
Defense Language Institute Foreign Language Center

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DLIFLC Mission: The Defense Language Institute Foreign Language Center provides foreign language education, training, evaluation, and sustainment for Department of Defense personnel in order to ensure the success of the Defense Foreign Language Program and enhance the security of the nation.

Vision: The acknowledged leader in all aspects of defense foreign language education, DLIFLC is an innovative, transformed, and continually adapting organization operating on the cutting edge of language instruction and technology.

Accreditation

DLIFLC's efforts to achieve academic excellence were formally recognized in 1979 when the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) granted it accreditation. This status was last reaffirmed in 2000. DLIFLC falls under the jurisdiction of the ACCJC as a specialized post-secondary institution. In October 2001 the U.S. House of Representatives approved DLIFLC's request for federal degree-granting authority. Students who meet the graduation requirements for a DLIFLC Diploma and fulfil the general education requirements are awarded an Associate of Arts Degree from DLIFLC. In addition, DLIFLC students may obtain an Associate of Arts Degree through the joint DLIFLC-Monterey Peninsula College degree program.



Commandant's Welcome

Colonel Tucker B. Mansager
Commandant, Defense Language
Institute Foreign Language Center

Greetings from the Defense Language Institute Foreign Language Center (DLIFLC) at the Presidio of Monterey, California. DLIFLC is the world's largest and finest foreign language educational institution and provides quality foreign language training for members of the United States Armed Forces and other government agencies.

Our preeminent goal is to ensure that graduates meet service and agency requirements for foreign language proficiency. At the heart of the DLIFLC's mission is quality foreign language education, where striving for excellence never ceases. On the average day, we conduct over 15,400 hours of foreign language instruction. Our student output is unmatched by any nation and we consistently educate our graduates to the highest standards of foreign language proficiency.

DLIFLC has been conducting high quality foreign language instruction for more than six decades. However, being the best has not bred complacency; the pace of change in world events requires a constant process of evolution. DLIFLC has changed in many ways since the terrorist attacks of September 11th, 2001, and will continue to grow to meet the challenges of this long war. We comprehensively reviewed how we accomplish our mission so that we can meet the requirements of the nation, ensure we are capable of absorbing increased training demands, enable our linguists to achieve higher proficiency levels, and deliver the highest quality foreign language products possible.

Founded in the shadow of war, the Institute today continues to support the quest for peace through readiness. DLIFLC's reputation for excellence is based on its firm commitment to maintaining the highest possible standards in foreign language education.

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CHAPTER ONE

Introduction to the Defense Language Institute Foreign Language Center

History



Monument dedicated to Commodore John Drake Sloat, who captured the city of Monterey in 1846

Monterey is named in honor of these earliest students, whose heroism is portrayed in the Institute's "Yankee Samurai" exhibit. The headquarters building and academic library bear respectively the names of the Institute's first commandant, Colonel Kai E. Rasmussen, and the first director of academic training, John F. Aiso.

During the war Japanese language training increased dramatically. When Japanese-Americans on the West Coast were moved into internment camps in 1942, the school moved to Camp Savage, Minnesota, and was renamed the Military Intelligence Service Language School (MISLS). By 1944 the school had outgrown these facilities and was relocated to nearby Fort Snelling. More than 6,000 graduates served throughout the Pacific Theater during the war and the subsequent occupation of Japan. Three academic buildings at the Presidio of Monterey are named for Nisei graduates who fell in action: George Nakamura, Frank Hachiya, and Y. "Terry" Mizutari.

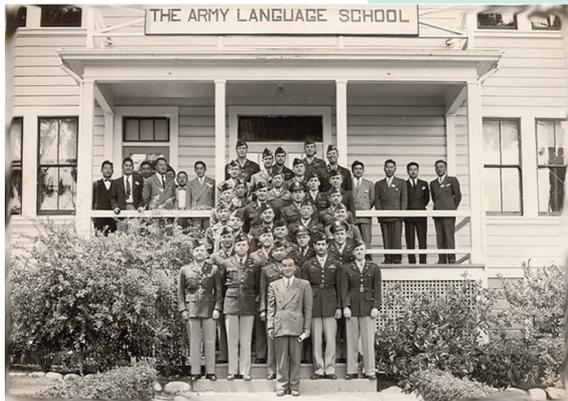
In 1946, the MISLS moved to the historic Presidio of Monterey. The city of Monterey had grown since 1770 to become the capital of the Spanish (later Mexican) province of Alta California. Commodore John Drake Sloat, commander of the U.S. Navy's Pacific Squadron, captured the town in 1846 during the Mexican War. In 1902, following the Spanish-American War, the U.S. Army rebuilt the post. After World War I, the Presidio of Monterey became the home of the 11th Cavalry Regiment and the 2nd Battalion, 76th

Field Artillery Regiment. Nobel laureate John Steinbeck captured the spirit of Monterey during this period in his novels *Tortilla Flat* (1935) and *Cannery Row* (1945).

In 1947, the MISLS was renamed the Army Language School (ALS). It expanded rapidly to meet the requirements of America's global commitments during the Cold War.

Instructors, including native speakers of more than 30 languages and dialects, were recruited from all over the world. Russian became the largest language program, followed by Chinese, Korean, and German. After the Korean War (1950–1953), the ALS gained a national reputation for excellence in foreign language education. The Army Language School led the way with the audio-lingual method and the application of educational technology such as the language laboratory.

The U.S. Air Force met most of its foreign language education requirements in the 1950s through contract programs at universities such as Yale, Cornell, Indiana, and Syracuse. The U.S. Navy taught foreign languages at the Naval Intelligence School



Army Language School students stand before the Commandant's office circa 1947

in Washington, D.C. In 1963, to promote efficiency and economy, these programs were consolidated into the Defense Foreign Language Program. A new headquarters, the Defense Language Institute (DLI), was established in Washington, D.C., and the former Army Language School commandant, Colonel James L. Collins, Jr., became the Institute's first director. The Army Language School became the DLI West Coast Branch and the foreign language department at the Naval Intelligence School became the DLI East Coast Branch. The contract programs were gradually phased out. DLI also took over the English Language School at Lackland Air Force Base, Texas, which became the DLI English Language Center (DLIELC).

During the peak of American involvement in Vietnam (1965–1973), DLI stepped up the pace of language education. While regular language education continued unabated, more than 20,000 service personnel studied Vietnamese through DLI programs, many taking a special eight-week military adviser "survival" course. From 1966 to 1973, the Institute also operated a Vietnamese branch (DLI Support Command, later renamed the DLI Southwest

Branch) using contract instructors at Biggs Air Force Base near Fort Bliss, Texas. Dozens of DLI graduates gave their lives during the war. Four student dormitories today bear the names of graduates who died in that conflict: Chief Petty Officer Frank W. Bomar, Sergeant First Class Alfred H. Combs, Gunnery Sergeant George P. Kendall, Jr., and Staff Sergeant Herbert Smith, Jr.

In the 1970s, the Institute's headquarters and all resident language education were consolidated at the West Coast Branch and renamed the Defense Language Institute Foreign Language Center. The Institute continues to operate a small contract foreign language education program in Washington, D.C. With the advent of the All-Volunteer Forces and the opening of most specialties to women, the character of the student population gradually changed. In 1973, the newly formed U.S. Army Training and Doctrine Command (TRADOC) assumed administrative control, and in 1976, all English language-training operations were returned to the U.S. Air Force, which operates DLIELC to this day.

Since the end of the Vietnam War, the Institute has experienced an exciting period of growth and change. DLIFLC received academic accreditation in 1979 and in 1981 the position of Academic Dean (later called Provost, and now Chancellor) was reestablished. A joint-service General Officer Steering Committee was established in 1981 to advise on all aspects of the Defense Foreign Language Program. The Defense Language Steering Committee now performs this function. In the early 1980s a rise in student attendance forced the Institute to open two temporary branches: a branch for Air Force enlisted students of Russian at Lackland Air Force Base, Texas (1981–1987) and another for Army enlisted students of Russian, German, Korean, and Spanish at the Presidio of San Francisco (1982–1988). The increase in student population also resulted in an extensive facilities expansion program on the Presidio.

Numerous academic changes have been made as well. More instructors have been recruited, new instructional materials and tests have been written, and a comprehensive academic master plan has been developed. Teaching methodology has become more and more proficiency-oriented, team teaching has been implemented, and the average staffing ratio has been increased to two instructors per ten-student section, while new steps have been taken to further increase this ratio through the Proficiency Enhancement Program (PEP). In the more difficult languages, (Category 3 and 4), PEP decreases the student-faculty ratio from 10:2 to 6:2. In easier language categories, (Category 1 and 2), PEP decreases the student-faculty ratio from 10:2 to 8:2.

In recent years, the Institute has taken on challenging new missions, including support for arms control treaty verification, the War on Drugs, Operation Desert Storm, Operation Restore Hope, and Operations Enduring Freedom and Noble Eagle. In response to the terrorist attacks of September 11, 2001, DLIFLC created the Emerging Languages Task Force which serves as the Institute's quick-response language team that provides rapid solutions to current and emerging mission needs for the Global War on Terrorism.

In the spring of 1993 and again in the summer of 2005, the Base Realignment and Closure Commission rejected suggestions that the Institute be moved or closed and recommended that its mission be continued at the present location. An agreement with Monterey Peninsula College was signed in early 1994, allowing as many as 27 credit hours earned in any of DLIFLC's Basic Programs to be counted toward an Associate of Arts Degree. In October 2001, the U.S. Congress gave DLIFLC federal authority to grant an Associate of Arts in Foreign Language (AA/FL) degree. DLIFLC first began awarding associate degrees in June 2002 and has granted some 1,700 diplomas since this time.

DLIFLC Goals

Education: DLIFLC has multiple proficiency and performance goals associated with each of its instructional programs. All of these goals build on the minimum proficiency outcomes of beginning language programs. Although a sizeable percentage of the program's graduates exceed these minimum expectations, the minimum graduation requirement for the basic instructional program in every language is a U.S. Government Interagency Language Roundtable (ILR) Level 2 in reading comprehension, Level 2 in listening comprehension, and Level 1+ in speaking ability. Subsequent programs and follow-on courses help the students attain Level 3 proficiency. (See ILR Scales, pg. 54) DLIFLC's goals are thus the following:

Evaluation: Develop and provide valid and reliable assessment tools and procedures to evaluate and improve resident and non-resident language training.

Technology Integration: Make key enabling investments that exploit hardware and software to build and enhance effective learning.

Quality Philosophy: Create a culture of continuous quality improvement for serving internal and external customers.

Quality of Life: Develop and maintain affordable quality of life programs that allow students to focus on learning.

Sustainment: Provide support to non-resident programs that remediate, sustain, and enhance foreign language proficiency.

Contingency Support: Anticipate world crisis areas that require a U.S. presence and develop tailored language-training packages for deploying units.

Faculty: Hire new faculty members with native fluency and advanced degrees in a language-related discipline, complimented by teaching experience. Enhance faculty teaching methodology through participation in seminars, in-house workshops, and sponsorship of a Masters program in the field of linguistics.

Educational Philosophy and Purpose

DLIFLC meets its responsibility for 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 present or future assignments.

The major DLIFLC goal is to ensure that graduates meet the requirements of the agency that 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. DLIFLC programs must meet high standards so that functional language skills can be developed for professional use in real-world communication situations. Individual opportunities for learning are provided for all students on an equal basis.

DLIFLC recognizes the value of both education and training in providing language instruction. DLIFLC operates under the concept of a systematic approach to instruction; 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.

DLIFLC recognizes that languages cannot be learned in a cultural vacuum. Language and culture are so intricately intertwined that it is difficult to separate them. Therefore, language skills are developed in a context that includes the value systems, behavioral patterns, institutions, geography, and political, economic, and social systems of the areas where the target language is spoken.

In its attempt to attract and retain teachers of exceptional ability, to foster an environment of professional competence, and, above all, to provide instruction of the highest quality, DLIFLC supports a variety of programs that assist DLIFLC employees in their professional growth and career advancement.



Global War on Terrorism/Emerging Languages Task Force class in session

Faculty and Staff

DLIFLC seeks to hire teachers who are not only proficient in their language, but have skills suitable to transmit their knowledge to others. The job of producing military linguists requires an approach to language teaching that is quite different from high school or college level courses.



Military Language Instructor aides student

There are more than 1,100 civilian teachers employed at DLIFLC, most of them native speakers of the language they teach. More than 95 percent of the faculty have at least a bachelor's degree with, 15 percent holding PhDs and 40 percent holding master's degrees. More than 55 percent of the degrees held by the faculty are in Foreign Language Education or related fields. Represented disciplines include Foreign Language, Second Language Acquisition, Education, Area Studies, and English.

In addition to the civilian teachers, there are nearly 350 military personnel who participate in or provide support for DLIFLC's

academic activities, while some 400 civilian personnel work in base operations. The military permanent party personnel assigned to DLIFLC represent the four branches of the U.S. armed forces.

Because of DLIFLC's unique environment, the Institute provides in-house workshops and teacher certification courses which allow instructors to improve and build upon their teaching skills. DLIFLC encourages and supports instructors in their efforts to obtain higher education degrees from local universities which have partnered with the Institute.

Supplementing the civilian instructors are almost 100 Military Language Instructors (MLIs), who are non-commissioned/petty officers of the four branches of the armed forces. MLIs augment the civilian teaching faculty and provide a military presence while serving as mentors and teachers. They play a significant role in transitioning DLIFLC students from young new recruits to confident military linguists.

The skills and expertise of the faculty and staff are accessible beyond the confines of DLIFLC's academic programs. Limited translation and interpretation support is provided to affiliates of the DoD and national-level agencies on a space-available basis. Requests are prioritized on a case-by-case basis according to urgency of need and DLIFLC's ability to honor the

request. The DLIFLC's Public Affairs Office also maintains a speaker's bureau as a function of its community relations program. This service assists local organizations in drawing on the wealth of specialized experience that exists in the DLIFLC community.

Instruction

DLIFLC has been at the forefront of the foreign language education field for more than 60 years. Education is both learner-centered and proficiency-oriented, employing authentic speech and materials. DLIFLC continually reviews developments in the field of instructional methodology and incorporates into its educational programs those features that are designed to produce the very best linguists for our country.

Teaching is accomplished within a framework that provides intensive practice and interaction in the target language, as spoken by educated teachers of that language. The student starts with carefully selected texts and structured exercises to practice listening and reading comprehension and speaking, and then moves toward creative use of the language. Throughout the program, emphasis is placed on communicative competence in real-life situations, to include appropriate military terminology. Together with language instruction, DLIFLC's programs also stress cultural and geographical knowledge of the appropriate regions and countries. Technology continues to be incorporated in the classroom. All classrooms have interactive white boards, called Smart Boards, and Internet connectivity. Many students use laptop or tablet PCs, MP3 players, and iPods to enhance their learning experience.

In addition to its Basic, Intermediate, and Advanced Programs, DLIFLC offers a number of specialized programs that provide emphasis on the terminology and functional skills required for particular duties. The four functional skills are listening, speaking, reading, and writing.

The American Council on Education (ACE) has evaluated DLIFLC's foreign language and testing programs and has made detailed recommendations for college credits. Further information is included under *Academic Credit* in Chapter Two.

As DLIFLC is an accredited institution, it also has federal degree-granting authority from the U.S. Congress to issue Associate of Arts in Foreign Language degrees to qualified graduates of all Basic Programs.

Students in Resident Training

Each of the four military services -- Army, Air Force, Navy, and Marine Corps -- and other U.S. government sponsoring agencies select the individuals for resident foreign language education in preparation for a specific duty assignment. More than 170,000 students, from recruits just out of basic training to senior officers, have graduated from DLIFLC since 1941. There are approximately 3,500 students in the resident educational programs at the

Presidio of Monterey campus 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 Under Secretary of Defense (Personnel and Readiness). The Secretary of the Army is the Executive Agent for DLIFLC.

The Defense Language Steering Committee, established under DoD 5160.41 E and chaired by the DoD Senior Language Authority, recommends and coordinates language policy, identifies present and emerging language needs, identifies language training, education, personnel, and financial requirements, and serves as an advisory board to USD (Personnel and Readiness).

As DLIFLC is a military school, it falls under a military chain of command. The Commanding General of TRADOC has administrative responsibility to manage, operate, fund, and provide personnel resources.

Commandant

The DLIFLC Commandant, a U.S. Army colonel, reports to the Commander of the U.S. Army Combined Arms Center and the Commander of TRADOC. The Commandant directs the operations of DLIFLC and the Presidio of Monterey and serves as Installation Commander of the Presidio. The Commandant effects coordination among elements of the Institute and between the Institute and higher headquarters, other schools, and installations. The Commandant commands the DLIFLC Army elements, and exercises general supervision over all elements assigned or attached to the Institute.



Col. Tucker B. Mansager, Commandant DLIFLC & POM

Assistant Commandant

The Assistant Commandant, an Air Force colonel, directs day-to-day operations of DLIFLC. The Assistant Commandant supervises the Deputy Chief of Staff for Operations, Resource Management, Chief Information Officer, and the Chancellor. The Assistant Commandant directs DLIFLC Washington operations. The Assistant Commandant is specifically tasked with overseeing and monitoring the DLIFLC budget process. The Assistant Commandant reports to the Commandant and is responsible to the Commandant for language training program results. Additionally, the Assistant Commandant provides recommendations to the Commandant on DLIFLC programs and priorities. The Assistant Commandant is also the Commander of the Air Force Element.

Garrison Commander

The U.S. Army Garrison Commander, an Army colonel, is responsible for providing operations support to all activities and personnel on the Presidio of Monterey and Ord Military Community. The Garrison consists of 1,135 acres and 530 personnel supporting more than 32,000 active-duty joint service members and their families, reserve component units, and retirees. The Garrison Commander is responsible for coordinating the major programs of base facilities and infrastructure support, force protection and security, morale and welfare activities, information and communication management, personnel management, religious support, equal employment opportunity, internal review, operations, plans, safety, logistics, privatized housing, and environmental compliance. The Garrison Commander also develops and maintains partnering initiatives with six local municipalities and close working relationships with federal, state, and local officials.

Chief of Staff

The Chief of Staff, a U.S. Army lieutenant colonel, is responsible for the overall administrative policy, practices, and procedures for the support mission of the Institute and Installation.

229th Military Intelligence (MI) Battalion

The 229th Military Intelligence Battalion trains, develops, and conducts administrative and logistical support to soldiers in support of the DLIFLC's foreign language training and Army war-fighting requirements. The 229th Military Intelligence Battalion provides command and administrative control for all U.S. Army students assigned or attached to DLIFLC. The 229th Military Intelligence Battalion consists of Companies A, B, C, D, and F (Initial Entry

Training Soldiers); and Company E (Permanent party staff, senior enlisted and officer students). The 229th Military Intelligence Battalion plans and conducts military training and provides all administrative and logistical support for student personnel. The Battalion's priority is teaching linguist soldiers war-fighting skills and training them to fight, win, and survive in combat.

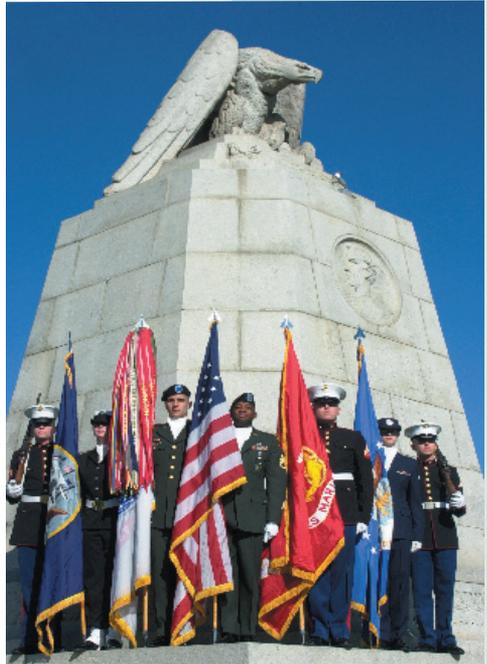
Marine Corps Detachment

The Marine Corps Detachment (MCD) at DLIFLC is the Marine Corps' primary language learning detachment.

The MCD at DLIFLC falls under the Marine Corps Training and Education Command, located in Quantico, Virginia. The MCD oversees the administration, military training and foreign language instruction of more than 1,000 officer and enlisted Marines annually.

The Center for Information Dominance Detachment

The Center for Information Dominance Detachment (CIDD) is a foreign language learning site subordinate to the Center for Information Dominance, Corry Station, Florida. CIDD Monterey is a 60-member tenant command at DLIFLC and the Presidio of Monterey. CIDD Monterey oversees the administration, Naval military training and foreign language instruction of more than 700 sailors annually.



DLIFLC Color Guard stand before Sloat Monument

311th Training Squadron

The 311th Training Squadron (311th TRS) is a geographically separated unit of the 17th Training Wing, headquartered at Goodfellow Air Force Base, Texas. The 311th TRS handles all military training for over 1,500 language students at DLIFLC, and administratively supports an additional 1,000 Air Force personnel stationed on the Monterey Peninsula.

Chancellor

As the chief academic officer, the Chancellor, a civilian, is the senior language authority with responsibility for the resident and non-resident foreign language instructional programs, research, evaluation, and other academic staff functions for the Monterey campus, the DLIFLC Washington Office, and satellite offices throughout the U.S. The Chancellor establishes policy, provides leadership, advice, and guidance on foreign language education for DLIFLC and represents the Institute on external academic councils and committees. The Chancellor is responsible for coordination and liaison on academic matters with federal departments such as the DoD, Department of State, and the Department of Education; as well as with universities, professional organizations, the armed forces, and the broader Intelligence Community. The Chancellor defines the current needs of the Institute, anticipates future requirements, establishes priorities and sets the vision and direction for all defense foreign language programs.

Senior Vice Chancellor

The Senior Vice Chancellor coordinates the efforts of the entire Institute in the Basic, Intermediate, and Advanced Programs. The Senior Vice Chancellor is a senior civilian who develops long-range plans and objectives for the Institute; sets and shifts priorities; works closely with the Institute Plans and Operations Division to ensure academic needs are met, which includes plans, budgets, and the allocation of resources, coupled with overseeing budget execution. The Senior Vice Chancellor establishes and refines academic policies and programs, monitors their effectiveness and uses findings to initiate improvements, while ensuring the quality of academics. The Senior Vice Chancellor has oversight over student records, the Associate of Arts Degree, and the issuing of diplomas and certificates of attendance. The Senior Vice Chancellor oversees the work of four Vice Chancellors, the Faculty Personnel System Office, the Alumni Relations Office, the Office of Academic Administration, the Military Language Instructor Manager, the Immersion Language Office, and subsequent subdivisions of DLIFLC.

Vice Chancellor for Undergraduate Education

The Vice Chancellor for Undergraduate Education is the Chief Instructional Officer for the Basic Program. This senior civilian oversees eight language schools, as well as the Student Learning Center (SLC). Coordinating with the directorates of Evaluation and Standardization, Continuing Education, and Language Science and Technology, the Vice Chancellor for Undergraduate Education develops, implements and refines academic policies to enhance mission accomplishments.

Vice Chancellor for Evaluation and Standardization

The Vice Chancellor for Evaluation and Standardization (ES) is a senior civilian academic leader who provides leadership in evaluating the efficiency and effectiveness of DLIFLC's resident and non-resident instructional programs. In accordance with the government ILR scale, this individual assesses language proficiency of military personnel, designs, develops, and validates prototypes and standardized foreign language aptitude, proficiency and performance tests. The Vice Chancellor for ES is responsible for training and conducting quality control of the oral language proficiency testing program. This individual rates the tests and tasks, scores, analyzes, reports on, and controls standardized DLIFLC-developed tests and testing procedures. The Vice Chancellor for ES conducts applied research on foreign language teaching and learning processes, as well as related topics to provide data needed by DLIFLC's leadership. This individual is the Institute's primary subject-matter expert when dealing with government agencies, professional organizations, and the academic community on foreign language evaluation, testing, and research issues. The Vice Chancellor for ES administratively heads the Test Development Division, Proficiency Standards Division, Research Division and Evaluation Division.

Vice Chancellor for Language, Science and Technology

The Vice Chancellor for Language, Science and Technology is a senior civilian, responsible for setting strategic goals in the areas of Curriculum and Faculty Development, Human Language Technology Research, and Learning Resources Development. The Vice Chancellor for Language, Science and Technology promotes both technical and non-technical language solutions for military personnel world-wide. Programs include classroom learning technologies, as well as online learning solutions tailored to the needs of non-resident military users in the field. In addition, the Vice Chancellor for Language, Science and Technology supports the research and development of machine translation and speech translation devices.

Vice Chancellor for Continuing Education

The Vice Chancellor for Continuing Education is a senior civilian responsible for the Institute's resident and non-resident post-basic foreign language instruction in support of DoD linguists stationed world-wide. The Vice Chancellor for Continuing Education oversees resident Intermediate, Advanced and Refresher Programs and the development and implementation of non-resident distance learning and other continuing education services. The Vice Chancellor for Continuing Education manages the design and development of language courses for post-basic language training programs and provides technical assistance in the automation of both resident and non-resident instructional materials. The Vice Chancellor for Continuing

Education supervises special programs and services including Language Training Detachments (LTD), Translation and Interpretation Training, Iraqi Familiarization Instruction and other projects in support of the Global War on Terrorism. The Vice Chancellor for Continuing Education oversees four divisions in the directorate to include the School for Resident Continuing Education, Distance Learning, Extension Programs, and Training and Field Support Division. The Continuing Education Directorate employs more than 200 faculty and staff members and reaches more than 8,000 students worldwide each year through its programs.

Associate Provost and Dean of Students

The Associate Provost and Dean of Students is a senior military officer who acts as a liaison among staff, schools, and military units in all student matters. As Dean of Students, this officer develops and manages policies and regulations governing student academic assessments and makes rulings on student relief and rebuttal actions. This officer also manages the Military Language Instructor program.

Directorates

There are four directorates within the Chancellor's and Senior Vice Chancellor's organization, each under the guidance of a Vice Chancellor, that contribute directly to the academic mission of the Institute: the Directorate of Undergraduate Education, the Directorate of Continuing Education, the Directorate of Language, Science and Technology, and the Directorate of Evaluation and Standardization.



Korean Dancers perform on Language Day

Undergraduate Education Directorate

DLIFLC's eight language schools and the Emerging Language Task Force (ELTF) comprise the Undergraduate Education Directorate and teach the resident Basic Programs. The ELTF department was created in the aftermath of the September 11, 2001, terrorist attacks, in response to DoD's need for specific Middle Eastern languages and dialects.

Each DLIFLC school is headed by a civilian dean who is responsible for planning and implementing assigned programs in foreign language education and curriculum development, implementing academic and administrative

policy, and managing the school's annual manpower and budget allocations. An associate dean, who is a senior military officer, provides counsel and assistance to the dean, monitors student progress, and directs the school's MLI program. MLIs also teach in the classroom and are an essential element to successful language instruction.

Each school is composed of departments, in which instruction of individual foreign languages takes place. Each department is headed by a civilian chairperson, who is responsible for the instructional program, manages the assigned instructors and staff, and oversees foreign language education and the faculty development process. Teachers, organized into teams, are responsible for teaching classes, evaluating student performance, and developing and maintaining course materials.

The Student Motivation and Retention Training Program, a part of the Student Learning Center in the Undergraduate Education Directorate, prepares DLIFLC students for success in their language studies by strengthening their knowledge of English grammar, learning styles, and learning strategies, and by introducing them to the peoples and countries of their target language. The goal of SMART is to help students adjust to DLIFLC's highly demanding academic environment and to equip students for success.

Continuing Education Directorate

The Continuing Education Directorate consists of four divisions, each headed by a civilian dean: Resident Continuing Education, Distance Learning, Extension Programs, and Training and Field Support.

The **School for Resident Continuing Education** functions as a resident program and houses all post-basic language instruction taught at the Institute. The school teaches, Intermediate, Advanced, Refresher and Sustainment Program courses and puts an emphasis on critical post-basic language instruction leading to higher linguist proficiency levels. Student enrollment for the resident program is highest in Arabic, Chinese, Korean, Russian and Persian-Farsi, followed by Hebrew, Serbian and Croatian, and Spanish.

The **Distance Learning Division** provides foreign language familiarization, refresher, sustainment, enhancement and conversion programs to field linguists and non-



Serbian & Croatian teacher holds refresher course hour via Visual Tele-Traning equipment

linguists via Mobile Training Teams (MTT), Video Tele-Training (VTT), and On-Line Learning (OLL).

Programs delivered via VTT/OLL include sustainment courses (below 30 hours), refresher courses (30-70 hours), and enhancement courses (70-160 hours). MTTs teach basic pre-deployment survival and familiarization courses to non-linguists, both from the military and other government and law enforcement agencies, such as the Federal Bureau of Investigation, the Drug Enforcement Administration, and Border Patrol. Refresher, sustainment, enhancement and conversion courses, as in VTT/OLL, are also delivered via MTT. These classes range in duration from 1 week to 16 weeks according to the intensity of the course and the unit's training goal, customized to the individual needs of the requesting unit, which vary in length, focus, and content.

The **Extension Programs Division** of the Continuing Education Directorate establishes and administers LTDs world-wide by sending language teachers on location for the duration of three years. The Extension Program Division manages Intermediate, Advanced, Refresher and Sustainment language programs. Currently there are ten LTD sites with focus on Arabic, Chinese, Hebrew, Korean, Persian-Farsi, Russian, Serbian and Croatian, Spanish, and Tagalog/Tausug. Plans are underway for further expansion of the LTDs.

The **Training and Field Support Division** supports the Command Language Program Managers (CLPM) at designated locations world-wide. This division provides training for some 300 CLPMs, as well as language course materials for their linguists, whether in the reserves or on active duty. The Training and Field Support Division also hosts the annual Worldwide Language Competition and CLPM Annual Seminar, thereby keeping language managers abreast of new trends and technological innovations in the linguist field. There are also two special programs administered by this division: the 09L Program, which trains heritage and native speakers to become interpreters and translators for the Army, and the Iraqi Survival Language and Cultural Awareness training course, which is delivered via MTT by members of the Iraqi Familiarization Program.

Directorate of Language, Science and Technology

In the aftermath of 9/11, the Directorate of Language, Science and Technology rose to the challenge of developing rapid technical and non-technical language solutions for military personnel world-wide. Supporting the DLIFLC Command Plan, the Vice Chancellor oversees the Curriculum and Faculty Development Divisions, Language Technology Research and Development Division, as well as the Library Learning Resource Centers.

The **Faculty and Staff Development Division** designs, develops and implements pre-service and in-service foreign language teacher education and leadership development programs for DLIFLC and Command Language

Program requirements. It provides professional development opportunities to faculty and leadership through in-house workshops and courses and by inviting presenters from other academic institutions as part of the Visiting Scholar Program.

The **Curriculum Development Division (CDD)** is in charge of the development and distribution of learning materials for the resident instruction

Basic Programs, the post-Basic Programs, and special projects, including Language Survival Kits and familiarization courseware, designed to support deploying troops, or those already in the field.



Students working in Multi-Media lab in classroom XXI

This division also develops courseware for online learning, including the Global Online Language Support System (GLOSS), which is distributed via the division's **www.lingnet.org**

site, a portal designed to aid resident students and alumni around the world with language materials. CDD is comprised of four main functional areas:

The **Resident Curriculum Development Department** (basic and intermediate/advanced courses) is in charge of content development, involving textbook layout, graphics and copyright issues.

The **Education Technology Programming Department** is responsible for integrating new technologies and programming at the Institute.

The **Educational Technology Instructional Design Department** handles multimedia design, layouts and graphics. The fourth department is responsible for developing content for the GLOSS system.

Libraries

The **Aiso Library and Learning Center** provides print and multi-media resources for DLIFLC. It supports the faculty, students, and staff in carrying out their mission to provide foreign language training to the military community. It supports both the resident training programs and the distance education programs of DLIFLC. The library collection comprises approximately 115,000 items containing 39 separate foreign language collections. In addition to books there are video recordings, newspapers, magazines, journals and computer software for circulation. The general collection concentrates on linguistics, language teaching, and Area Studies. The Library has computer workstations with access to the Internet, cable broadcasts, word processing, and language

software.

The **Chamberlin Library** provides services to the military community on the Monterey Peninsula, with strong collections in military history, an extensive historical photo archive, as well as history, politics and geography of world cultures. Located at Ord Military Community, this library also has a large children's book collection. With approximately 60,000 items in its collection, Chamberlin Library is open to the general public with full check-out privileges for Federal civil service employees and the military community.

Immersion Language Office

The Immersion Language Office, under the supervision of the Senior Vice Chancellor, is a part of an Institute-wide effort to raise foreign language proficiency levels of DLIFLC graduates. The Immersion Language Office assists

individual language programs with the development, coordination, and evaluation of foreign language immersion activities, both on campus and at official off-site locations. Isolation immersion events conducted on campus last between one and three days, while a five-day immersion program will take place at a newly-built facility located at the Ord Military Community.

Immersion programs are currently being piloted outside the continental U.S. for inclusion into curricula of both the Basic and Continuing Education Programs.



Students in the town of Kizhi in front of a Russian Orthodox Church at Lake Onega

The Directorate of Evaluation and Standardization

This directorate consists of four divisions:

1) The **Test Development Division** develops and validates all Defense Language Proficiency Test (DLPT) batteries administered to DLIFLC students and operational linguists world-wide.

2) The **Proficiency Standards Division** trains and certifies selected DLIFLC faculty to serve as oral proficiency interview (OPI) testers in languages

taught at the Institute. In addition, this division provides orientation training for all DLI faculty in the ILR standard as well as specialized training on advanced-level standards and associated assessment techniques. This division assures the appropriate interpretation, ongoing maintenance and uniform implementation of the ILR standard at DLIFLC . The Test Management Branch of this division is tasked with the world-wide scheduling, control and administration of the government's foreign language tests.

3) The **Research Division** conducts applied research studies aimed at improving the language teaching and learning processes in both resident and non-resident instructional programs. It also coordinates evaluation and research studies of new initiatives in DLIFLC programs or those assigned by DLIFLC's leadership on specific topics.

4) The **Evaluation Division** develops and administers the Automated Student Questionnaires, a comprehensive evaluation system through which student feedback is gathered during and upon concluding DLIFLC language programs. This data is analyzed in order to inform faculty and staff of program improvements needed in all areas. The Evaluation Division coordinates and conducts evaluations of DLIFLC curricula, other specially mandated DLIFLC program evaluations, and provides occasional evaluation services in support of the Defense Foreign Language Program.



Student watches news report in Chinese on an interactive whiteboard, called Smart Board

CHAPTER TWO

Scope of Instruction

DLIFLC is perhaps the finest school of foreign language education in the world. Resident instruction is provided at the Presidio of Monterey in some 23 languages and is administered through 35 language departments and the Emerging Languages Task Force, which increase or decrease in response to the needs of the sponsoring agencies.

The present facilities at the Presidio of Monterey can accommodate approximately 4,200 students. Instruction is also routinely provided under DLIFLC-supervised contractual arrangements in Washington, D.C., in up to 84 foreign languages and dialects. DLIFLC also provides extensive non-resident instructional support in a variety of languages and dialects.

Admission Requirements

Admission to DLIFLC is limited to members of the armed forces (either in the active forces or reserve components), to civilian employees of the DoD or other federal agencies, and, in certain cases, to adult family members of military students. Each student must be sponsored by the service or employing agency, and that agency directs which foreign language the individual will study. Generally, before a student is selected for a language program, a specific vacancy requiring foreign language skills must exist, which the student will fill upon graduation.

Requests or applications for language instruction must be submitted to the appropriate sponsor in accordance with the service's or agency's own regulations. DLIFLC does not participate in this process.

Applicable service policies require that each candidate for the Basic Program be a high school graduate and have been administered the Defense Language Aptitude Battery (DLAB). For admission to a Basic Program, the following minimum DLAB scores are required:

- 85 for a Category I language (French, Italian, Portuguese, and Spanish)
- 90 for a Category II language (German)
- 95 for a Category III language (Hebrew, Hindi, Kurmanji, Pashto, Persian-Farsi, Persian-Dari, Russian, Serbian and Croatian, Sorani, Tagalog, Thai, Turkish, Uzbek and Urdu)
- 100 for a Category IV language (Arabic, Chinese, Japanese, Korean)

NOTE:

Effective fiscal year 2007, minimum DLAB scores for all basic courses in Cat I, II, III, and IV languages will be 95, 100, 105, and 110, respectively. Individual services or agencies may demand higher qualifying scores, at their discretion. The DLAB can be administered at any military installation having a test control officer.

Admission to Refresher, Intermediate, and Advanced Programs depends upon an individual's demonstrated proficiency in the language concerned. For more information, see **Types of Programs**. Proficiency is measured by administration of the DLPT and is uniformly stated in terms of levels set by the ILR scale, as described later in this chapter.

DLIFLC tests only listening comprehension (L), reading comprehension (R), and speaking (S). Example of abbreviation: "L2/R2/S2" indicates Level 2 in listening comprehension, Level 2 in reading comprehension, and Level 2 in speaking.

In considering an individual for language instruction, sponsors should not select anyone who has a hearing deficiency or a significant speech impediment, since these conditions hinder or make impossible a mastery of the respective skills in the new language.

Fees and Materials

DLIFLC is a DoD school established for the purpose of teaching armed forces personnel foreign languages. Thus, all required costs are paid by DLIFLC from its mission funds or by the sponsoring agency on a reimbursable basis. Since all students are salaried employees of their agencies, or family members of such salaried employees, student financial aid is never provided.

Class Start Dates

DLIFLC does not have a standard school year because classes are scheduled to respond to customer-agency requirements. Therefore, classes begin and end on a continual basis throughout the calendar year.

Prior to the 1 October beginning of each fiscal year, DLIFLC computes the student quotas requested by the various services and sponsoring agencies to be taught in each language. From these computations, classes in each language are scheduled for the entire year. Depending on the projected enrollment, classes may begin weekly or monthly for some languages, and quarterly, semiannually, or annually for others.

Daily Hours of Instruction

In general, instruction in classrooms and language laboratories is conducted for six hours a day, five days a week. In addition, homework in varying amounts is assigned each day. The actual hours needed to complete assignments and homework may vary from language to language, and class to class. In addition to foreign language education, each service also provides computers and extra reading and listening materials in the area in order to help prepare students for their future assignments.

Legal Holidays

DLIFLC does not normally conduct instruction on training holidays, which are designated by the Commandant from time to time, or on the following federal holidays:

New Year's Day	January 1
Martin Luther King, Jr. Day	3 rd Monday in January
Presidents' Day	3 rd Monday in February
Memorial Day	Last Monday in May
Independence Day	July 4
Columbus Day	2 nd Monday in October
Veterans' Day	November 11
Thanksgiving Day	4 th Thursday in November
Christmas Day	December 25

Winter Break

The Winter Break usually covers approximately ten training days (17-19 calendar days) and occurs at TRADOC direction during the end of December and beginning of January. Students who do not take leave during this period perform other duties as directed by their services or agencies.

Graduation Requirements

Associate of Arts Degree

Because DLIFLC is a fully accredited institution, students may obtain an Associate of Arts in Foreign Language (AA/FL) degree directly from the Institute, or from various DLIFLC partnership programs. Over the past three years DLIFLC has awarded approximately 1,700 AA/FL degrees. A student may receive an AA/FL degree by satisfying the following requirements:

General Education Requirements

DLIFLC does not teach all the required general education courses that a student needs to take in order to earn an AA/FL degree. To satisfy the unit requirement for graduation, the student must complete a minimum of 63 semester units of college-level work.

Forty-five credit units can be earned by completing the Basic Course Program in a given language. Three additional units in Physical Fitness can be obtained by using the Initial Entry Training/Basic Training toward this requirement. If the student is a military spouse, credit for Physical Fitness must be transferred from an outside accredited institution.

In addition, 15 general education units, not provided by DLIFLC, must be transferred from an outside accredited institution. (See Areas B, D, G, H)

The following criteria apply to courses transferred to meet the DLIFLC General Education Requirement (GER):

- Must be from an accredited institution or a recognized candidate for accreditation.
- Must be taught by faculty who meet the minimum faculty professional preparation requirements of the WASC and ACCJ.
- Must be listed and identified in the offering institution's general catalog as satisfying the institution's freshman and sophomore general education graduation requirement designed for transfer.
- Must have been completed with the equivalent of a "C" grade or better.
- Must not be developmental, preparatory, remedial, refresher or review.
- Must not duplicate or significantly overlap with another course or test applied to the degree program.
- Must not be a special topic or problem, workshop, or similar course.
- Must not be narrowly focused on skills, techniques, and procedures peculiar to a particular occupation.

In addition, the Institute has the right to approve or reject courses submitted for GER. DLIFLC will award degrees only to students who have demonstrated competency in the following general education areas:

- A. **English Written Communication** 3
Applicable courses must satisfy the writing and composition requirement for graduation of the delivering institution.
- B. **Critical Thinking (Satisfied through MS 120 and 220)** 3
Logical thought, critical evaluation, and clear and precise expression. Courses in this area have an oral presentation component allowing students to demonstrate their ability to persuade, debate, argue or inform in a clear, concise, and logical manner. Emphasis is on content and delivery in the foreign language.
- C. **Science (Course must include a lab)** 3
Understanding scientific methods and achievements of at least one of the biological or physical sciences. The following serve as examples:
General Biology Normally includes study of fundamental principles of living organisms. Includes cell or sub-cellular structure, reproduction, heredity and development.
General Chemistry Normally includes study of composition, structure, properties of and changes in matter, and accompanying energy phenomena as well as fundamental laws and theories including atomic and molecular structure.
Human Anatomy and Physiology Normally includes study of digestive, metabolic, nervous, muscular, endocrine, respiratory, circulatory and reproductive systems, and their application to health and hygiene.
- D. **Humanities (Satisfied through AS 140 and 240)** 3
Appreciation, understanding, and sensitivity for artistic and cultural creation and expression. Courses in this area have components in the fine and performing arts, the literature of the language, as well as the philosophy and religion of the language area.
- E. **Social Science** 3
Understanding of American history and/or government. Courses fulfilling this requirement need to have a stated component that addresses the contributions of ethnic minorities and women.
- F. **Technology** 3
Hands-on use of computers in today's work environment. Use of desktop computers; techniques of word processing, databases and spreadsheets; web searches, concerns of virus prevention and detection; and data security. Computer history, hardware design, computer maintenance and management of computer systems are **not** acceptable.

- G. **Area Studies (Satisfied through AS 240 and 340)** 3
Studies of the foreign language cultural area (s). Acquaints the student with the geography, history, and political and economic system (s) of the foreign language area (s).
- H. **Physical Education (Satisfied through Basic Military Training)** 3
Appreciation and understanding of the physical skills and health knowledge essential for mental and physical well-being.
- I. **Mathematics** 3
Intermediate algebra or a college-level mathematics course that satisfies the delivering institution's mathematics requirement for graduation. Courses such as accounting, business mathematics, computer mathematics, statistics (taught outside the mathematics department), history of mathematics, and mathematics for elementary and secondary teachers are **not** applicable. Three semester hours of mathematics are required for graduation. The following serve as examples:
Calculus Normally includes study of limits, continuity, derivatives, techniques of differentiation, curve sketching, integrals, fundamental theorem of calculus, exponential and logarithmic functions, basic techniques of integration, and applications of the integral.
College Algebra Normally includes, but is not limited to, the real number system, functions and relations, binomial theorem, matrices and determinants, logarithms, equations, sequences and series, and mathematical induction.



DLIFLC student at work

Language Major Requirements

All courses counting toward the major must be earned in residence at DLIFLC on the Presidio of Monterey, with a cumulative grade point average (GPA) of C (2.0) or higher and no end of course grades below a “D” (1.0).

The major requirements are met upon the satisfactory completion of DLIFLC’s Basic Program for students who enrolled after Oct. 1, 1991.

Successful completion of the Intermediate Program may be substituted for the major and will satisfy the residency requirement if enrolled after February 1, 1998. DLIFLC does not grant a degree for a double major or a degree in other fields. The only degree offered is the Associate of Arts in Foreign Language. A student may earn a degree in only one language.

DLIFLC Basic Program Courses in the Major

Lower Division:

FL 101. Elementary Foreign Language I	4 units
FL 102. Elementary Foreign Language II	4 units
FL 110 Elementary Foreign Language Conversation	3 units
MS 120 Introduction to Job Related Skills in the FL	2 units
AS 140 Introduction to Foreign Language (FL) Culture	2 units
FL 201 Intermediate Foreign Language I	4 units
FL 202 Intermediate Foreign Language II	4 units
FL 210 Intermediate Foreign Language Conversation	3 units
MS 220 Introduction to Military Topics in the FL	2 units
AS 240 History and Geography of the FL Region	2 units

Upper Division:

FL 301 Advanced Foreign Language I	4 units
FL 302 Advanced Foreign Language II	4 units
AS 340 Area and Intercultural Studies within the Foreign Language Region	2 units

Total Foreign Language Semester Units: 45 (Basic Program satisfies all Language Major Requirements)

Associate of Arts Degree Requirements: The following requirements must be met prior to the awarding of the DLIFLC AA/FL degree:

- a. Students must fulfill DLIFLC diploma requirements as stipulated in this document, DLIFLC Regulation 350-1. Students completing the Basic Program must receive a minimum score of L2/R2/S1+ on the DLPT and have a cumulative grade point average of a “C” (2.0) or higher. No end of course grades below a “D” (1.0) will be accepted. Students completing **only** the Intermediate Program must receive a minimum DLPT score of L2+/R2+/S2 and complete one additional general education course in the area of Critical Thinking. All other requirements are the same as for the Basic Program.
- b. **Transfer Grades:** All courses counting toward the AA/FL degree must have a grade of “C” (2.0) or higher. Grades for transfer courses will not be included on DLIFLC transcripts and will not affect the cumulative GPA earned at DLIFLC for the major. The DLIFLC Registrar’s Office will only consider transfer grades/credits from the source institution or testing facility.
- c. **Unit/Credit Hour Requirement:** To satisfy the unit requirement for graduation, the student must complete a minimum of 63 semester units of college-level work (45 units in the foreign language major; 15 units specified in the general education requirements described above) Students who have Basic Training/IET receive 3 credit hours in lieu of the Physical Education Requirement. If not, 3 credit hours must be earned in Physical Education. Quarter units may be substituted for semester units through an arithmetic conversion process where 1.5 quarter units equals 1.0 semester unit. Transfer courses must consist of at least 3 semester units or 5 quarter units.
- d. **General Education technology requirement** (Area F) must not be older than five (5) years from the AA /FL Degree award date.
- e. **Residence Requirement:** The student must satisfy the residence requirement for graduation by successfully completing (as described above) a Basic or Intermediate Program taken at DLIFLC.
- f. **Active Duty/Government Service Requirement:** Students may continue to complete the general education or DLPT requirements for the AA Degree after they have completed their language studies for the major at DLIFLC. However, upon completion of all degree requirements, students must still be either a member or eligible family member of a member of

the U.S. armed forces (active, reserve or National Guard), or a federal government employee at the time they submit a “Petition for Degree” to the DLIFLC’s Registrar Office. A photocopy of both sides of one’s valid military or government identification card should be submitted to DLIFLC’s Registrar Office at the time of petitioning.

DLIFLC Diploma Certificate

The DLIFLC Diploma Certificate is awarded to each student who completes all language program requirements as listed in DLIFLC Regulation 350-1, Chapter 10, located on the Intranet at <https://pomnet.monterey.army.mil>.

Diploma requirements include the completion of all courses with a grade of “D” or higher; a cumulative grade point average of 2.0 or higher; and scores on the DLPT of L2/R2/S1+ or higher for the Basic Program, L2+/R2+/2 for the Intermediate Program, and L3/R3/S2 for the Advanced Program.

Any student who completes the program but does not meet all of the diploma criteria receives a Certificate of Completion. Any student who attends any portion of any program, but does not complete the program, receives a Certificate of Attendance. Diplomas are not awarded in refresher or sustainment language programs.

Students may graduate early for cogent service or agency-directed reasons, such as a specific requirement to report to an assignment earlier than anticipated. To qualify for a diploma at early graduation, a student must complete all course work on an accelerated schedule and meet the stated goal of the program on the DLPT. The Associate Provost and Dean of Students approves all early graduations. Students recommended for dis-enrollment for academic or disciplinary reasons are entitled to appeal such decisions. Details of the appellate process can be obtained from the school’s Associate Dean or Chief MLI or at the student’s service unit.

Linguist Certificate Program

DLIFLC Washington Office

Only test results from a DLPT administered at DLIFLC, or by DLIFLC’s Washington Office, as an end-of-program proficiency evaluation, can be used to determine eligibility for a Linguist Certificate. Results must be available for all three skills—listening, reading, and speaking—for a Linguist Certificate to be awarded. There are four certificates: Novice Linguist, Basic Linguist, Intermediate Linguist, and Advanced Linguist. Each level of certification reflects specified minimum proficiency levels in the three skills.

Awards

Students may be recognized and placed on the Dean's List for outstanding academic achievement during a program of study in the resident program at the Presidio of Monterey. The minimum requirement is a GPA of 3.65.

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

A number of other awards are given to outstanding students at the end of the program. With the exception of the Certificate of Academic Achievement, these awards are given to Basic Program students only. The two highest awards are given in each language category (I, II, III, and IV) during the graduation ceremony:

The **Commandant's Award** is based on academic achievement (GPA of 3.7 or higher **or** DLPT scores of L2/R2/S2 or higher), high interest in foreign language study, and contributions made to the local, academic, and military communities.

The **Provost's Award** is based on academic achievement (candidate is in the top five percent of his/her class **and** attains a DLPT score of L2/R2/S2 or higher).

Other awards include:

The **Maxwell D. Taylor Award** is presented for academic achievement (GPA of 3.7 or higher **or** DLPT score of L2/R2/S2 or higher) and military performance. Military members from any service in the pay grade of E-4 and below are eligible.

The Association of the U.S. Army (AUSA) Award and the Martin J. Kellogg Award are each presented for exceptional achievement in the understanding of a foreign culture as well as academic achievement (GPA of 3.7 or higher **or** DLPT scores of L2/R2/S2 or higher).

The **Command Sergeant Major's Award** is presented for academic achievement (GPA of 3.7 or higher **or** DLPT scores of L2/R2/S2 or higher) and demonstrated commitment to the highest standards of military professionalism and leadership. Military members from any service in the pay grade of E5, E6, or E7 are eligible.

The **International Language and Culture Foundation Award** is presented for academic achievement (GPA of 3.7 or higher **or** DLPT scores of L2/R2/S2 or higher) and demonstrated commitment to gaining a deeper understanding of the applicable foreign culture.

The **Certificate of Academic Achievement** is awarded to graduates of Intermediate and Advanced Programs (GPA of 3.7 or higher **and** DLPT scores of L2+/R2+/S2+ or higher for Intermediate Program graduates, and L3/R3/S3 for Advanced Program graduates).

Donor/Faculty Book Awards are presented by the faculty of the language departments to outstanding students.

Grading Policy

DLIFLC uses the letter grade system to track student academic performance. The objective of the grading system is to: test learning objectives that can be clearly understood by teachers and students; provide meaningful feedback to students on their progress; furnish information to other institutions, allowing students to transfer credits from DLIFLC; generate meaningful assessment data for DLIFLC program evaluation; and capture information for student's current or future schools or units of assignment.

The grading system is standardized throughout the Institute to provide a common definition of student ability and correlates test or course grades to established end-of-program proficiency goals. Final course grades shown on transcripts are based on the weighted average of all grades on tests, quizzes, and homework as developed by each department and the final exam for each course. As a guideline, students must maintain an average grade of "C" or better in any language program during any four-week period. Failure to meet this standard will result in academic or administrative action (e.g. tailored instruction, special assistance, probation, or dis-enrollment). DLIFLC uses the following letter grade and grade value system: A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D+=1.3, D=1.0, F=0. The cumulative GPA is calculated according to the following formula: multiply the grade value earned for each course times the number of credits for each course. This provides the total number of grade points earned for each course. Add the calculated grade points for all courses and divide by total number of credits for all courses. This calculation provides the cumulative GPA.

Academic Credit

Students may receive academic credit for resident language study at DLIFLC or through the ACE DLPT. No credit is awarded for DLIFLC non-resident programs. Degree-granting colleges and universities always reserve the right to apply only partially, to re-compute, or to accept completely, any credits transferred from other institutions. Transferred credits must thus be understood as recommended credits.

DLIFLC, as an accredited institution of post-secondary education, has assigned academic credit in semester units for successful completion of course work in its resident programs since Oct. 1, 1990, with permission of the ACCJC/WASC. The chart under the heading **Credit Awarded for Programs** shows the number of credits awarded for courses at the lower and upper division levels of the Basic and Intermediate Programs.

In addition, the ACE Credit by Examination Program allows military

personnel academic credit based on their performance on the DLPT battery. These credits are awarded by the ACE and apply to the two most recent generations of DLPT batteries, DLPT III and IV. The number of credits recommended vary, depending on the test scores (specifically, “converted scores”) achieved on the listening, reading, and speaking tests, and on the difficulty of the language concerned. Languages are categorized from I (easiest) to IV (hardest), based on the difficulty native speakers of American English may have in learning a foreign language.

As of April 1, 2002, languages eligible for the ACE DLPT Credit Recommendation, having either attended DLIFLC or taken the DLPT elsewhere, are the following:

Category I: French, Italian, Portuguese, and Spanish

Category II: German, Romanian (DLPT III)

Category III: Greek, Hebrew, Persian-Farsi, Polish, Russian, Serbian and Croatian, Tagalog, Thai, Turkish, Ukrainian, and Vietnamese

Category IV: Arabic, Chinese-Mandarin, Japanese, and Korean

A maximum of 24 credits may be obtained for Category I languages, 27 for Category II, 30 for Category III, and 36 for Category IV.

The Registrar’s Office will provide assistance in matters of all academic credit, the release of academic transcripts, and the DLPT score reports, showing DLPT test results and the amount of recommended credit under the ACE Credit by Examination Program. Questions should be addressed to:

Commandant
Defense Language Institute Foreign Language Center
Attn: ATFL-DAA-AR
Presidio of Monterey, CA 93944-5006
E-mail: registrar@monterey.army.mil
Phone: (831) 242-5825

The Army/American Council on Education Registry Transcript System (AARTS) also assigns academic credit for certain active duty military educational experiences. Transcripts are available from:

AARTS Operations Center
Ft. Leavenworth, KS 66027-5073

Academic Records and Transcripts

The DLIFLC Registrar's Office maintains the records of student achievement from all resident programs administered by DLIFLC and its predecessors and branches at a variety of locations from 1947 to present. These include:

- Army Language School, Presidio of Monterey, CA
- DLIFLC West Coast Branch, Presidio of Monterey, CA
- DLIFLC East Coast Branch, U.S. Naval Station (Anacostia Annex), Washington, D.C.
- Southwest Branch, Biggs Air Force Base, TX (also called "DLIFLC Support Command")
- DLIFLC, Presidio of San Francisco, CA
- DLIFLC Washington Office, Washington, D.C.

Transcripts of academic records may be requested for any resident foreign language program conducted by or for DLIFLC, including all the branches listed above.

For DLIFLC to prepare a transcript (course grades), an applicant must submit a signed request with the applicant's name, social security number (SSN), name at the time of graduation, the language studied, the year of graduation, the class number, if possible, the instructional branch attended, the names and addresses of the receiving institutions, and the number of copies. A transcript request form is available online at <http://www.dliflc.edu>.

In addition, the ACE provides academic credit recommendations based on test scores earned on the DLPT.

Credits are reported on a DLPT Score Report administered by DLIFLC's Registrar Office.

Qualifications: Credit recommendations are only available for languages tested with a DLPT III or DLPT IV format after 1 October 1990. Linguists who desire academic credit based on their DLPT scores may request DLIFLC to send an official copy of their DLPT Score Report to a university or college of their choice.

The DLIFLC prepares DLPT Score Reports based on official test scores it maintains for students who completed one of its language programs **or** based on test scores for qualified linguists whose original test answer sheets have been forwarded to the DLIFLC Testing Division by an official test site.

For DLIFLC to prepare a transcript of the DLPT Score Report, an applicant must submit a signed request with the applicant's name, SSN, language tested, the test date and the location of test site, and the graduation date (if a DLIFLC student). One should also include the names and addresses of the receiving institutions and the number of copies needed.

DLPT Score Report requests are available at http://www.dliflc.edu/daa/academic_admin/AcademicAdmin/ACE_Score_Report.pdf. Requests for

academic transcripts and/or DLPT Score Reports should be directed to the **DLIFLC Registrar's Office** at the address below or at **transcripts@monterey.army.mil**.

Signed requests can also be faxed to this address. There is no charge for issuing transcripts. Transcripts sent directly to students will be marked "Issued to Student" unless the student specifically requests to have them sent to their address inside "sealed" envelopes.

Address:

Defense Language Institute Foreign Language Center
Attn: Registrar Division (Transcripts)
Presidio of Monterey
Monterey, CA 93944-5006
Fax: (831) 242-5146
DSN Fax: 768-5146

To request transcripts via e-mail, please send a signed request via regular mail or fax to **Academic Records** with a password of your choice. Future requests will then be honored by sending an E-mail with your selected password to **transcripts@monterey.army.mil**.

Transcripts may also be obtained from this office for language courses taken under DLIFLC's contract training programs administered by DLIFLC Washington, or its predecessors. The following caveats apply:

If the contract training was conducted by a university (such as Indiana, Syracuse, Cornell, or Yale) prior to 1975, the university involved may be able to award academic credit. Inquiries should be addressed to the appropriate university registrars.

If the contract training was conducted by the State Department's Foreign Service Institute (FSI) prior to December 1986 (the date when most FSI entries in the 1990 Guide to the Evaluation of Educational Experiences in the armed forces expired), a transcript should be sought from:

Registrar
Foreign Service Institute
Department of State
Arlington, VA 22209

The FSI will also issue a transcript upon request for training conducted after December 1986. However, in such cases, college or university registrars may employ greater discretion in awarding credits based on those previously recommended by the Guide.

It is important to remember that courses and credits transferred from DLIFLC to other academic institutions are discretionary. Each institution follows its own policies and procedures in establishing the equivalents for courses completed elsewhere. DLIFLC has established Memorandums of Understanding with a number of colleges, including Monterey Peninsula College. Information on the transfer of credits and the DLIFLC Joint Associate Degree Program with Monterey Peninsula College can be obtained from the Education Center by calling: (831) 242-5325.

Individual academic records are covered in part by the Privacy Act of 1974 and Family Education Rights to Privacy Act, as amended. Consequently, an individual's academic records will not be released without the written consent of that individual.

Program Descriptions

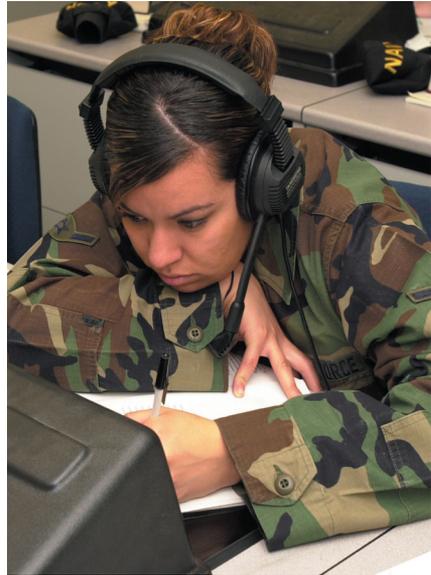
Types of Programs

The primary objective of DLIFLC's educational programs is to teach the target language as a vehicle of active communication. Teaching is normally carried out by faculty with native or near-native language proficiency, and the language is always taught within the cultural, political, socioeconomic, and military contexts of the country where the target language is spoken.

Most students attending DLIFLC are assigned to a Basic Program. Teaching begins with carefully selected authentic materials and gradually moves toward creative use of the language in a variety of real-life situations. This progression is achieved through activities that emphasize listening, reading, and speaking skills.

Student self-confidence is increased by means of conversational activities such as role playing and coping with everyday situations. Students also learn to write in the language, but this skill is not formally evaluated. Intermediate and advanced level programs provide maximum flexibility for both the student and the teacher. A variety of routines are employed to increase the student's ability to communicate orally: presenting reports, debating current issues, and supporting a point of view are typical classroom activities. The level of proficiency achieved varies, depending on the length of the program and the difficulty of the language.

Because of the intensity and broadness of DLIFLC programs, the Institute develops its own instructional materials to target the special needs of military students. DLIFLC also offers a number of specialized programs to meet special needs identified by DoD and other agencies. Brief program descriptions follow.



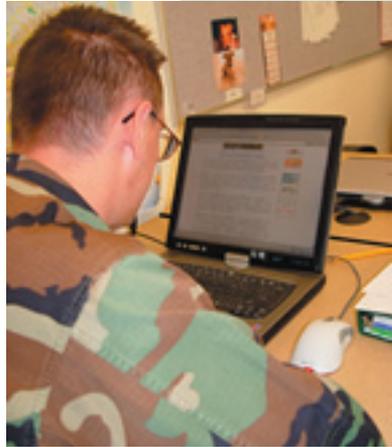
Student listens to audio transcripts in computerized audio lab

Basic Program: Code 01

Each Basic Program is an intensive program with 100, 200, and 300 level language courses. Each program is designed to take the student up to an ILR proficiency Level 2 in the three tested skills: listening comprehension, reading comprehension, and speaking ability. The writing ability acquired varies, depending on the target language. Prerequisite: minimum DLAB score (as specified under **Admission Requirements**).

Basic Conversational Program: Code 02 (Japanese Only)

A conversation program at the introductory level that focuses on active communication skills suited for daily interaction in the target country. It is designed to develop listening comprehension and speaking ability to ILR proficiency Level 1. Prerequisite: none (DLAB scores as specified under **Admission Requirements** are recommended).



Korean language student looking up authentic materials on website

Cross-Training Program: Code 05

In the case of closely related languages or dialects, this intensive program at the beginning and intermediate level is designed to provide Basic Program graduates of one language or dialect, with parallel skills in a related dialect. Prerequisite: an ILR proficiency Level 2 in listening comprehension and in one other skill in the original language. The test must have been administered within 12 months of the start of Code 05 program.

Intermediate Program: Code 06

A program with 300 level courses designed as continuing education for Basic Program graduates who have served in the field in a professional specialty. It is designed to advance the student's listening comprehension, reading comprehension, and speaking ability to ILR proficiency Level 2+ and to further develop the student's overall proficiency in writing. The instruction varies according to the student's initial competence and the difficulty of the language. Prerequisite: ILR proficiency Level 2 in listening comprehension and in one other skill in the language to be studied. The test must have been administered within 12 months of the start of the Code 06 program.

Advanced Program: Code 07

An advanced language program designed as continuing education

for Intermediate Program graduates who have served in the field in a professional specialty. Most Advanced Programs provide a general review of the Intermediate Program and are designed to advance the student's listening comprehension, reading comprehension, and speaking ability to ILR Level 3, as well as to further develop the student's overall proficiency in speaking and writing. Instruction is based on authentic materials selected from current target language publications. Prerequisite: ILR proficiency Level 2+ in listening comprehension and in one other skill in the language to be studied. The test must have been administered within 12 months of the start of the Code 07 program.

Special Program: Code 09

A program in a limited number of languages designed to meet students' needs for specialized vocabulary or unique instructional objectives. Prerequisite: varies with the objectives of the individual program.

Basic Special Projects: Code 15

A Basic Program designed to develop listening comprehension, reading comprehension, and speaking to ILR Level 2, with more attention directed toward listening, and speaking skills for educational, governmental, political, and social environments. Class composition will normally consist of officers, senior enlisted, and high-grade civilians who will be entering a foreign educational program or occupying security assistance, embassy, attaché, or a Foreign Area Officer designated billet. Prerequisite: Minimum DLAB score must be 20 points higher than required for Basic Code 01.

Sustainment Program: Code 31

A program designed to sustain and broaden the current proficiency of foreign language specialists. This continuing education program is narrow in scope due to the limited time available. The course content is designed around the student's current language skills. Education is in the four language skills. Language is taught within the geopolitical, socioeconomic and military context of the target cultures. DLPT scores are not expected to increase, but students' linguistic skills should. Prerequisites: Student must have successfully completed a formal language course and received a DLPT skill level of 1+ in two of the three modalities tested. The test must have been administered within 12 months of the start of the Code 31 program.

Basic Enhancement Program: Code 32

A six-week program designed to sustain and enhance the current proficiency of linguists. The training is narrow in scope due to the limited time available. The course content is designed around student current language skills. Education is in the four language skills. Language is taught within the geographical, socioeconomic, and military context of the target cultures. DLPT scores are not expected to increase; however, students' linguistic skills should.

Students must have successfully completed a formal language course and received a DLPT of 1+ in two of the three skills tested.

Refresher Program: Code 41

A program designed to reestablish language proficiency levels in listening, reading, and speaking of personnel with proficiency levels below L2/R2/S1+ who have recently dropped a half level or more. The expected proficiency gain for this course is one half level in those skills where proficiency has declined. Education is in the four language skills. Language is taught within the geopolitical, socioeconomic, and military context of the target culture. Prerequisites: Current DLPT skill level of at least Level 1 in listening, reading and speaking on a test administered within 12 months prior to the scheduled start of the Code 41 program. Students without a current speaking score will be tested upon arrival at the Presidio of Monterey.

End of Training (EOT) Enhancement: Code 42 (School Code 220)

A program designed to provide additional language education for recent DLIFLC Basic Course graduates who did not meet the minimum proficiency levels in listening, reading or speaking. A student selected for enrollment in this course is expected to achieve level 2 in the identified weak skill (s) upon completion. Training is in the four language skills. Course content and structure is tailored to the identified needs of the student. Prerequisites: Student must have completed the Basic Course requirements within the four previous months, and be recommended by both the service and the DLIFLC language department for additional training. Additional training must be in the same language as studied in the Basic Program.

Intermediate Enhancement (Phase 1): Code 46 Ph 1

A program designed to help the student with threshold level 2 skills to achieve mid-range level 2 skills and prepare for 46 Phase 2. Students will solidify their knowledge, comprehension, and production capabilities of the vocabulary and linguistic structures, as well as enhance awareness of cohesive devices and intonation, necessary to perform the communication tasks described in ILR proficiency level 2. Prerequisite: Successful completion of the DLIFLC Basic Program or have passed the final examinations for the third semester course of the Basic Program within 4 months of start of Code 46, Phase 1 and have proficiency levels of L2/R2/S1+ as measured by the DLPT administered within one calendar year prior to the start date of code 47 Phase 1 training. Students without a current speaking score will be tested upon arrival at the Presidio of Monterey.

Intermediate Enhancement (Phase 2): Code 46 Ph 2

A program designed to prepare students with the linguistic enabling skills needed for success in completion of Code 46, Phase 3. The student will become familiar with and practice communication strategies, skills and

language features required to perform abstract and conceptual language functions in the target language. The student will also reinforce his/her ability to use factual and concrete communication tasks. Prerequisites: Successfully pass the final examination of FL 300 (Phase 1) within 4 months prior to the start date of training and have proficiency levels of L2/R2/S1+ as measured by the DLPT test administered within one calendar year prior to the start date of training. Students without a current speaking score, or FL 300 score, will be tested upon arrival at the Presidio of Monterey.

Intermediate Enhancement (Phase 3): Code 46 Ph 3

A program designed to help students acquire language proficiency levels L2+/R2+/S2. The students will study authentic target language communication models and related instruction materials combined with formative feedback and focused practice. Prerequisites: Must have successfully completed requirements for Phase 2 within the last 4 months or successfully passed the final examination for Phase 2 within the last 4 months, and have general proficiency scores where at least one skill is higher than L2/R2/S1+ on a DLPT test administered within one calendar year prior to the start date of training. Students without a current speaking score, or Phase 2 final exam score, will be tested upon arrival at the Presidio of Monterey.

Advanced Enhancement (Phase 1): Code 47 Ph 1

A program designed to help the student with threshold level 2+ skills to achieve mid-range level 2+ skills and prepare for Code 47, Phase 2. The students will solidify his/her knowledge, comprehension and production capabilities of the vocabulary and linguistic structures, as well as increase awareness of cohesive devices and intonation necessary to perform the communication tasks described in ILR proficiency level 2+. Prerequisite: Successful completion of the DLIFLC Intermediate Program or have passed the final examinations for the third semester course of the Intermediate Program, and have proficiency levels of L2+/R2+/S2 as measured by the DLPT administered within one calendar year prior to the start date of Code 47 Phase 1 training. Students without a current speaking score will be tested upon arrival at the Presidio of Monterey.

Advanced Enhancement (Phase 2): Code 47 Ph 2

A program designed to prepare the student with the linguistic enabling skills needed for success in completion of Code 47, Phase 3. The student will become familiar with and practice communication strategies, skills and language features required to perform abstract and conceptual language functions in the target language, in addition to the reinforcement of the ability to use factual and concrete communication tasks. Prerequisites: Successfully pass the final examination of Phase 1 within 4 months prior to the start date of training and have proficiency levels of L2+/R2+/S2, as measured by the

DLPT on a test administered within one calendar year prior to the start date of training. Students without a current speaking score or Phase 1 grade will be tested upon arrival at the Presidio of Monterey.

Advanced Enhancement (Phase 3): Code 47 Ph 3

A program designed to help the student acquire language proficiency levels L3/R3/S2+. The student will study authentic target language communication models and related instruction materials combined with formative feedback and focused practice. Prerequisites: Must have successfully completed requirements for Phase 2 within the last 4 months or successfully passed the final examination for Phase 2 within the last 4 months, and have general proficiency scores, where at least one skill is higher than L2+/R2+/S2 on a DLPT test administered within one calendar year prior to start date of training. Students without a current speaking score, or Phase 2 final exam score, will be tested upon arrival at the Presidio of Monterey.

MOLINK Translator Program: Code 50 (DLIFLC-Washington)

A program specially designed to teach advanced translation techniques in Russian as required for the Moscow-Washington Direct Communication Link (MOLINK) Program. Precise one-way Russian to English written translation is emphasized. Prerequisite: an ILR proficiency Level 3 in all skills in both Russian and English; candidates undergo an agency screening process.

MOLINK Maintenance Program: Code 55 (DLIFLC-Washington)

Guided self-study for MOLINK translator program graduates to enable them to maintain the proficiency necessary for the Moscow-Washington Direct Communication Link program. Prerequisite: successful completion of the appropriate Code 50 Program.

DTRA Russian Arms Control Speaking Proficiency Program: Code 71

A specialized program with 300 level courses designed to prepare select students for the mission of working as Russian interpreter-inspectors, escorts, and monitors for the **Defense Threat Reduction Agency (DTRA)** On-Site Inspection Directorate, under the provisions of current and future arms control treaties and agreements. Speaking ability, interpreting and translating skills, and knowledge of current treaties are stressed. Prerequisite: an ILR proficiency Level 2 in Russian listening and reading comprehension skills. The test must have been administered within 12 months of the scheduled start of the Code 71 program.

Resident Programs

NOTE: All Basic Programs will increase by one training week in fiscal year 2007 with the exception of basic courses with the extension (P).

The following symbols indicate information contained in the charts below:

- * Successful completion of the Basic Program within four months of the start date with indicated scores.
- ** Successful completion of Phase 1 within four months of the start date with indicated scores.
- *** Successful completion of Phase 2 within four months of the start date with indicated scores.
- **** Successful completion of intermediate course work within four months of the start date.

(M)= Modular

Program	Code	Training	Week Prerequisite(s)
ARABIC (Modern Standard)			
Basic	01AD	634	DLAB: 100 (110 in FY 07)
Intermediate	06AD	47	DLPT: L2/R or S2
Advanced	07AD	47	DLPT: L2+/R or S2+
Sustainment	31AD	2	DLPT: L1+/R OR S1+
Refresher	32AD	6	DLPT: 1+/R OR S1+
Refresher	41AD	16	DLPT: L1/R1/S1
Intermediate	46AD (1)	16	*DLPT: L2/R2/S1+
Intermediate (M)	46AD (2)	18	**DLPT: L2/R2/S1+
Intermediate (M0)	46AD (3)	17	***DLPT: L2/R2/S1+
Advanced (M)	47AD(1)	16	****DLPT: L2+/R2+/S2
Advanced (M)	47AD(2)	18	**DLPT: L2+/R2+/S2
Advanced (M)	47AD(3)	17	***DLPT: L2+/R2+/S2
CHINESE (Mandarin)			
Basic	01CM	64	DLAB: 100 (110 in FY 07)
Intermediate	06CM	47	DLPT: L2/R or S2
Advanced	07CM	47	DLPT: L2+/R or S2+
Sustainment	31CM	2	DLPT: L1/R1/S1
Refresher	32CM	6	DLPT: L1+/R1+

Refresher	41CM	16	DLPT: L1/R1/S1
Intermediate	46CM (1)	16	*DLPT: L2/R2/S1+
Intermediate (M)	46CM (2)	18	**DLPT: L2/R2/S1+
Intermediate (M)	46CM (3)	17	***DLPT: L2/R2/S1+
Advanced (M)	47CM (1)	16	****DLPT: L2+/R2+/S2
Advanced (M)	47CM (2)	18	**DLPT: L2+/R2+/S2
Advanced (M)	47CM (3)	17	***DLPT: L2+/R2+/S2
FRENCH			
Basic	01FR	26	DLAB: 85 (95 in FY 07)
Sustainment	31FR	2	DLPT: L1/R1/S1
GERMAN			
Basic	01GM	35	DLAB: 90 (100 in FY 07)
Special (scientist)	09GM	24	None
Sustainment	31GM	2	DLPT: L1/R1/S1
Refresher	32GM	6	DLPT: L1+/R OR S1+
Refresher	41GM	9	DLPT: L1/R1/S1
HEBREW			
Basic	01HE	48	DLAB: 85 (95 in FY 07)
Intermediate	06HE	36	DLPT: L2/R or S2
Advanced	07HE	36	DLPT: L2+/R or S2+
Intermediate (M)	46HE (1)	13	*DLPT: L2/R2/S1+
Intermediate (M)	46HE (2)	14	**DLPT: L2/R2/S1+
Intermediate (M)	46HE (3)	13	***DLPT: L2/R2/S1+
Advanced (M)	47HE (1)	13	****DLPT: L2+/R2+/S2
Advanced (M)	47HE (2)	14	**DLPT: L2+/R2+/S2
Advanced (M)	47HE (3)	13	***DLPT: L2+/R2+/S2
HINDI			
Basic	01HJ (P)	48	DLAB: 105
Refresher	32HJ (P)	6	DLAB: DLPT: L1+/R or S1+
ITALIAN			
Basic	01JT	26	DLAB: 85 (95 in FY 07)
JAPANESE			
Basic	01JA	64	DLAB: 100 (110 in FY 07)

KOREAN			
Basic	01KP	64	DLAB: 100 (110 in FY 07)
Intermediate	06KP	47	DLPT: L2/R or S2
Advanced	07KP	47	DLPT: L2+/R or S2+
Sustainment	31KP	2	DLPT: L1/R1/S1
Refresher	32KP	6	DLPT: 1+/R OR S1+
Refresher	41KP	16	DLPT: L1+/R or S1+
Intermediate	46KP (1)	16	*DLPT: L2/R2/S1+
Intermediate (M)	46KP (2)	18	**DLPT: L2/R2/S1++
Intermediate (M)	46KP (3)	17	***DLPT: L2/R2/S1+
Advanced (M)	47KP(1)	16	****DLPT: L2+/R2+/S2
Advanced (M)	47KP(2)	18	**DLPT: L2+/R2+/S2
Advanced (M)	47KP(3)	17	***DLPT: L2+/R2+/S2
KURMANJI			
Basic	01XK(P)	48	DLAB:105
PERSIAN-AFGHAN (Dari)			
Basic	01PG	48	DLAB: 95 (105 in FY 07)
PERSIAN (Farsi)			
Basic	01PF	48	DLAB: 95 (105 in FY 07)
Intermediate	06PF	36	DLPT: L2/R or S2
Advanced	07PF	36	DLPT: L2+/R or S2+
Sustainment	31PF	2	DLPT: L1+/R OR S1+
Refresher	32PF	6	DLPT: L1+/R or S1+
Refresher	41PF	12	DLPT: L1/R1/S1
Intermediate	46PF (1)	13	*DLPT: L2/R2/S1+
Intermediate (M)	46PF (2)	14	**DLPT: L2/R2/S1+
Intermediate (M)	46PF (3)	13	***DLPT: L2/R2/S1+
Advanced (M)	47PF (1)	13	****DLPT: L2+/R2+/S2
Advanced (M)	47PF (2)	14	**DLPT: L2+/R2+/S2
Advanced (M)	47PF (3)	13	***DLPT: L2+/R2+/S2
PORTUGUESE			
Basic	01PY	25	DLAB: 85 (95 in FY 07)
PASHTO-AFGHAN			

Basic	01PV	48	DLAB: 95 (105 in FY 07)
RUSSIAN			
Basic	01RU	48	DLAB: 95 (105 in FY 07)
Intermediate	06RU	36	DLPT: L2/R or S2
Advanced	07RU	36	DLPT: L2+/R or S2+
Sustainment	31RU	2	DLPT: L1+/R or S1+
Refresher	32RU	6	DLPT: 1+/R OR S1+
Refresher	41RU	12	DLPT: L1/R1/S1
Intermediate	46RU (1)	13	*DLPT: L2/R2/S1+
Intermediate (M)	46RU (2)	14	**DLPT: L2/R2/S1+
Intermediate (Mz)	46RU (3)	13	***DLPT: L2/R2/S1+
Advanced (M)	47RU (1)	13	****DLPT: L2+/R2+/S2
Advanced (M)	47RU (2)	14	**DLPT: L2+/R2+/S2
Advanced (M)	47RU (3)	13	***DLPT: L2+/R2+/S2
DTRA	71RU	47	DLPT: L2/R2
SERBIAN and CROATIAN			
Basic	01SC	48	DLAB: 95 (105 in FY 07)
Intermediate	06SC	36	DLPT: L2/R or S2
Advanced	07SC	36	DLPT: L2+/R or S2+
Sustainment	31SC	2	DLPT: L1+/R or S1+
Refresher	32SC	6	DLPT: L1+/R or S1+
Refresher	41SC	12	DLPT: L1/R1/S1
Intermediate	46SC (1)	13	*DLPT: L2/R2/S1+
Intermediate (M)	46SC (2)	14	**DLPT: L2/R2/S1+
Intermediate (M)	46SC (3)	13	***DLPT: L2/R2/S1+
Advanced (M)	47SC (1)	13	****DLPT: L2+/R2+/S2
Advanced (M)	47SC (2)	14	**DLPT: L2+/R2+/S2
Advanced (M)	47SC (3)	13	***DLPT: L2+/R2+/S2
SORANI			
Basic	01XS	48	DLAB: 105
SPANISH			
Basic	01QB	26	DLAB: 85 (95 in FY 07)
Intermediate	06QB	18	DLPT: L2/R or S2

Advanced	07QB	18	DLPT: L2+/R or S2+
Sustainment	31QB	2	DLPT: L1+/R or S1+
Intermediate	46QB (1)	7	*DLPT: L2/R2/S1+
Intermediate (M)	46QB (2)	8	**DLPT: L2/R2/S1+
Intermediate (M)	46QB (3)	7	***DLPT: L2/R2/S1+
Advanced (M)	47QB (1)	7	****DLPT: L2+/R2+/S2
Advanced (M)	47QB (2)	8	**DLPT: L2+/R2+/S2
Advanced (M)	47QB (3)	7	***DLPT: L2+/R2+/S2
TAGALOG (PILIPINO)			
Basic	01TA	48	DLAB: 95 (105 in FY 07)
Sustainment	31TA	2	DLPT: L1/R1/S1
Refresher	32TA	6	DLPT:
THAI			
Basic	01TH	48	DLAB: 95
Sustainment	31TH	2	DLPT: L1/R1/S1
TURKISH			
Basic	01TU	48	DLAB: 95
UZBEK			
Basic	01UX	48	DLAB: 95
URDU			
Basic	01UR	48	DLAB: 95

Non-resident Reimbursable Programs

The DSCOPS (Deputy Chief of Staff for Operations) Scheduling Division manages requirements and schedules for non-resident continuing education on a reimbursable basis. Non-resident code 30 courses (Video Tele-Training) offer live instruction via tele-video satellite transmission to approximately 60 Army, Navy, and Air Force facilities in the continental U.S. and overseas. Under the code 35 courses (Mobile Training Team), DLIFLC instructors travel to the various locations to provide on-site continuing education. Both programs are designed to provide maximum flexibility in course length and content. **Code 220**

Video Tele-Training Program: Code 30 (VTT)

This program offers interactive instruction (two-way audio and video) to locations via satellite. Level, skill emphasis, content, and length of instruction (in increments of one hour) are determined for each iteration in detailed educational objectives specified by the Command Language Program Manager (CLPM) of the requesting unit. Prerequisite: Skill level requirements vary and follow those established for resident programs with regard to the difficulty of the language and the level of instruction involved. The above basic resident language codes are used to identify the level and type of training.

Language Training Detachment (LTD)

This program is designed to provide one or more subject matter experts from the faculty and staff of the DLIFLC who are specially trained to advise and support, inside continental U.S. and outside continental U.S., non-resident language programs. An LTD is assigned to the field on a permanent change of station order with permanent change of assignment orders for a tour of duty as limited by the Joint Travel Regulation. The overall mission of an LTD is to provide stability and continuity in the establishment, management, and overall operation of large DoD language learning centers. LTDs are under the operational control of the commander requesting the LTD

On-Site Training Program: Code 35 (MTT)

A program delivered to locations by a Mobile Training Team. Level, skill emphasis, content, and length of instruction (in increments of one day) are determined for each iteration in detailed educational objectives specified by the CLPM of the requesting unit. Prerequisite: Skill level requirements vary and follow those established for resident programs with regard to the difficulty of the language and the level of instruction involved.

DLIFLC Washington Capitol Region Courses for FY 2006.

Program	Weeks	Prerequisite
Afrikaans Basic	23	DLAB 85
Albanian Basic	44	DLAB 95
Amharic Basic	47	DLAB 95
Bengali Basic	47	DLAB 95
Bulgarian Basic	47	DLAB 95
Burmese Basic	44	DLAB 95
Cambodian Basic	47	DLAB 95
Chinese Cantonese Basic	47	DLAB 100
Danish Basic	25	DLAB 85
Finnish Basic	47	DLAB 95
Hindi Basic	47	DLAB 90
Hungarian Basic	47	DLAB 95
Indonesian Basic	34	DLAB 90
Lao Basic	47	DLAB 95
Program	Weeks	Prerequisite
Lingala Basic	47	DLAB 95
Malay Basic	34	DLAB 90
Norwegian Basic	25	DLAB 85
Persian Afghan Basic	47	DLAB 95
Pushto Basic	47	DLAB 95
Romanian Basic	34	DLAB 90
Serbo-Croatian Basic	47	DLAB 95
Singhalese Basic	47	DLAB 95
Somali Basic	47	DLAB 95
Swahili Basic	23	DLAB 85
Swedish Basic	23	DLAB 85
Urdu Basic	47	DLAB 90

German Gateway	4	
GM Headstart		
Russian MOLINK:		
Translator	12	L3/R3/S3
Maintenance	50	50R

Course Descriptions

Foreign Language Basic Program Description

The following description of DLIFLC intensive language programs in a standard academic format is intended to serve as an aid to college registrars in assigning credit and determining equivalencies for study completed at DLIFLC.

The course descriptions are generic and apply to all languages. The acronym FL denotes foreign language courses, AS denotes Area Studies courses, and MS denotes military studies courses. Each “unit of credit” corresponds to one “semester hour,” or a minimum of 16 contact hours of instruction.

Lower Division Basic Courses

NOTE: The following course structure went into effect January 1, 2000. Students who began their program prior to this date should refer to previous catalogs or contact DLIFLC’s Registrar Office for assistance.

FL 101. 4 credits Elementary Foreign Language I

The student will acquire the fundamental elements of the language, using a multiple-skills approach that includes in-class participation, language laboratory, and supervised daily homework. Listening, speaking, and reading skills are taught using an integrated approach. Authentic materials are used to enhance instruction. The Final Learning Objectives (FLOs) are integrated into the curriculum. Proficiency is stressed from day one.

FL 102. 4 credits Elementary Foreign Language II

Using a multiple-skills approach, that includes in-class participation, language laboratory, and supervised daily homework, the student will continue to refine skills learned in FL 101, with emphasis on expanding language skills learned in the previous course. Listening, speaking, and reading skills are taught using an integrated approach. Authentic materials are used to enhance instruction. The FLOs are integrated into the curriculum. Proficiency is stressed throughout.

FL 110. 3 credits Elementary Foreign Language Conversation

Communication skills will be expanded upon with a focus on speaking and listening activities. The student will begin to build a basic conversational vocabulary in the target language. This course is taken concurrently with FL 101 and FL 102.

MS 120. 2 credits Introduction to Job Related Skills in the FL

The student will learn how to use the target language as a military linguist through an introduction to specific job-related skills. The course also emphasizes critical thinking skills of logical thought, evaluation, and clear and precise expression in the target language. This course may be used to partially fulfill the GER in Area B, Critical Thinking (2 credits). This course is taken concurrently with FL 101 and FL 102.

AS 140. 2 credits Introduction to Foreign Language Culture

The student is introduced to the culture of the nation(s) and area(s) where the target language is spoken. The student is, for the first time, exposed to traditions, family structure, religion, values, beliefs, customs, and ethnic characteristics. As the student progresses through the course, an increasing amount of material is presented in the target language. This course may be used to partially fulfill the GER in Area D, Humanities (2 credits). This course is taken concurrently with FL 101 and FL 102.

FL 201. 4 credits Intermediate Foreign Language I

The student's active and passive vocabulary in context is increased and the individual is introduced to grammatical concepts, as appropriate. Listening, speaking, and reading skills are taught at an increased level of complexity using an integrated approach. More authentic materials are used to enhance instruction. The target language is used most of the time. The FLOs are integrated into the curriculum at a higher level.

FL 202. 4 credits Intermediate Foreign Language II

Using a multiple-skills approach that includes in-class participation, language laboratory, and supervised daily homework, the student will continue to refine skills learned in FL 201, with an emphasis on expanding language skills learned in the previous courses. Authentic materials are increasingly used to enhance instruction. The FLOs are integrated into the curriculum. The target language is used almost exclusively. Proficiency continues to be stressed.

FL 210. 3 credits Intermediate Foreign Language Conversation

Continued expansion the student's communication skills with an increased focus on conversation. The student continues to build a more complex conversational vocabulary in the target language. This course is taken concurrently with FL 201 and FL 202.

MS 220. 2 credits Introduction to Military Topics in the Foreign Language

Performance FLOs are introduced in depth. The student concentrates on the study of specific military topics in the foreign language. The course places an increased emphasis on critical thinking skills of logical thought, evaluation, and clear and precise expression in the target language. This course may be used to partially fulfill the GER in Area B, Critical Thinking (1 credit). This course is taken concurrently with FL 201 and FL 202.

AS 240. 2 credits History and Geography of the Foreign Language Region

The student is presented with a more detailed study of social institutions, history, and geography. The student pays special attention to political, socioeconomic, and military aspects of the area(s) where the target language is spoken. This course may be used to partially fulfill the GER in Area D, Humanities (1 credit) and Area G, Area Studies (1 credit). This course is taken concurrently with FL 201 and FL 202.

Upper Division Basic Courses

NOTE: The following course structure went into effect January 1, 2000. Students who began their program prior to this date should refer to previous catalogs or contact DLIFLC's Registrar Office for assistance.

FL 301. 4 credits Advanced Foreign Language I

The student will continue the study of the target language, using a multiple-skills approach to expand upon the knowledge acquired in FL 101 and FL 201. Listening, speaking, and reading skills are taught, at an increased level of complexity, using an integrated approach. Student learning is increasingly based on authentic materials, with a focus on current newspapers, periodicals, audio, and video materials. The target language is used exclusively, and the FLOs are integrated into the curriculum at a higher level.

FL 302. 4 credits Advanced Foreign Language II

Using a multiple-skills approach that includes in-class participation, language laboratory, and supervised daily homework, the student will continue to refine the skills learned in FL 301, with emphasis on expanding the language skills learned in the previous courses. Authentic materials are increasingly used to enhance instruction, the appropriate FLOs are integrated into the curriculum, the target language is used exclusively, and proficiency is stressed throughout.

FL 310. 3 credits Advanced Foreign Language Conversation

The student will continue to expand upon communication skills, with a focus on conversational strategies for novel situations. The student continues to

build a more complex conversational vocabulary in the target language and use the target language exclusively. The topics of discussion include current news and other items of interest taken from various media. This course is taken concurrently with FL 301 and FL 302.

MS 320. 2 credits **Comprehensive Military Topics in the Foreign Language**

The student in this course uses simulations and authentic materials in order to learn how to act and react in real-life scenarios and future job-related duties. Mastery of the FLOs is achieved with emphasis on translation of written and spoken target language materials into English. This course is taken concurrently with FL 301 and FL 302.

AS 340. 2 credits **Area and Intercultural Studies within the Foreign Language Region**

The student builds on the study of cultural topics, focusing on educational systems, social institutions, group affiliations, and views of global issues. Using the target language exclusively, the student is able to argue political, socioeconomic, and military aspects of the area(s) where the target language is spoken. This course may be used to partially fulfill the GER in Area G, Area Studies (2 credits). This course is taken concurrently with FL 301 and FL 302.

Foreign Language Intermediate Program Descriptions

The following descriptions of DLIFLC's intermediate intensive language program courses and the DTRA program courses are intended to aid college registrars in assigning credit and determining equivalencies for study completed at DLIFLC. Intermediate foreign language courses have been conducted at DLIFLC since the 1970s. The DTRA course has been taught since 1990.

The prerequisite for all courses is based upon the ILR scales, and is thus a Level 2 in reading and listening. All students are expected to reach the ILR level of 2+ in reading, listening, and speaking by the end of any Intermediate Program.

Upper Division Intermediate Courses

NOTE: The following course structure went into effect January 1, 2000. Students who began their program prior to this date should refer to previous catalogs or contact DLIFLC's Registrar Office for assistance.

FL 361. 3 credits **Intermediate Listening Comprehension**

A continued study of the language, designed to refine listening comprehension

skills using authentic texts. The student will learn to take notes or minutes from live and recorded radio and television broadcasts, and from native speakers. A wide variety of subject matter will be covered.

FL 362. 3 credits Intermediate Reading Comprehension

A continued study of the language, designed to refine reading comprehension skills using authentic texts from various media. The student will increase his/her ability to infer meaning from newspaper and periodical articles on unfamiliar or professional topics.

FL 363. 3 credits Intermediate Conversation: Oral Production

A refinement of oral communication skills focused on interviewing, reporting, and interpreting (limited research activities required). Emphasis is on colloquial and technical language, as well as development of linguistic accuracy. The student will discuss complicated, unfamiliar, or professional subjects with native speakers including business people, consulate officials and employees, military attachés, etc.

FL 371. 3 credits Intermediate Grammar

This course develops grammatical and syntactical concepts to enable refinement of communication skills, including accurate translation of narrative reports and instructions.

AS 381. 3 credits Intermediate Area Studies - Social Science

Culture, society, economics, politics, and geography (physical, political, and economic) of the nation(s) associated with the foreign language are studied. The student conducts research and gives presentations on findings using current sources from all media, including the Internet.

MS 382. 3 credits Intermediate Area Studies, Military, Science and Technology

Military forces, security measures, science, and technology in the nation(s) associated with the foreign language are studied. The student will conduct research and present findings using authentic materials from all media, including the Internet.

Upper Division Defense Threat Reduction Agency Courses

NOTE: The following course structure went into effect January 1, 2000. Students who began their program prior to this date should refer to previous catalogs or contact DLIFLC's Registrar Office for assistance.

FL 364. 5 credits DTRA Communicative Skills

Conversation centers on roundtable discussion groups and debates. Emphasis

is placed on DTRA treaty issues that the student needs to understand for their DTRA duties.

FL 365. 5 credits DTRA Interpreting and Translation

This course emphasizes the techniques and rudiments of public speaking and student-led interpreting excursions. Emphasis is placed on DTRA treaty issues that the student needs to understand for DTRA duties.

FL 370. 2 credits DTRA Grammar

This course develops grammatical concepts and syntactical elements to enable refinement of communication skills with an emphasis on DTRA treaty language and grammar issues that the student needs to understand for future DTRA duties.

AS 383. 3 credits DTRA Area Studies

This course focuses on the geography, history, and social aspects of Russia and the former Soviet Union. Emphasis is placed on DTRA treaty issues that the student needs to understand for future DTRA duties.

MS 384. 3 credits DTRA Treaties and Agreements and Treaty Language Tasks

The DTRA liaison to DLIFLC teaches this course. The course is comprised of intensive study of arms-control treaties and agreements currently in force between the U.S. and Russia. It also includes language tasks performed as a part of inspections escort and monitoring missions, under arms-control treaties and agreements.

Credit Awarded for Programs

Basic Language Program Credit

NOTE: The following course structure went into effect January 1, 2000. Students who began their program prior to this date should refer to previous catalogs or contact DLIFLC's Registrar Office for assistance.

Lower Division:

Courses	Course No.	Credits
Elementary	FL I FL 101	4
Elementary	FL I FL 102	4
Elementary	FL Conversation 110	3
Introduction to Job Related Skills in the FL	MS 120	2

Introduction to FL Culture	AS 140	2
Intermediate FL I	FL 201	4
Intermediate FL II	FL 202	4
Intermediate FL Conversation	FL 210	3
Introduction to Military Topics in the FL	MS 220	2
History and Geography of FL Region	AS 240	2
Total:		30

Upper Division:

NOTE: The following course structure went into effect January 1, 2000. Students who began their program prior to this date should refer to previous catalogs or contact DLIFLC's Registrar Office for assistance.

Courses	Course No.	Credits
Advanced FL I	FL 301	4
Advanced FL II	FL 302	4
Advanced FL Conversation	FL 310	3
Comprehensive Military Topics in the FL	MS 320	2
Area and Intercultural Studies within the FL Region	AS 340	2
Total:		15
Total credits for the Basic Program:		45

Intermediate Language Program Credit

NOTE: The following course structure went into effect January 1, 2000. Students who began their program prior to this date should refer to previous catalogs or contact DLIFLC's Registrar Office for assistance.

Upper Division:

Courses	Course No.	Credits
Listening Comprehension	FL 361	3
Reading Comprehension	FL 362	3
Conversation: Oral Production	FL 363	3
Grammar	FL 371	3
Area Studies - Social Science	AS 381	3
Area Studies	MS 382	3
Intermediate Total:		18

Skill Level Descriptions According to the Interagency Language Roundtable Scales (<http://www.govtilr.org/>)

ILR Skill–Level Descriptions

The following skill levels as described by the Interagency Language Roundtable (ILR) characterize proficiency in the four language skills. Each of the six base levels (Data coded 00, 10, 20, 30, 40, and 50) implies control of any previous base level's functions and accuracy. The plus level designation (Data coded 06, 16, 26, 36, and 46) will be assigned when proficiency substantially exceeds one base skill level, but does not fully meet the criteria for the next base level. The plus level descriptions are therefore supplementary to the base level descriptions.

A skill level is assigned to a person by means of 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 the individual 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 terms "native listener," "native reader,"

“native speaker,” and “native writer” refer to native users of a standard dialect.

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

ILR Skill Levels: Listening

Listening Skill Level:

The following proficiency level descriptions characterize comprehension of the spoken language. Each of the six “base levels” implies control of any previous “base levels” functions and accuracy. The “plus level” designation will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next “base level.” The “plus level” descriptions are therefore supplementary to the “base level” descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which the individual may function effectively. Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details. Unless otherwise specified, the term “native listener” refers to native speakers and listeners of a standard dialect.

“Well-educated,” in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations with respect to formal and informal use of the language.

Listening 0 (No Proficiency)

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to communicate. (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. Can understand slightly longer utterances than at Level 0, but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when short memorized utterances or formulae are involved. 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 nonnative speakers. Can best understand those statements in which context strongly support the utterance meaning. Gets some main ideas. (Has been coded L-0+ in some non-automated applications.) (Data Code 06)

Listening 1 (Elementary Proficiency)

This level is characterized by 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 and 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. The tentative state of passive grammar and the lack of vocabulary prevent precise understanding of information.

Comprehension areas include basic needs such as meals, lodging, transportation, time, and simple directions (including both route instructions and orders from officials such as customs agents and police). 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 expanded to a range of circumstances beyond immediate survival needs. Shows spontaneity by speed of understanding, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, as well as 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 are limited. Aware of basic cohesive features such as pronouns and 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. This person has some ability to understand facts. (Has been coded L-1+ in some non-automated applications.) (Data Code 16)

Listening 2 (Limited Working Proficiency)

A person at this level demonstrates sufficient comprehension to understand conversations on routine social demands and limited job requirements. The individual is 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. The individual can follow essential points of discussion or speech at an elementary level on topics in their 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. The individual is 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 break down 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, but some hesitant understanding of everyday vocabulary is still evident. Can sometimes detect emotional overtones. This person demonstrates some ability to understand implications. (Has been coded L-2+ in some non-automated applications.) (Data Code 26)

Listening 3 (General Professional Proficiency)

The linguist at this level is able to understand the essentials of all speech in a standard dialect, including technical discussions within a special field. The individual 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. The individual also has a broad enough vocabulary that asking for paraphrasing or explanation is rarely necessary. The individual 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. The individual often does not understand native speakers if they speak very quickly or use slang or dialect. The individual can often detect emotional overtones and can understand implications. (Has been coded L-3 in some non-automated applications.) (Data Code 30)

Listening 3 + (General Professional Proficiency, Plus)

This advanced linguist 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. The individual has the ability to comprehend many sociolinguistic and cultural references. However, the individual may miss some subtleties and nuances. An increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences is present. The individual also possesses an increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete. The individual can discern some relationships among sophisticated listening materials in the context of broad experience and 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)

Linguists at this level are able to understand all forms and styles of speech pertinent to professional needs. They are also able to understand fully all speech with extensive and precise vocabulary, subtleties, and nuances in all standard dialects on any subject relevant to professional needs within the range of their experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. They understand language specifically tailored (including persuasion, representation, counseling, and negotiating) to different audiences. They also understand the essentials of speech in some nonstandard dialects. They may have difficulty understanding extreme dialect and slang, and understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. They can discern relationships among sophisticated listening materials in the context of broad experience and 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)

Linguists at this level have an increased ability to understand extremely difficult and abstract speech, as well as the ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. An increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions is evident. They also possess 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 at this level is equivalent to that of the well-educated native listener. They are 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. They also understand how natives think as they create discourse and understand extremely difficult and abstract speech. (Has been coded L-5 in some non-automated applications.) (Data Code 50)

ILR Skill Levels: Reading

The following proficiency level descriptions characterize comprehension of the written language. Each of the six “base levels” implies control of any previous “base level’s” functions and accuracy. The “plus level” designation will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next “base level.” The “plus level” descriptions are therefore supplementary to the “base level” descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which the individual may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term “native reader” refers to native readers of a standard dialect.

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

In the following descriptions a standard set of text-types is associated with each level. The text-type is generally characterized in each descriptive statement.

The word “read,” in the context of these proficiency descriptions, means that the person at a given skill level can thoroughly understand the communicative intent in the text-types described. In the usual case the reader could be expected to make a full representation, thorough summary, or translation of the text into English.

Other useful operations can be performed on written texts that do not require the ability to “read” as defined above. Examples of such tasks which people of a given skill level may reasonably be expected to perform are provided, when appropriate, in the descriptions.

Reading 0 (No Proficiency)

This person has no practical ability to read the language. The individual consistently misunderstands or cannot comprehend the written language. (Has been coded R-0 in some non-automated applications.) (Data Code 00)

Reading 0 + (Memorized Proficiency)

This person can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or character system. The individual is 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 are often interpreted inaccurately. (Has been coded R-0+ in some non-automated applications.) (Data Code 06)

Reading 1 (Elementary Proficiency)

This person has sufficient comprehension to read very simple, connected, written material in a form equivalent to usual printing or typescript. The individual 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). They are also able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of complexity. 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 of simple texts are possible. They can get some main ideas and locate prominent items of professional significance in more complex texts and can identify general subject matter in some authentic texts. (Has been coded R-1 in some non-automated applications.) (Data Code 10)

Reading 1 + (Elementary Proficiency, Plus)

This linguist has sufficient comprehension to understand simple discourse

in printed form for informative social purposes. The individual can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. They can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. They may get some main ideas and locate routine information of professional significance in more complex texts and can follow essential points of written discussion at an elementary level in topics in their special professional field. In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relationships are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. They have some difficulty with the cohesive factors in the discourse, such as matching pronouns with referents. They 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)

This linguist possesses sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. The individual is able to read straightforward, familiar, factual material with some misunderstandings, but in general is insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. The individual 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 that aids the reader in understanding. Texts may include descriptions and narrations in context 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, vocabulary the individual 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. The individual 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)

This linguist has sufficient comprehension to understand most factual material in non-technical prose, as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at

reading materials on 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 comprehend thoroughly subject matter that is highly dependent on cultural knowledge or is outside the individual's 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 the individual's professional field; all of these may include hypothesis, argumentation, and supported opinions. Misreading is rare. The individual is almost always able to interpret material correctly, relate ideas, and "read between the lines" (that is, understand the writers' implicit intents in texts of the above types). The individual can get the gist of more sophisticated texts but may be unable to detect or understand subtlety and nuance. The individual rarely has to pause over or reread general vocabulary. However, the individual may experience some difficulty with unusually complex structure and low-frequency idioms. (Has been coded R-3 in some non-automated applications.) (Data Code 30)

Reading 3 + (General Professional Proficiency, Plus)

A linguist at this level can comprehend a variety of styles and forms pertinent to professional needs. The individual rarely misinterprets such texts or experiences difficulty relating ideas or making inferences. The individual is able to comprehend many sociolinguistic and cultural references. However, the individual may miss some nuances and subtleties. The individual is 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 that 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)

A linguist at this advanced level is 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 is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. The individual is able to "read beyond the lines" (that is, understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). The individual is also 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, for example, in editorial, conjectural, and literary texts in any subject matter area directed to the general reader, and can read essentially all materials in his special field, including official and professional documents and correspondence. The individual recognizes all professionally relevant vocabulary known to the educated nonprofessional native, although the individual may have some difficulty with slang. This individual 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)

This advanced linguist possesses near-native ability to read and understand extremely difficult or abstract prose, plus a very wide variety of vocabulary, idioms, colloquialisms, and slang. The individual has a strong sensitivity to and understanding of sociolinguistic and cultural references. There is little difficulty in reading less than fully legible handwriting and the broad ability to "read beyond the lines" (that is, 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, at this level, is functionally equivalent to that of the well-educated native reader. The individual can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. This individual is able to read literary texts, typically including contemporary avant-garde prose, poetry, and theatrical writing. The individual can also read classical/archaic forms of literature with the same degree of facility as the well educated, but non-specialist native. The individual reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, the individual can read all kinds of handwritten documents. (Has been coded R-5 in some non-automated applications.) (Data Code 50)

ILR Skill Levels: Speaking

The following proficiency level descriptions characterize spoken language use. Each of the six “base levels” implies control of any previous “base level’s” functions and accuracy. The “plus level” designation will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next “base level.” The “plus level” descriptions are therefore supplementary to the “base level” descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which the individual may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

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

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

Speaking 0 (No Proficiency)

This individual is unable to function in the spoken language. Oral production is limited to occasional isolated words. The individual has essentially no communicative ability. (Has been coded S-0 in some non-automated applications.) (Data Code 00)

Speaking 0 + (Memorized Proficiency)

The individual is able to satisfy immediate needs using rehearsed utterances, but shows little real autonomy of expression, flexibility, or spontaneity. The individual can ask questions or make statements with reasonable accuracy only with memorized utterances or formulas. Attempts at creating speech are usually unsuccessful.

Examples: The individual’s vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functions (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 sounds are 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. Features such as stress,

intonation, and tone are usually quite faulty. (Has been coded S-0+ in some non-automated applications.) (Data Code 06)

Speaking 1 (Elementary Proficiency)

This individual is 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 and 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 person 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; can exchange greetings; and can elicit and provide, for example, predictable, skeletal biographical information. The individual might give information about business hours, explain routine procedures in a limited way, and state in a simple manner what actions will be taken. The individual 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 relationships. 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 non-automated applications.) (Data Code 10)

Speaking 1 + (Elementary Proficiency, Plus)

This individual can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. The individual 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 inconsistent. The individual 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. The 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. The individual 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. The individual frequently has to repeat utterances to be understood by the general public. (Has been coded S-1+ in some non-automated applications.) (Data Code 16)

Speaking 2 (Limited Working Proficiency)

The linguist at this level is able to satisfy routine social demands and limited work requirements. The individual 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. The individual 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 person to person, 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 non-routine 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)

The linguist at this level is 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. The individual 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 limitations in some way. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space, and person references, or to be 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. The individual 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. The individual normally controls, but cannot always easily produce, general vocabulary. Discourse is often not cohesive. (Has been coded S-2+ in some non-automated applications.) (Data Code 26)

Speaking 3 (General Professional Proficiency)

The linguist at this level is 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 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: The individual can typically discuss particular interests and

special fields of competence with reasonable ease. The individual 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 and delivering briefings or other extended and elaborate informative monologues. The individual 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 non-automated applications.) (Data Code 30)

Speaking 3 + (General Professional Proficiency, Plus)

The linguist at this level is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

Examples: Despite obvious strengths, the individual may exhibit some hesitancy, uncertainty, effort, or errors that 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 non-automated applications.) (Data Code 36)

Speaking 4 (Advanced Professional Proficiency)

The linguist at this advanced level is 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 the speaker in performing any task requiring language; yet, the individual would seldom be perceived as a native. The individual speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. The individual can serve as an informal interpreter in a range of unpredictable circumstances and can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks that do not bear directly on a professional specialty.

Examples: This individual can discuss, in detail, concepts that 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 the individual's own. The individual 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). The individual can play an effective role among native speakers in such contexts as conferences, lectures, and debates on matters of disagreement and can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. The individual can understand and reliably produce shifts of both subject matter and tone and 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. The individual effectively applies a native speaker's social and circumstantial knowledge. However, the individual cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional non-native slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise; yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, 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 nonstigmatized dialect. (Has been coded S-5 in some non-automated applications.) (Data Code 50)

ILR Skill Levels: Writing

The following proficiency level descriptions characterize written language use. Each of the six “base levels” implies control of any previous “base level’s” functions and accuracy. The “plus level” designation will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next “base level.” The “plus level” descriptions are therefore supplementary to the “base level” descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which the individual may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs in other languages. Emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term “native writer” refers to native writers of a standard dialect.

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

Writing 0 (No Proficiency)

This individual has no functional writing ability. (Has been coded W-0 in some non-automated applications.) (Data Code 00)

Writing 0 + (Memorized Proficiency)

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

Writing 1 (Elementary Proficiency)

This individual has sufficient control of the writing system to meet limited practical needs. The individual can create by writing statements and questions on topics very familiar to him within the scope of his very limited language

experience. The individual's writing vocabulary is inadequate to express anything but elementary needs; the individual 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 the individual's 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 person to person, anyone 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 non-automated applications.) (Data Code 10)

Writing 1 + (Elementary Proficiency, Plus)

This individual has sufficient control of the writing system to meet most survival needs and limited social demands. The individual can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. The individual can express present and future times fairly accurately; can produce some past verb forms, but not always accurately or with correct usage; and can relate personal history and discuss topics such as daily life, preferences, and very familiar material. The individual 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, the individual cannot use basic cohesive elements of discourse to the individual's advantage (such as relative constructions, object pronouns, or connectors). The individual can take notes in some detail on familiar topics and respond to personal questions using elementary vocabulary and common structures. The individual can write simple letters and summaries of biographical data or work experience with fair accuracy. The 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)

The individual at this level is able to write routine social correspondence and prepare documentary materials required for most limited work requirements. The individual has a writing vocabulary sufficient to express the concepts simply with some circumlocutions. The individual can write simply about a very limited number of current events or daily situations. The individual still makes common errors in spelling and punctuation, but shows some control of the most common formats and punctuation conventions. The individual has good control of morphology (in inflected languages) and of the most frequently used syntactic structures. In addition, elementary constructions are usually

handled quite accurately, and writing is understandable to a native reader not used to reading the writing of foreigners. The individual 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)

The linguist at this level shows ability to write with some precision and in some detail about most common topics. The individual can write about concrete topics relating to particular interests and special fields of competence and often shows surprising fluency and ease of expression, but under time constraints and pressure language may be inaccurate and/or incomprehensible. The individual is generally strong in either grammar or vocabulary, but not in both. 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. The individual normally controls general vocabulary with some misuse of everyday vocabulary evident. The individual shows a limited ability to use circumlocutions. The individual uses a dictionary to advantage to supply unknown words, can take fairly accurate notes on material presented orally, and can handle with fair accuracy most social correspondence. The individual's 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 non-automated applications.) (Data Code 26)

Writing 3 (General Professional Proficiency)

The linguist at this level is able to use the language effectively in most formal and informal written exchanges on practical, social, and professional topics. The individual 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 the individual's message accurately, but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation is generally controlled. The individual 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. The individual has consistent control of compound and complex sentences and the 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)

The linguist at this advanced level is able to write the language in a few prose styles pertinent to professional/educational needs, though the individual is not always able to tailor the language to suit a particular audience.

Weaknesses may lie in poor control of low-frequency complex structures, vocabulary, or the ability to express subtleties and nuances. Organization may suffer due to lack of variety in organizational patterns or in variety of cohesive devices. (Has been coded W-3+ in some non-automated applications.) (Data Code 36)

Writing 4 (Advanced Professional Proficiency)

The linguist at this advanced level is able to write the language precisely and accurately in a variety of prose styles pertinent to professional or educational needs. Errors of grammar are rare, including those in low frequency, complex structures. The individual is consistently able to tailor the language to suit the audience and is 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. The individual is able to write on all topics normally pertinent to professional/educational needs and on social issues of a general nature. The individual's writing is adequate to express all of the individual's experiences. (Has been coded W-4 in some non-automated applications.) (Data Code 40)

Writing 4 + (Advanced Professional Proficiency, Plus)

The linguist at this advanced level is able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional or educational needs. The individual may have some ability to edit, but not in the full range of styles. The individual has some flexibility within a style and shows some evidence of the use of stylistic devices. (Has been coded W-4+ in some non-automated applications.) (Data Code 46)

Writing 5 (Functionally Native Proficiency)

This advanced individual has writing proficiency equal to that of a well-educated native. Without non-native errors of structure, spelling, style, or vocabulary, the individual can write and edit both formal and informal correspondence, official reports and documents, and professional or 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 non-automated applications.) (Data Code 50)

CHAPTER THREE

General Information

Location

DLIFLC is located on the Presidio of Monterey, overlooking the city of Monterey, California, on which a Spanish fort was originally established in 1770. Monterey is approximately 130 miles south of San Francisco and 350 miles north of Los Angeles.

The Presidio of Monterey commands a stunning view of Monterey Bay, the hub of the fishing industry on California's Central Coast. Cultivated fields to the north produce artichokes, and in the Salinas Valley to the east, lettuce is grown in abundance. The Pacific Coast south of Monterey to Big Sur and beyond offers a singular display of nature in its rugged and pristine magnificence.



View of the wharf in Monterey

Residential communities in the immediate vicinity include Pacific Grove, Pebble Beach, and Carmel. Educational institutions in and around Monterey include California State University Monterey Bay, Monterey Peninsula College, the Monterey Institute of International Studies, and the Naval Postgraduate School.

Monterey Bay enjoys a mild climate dominated by fresh ocean breezes and sporadic fog. Rainfall is rare from April to October, and snow is almost unheard of. Temperatures seldom rise above 75 degrees. In the hottest season, coastal temperatures are frequently moderated by cooling banks of fog from the Pacific.

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 put to find pencils and paper. To meet expanding space requirements and to replace old buildings, the DoD undertook a building program designed to support future needs of the Institute. This extensive program has the goal of providing adequate facilities to instruct, house, and

support students in foreign language educational programs.

The plan has resulted in new classrooms, dormitories, and support facilities, such as the physical fitness center, the student activity center, a new shopping center, and logistic support centers.

Today, DLIFLC is one of the best-equipped facilities for language instruction in the U.S. All classrooms have interactive white boards, computers, continuous Internet access, and DVD and video player equipment. Separate state-of-the-art audio and computer language laboratory facilities are at the disposal of students during working hours and evening study hall sessions.

Facilities to support resident students at the Presidio of Monterey include over 500 classrooms, more than 1,200 language lab positions, 17 permanent dormitories, and two dining facilities.

DLIFLC Visiting Procedures

The Presidio of Monterey is a closed post. Each request to visit DLIFLC will be considered on its particular merits, provided it does not interfere with the accomplishment of the DLIFLC mission, does not disrupt classes or DLIFLC functions, and does not jeopardize security. Visitors are not allowed in academic areas without approval from the Protocol Office, Public Affairs Office, or Alumni Relations Office.

All requests to visit DLIFLC must be made in advance and in writing. U.S. citizens must submit requests to the above mentioned offices two weeks prior to the projected visit.

All foreign visitors must submit two written requests to DLIFLC 45 days prior to a projected visit. In addition to the standard request, they must supply another form from their respective embassy's Military Attaché Office.

Processing usually takes one month.

A request to visit DLIFLC must include the applicant's name, citizenship (U.S. or foreign), organization(s) with which the visitor is affiliated (business, school, or service, for example), date and time of requested visit, areas of interest, and an address and telephone number where the applicant can be reached. Walk-in requests by visitors unable to return later may be made by calling the sponsoring organization. Such requests will be considered on a case-by-case basis and may not be granted if time does not permit the visitor to be properly identified.

Orientation

New students receive two orientation briefings after arriving for foreign language training. The Joint Service In-processing Brief is conducted every Tuesday to provide a one-stop in-processing station to ensure military members in-process with installation and community level agencies. In-processing in the respective language schools follows. The Commandant's

Welcome Briefing takes place on the last Wednesday of the month in which instruction begins.

Educational Opportunities

The Presidio of Monterey Education Center's mission is to provide professional educational services to support the personal and professional development goals of the Presidio of Monterey community members.

The Center serves as a clearinghouse for a wealth of programs that exist to facilitate self-improvement efforts of the military student with unique needs. Programs range in scope from high school completion to graduate degrees offered locally, and through distance learning.

The Education Center's professional staff provide educational and career counseling and testing services. Guidance is offered on issues including, but not limited to, local and distance learning college programs, a DLIFLC Associate of Arts Degree, eArmyU, degree assessments, tuition assistance, VA benefits, financial aid programs, earning credit for military experience, academic and vocational testing, and career advancement.

The Center serves as a liaison between military students and area colleges, which include California State University Monterey Bay, Chapman University, Golden Gate University, the Monterey Institute of International Studies, Monterey Peninsula College, and the Naval Postgraduate School.

Advising and Counseling

Academic advising and counseling is available from members of the faculty and from MLIs. Personal counseling is provided by various specialists, such as military training advisors, chaplains, and mental health technicians. In addition, military career counseling is available by service to help students plan for future career paths.

Administrative Support

The armed forces provide administrative support to student members of the respective units through their orderly rooms (quarterdeck in the Navy), including arranging for leave, passes, separate rations, and pay allotments. The 229th MI Battalion extends a wide range of services to U.S. Army students through its Personnel Administration Center (PAC). Among the PAC's responsibilities are in-processing, out-processing, redeployment, promotions and advancements, processing requests for personnel actions, and military pay.

Cultural Events and Activities

Extracurricular activities of a cultural nature complement DLIFLC's academic instruction. Many students participate in choirs and dance groups to broaden their experience of the language and culture they are studying. DLIFLC student choirs perform popular, folk, and religious music in the languages concerned, not only in their respective schools, but also for the Institute's wider community and for the public. DLIFLC's annual open house, called Language Day, is one of the most important cultural events held each year in May, where mainly high school students from across California are invited to attend. This event features various cultural displays, ethnic food vendors, classroom demonstrations, singing, dancing, and many other activities.



Students and teachers enjoy Language Day in a mock French Café

Health Services

Located on the Presidio of Monterey, the Army Health Clinic provides comprehensive ambulatory health care to active duty personnel. Among the medical services offered are primary care, periodic active duty physicals and immunizations, as well as X-ray and laboratory services. The Clinic also provides dental services, optometry, psychological evaluation and counseling, and pharmacy services. The Clinic is located on the Presidio of Monterey.

The Clinic provides comprehensive primary care on an appointment-only basis by teams of family practice doctors and physician assistants. Walk-in same day sick call care is provided by professionally trained nurses and medics, under the supervision of doctors. Family members of active-duty personnel receive medical care by local civilian doctors through the TRICARE network, receiving care in the clinic only when space is available, by same-day appointment. In emergencies and after duty hours, appropriate care is provided by the emergency room of the nearest civilian hospital. Excellent medical/surgical specialty care is available by referral to supporting military facilities or through civilian community resources. Routine dental care and limited oral surgery are provided to active duty personnel by the Presidio of Monterey Dental Clinic. Family members of DLIFLC personnel who are not enrolled in the Uniformed Services Active Duty Dependents Dental Plan can be seen on an emergency basis. The Dental Clinic accommodates dental sick call and emergency patients, and conducts annual and overseas screening

examinations during regular hours of operation. The Dental Charge of Quarters can also arrange for emergency after-hours care.

Army Community Service

Army Community Service (ACS), located on the Ord Military Community, is the primary resource agency for developing, coordinating, and delivering service member and family social services that contribute to the overall morale and welfare of military families. ACS provides information and assistance to active duty and retired personnel, their family members, and others in resolving personal problems beyond the scope of their resources. All branches of the military, students and staff, are eligible for ACS services. The services include Family Advocacy and Sexual Assault Prevention and Response, Relocation Information and classes, Newcomers Orientation, Employment Assistance, Exceptional Family Member Assistance, a loan closet, Army Emergency Relief, an emergency food program, and personal financial management and budget counseling.

Child and Youth Services

The Monterey Road Child Development Center (MRCDC) and the Porter Youth Center (PYC), both located on the Ord Military Community, offer excellent child care services to military families and DoD civilians. The MRCDC provides cooked meals for the children, ranging from a warm breakfast in the early morning to a hearty well-balanced menu for lunch.

The MRCDC offers full day and part-day childcare for children ages zero to five, while the Porter Youth Center provides sports programs, instructional classes, before and after school care for children from Kindergarten through 12 years, full day care during school breaks, and teen and middle school programs. The highly professional staff involve children in various activities such as acting and staging plays, making crafts, and learning how to play the piano or guitar.

Child and Youth services maintains a School Liaison Office which serves as the primary link between military families and the local schools. This office supports children in their transition to new schools and informs parents of the best option for their children's education.



Children Enjoy Army Community Service-sponsored Month of the Military Children celebration

Sports and Fitness

Athletic activities represent a significant element in the life of the DLIFLC community. The Price Fitness Center, located on the upper Presidio, maintains various athletic fields which are available to students for a number of competitive sports and other physical training and conditioning programs. Flag football, softball, basketball, soccer, weight lifting, tennis, 10K/5K runs and walks, and are some of the activities offered. DLIFLC has soccer, basketball, football, and coeducational softball teams that compete on an intramural basis.

Activity Center and BOSS

The Hobson Student Activity Center also offers a variety of recreational activities and support facilities such as three music rooms, tables for table tennis, billiards, facilities for air hockey, and horseshoes and shuffleboard. The facility also allows the checkout of movies, video games, musical instruments and board games.

Within the scope of these activities, this center also houses the Better Opportunities for Single Service Members (BOSS) organization which offers students opportunities to volunteer, plan large-scale special events, and gain leadership skills. Meetings are held twice a month at this center, located on the upper Presidio.

Outdoor Recreation Equipment and Travel Center

The Outdoor Recreation Equipment and Travel Center, located on the lower Presidio, offers a variety of travel opportunities for single service members and families with children. The center rents equipment and provides lessons for a wide variety of outdoor activities, including snowboarding, skiing, hiking, camping, surfing, etc. Discount tickets are available for all major entertainment and theme parks in California. Outdoor Recreation can be found at <http://www.pom-odr.com>.



Army students perform mandatory physical fitness training each day

Legal Services

The Office of the Staff Judge Advocate (OSJA) provides legal advice to the Commandant, the Garrison Commander, and their staffs, as well as legal services to authorized DoD personnel and their family members.

The Criminal Law Division supervises the administration of military justice and prosecutes criminal offenses that occur on federal property in U.S. Magistrate's Court.

The Administrative and Civil Law Division manages the Command Ethics Program and advises the Command on a wide range of civil and administrative law issues, to include labor law, contract law, fiscal law, Freedom of Information Act/Privacy Act, copyright law, and environment law issues. The Claims Division processes Household Goods claims for soldiers, as well as claims against and on behalf of the federal government. The Legal Assistance Office provides a wide range of legal services to active-duty military members, retirees, and their family members, to include providing notary services, preparing powers of attorney and wills, and providing advice regarding estate planning, family law, taxes, and consumer complaints.

The Trial Defense Service provides counsel for active-duty soldiers who are suspects in pending investigations or facing adverse disciplinary action, to include administrative reprimands, administrative separations, non-judicial punishment and courts-martial. The offices of the SJA are located on the Presidio of Monterey.

Inspector General

The Office of the Inspector General ensures that installation and service unit commanders' policies are in compliance with all applicable regulations and instructions. The Inspector General also conducts both informal and formal investigations and inquiries and provides assistance to military personnel, DoD civilians, retirees, and family members. Additionally, the Inspector General investigates allegations of fraud, waste and abuse, mismanagement, and misconduct.

Religious Services

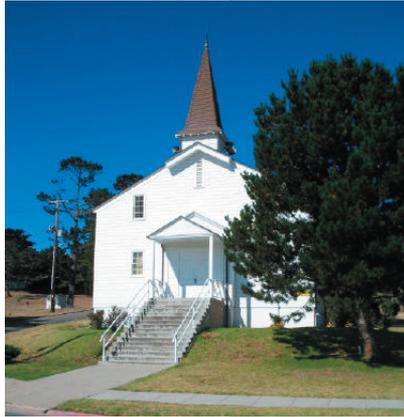
The Presidio of Monterey Chaplains maintain active religious programs for members of various faiths and denominations. There are two chapels available to all faith groups for worship.

There is a large, post chapel located on the Ord Military Community, off of Gen. Jim Moore Blvd, in Building 4280. The chapel's adjacent facilities are used for various youth, family and adult programs, as well as support groups and workshops.

On the Presidio of Monterey, a small, intimate chapel, is located on Gen. Stillwell Street, right across from Soldier Field. Adjacent to this building is the

chapel annex, which also serves faith groups, and provides worship and fellowship space for all service members.

Programs and activities include Catholic, Jewish, Muslim, Protestant, and Latter-Day-Saint worship services, single soldier ministries, Bible studies, couples' communication workshops, concerts, and an outstanding youth program. For more information online at <http://www.monterey.army.mil>.



Presidio of Monterey Chapel

Housing

Single U.S. armed forces (E-1 thru E-6) students, who have no dependents, are provided housing in the barracks, and are assigned according to their unit.

Married students with family members receive housing at the Ord Military Community in the nearby City of Seaside, or at La Mesa Housing, located in Monterey. Housing is obtained on a first-come, first-serve basis.



New housing available to DLIFLC students at Ord Military Community

Married U.S. armed forces students (E-1 thru E-6) whose family members do not accompany them, may be housed in the barracks if possible, but only after the single U.S. armed forces students have been billeted. All other ranks, in most cases, qualify for Basic Allowance for Housing (BAH) and may reside in Privatized Housing or off-post housing. Thus, students ranking E6 and above may also qualify to live in off-post housing.

Housing costs, in and around the Monterey Peninsula, are relatively high. For more information visit the housing office web site at www.theparksatmontereybay.com.

Dining Facilities

There are currently two dining facilities at the Presidio of Monterey, and one fast food kiosk. U.S. armed forces personnel can dine at all three facilities, whether they are Meal Card Holders or Non-Meal Card Holders receiving BAS. Family members of all armed forces personnel in transient status, must eat at Belas Hall during working hours, and at Combs Hall when Belas Hall is closed. Family members must be accompanied by their sponsor, and have identification cards in their possession. DoD civilians are only authorized to purchase lunch at Belas Hall, and must comply with posted civilian dining hours, as well as present their ID card when entering the facility.



DLIFLC Crest

The Institute's Crest symbolizes the dual heritage of the Defense Language Institute and the Presidio of Monterey. Originally designed for the U.S. Army Language School, the crest was adopted in 1963 by the Defense Language Institute. It is also used by our sister school, the Defense Language Institute English Language Center.

The upper right corner of the shield depicts a fragment of the Rosetta Stone bearing the name of Egyptian ruler Ptolemy V (203–181 BC) in two languages (ancient Egyptian and Greek) and three scripts (Egyptian hieroglyphic and demotic scripts and Greek capital letters). Its discovery by a French military expedition in 1799 enabled scholars for the first time to decipher this complex pictographic writing, from which much of our knowledge of Egypt's ancient civilization is derived.

The cap on the lower left portion was worn by the San Carlos Catalan Volunteers, Spanish soldiers who accompanied Father Junipero Serra on his Sacred Expedition of 1769-70 to establish a string of missions in Alta California. In 1770, on the site of present-day Monterey, they built a small fort (presidio) to protect the San Carlos Borromeo Mission.

Red and blue reflect the wartime and peacetime missions of the Institute, and the green olive branch reflects the aim of promoting peace through understanding. The gold torch on top is a traditional symbol of learning and knowledge.

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