intelligence School, renamed the Military Intelligence Service Language School, moved to Camp Savage, Minnesota, and later to nearby Fort

Snelling. Almost all the wartime graduates from both schools were instructed in Japanese.

After the war, America's need for trained military linguists continued. The Navy school remained small and was combined with the Naval Intelligence School at Anacostia in Washington, DC. In 1946, the Army school moved to the Presidio of Monterey, where, after expanding to over 20 languages, it became the Army Language School. Air Force, Marine Corps, and Navy personnel were also instructed at the Presidio of Monterey. Some Air Force personnel received foreign language instruction at

Yale University, Syracuse University, and Indiana University.

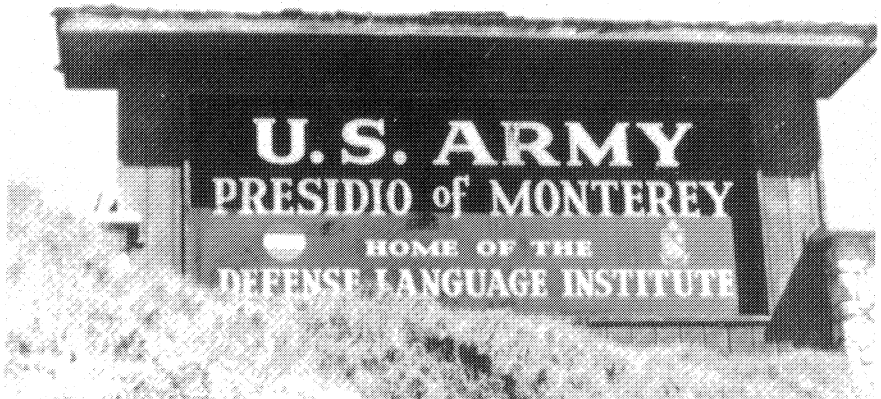
The DLI was established in 1963 to coordinate all DOD language programs under the Army as the Executive Agent, with headquarters in Anacostia, Washington, DC. The Navy school became the DLI East Coast Branch (DLIEC); the Presidio of Monterey school became the DLI West Coast Branch (DLIWC). Contract instruction for airmen and others at civilian universities continued.

During the conflict in Vietnam, the need for Vietnamese linguists became so great that a third branch was established in 1966 at Biggs Air Force Base near El Paso, Texas. This DLI South-

west Branch (DLISW) was closed in 1973.

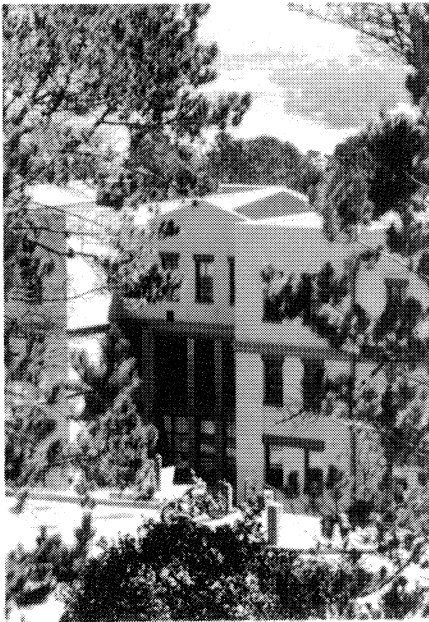
In 1973, the DLI came under the control of the U.S. Army's new Training and Doctrine Command (TRADOC). A year later, the DLI Headquarters and the East Coast and West Coast Branches merged into one organization, situated at the Presidio of Monterey, California, where it has remained to this day.

From 1980 until 1987, some U.S. Air Force enlisted personnel were instructed in Russian at a special branch at Lackland Air Force Base, Texas. In 1982, the DLI opened a temporary satellite facility for U.S. Army personnel at a former U.S. Public Health Service hospital on the Presidio of San Francisco.





## GROWTH AND FACILITIES



The years since the establishment of the school in 1941 have been a time of growth and modernization. When the first Japanese Course was begun, a few battered orange crates served as desks and chairs, and the instructors were hard-pressed to find pencils and paper. To meet expanding space requirements and to replace old buildings, the DOD has begun a building program which will support growing requirements of the DLI. This extensive program, which began in 1983 and is scheduled for completion in 1990, was designed to pro-



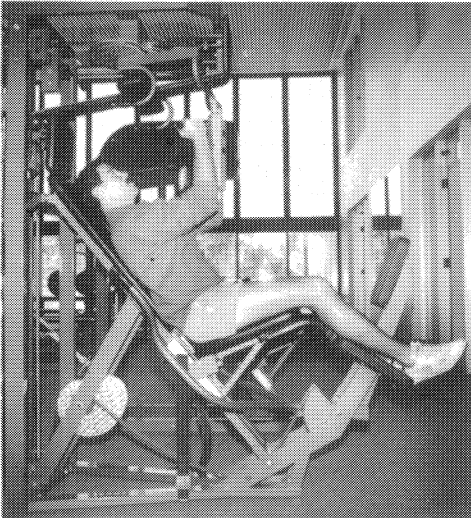
vide a master plan for facilities to instruct, house, and support students in foreign language instruction. The plan provides for the construction of new classrooms, dormitories, and support facilities, such as resources learning, child care, physical fitness, and logistic support centers.

Today, the DLI is one of the best-equipped facilities for language instruction in the U.S. Many of its classrooms have closed-circuit television or videotape equipment. Students make use of extensive language laboratory facilities and the latest state-of-the-art audiovisual instructional aids.





**PHYSICAL FITNESS  
COMPLEX**



At the present time, approximately 40 languages and dialects are taught by the DLI. The DLI has the capability of arranging for teaching 15-20 more languages in other government and private schools, such as the Foreign Service Institute (FSI), Department of State Language School, located in Washington, DC.

Resident instruction at the Presidio of Monterey is managed by seven language schools: Asian, East European, Germanic, Middle East, Romance, and two Russian.

Instruction at the Presidio of San Francisco is managed by a Multilanguage school.

Facilities to support instruction at the Presidio of Monterey include over five hundred classrooms, more than twelve hundred language lab positions, four permanent dormitories, and two dining halls.

The Learning Resources Center, contains a traditional academic library and an electronic media section. With more than 3,000 tapes on file, the Center features video carrels, where students may increase their language skills by watching and listening to foreign

television programs. The Center has terminals and microcomputers which give students access to the PLATO instructional systems in foreign languages. There are approximately one hundred thousand volumes in more than 50 languages which can be checked out by the students. The Center also contains a wide variety of reference works which provide background information on many different countries.

## LOCATION

Located on the Presidio of Monterey, the DLI is bordered by the cities of Monterey and Pacific Grove. One of the oldest Army posts in the U.S., the Presidio occupies the hill on which the original Spanish fort of the Presidio of Monterey once stood. Established by the Spanish in 1770, the Presidio is situated in what is now the city of Monterey, approximately 130 miles south of San Francisco and 350 miles north of Los Angeles

Forces commanded by Commodore John Drake Sloat raised the Stars and Stripes on the Presidio of Monterey in 1848 and claimed California as U.S. territory. The first U.S. fort

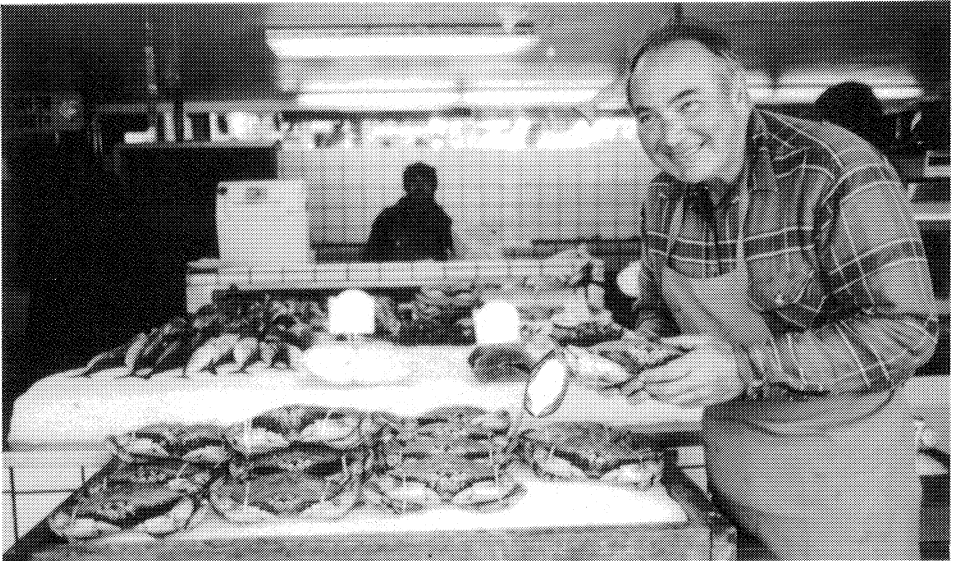
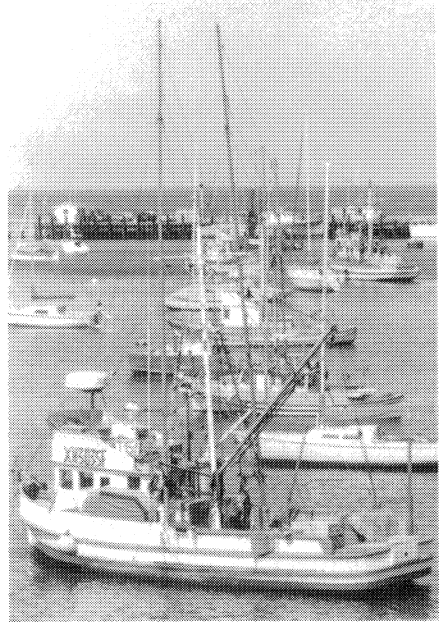
# MONTEREY PENINSULA

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## POINTS OF INTEREST



was constructed on the Presidio of Monterey in 1847 by members of the U.S. Army 3rd Artillery. The U.S. Army 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 U.S. Army 9th Cavalry, were quartered on the Presidio of Monterey. During and after World War II, the Presidio of Monterey housed administrative units. In 1948, the Presidio of Monterey became the home of the U.S. Military Intelligence Service Language School and subsequently the U.S. Army Language School and the DLI.

## FACULTY AND STAFF

There are almost 800 civilian instructors employed at the DLI, most of them native speakers of the language they instruct. Supplementing these civilian instructors are 66 Military Language Instructors who are Noncommissioned / Petty Officers of the four branches of the U.S. Armed Forces.

The backgrounds of the faculty and staff members reveal many fascinating

lives: descendants of royalty, prominent musicians, authors, artists, educators, and government officials in their native lands. A speakers bureau enables the local community to benefit from the experiences and expertise of DLI employees. In addition to the faculty, there are nearly 500 civilian employees and 300 military personnel who provide support for the language instruction. The military permanent party personnel assigned to the DLI represent the four branches of the U.S. armed services.

## INSTRUCTION

The DLI has been in the forefront of the foreign language instruction field for almost 40 years. The instruction is authentic and



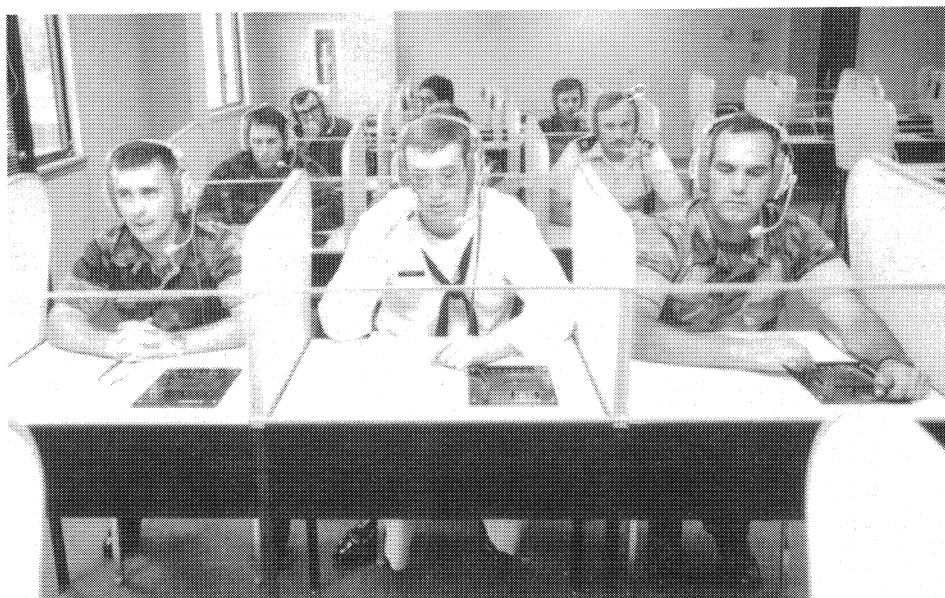
effectively meets the student assignment requirements. The DLI continually reviews the linguistic and instructional fields and incorporates into its programs features which will produce the most qualified graduates.

Instruction is accomplished within a framework that provides intensive practice and interaction in the target language, as spoken by educated instructors of the language. The student starts with carefully selected texts and structured exercises to practice listening comprehension and speaking and 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, the 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.

The 47-week courses in category four of language difficulty are recommended for 18-24 semester hours credit, depending upon the evaluation by the American Council on Education (ACE). Some of the "retired" courses do not receive any recommendations for credit.

The DLI is accredited by the Western Association of Schools and Colleges (WASC).

## **STUDENTS IN RESIDENT TRAINING**

Each of the four military services--Army, Air Force, Navy, and Marine Corps--

and civilian DOD-sponsoring offices select the individuals for resident foreign language instruction in preparation for a specific duty assignment. More than 140,000 students, from recruits just out of basic training to senior officers, have graduated from the DLI since 1941. There are approximately 3,000 students in the Resident Training Program at the DLI at any given time.

## **ADMINISTRATION**

The Defense Language Program includes both foreign and English language instruction for the DOD, with policy guidance provided by the Assistant Secretary of Defense for Manpower, Reserve Affairs, and Logistics. The 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, located at Lackland Air Force Base, San Antonio, Texas.



## **OFFICE OF THE COMMANDANT**

The DLI Commandant is a U.S. Army officer in the rank of colonel. He functions as the principal advisor on the Defense Foreign Language Training Program to the Commander, U.S. Army TRADOC; the Deputy Chief for Operations, Headquarters, Department of the Army; and the Assistant Secretary of Defense for Communications, Command, Control, and Intelligence.

The Commandant is assisted by the Assistant Commandant, who is normally a U.S. Air Force officer in the rank of colonel, and a Chief of Staff, who may be either a U.S. Navy officer in the rank of captain or a colonel in any of the other services. The Commandant's staff includes the following: Command Sergeant Major; Reserve Forces Advisor; and the Protocol, Civilian Personnel, Equal Employment Opportunity, Inspector General, Language Program Coordination, and Public Affairs offices, all located at the Presidio of Monterey. The DLI also maintains a Liaison Office in Washington, DC.

In addition, the Dean for Program Evaluation, Re-

search, and Testing, Office of School Secretary, Office of Information Management, Directorate of Resource Management, and the Troop Command are under the direction of the Commandant.

## **ASSISTANT COMMANDANT**

The Assistant Commandant, in addition to his normal duties of assisting and advising the Commandant, is specifically tasked to oversee and monitor the Command Budget Process. The Assistant Commandant is responsible in all matters concerning the morale, welfare, and support of DLI military personnel, students, and staff and provides guidelines to the Commanders of each of the service components at the DLI.

## **CHIEF OF STAFF**

The Chief of Staff is the key member of the Command Group responsible for ensuring full coordination of all non-academic issues, including those initiated by either the Language Schools or the Dean of Training and Doctrine. The School Secretary, Public Affairs, Protocol, Historian, Civilian

Personnel, Resource Management, Information Management, and Washington Liaison offices report directly to the Chief of Staff.

## PROVOST

The Provost serves as the principal technical authority on methodology in foreign language instruction, curriculum, testing, and program evaluation. He has full managerial and technical responsibility for personnel, budget, and material resources for the Academic Program at the

two major DLI campuses. He establishes broad policy and guidance concerning teaching methods and procedures and ensures that the needs of the DLI user agencies are met.

The Deans of the eight language schools--Asian, East European, Germanic, Middle East, Romance, and two Russian, all at the Presidio of Monterey, and the Multilanguage School at the Presidio of San Francisco--manage the language instruction in their respective schools. They are directly responsible to the Provost in carrying out



instructional and developmental programs.

The Provost is aided by the Dean for Training and Doctrine.

## **SCHOOL SECRETARY**

The Office of the School Secretary provides administrative support services, to include printing control, logistical services and support, coordination of transportation, purchase of supplies, contracting, and personnel and building security.

## **RESOURCE MANAGEMENT**

The Directorate of Resource Management (DRM) is responsible for the administration and control of financial management and organization and manpower matters. The DRM is delegated as the authority to establish and maintain administrative control of appropriated funds for which the Commandant is responsible.

## **INFORMATION MANAGEMENT**

The Office of Information Management (OIM) provides automation and information management,

instructional media support, and printing and communications support. The OIM Automation Division is responsible for the administration and control of information. The OIM Automation Division directs or coordinates all acquisitions, developments, and implementations of the DLI automated functions, to include word processing and computer-assisted instruction. The Instructional Media Division is responsible for support, to include video tapes, films and projection equipment, and electronic maintenance. The Printing Division is responsible for all printing functions, to include offset photography, press operations, binding, and film assembly.

## **TROOP COMMAND**

The Troop Command provides command and administrative control for all U.S. Army personnel assigned or attached to the DLI and all other armed service personnel assigned or attached to the Troop Command, as defined in the DOD Directives and U.S. Army Regulations. It also provides nonservice peculiar and Army peculiar

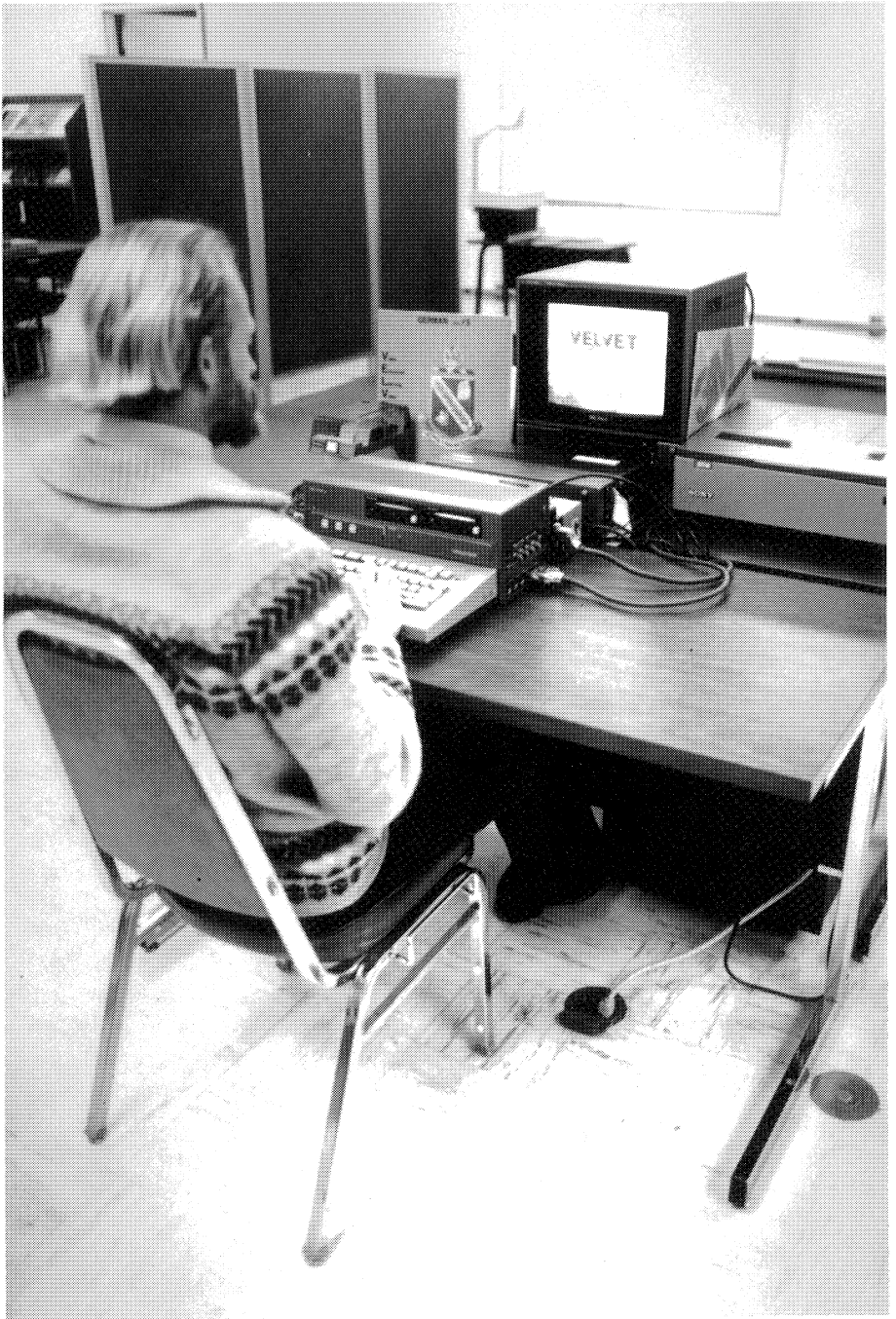


administrative and logistical support for the DLI. The Troop Command develops the policies and procedures in support of all student personnel in coordination with tenant unit commanders, as defined in the Inter-Service Support Agreements (ISSA). The Troop Command consists of student units and is responsible for the discipline, comfort, and administration of DLI students, to include: Headquarters and Headquarters Company, and Companies A, B, C, D, E, F, and G. The Naval Security Group Detachment, the Marine Corps Administrative Detachment, and the U.S. Air Force 3483rd Student Squadron are also associated with the Troop Command.

## **DEAN FOR TRAINING AND DOCTRINE**

The Dean for Training and Doctrine serves as the program manager and principal advisor to the Provost on the administration of resident and nonresident instructions. Eight divisions--Resident Training, Nonresident Training, Curriculum, Education Technology, Learning Resources Center / Library, Area Studies, and Faculty and Staff Development--advise the Dean for Training and Doctrine on matters pertaining to their divisions.

The Resident Training Division ensures that all language departments are





adequately staffed and that academic programs are efficiently managed. It also schedules inputs and keeps records on all foreign language students training in residence.

The Nonresident Training Division formulates the policies and procedures for the establishment and operation of the Command Language Program (CLP) instruction conducted by DOD components. The Nonresident Training Division provides technical guidance and assistance to military units, educational centers, and individual service members, both in the U.S. and overseas. Nonresident language instructional materials are available to all U.S. armed services personnel, as well as to nonmilitary personnel. In some instances, however, the materials must be purchased.

The Curriculum Division serves as a DLI resource on curriculum matters and coordinates curriculum policies, plans, and developments. The Curriculum Division provides technical guidance and assistance to the language schools on

curriculum planning and the 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 Education Technology Division researches ways to apply computer technology to the DLI instruction. The Education Technology Division gathers information on technology and courseware and advises on the implementation of said information. The Division is the principal advisor on the widening use of interactive video in the DLI instruction, assists developers of instructional materials in the design of courseware, and conducts demonstrations and evaluations of pilot projects in computer-assisted instruction in various languages.

The Faculty and Staff Development Division conducts a program of pre- and in-service training for the DLI civilian and military work forces in language-related positions. The Faculty and Staff Development Division assesses instructional needs, sets the instructional goals and standards, helps develop



the policies on instructional methodology and teaching standards, and conducts courses--both at the DLI and at on-site locations--and workshops on teaching methods and many other language-related topics. In the past few years, the Division, in coordination with the American Council on the Teaching of Foreign Languages, has sponsored the annual Master Lecture Series which brings leading authorities on foreign language education to the DLI as guest lecturers.

The Area Studies Division complements the language instruction by providing

students with classes and presentations on the cultural foundations of the nations and peoples whose languages they are studying. These activities focus on geography, politics, economics, sociology, religion, music, dance, and other facets of culture.

The Instructional Resources Center consists of the Academic Library and Media Center. The Center supports the instructional and research functions of the DLI Faculty and Staff.

#### **DEAN FOR PROGRAM EVALUATION, RESEARCH, AND TESTING**

The Dean for Program Evaluation, Research, and Testing is responsible for the quality control of instructional systems and the development and implementation of test materials. The Dean recommends the appropriate management actions to improve the effectiveness and efficiency of the language instruction and ensures that all the DLI instruction incorporates the latest instructional and doctrinal concepts.

Three Divisions--Program Evaluation, Research, and Tests and Standards--are responsible to the Dean.



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

The Tests and Standards Division recommends the policies and procedures for implementing the aptitude, achievement, and proficiency test measurement programs for the DOD and other government agency personnel in support of the Defense Foreign Language Program. This Division provides instruction in proficiency testing and test development to the DLI faculty and staff, certifies proficiency testers in various languages, and administers tests to DLI students, field linguists, and civilian job applicants.

The Research Division conducts research projects on such topics as the best methodology or methodologies for instruction at the DLI, class day length, course length, retention of language proficiency by graduates, and usefulness of educational technology in language teaching. In some projects, the Research Division carries out the

work alone; in others, it works in coordination with other institutions or government agencies.

## RESERVE FORCES OFFICE

The U. S. Army Reserve (USAR) Advisor serves as the advisor to the Commandant and principal staff members on matters pertaining to the USAR at the DLI. He assists in the development of resident and nonresident curriculums, with emphasis on the U.S. Army National Guard/USAR/Active Duty relationship. The USAR Advisor assists faculty and staff, as well as active service students who may need assistance and counsel concerning Reserve Component matters.





## CHAPTER 2

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### ACADEMIC INFORMATION

#### ACCREDITATION

The DLI has been accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC). Although the DLI is an accredited institution of post-secondary education, it does not grant degrees. As such, it falls under the jurisdiction of the Junior College Commission as a specialized post-secondary institution. The WASC has accredited the DLI as an institution, while the American Council on Education (ACE) recommends credit for DLI courses at both lower- and upper-division levels.

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 other sources, the best of which is the ACE Guide to Evaluation of Educational Experiences in the Armed Services (Volume 2). Their Office on Educational

Credit and Credentials has assigned the DD 0602 series for the DLI's evaluated courses. If further clarification is needed, the Academic Records Branch will coordinate with the individual language department to provide guidance.

#### SCOPE OF INSTRUCTION

Today, following rather modest beginnings, the DLI is regarded as one of the best-equipped schools for language instruction in the world. The present facilities at the Presidio of Monterey can accommodate approximately 3,500 students. Instruction is administered through approximately 40 language departments that expand or contract in response to the needs of TRADOC.

#### ADMISSION REQUIREMENTS

Admission to the DLI is limited to members of the U.S. armed services, either in the active forces or reserve components; to civilian employees of DOD 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 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 for language instruction are submitted to the appropriate sponsor in accordance with the service or agency's own regulations. The DLI does not enter into this process.

Dependent instruction 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 have completed high school.

The DLI requires that each candidate be a high school graduate, have been administered the Defense Language Aptitude Battery (DLAB), and have achieved a minimum score of: 85 for instruction in Afrikaans, Dutch, French, Italian, Norwegian, Portuguese, Spanish, Swahili, and

Swedish; 90 for German, Hindi, Indonesian, Malay, Romanian, and Urdu; 95 for Albanian, Amharic, Bengali, Bulgarian, Cambodian, Czech, Finnish, Greek, Hebrew, Hungarian, Lao, Nepalese, Persian, Polish, Pushtu, Russian, Serbo-Croatian, Tagalog, Thai, Turkish, and Vietnamese; and 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 instruction, sponsors are asked not to select a person who has a hearing deficiency or a significant speech problem. Those difficulties hinder language learning or frequently make it impossible to master the respective skills in the new language.

## **CLASS START DATES**

The DLI does not have a standard school year because the classes begin and end on a continual basis. Classes are scheduled in response to the instructional needs of the U.S. armed services and participating government agencies.

Prior to the beginning of the government fiscal year,

October 1, the DLI computes the number of student assignments requested by the various user agencies to be instructed in each language. From these computations, classes in each language are scheduled for the entire year. Beginning class dates may be monthly for some languages and quarterly or semi-annual for others, depending on the projected enrollment.

## **DAILY HOURS OF INSTRUCTION**

In general, classroom instruction is conducted for six hours a day, five days a week, with two hours of homework assigned each day, for a total of 40 hours. The actual hours may vary from language to language. No classes are held on legal holidays.

## **LEGAL HOLIDAYS**

The following are the legal holidays on which there is no instruction at the DLI:

- New Year's Day -  
January 1
- Martin Luther King Day -  
Third Monday in  
January
- Presidents' Day -  
Third Monday in  
February

- Memorial Day -  
Last Monday in May
- Independence Day -  
July 4
- Labor Day -  
First Monday in  
September
- Columbus Day -  
Second Monday in  
October
- Veterans' Day -  
November 11
- Thanksgiving Day -  
Fourth Thursday in  
November
- Christmas Day -  
December 25

## **CHRISTMAS VACATION**

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

## **GRADUATION REQUIREMENTS**

Diplomas are awarded to the students who complete all course requirements 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 2 proficiency in listening comprehension and one other language skill, plus at least a Level 1 proficiency in a third skill. Atten-

dance at the graduation ceremony is mandatory.

Students taking refresher training or not completing selected requirements may receive a Certificate of Attendance or Certificate of Completion upon completion of instruction, depending on the final exam and Defense Language Proficiency Test (DLPT) scores.

Students may graduate early for official reasons, such as a requirement to report to an assignment earlier than anticipated. Early graduations for personal reasons are normally limited to family emergencies verified by the Red Cross. The Assistant Deans (senior military officers) approve any early graduations. Students who do not graduate but who are in good academic standing when they leave may, upon request, receive a Certificate of Attendance.

Any students disenrolled from language instruction for academic or disciplinary reasons are entitled to appeal such actions. Details of the appeal system can be obtained from the Assistant Dean or the unit of assignment.

## **AWARDS**

During the course of study, a student may be

recognized for outstanding academic achievement and placed on the Commandant's Quarterly Honor Roll. This recognition makes the student eligible for special privileges.

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

A Diploma With Honors is granted to students who have both an outstanding academic achievement (a final grade of 94 percent or higher) and a Level 2 DLPT score in listening and in an additional skill, plus at least a Level 1 in a third skill.

There are several awards given to outstanding students at the end of the course. With the exception of the Certificate of Academic Achievement, these awards are awarded to Basic Course students only. The two highest awards are

the Commandant's Award and the Provost's Award. The Commandant's Award is based on academic standing and contribution to the academic and military communities. The Provost's Award is awarded for academic excellence.

Other awards given are:

- The Maxwell D. Taylor Award, presented for academic achievement and military qualifications.

- The Association of the U.S. Army (AUSA) Award and the Martin Kellogg Award, presented for recognized exceptional standing of a foreign

achievement in the under-culture and academic achievement.

- The Kiwanis Award, presented to an outstanding student who will be a creditable representative of the United States during an overseas assignment.

- Faculty Book Awards, presented by the faculties of the language departments to outstanding students.

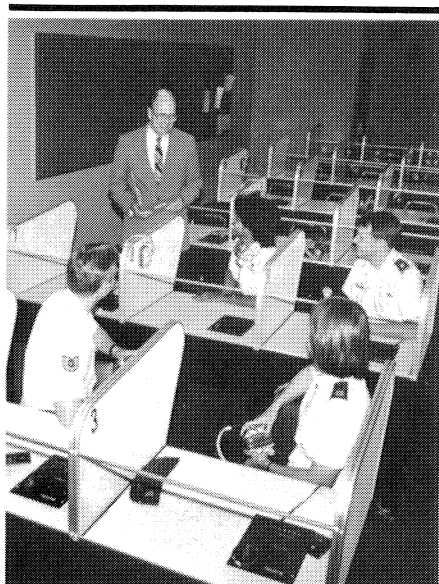
## COURSE CREDITS

The DLI is accredited as a certificate-granting institution by the WASC.





Additionally, the ACE Office on Educational Credit and Credentials has evaluated the DLI courses and made recommendations for semester hour credit at both lower- and upper-division levels. Graduates may request that an official transcript be sent to any college or university. However, credit hours reflected on the transcript, in the form of the ACE recommendations, are accepted at the discretion of the receiving institution, based upon the types of programs they offer.



## ACADEMIC RECORDS AND TRANSCRIPTS

Students completing a portion of a course will normally receive recommended credit for the weeks successfully completed up through the last portion of the module for which the student made a passing grade. In such cases, the DLI transcript will recommend that an appropriately prorated number of credits be granted.

The DLI Academic Records Branch maintains the records from all Resident Foreign Language Programs supported by the DOD. These records include the individual academic records for those courses taught by or for the DLI at the following instructional facilities over the past few decades:

- Army Language School
- DLIWC, Presidio of Monterey
- DLIEC, Anacostia Naval Annex, Washington, DC
- DLI, Presidio of Monterey
- DLI, Presidio of San Francisco

After the DLI's accreditation by the WASC and prior to the subsequent affiliation with the ACE, the transcripts issued were based on the Carnegie method of credit computation.

- DLI, Lackland Air Force Base, TX
- DLISW, Biggs AFB, TX

Academic transcripts may be requested for any Resident Foreign Language Course conducted by or for the DLI, including all the branches listed in the above paragraph.

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 is specified in the Act.

When requesting a transcript, the applicant should include his/her name at the time of graduation, the language studied, the year of graduation, the class number, if possible, and the instructional facility attended.

The requests for transcripts from the schools listed above should be mailed to:

Commandant  
DLIFLC  
ATTN: ATFL-TDR-A  
Presidio of Monterey, CA  
93944-5006

Personnel whose service-sponsored, full-time Contract Resident Language

Instruction was conducted at Indiana University, Syracuse University, or Yale University and who wish to establish academic credit should request transcripts directly from those institutions.

For transcripts of courses taught at a university which was contracted for by the FSI, apply to the university in question.

Courses taught through the DLI Liaison Office in Washington, DC, do not receive recommendations for credit through the ACE, unless the individual contractor was affiliated with the Program on Non-Collegiate Sponsored Instruction. This is due to the contractor's nonutilization of a Program of Instruction (POI) and failure of requirements for students to be administered final exams and proficiency testing.

## FEES AND MATERIALS

The DLI is a DOD School established for the purpose of instructing service-members in foreign language. As such, no financial aid is ever provided to students enrolled here.

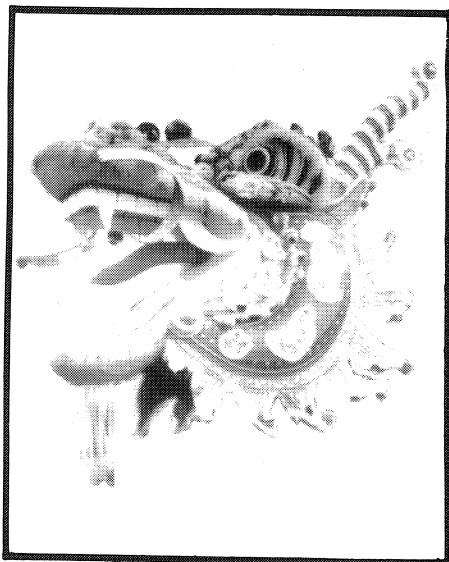


## CHAPTER 3

### COURSE DESCRIPTIONS

#### TYPES OF COURSES

The DLI offers foreign language instruction in 40 languages and dialects. The course offerings are subject to change because they are determined by DOD requirements, the U.S. armed services, and other federal agencies. The DLI conducts foreign language instruction at different levels, ranging from Basic to Advanced, as well as various Specialized Courses.



The primary objectives of the Basic, Intermediate, and Advanced Courses are 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 accomplished through exercises which emphasize listening and speaking skills.

Most resident students are assigned to a Basic Course. Minimum proficiency for graduation in the Basic Course is a Level 2 in listening comprehension and at least one other skill.

Intermediate and Advanced Courses provide maximum flexibility for both the student and the teacher. Student self-confidence is increased through a variety of activities, such as role playing and open discussions. This helps the student increase his/her ability to communicate orally and involves him/her in using the language more creatively in meaningful situations. The level of proficiency achieved differs, depending on the length of the

course and the difficulty of the language.

In order to meet special needs, an assortment of Specialized Courses is offered in addition to the Basic, Intermediate, and Advanced Courses. The following information contains the course titles, course number codes, and brief course descriptions.

### **Basic Course - Code 01**

An intensive course for beginners. It is designed to give the student listening and reading comprehension, and speaking ability from the Level 1 proficiency to the Level 2 proficiency. The student acquires some writing ability, depending on the target language.

Each language is taught within the cultural, geopolitical, socioeconomic, and military contexts of the country where the language is spoken.

### **Intermediate Course - Code 06 (Previously Designated 20)**

Prerequisite: Basic Course or equivalent. A course

designed as continuing instruction for Basic Course graduates who have served in the field in a professional speciality. It advances the student's listening and reading comprehension and speaking and writing skills. The instruction varies according to the student's initial competence and the difficulty of the language.

### **Advanced Course - Code 07 (Previously Designated 30)**

Prerequisite: Intermediate Course or equivalent. A course designed as continuing instruction for Intermediate Course graduates who have served in the field in a professional speciality. Most Advanced Courses provide a general review of the Intermediate Course and are designed to further develop the student's overall proficiency in the language. Usually, an emphasis is placed on reading comprehension, based on the texts selected from current target language publications.

## **SPECIALIZED COURSES**

Specialized Courses are designed to meet the special needs of students who

do not require a complete Basic, Intermediate, or Advanced Course. These courses may provide dialect or other unique instruction. The following information pertains to Specialized Courses.

### **Gateway Course - Code 03**

A course designed to utilize specialized materials and teaching techniques that provide the student with adequate language capability to meet some social obligations and give him/her the ability to handle personal survival needs.

### **Dialect Extended Course - Code 05**

In the case of languages with distinct dialect differences, this course is designed to provide Basic Course graduates of the standard language with instruction in speaking and listening comprehension in a specific dialect.

### **Special Course - Code 09**

A course designed to meet the needs for specialized vocabulary or unique instruction objectives.

### **Extended (Le Fox) Course - Code 10**

An Intermediate Level Course designed for selected cryptologic service personnel undertaken immediately upon completion of the Basic Course.

### **Maintenance Course - Code 11**

A self-study course designed for skill maintenance only. It is limited postgraduate instruction given to students who do not leave the training facility immediately upon completion of the originally assigned course.

### **Refresher Course - Code 40**

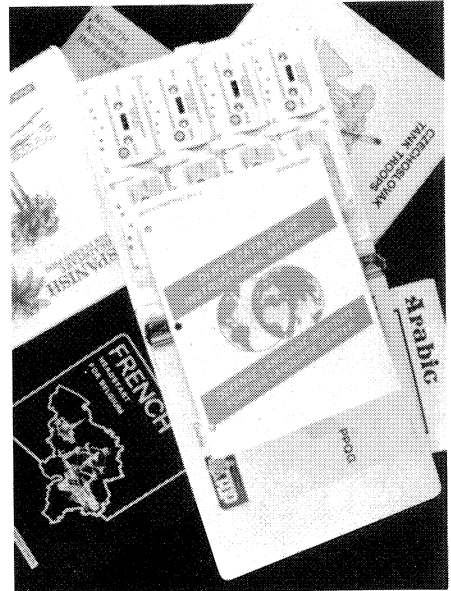
A course designed to refresh or improve the language proficiency of individuals whose language skills have deteriorated through lack of use. The instruction is usually individual, based on the student's background and proficiency. A student is tested for proficiency prior to enrollment. The course varies in length.

### **MOLINK Translator Course - Code 50**

A course especially designed to teach advanced translation techniques in Russian.

### **Directed Studies Course - Code 70**

A course designed to meet requirements in a narrow field of language competence.





## CURRENT COURSE OFFERINGS

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COURSE	CODE NO.	WEEKS	PREREQUISITE
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### ALBANIAN

Basic	01AB47	47	DLAB 95
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### ARABIC

Basic MSA*	01AD47	47	DLAB 100
Intermediate MSA	06AD32	32	01AD47
Egyptian Dialect	05AE16	16	01AD47
Iraqi Dialect	05DG16	16	01AD47
Saudi Dialect	05AN16	16	01AD47
Syrian Dialect	05AP16	16	01AD47

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### BULGARIAN

Basic	01BU47	47	DLAB 95
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### CHINESE

Basic	01CM47	47	DLAB 100
Intermediate	06CM37	37	01CM47 or 02CM

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### CZECH

Basic	01CX47	47	DLAB 95
(Le Fox) Extended	10CX27	27	01CX47
Intermediate	06CX37	37	01CX47
Slovak Dialect	05SK08	08	01CX47

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### DUTCH

Basic	01DU25	25	DLAB 85
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\*Modern Standard Arabic

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**CURRENT COURSE OFFERINGS**

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<b>COURSE</b>	<b>CODE NO.</b>	<b>WEEKS</b>	<b>PREREQUISITE</b>
<b><u>FRENCH</u></b>			
Basic	01FR25	25	DLAB 85
Intermediate	06FR24	24	01FR25
<b><u>GERMAN</u></b>			
Basic	01GM34	34	DLAB 90
(Le Fox) Extended	10GM24	24	01GM32
Intermediate	06GM24	24	01GM32
<b><u>GREEK</u></b>			
Basic	01GR47	47	DLAB 95
<b><u>HEBREW</u></b>			
Basic	01HE47	47	DLAB 95
<b><u>HUNGARIAN</u></b>			
Basic	01HU47	47	DLAB 95
<b><u>INDONESIAN</u></b>			
Basic	01JN34	34	DLAB 90
<b><u>ITALIAN</u></b>			
Basic	01JT25	25	DLAB 85
<b><u>JAPANESE</u></b>			
Basic	01JA47	47	DLAB 100

## CURRENT COURSE OFFERINGS

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<b>COURSE</b>	<b>CODE NO.</b>	<b>WEEKS</b>	<b>PREREQUISITE</b>
<b><u>KOREAN</u></b>			
Basic	01KP47	47	DLAB 100
Intermediate	06KP47	47	01KP47
Gateway	03KP08	08	None
<b><u>MALAY</u></b>			
Basic	01ML34	34	DLAB 90
<b><u>NORWEGIAN</u></b>			
Basic	01NR25	25	DLAB 85
<b><u>PERSIAN</u></b>			
Basic Persian-Farsi	01PF47	47	DLAB 95
Basic Persian-Afghan	01PG47	47	DLAB 95
<b><u>POLISH</u></b>			
Basic	01PL47	47	DLAB 95
<b><u>PORTUGUESE</u></b>			
Basic Brazilian	01PQ25	25	DLAB 85
Basic European	01PT25	25	DLAB 85
<b><u>PUSHTU</u></b>			
Basic Pushtu-Afghan	01PV47	47	DLAB 95
<b><u>ROMANIAN</u></b>			
Basic	01RQ34	34	DLAB 90

## CURRENT COURSE OFFERINGS

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<b>COURSE</b>	<b>CODE NO.</b>	<b>WEEKS</b>	<b>PREREQUISITE</b>
<b><u>RUSSIAN</u></b>			
Basic	01RU47	47	DLAB 95
(Le Fox) Extended	10RU27	27	01RU47
Intermediate	06RU37	37	01RU47 or 02RU
Advanced	07RU37	37	06RU37 or 02RU
Special	09RU	08	01GM34
INF	70RU02	02	01RU47
INF	71RU27	27	01RU47

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### **SERBO-CROATIAN**

Basic	01SC47	47	DLAB 95
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### **SPANISH**

Basic	01QB25	25	DLAB 85
Intermediate	06QB24	24	01QB25

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### **TAGALOG**

Basic	01TA47	47	DLAB 95
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### **THAI**

Basic	01TH47	47	DLAB 95
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### **TURKISH**

Basic	01TU47	47	DLAB 95
Gateway	03TU12	12	None

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### **VIETNAMESE**

Basic Hanoi	01VN47	47	DLAB 95
Intermediate Hanoi	06VN37	37	01VN47

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## CHAPTER 4

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### GENERAL INFORMATION

#### DLI VISIT PROCEDURES

Each request to visit the DLI will be considered on its merits, provided it does not interfere with the accomplishment of the DLI mission and that it will not be disruptive to classes or DLI functions. Visitors are not allowed in academic areas without approval from the Protocol Office. Upon approval of a visit request, the Protocol Office will issue individual passes.

All requests to visit the DLI must be in writing, and it is recommended that the requests be made in advance. U.S. citizens must submit requests to the DLI Protocol Office two weeks prior to the projected visit.

All foreign visitors must submit written requests to the DLI Protocol Office 45 days prior to a projected visit and a written request for clearance from their respective embassy through the Military Attache office. Processing usually takes one month.

The request to visit the DLI must include the requestor's name, citizenship (U.S. or foreign),

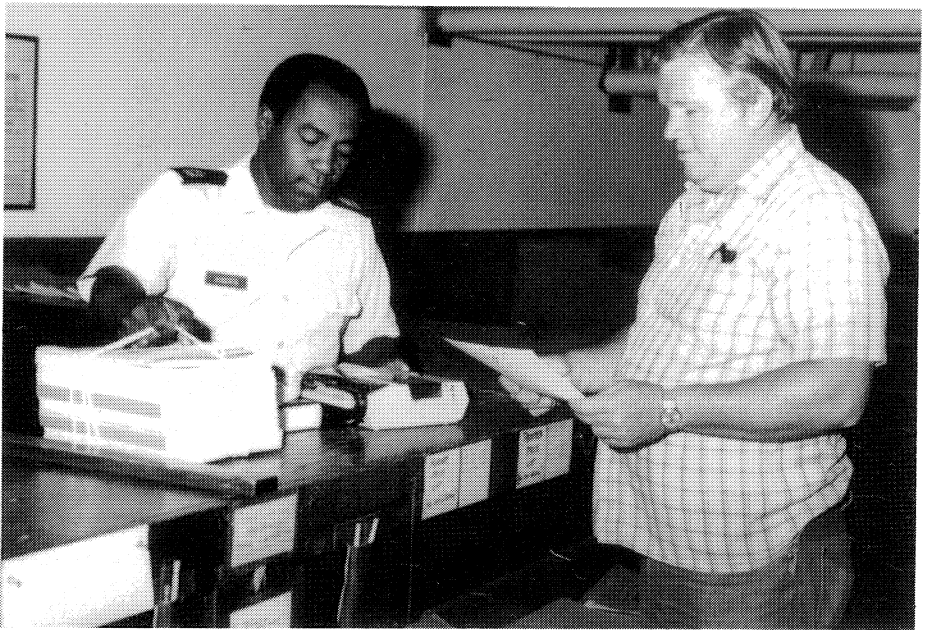
organization(s) with which the visitor is affiliated (business, school, service, etc.), date and time of requested visit, areas of interest, and an address and telephone number where the requestor can be reached.

Requests from walk-in visitors to the Protocol Office who are unable to return will be considered on a case-by-case basis. Such requests may not be granted if time does not permit the visitor to be properly identified.

#### SERVICES AND FACILITIES

##### Orientation

New students attend a two-day orientation program prior to beginning their classroom work. The orientation begins on the Thursday prior to the week in which the students receive class instruction. The next day, Friday, all students and their adult dependents attend a Welcome Briefing by the DLI Commandant. The rest of the day is spent attending administrative briefings. The following

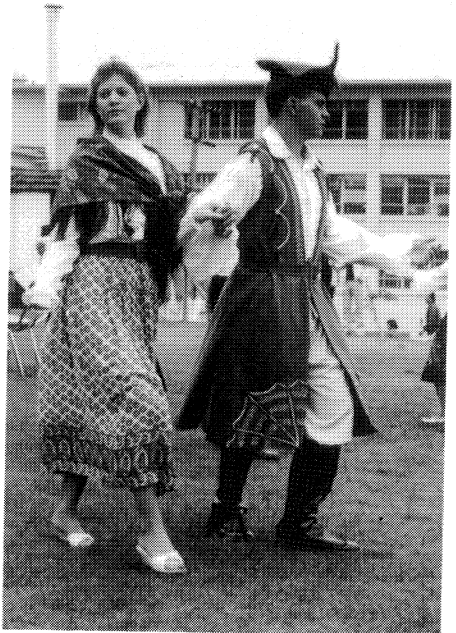


Monday, the students are briefed in separate groups before joining their classes in the language departments.

## STUDENT ACTIVITIES AND SPECIAL EVENTS

### Counseling

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



## Language Day

Extracurricular activities of a cultural nature complement the DLI's academic instruction. Language Day is a major activity that is held each year in early May. This event features various cultural displays, ethnic foods, classroom demonstrations in which attendees may participate, entertainment, and many other activities. Language Day activities are open to the public, and local high school and college students are especially welcome.

## Sports

Students are offered a number of intramural sports and other physical-

conditioning programs. Flag football, softball, basketball, soccer, weight lifting, tennis, cross-country marathons, and golf are some of the activities offered. The DLI has football, basketball, and soccer teams that compete in local leagues.

Each year, Organization Day is set aside to celebrate the founding of the DLI and its origin. Celebrated at Crissy Field, this event is highlighted by friendly competition among various student units and Faculty and Staff teams in a variety of sports.

## Health Services

Health services for U.S. armed services students and





their dependents are extensive. Preventive medicine, medical and dental treatment, and health education services are available at the Presidio of Monterey. There are medical and dental clinics capable of providing medical care for minor illnesses or injuries and complete dental care. Nearby, Fort Ord has a very fine medical care center, the Silas B. Hayes Hospital, which is available to all U.S. armed services personnel. In addition to medical care facilities, the hospital has a library, a post exchange, and a Red Cross representative.

All civilian students are responsible for their own personal medical and dental care because the U.S.

health services are not available to civilian students or their dependents, 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 U.S. armed services students are eligible for this assistance. The services include family counseling, general information on dependent schools, child care, a household item loan closet,





**CHILD DEVELOPMENT  
CENTER**

budget and debt counseling, a babysitter service file, and newcomers' orientation.

### **Religious Activities**

The Presidio of Monterey chapel and chapels at nearby Fort Ord maintain active religious programs. Services are provided by these chapels for members of the Catholic and Jewish faiths and of several Protestant denominations.

### **Legal Assistance**

Legal advice and assistance for students and their dependents are provided by the Staff Judge



Advocate, Fort Ord Legal Assistance Branch.

## **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 and information pertaining to tuition assistance, testing, and commissioning programs. The sub-center also operates a U.S. armed services learning center which provides information on available opportunities for U.S. armed services personnel to receive technical instruction locally. The Education Center is affiliated with six colleges and universities offering courses for credit and degree programs. They are: Monterey Peninsula College, Chapman College (Fort Ord Branch), Monterey Institute of International Studies, Golden Gate University, Hartnell College (Fort Ord Branch), San Jose State University, and Embry-Riddle Aeronautical University. During free hours, the students may take courses at these facilities which could lead to A.A., B.A., or M.A.

degrees, with majors in sociology, psychology, government, history, social sciences, health sciences, aviation sciences, education, linguistics, foreign languages, administration, accounting, and human relations.

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

## **STUDENT ADMINISTRATION Unit Orderly Room**

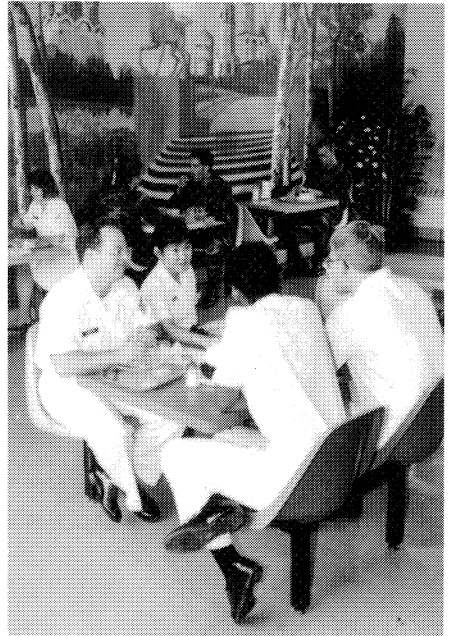
Each U.S. armed services unit has an orderly room (quarterdeck in the Navy) staffed by members of that service who are permanently assigned to the DLI. Orderly room personnel provide administrative support to the students of that unit and arrange for all leaves, passes, reenlistments, separate rations, pay allotments, etc.

## Housing

U.S. armed services students, grades E-9 and below who are single and without dependents, are provided adequate housing in the barracks assigned to their unit. Married U.S. armed services students, whose dependents do not accompany them, are also housed in the barracks to whatever extent possible after the single students have been billeted. Enlisted students, grades E-7 through E-9, are billeted in single rooms whenever possible; E-6s and below are billeted two to a room. Those students who cannot be housed in the barracks or officers' quarters are given the established and variable housing allowances and must live off post. The housing costs are relatively high in the Monterey Bay area. The Fort Ord Housing Referral Service will assist students in finding accommodations.

Assignment to the DLI, Presidio of San Francisco, is currently restricted to single Army personnel, E-6 and below, for instruction in Korean, Russian, and German. All billeting is on the Presidio of San Francisco.

## Dining Facilities



At present, two dining facilities are operated by the Troop Command. Both facilities are designated as transient dining facilities. Transient U.S. armed services personnel (including officers in a PCS status) and their dependents are authorized to purchase meals in these dining facilities. U.S. armed services personnel must present a copy of their PCS orders and identification card to purchase meals; officers and dependents are charged and must 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 the DLI. Application forms for firearm registration can be obtained in the students' unit orderly rooms. All persons residing in the DLI barracks, who own or possess any of the above described weapons while attending the DLI, must store them in Company D's arms room.

## **Driver's License**

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 services personnel under 18 years of age and all dependents are required to obtain a California driver's license. For information on obtaining a California driver's license, contact the California Department of Motor Vehicles within 30 days after arrival.

A Defensive Driving Course is mandatory for

personnel (E-1 through E-5 under 28 years of age) to obtain the required military driver's license.

Students who want to register or operate a motorcycle on any of the local military installations must attend the Fort Ord Motorcycle Defensive Driving Course (MDDC). The MDDC is scheduled by appointment only and can be accomplished through the students' orderly room.

Helmets, eye protection, shoes that are above the ankles, gloves, jackets, and reflective vests must be worn by those riding motorcycles, either as the driver or as a passenger, on any of the local military installations.

## **Vehicle Registration**

Privately owned vehicles must be registered on post. The registration is part of a student's in-processing procedures. The owner must present a valid vehicle registration certificate, a valid driver's license, and valid proof of insurance to the Security Office located on the Presidio of Monterey.

## CHAPTER 5

### INTER-AGENCY LANGUAGE ROUND TABLE LANGUAGE SKILL LEVELS

The following language skill level descriptions characterize a spoken language use. Each of the six "base levels" (Coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level functions and accuracy. The "plus level" designation (coded 06, 16, 26, 36, and 46) will be assigned when the language skill substantially exceeds one base skill level and does not fully meet the criteria for the next base level. Therefore, the plus level descriptions are 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 instructional 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 skills 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. In other words, such a person meets the contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

### **LISTENING SKILL LEVELS**

**Listening Skill Level--The assessed proficiency of the individual understanding a given spoken language.**

#### **Listening 0 (No Proficiency)**

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

#### **Listening 0+ (Memorized Proficiency)**

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length is 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 they involve 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), thus distorting the original meaning. Can understand only with difficulty even persons such as teachers who are used to speaking with non-native speakers. Can best understand those statements where context strongly supports the utterance 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 paraphrases (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary is inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information is 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 coded L-1 in some non-automated applications.) (Data Code 10)

## Listening 1 + (Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding 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 under-

stand facts. (Has been coded L-1+ in some non-automated 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 speaking rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events, and routine office matters through descriptions and narration about current, past, and future events; 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 non-automated applications.) (Data Code 20)

### **Listening 2+ (Limited Working Proficiency, Plus)**

Sufficient comprehension to understand most routine social demands and most conversations on work requirements, as well as some discussions on concrete topics related to particular interest and special fields of competence. Often shows remarkable ability and ease of understanding but may breakdown under tension or pressure. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary, 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 in conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports, and public addresses on 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 slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some non-automated 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 socio-linguistic 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, for example, in informal and formal speeches covering editorial, conjectural, and literary materials in subject matter areas directed to the general listener. (Has been coded L-3+ in some non-automated applications.) (Data Code 36)

#### **Listening 4 (Advanced Professional Proficiency)**

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all of 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 materials in any subject matter directed to the general listener. (Has been coded L-4 in some non-automated applications.) (Data Code 40)

#### **Listening 4+ (Advanced Professional Proficiency, Plus)**

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 non-automated 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)

#### **READING SKILL LEVELS**

**Reading Skill Level--The assessed proficiency of the individual understanding a given written language.**

##### **Reading 0 (No Proficiency)**

No practical ability to read the language. Consistently misunderstands or cannot comprehend the written language. (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 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. (Has been coded R-0+ in some non-automated 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 in 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 the discourse such as matching pronouns with referents. May have to read materials several times for understanding. (Has been coded R-1+ in some non-automated applications.) (Data Code 16)

### **Reading 2 (Limited Working Proficiency)**

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 straightforward, familiar, factual material with some misunderstandings, 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 materials written for the general reader.

Generally, the prose that can be read by the individual is predominantly in straightforward / high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, 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 non-automated applications.) (Data Code 20)

### **Reading 2+ (Limited Working Proficiency, Plus)**

Sufficient comprehension to understand most factual material in nontechnical prose, as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on familiar topics. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance comprehension. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could be read thoroughly only by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, and inability to discern nuances and/or intentionally disguised meaning. (Has been coded R-2+ in some non-automated applications.) (Data Code 26)



### **Reading 3 (General Professional Proficiency)**

Able to read within range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual 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 internal news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation, and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas, and "read between the lines," (that is, to 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 non-automated 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, editorials, 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 non-automated applications.) (Data Code 40)

#### **Reading 4 + (Advanced Professional Proficiency, Plus)**

Near 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 non-automated 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. (Has been coded R-5 in some nonautomated applications.) (Data Code 50)

### **SPEAKING SKILL LEVELS**

**Speaking Skill Level--The assessed proficiency of the individual understanding a given spoken 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 non-automated 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 formulas. Attempts at creating speech are 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 non-automated 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; and 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 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 individ-

ual, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the individual can participate in personal and accommodation type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make nonroutine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled. However, there are areas of weakness. For example, in the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding. (Has been coded S-2 in some non-automated applications.) (Data Code 20)

## **Speaking 2+ (Limited Working Proficiency, Plus)**

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 be inappropriate in some way, if not strictly incorrect.

Examples: Typically, the individual can participate in most social, formal, and informal interactions; but limitations either in range of contexts, types of tasks, or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He/

she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce, general vocabulary. Discourse is often incohesive. (Has been coded S-2+ in some non-automated 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 conversations with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs, and the implications of nuances and idioms may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate; but stress, intonation, and pitch control may be faulty.

Examples: 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 clarifying points, answering objections, 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 items of low- and medium-frequencies, especially sociolinguistic/cultural references and nuances of close synonyms; structural precision, with sophisticated features that are readily,



accurately, and appropriately controlled (such as complex modification and embedding in Indo-European languages); discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned errors occur in low-frequency and highly complex structures. (Has been coded S-3+ in some 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 effective-

ness, 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 nonprofessional 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 non-automated applications.) (Data Code 40)

#### **Speaking 4+ (Advanced Professional Proficiency, Plus)**

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

Examples: The individual organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. 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 weakness in idioms, colloquialisms, pronunciation, and cultural reference, or there may be occasional failure to interact in a totally native manner. (Has been coded S-4+ in some non-automated applications.) (Data Code 46)

#### **Speaking 5 (Functionally Native Proficiency)**

Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and

idiom, colloquialisms, and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect. (Has been coded S-5 in some nonautomated applications.) (Data Code 50)

## **WRITING SKILL LEVELS**

**Writing Skill Level--The assessed proficiency of the individual understanding a given spoken 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 representa-

tion 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 that are "very familiar" and elementary needs vary considerably from individual to individual, any person at this level should be able to write simple phone messages, excuses, notes to service

people, and simple notes to friends (800-1,000 characters controlled). (Has been coded W-1 in some 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 times. Can produce some past verb forms, but not always accurately or with correct usage. Can relate personal history and 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 non-automated 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 non-automated 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, and short library research papers on current events, on particular areas of interest, or on special fields with reasonable ease. Control of structure, spelling, and general vocabulary is adequate

to convey his/her message accurately, but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation is generally controlled. 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 non-automated 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)

## STAFF AND FACULTY TELEPHONE NUMBERS

TELEPHONE PREFIXES: .....	COMMERCIAL - (408)647-XXXX; AUTOVON - 878-XXXX
COMMANDANT .....	5312/5118
ASSISTANT COMMANDANT .....	5200/5510
CHIEF OF STAFF .....	5510/5200
PROVOST .....	5313/5291
COMMAND SERGEANT MAJOR .....	5130
PUBLIC AFFAIRS OFFICE .....	5184/5104
PROTOCOL .....	5336/5302
DEAN OF TRAINING AND DOCTRINE .....	5114
DEAN FOR EVALUATION AND STANDARDIZATION .....	5443/5697
AREA STUDIES .....	5110/5565
RESIDENT TRAINING DIVISION .....	5724
ACADEMIC RECORDS BRANCH .....	5366/5301
NONRESIDENT TRAINING DIVISION .....	5108/5112
OFFICE OF INFORMATION MANAGEMENT .....	5383/5786
DIRECTORATE OF RESOURCE MANAGEMENT .....	5216/5311
OFFICE OF THE SCHOOL SECRETARY .....	5598/5661
AUDIOVISUAL MANAGEMENT .....	5288/5300
LEARNING RESOURCES CENTER .....	5572
LANGUAGE COORDINATION OFFICE .....	5047/5048
SCHOOL OF ASIAN LANGUAGES .....	5109/5183
SCHOOL OF EAST EUROPEAN LANGUAGES .....	5331
SCHOOL OF GERMANIC LANGUAGES .....	5229/5212
SCHOOL OF MIDDLE EAST LANGUAGES .....	5420/5403
SCHOOL OF ROMANCE LANGUAGES .....	5241/5519
SCHOOL OF RUSSIAN ONE (RU1) .....	5240/5304
SCHOOL OF RUSSIAN TWO (RU2) .....	5701/5006
TROOP COMMAND .....	5591/5668
3483RD STUDENT SQUADRON (USAF) (ATC) .....	5115/5223
NAVAL SECURITY GROUP DETACHMENT - MONTEREY (NSGD) .....	5213/5142
USMC ADMINISTRATIVE DETACHMENT (MCAD) .....	5407/5328
CTSREP DLIFLC .....	5411
DLIFLC PRESIDIO OF SAN FRANCISCO:	
COMMERCIAL .....	(415) 221-0369
AUTOVON .....	586-5364
DLIFLC LANGUAGE TRAINING DETACHMENT USAREUR:	
HB MIL .....	212-6887/6562
DLI/NATIONAL CAPITAL REGION:	
AUTOVON .....	224-3095
STAFF DUTY OFFICER: (AFTER DUTY HOURS/WEEKENDS/HOLIDAYS) .....	5119



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The Provost is the proponent agency for this Pamphlet. Users are invited to send comments and suggested improvements, on DA Form 2028 (Recommended Changes to Publications and Blank Forms), to: Commandant, Defense Language Institute, ATTN: ATFL-P, Presidio of Monterey, California 93944-5006

FOR THE COMMANDANT:



DAVID A. DONATHAN  
CPT, USA  
Adjutant

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LANGUAGE POWER FOR PEACE