



## Defense Language Institute

Review Report  
November 25, 2015

Review Date: October 27 – 28, 2015  
Review ID: 12385  
Courses: 6  
Exams: 3  
Onsite

# NATIONAL GUIDE TO COLLEGE CREDIT FOR WORKFORCE TRAINING

## Table of Contents

<i>Approval Letter.....</i>	3
<i>Organization Description.....</i>	4
<i>Course Exhibits.....</i>	5 – 11
<i>Exam Exhibits.....</i>	12 – 15
<i>Reviewer Notes.....</i>	16
<i>DLPT Credit Recommendations by Level.....</i>	17 – 18

*\*The Promoting Your Recommendation Service tool is a separate attachment. Please review for approved marketing language.\**



**APPROVAL LETTER**

November 25, 2015

Robert Savukinas, Associate Dean  
Defense Language Institute Foreign Language Center  
597 Lawton Road  
BLDG 614  
Monterey, CA 93944

Dear Robert,

Congratulations on your recent ACE CREDIT review. The review results are ready to be displayed in the ACE *National Guide to College Credit for Workforce Training* at [www.acenet.edu/nationalguide](http://www.acenet.edu/nationalguide).

Please proofread to insure that the organization description contained in the enclosed Final Review Report is correct. Reviewer notes are not published to the National Guide. If corrections are needed, please make corrections directly on the Final Report and forward them to me via email.

Your signature below authorizes the publication of the course(s) to the ACE National Guide to College Credit for Workforce Training at [www.acenet.edu/nationalguide](http://www.acenet.edu/nationalguide) and the use of your organization logo and references to your organization on ACE newsletters, webpages and social media sites.

All final review payments are due within 30 days of receipt of invoice. If timely payment is not remitted, courses may be removed from the National Guide to College Credit for Workplace Learning until payment is received.

We look forward to receiving your signed approval no later than Monday, December 28, 2015 via email or fax to (202) 464-4861.

\_\_\_\_\_  
Contact's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Contact's Title

\_\_\_\_\_  
Telephone

Sincerely,

A handwritten signature in cursive script that reads "Kara Gwaltney".

Kara Gwaltney  
Director, CREDIT Evaluations  
American Council on Education  
One Dupont Circle, Suite 250  
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## **Defense Language Institute Foreign Language Center**

**Organization Description:** The Defense Language Institute Foreign Language Center (DLIFLC) traces its roots to the eve of America's entry into World War II, when the U.S. Army established a secret school at the Presidio of San Francisco to teach the Japanese language. Classes began November 1, 1941, with four instructors and sixty students. Fifty-eight of the students were second-generation Japanese-Americans (Nisei) from the West Coast who went on to serve their country with honor. Since then, DLIFLC has moved to its permanent home at the Presidio of Monterey in California, and expanded the range of languages it teaches to meet US military linguist requirements. DLIFLC graduates continue a long tradition of using their linguistic expertise to carry out US military missions.

DLIFLC's mission statement is to "provide culturally-based foreign language education, training, evaluation, research and sustainment for DoD personnel in order to ensure the success of the Defense Language Program and enhance the security of the nation". Its Vision statement is simply "delivering the world's best culturally-based foreign language training and education - at the point of need".

For 33 years DLIFLC has maintained regional accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). In October 2001 the US House of Representatives approved DLIFLC's request for federal degree-granting authority. DLIFLC has awarded over 7,000 graduates their Associate of Arts degrees.

DLIFLC courses prepare students for their linguist careers through rigorous study, instilling listening, reading and speaking skills in their target language through exploiting authentic native materials. The DLIFLC student population is made up primarily of enlisted and officer service members from the four military services and other entities. After graduation, these students will attend further technical instruction and then continue to their next assignments as military linguists.

In addition to DLIFLC courses, DLIFLC develops and administers the Defense Language Proficiency Test (DLPT). The DLPT program was started in the 1950s. There have been five generations of the DLPT, beginning with the DLPT I. At this time, ACE Credit Recommendations exist for languages tested in the DLPT III, DLPT IV, and DLPT 5 versions.

<http://www.dliflc.ed>

## **Advanced Arabic Program**

**Organization Internal Course Number:** 21507AD

**ACE Transcript Data:** DLI-0264

**Length:** Version 2: 47 weeks (1410 hours)

**Dates:** Version 2: 10/01/2015 - 09/30/2018

**Description:** Version 2: 47 weeks (1410 hours). The course is designed to provide Arabic language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 2: The course objective is to provide Arabic language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 2: Upon completion of this course, the student will be able to perform tasks and functions in reading and listening at level 3 or higher on the Interagency Language Roundtable (ILR) proficiency scale; perform tasks and functions in speaking at level 2 or higher on the ILR proficiency scale; recognize, creatively apply and analyze discourse models appropriate to common social, professional and literary/journalistic contexts, including non-explicit indicators of tone, authorial intent and individuality, and esthetic shaping of texts, as demonstrated by successful performance (Grade C or higher) in scenario-based tasks, compositions and analyses linked to each discourse model; understand the current cultural/societal relevance of each of the specific topics identified in the FLO-topic schedule, as measured by successful performance (Grade C or higher) on the multiple-choice (topic recognition and relevance) component of the area studies quizzes and tests; and engage in meaningful discourse on each of the issues identified in the FLO-topic schedule based on authentic texts related to those topics, as measured by successful performance (Grade C or higher) on the constructed-response and oral components of the area studies quizzes and tests.

**Instruction:** Version 2: The methods of instruction include audio visual materials, practical exercises, learner presentations, discussion, classroom exercise, and computer-based training. The general course topics include advanced listening comprehension; advanced reading comprehension; advanced oral production; advanced grammar and text/disclosure analysis; advanced area studies - social science: geography, history, geopolitics, social and cultural issues; and advanced area studies - military and security, technology infrastructure, environmental challenges, industry, agriculture, transportation and communication.

**Methods of Assessment:** Version 2: The methods of assessment are quizzes, examinations, performance rubrics, and presentations with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 2: In the upper-division baccalaureate degree category, 3 semester hours in advanced Arabic; 3 in media Arabic; 3 in advanced Arabic conversation; 3 in Arabic culture; and 3 in area studies. This course is recommended for a total of 15 semester hours in the upper-division baccalaureate degree category. (10/15).

**Reviewer Note:** The review team finds that the text selection is up-to-date and diverse. Good question techniques in both listening and reading.

The Arabic program consists of imaginative tasks in a content-based framework that reflect great thought and attention to elicitation of student language orally and in writing.

The review team recommends that the following is implemented: clarify the writing assignments and tasks in the syllabus; ensure that the student knows there are writing requirements and that there is always an

assessment of the writing. Writing assessments should include longer, more sophisticated writing with sustained narrative, transitions, and advanced grammar.

The review team recommends that a rubric is created to assess the use of advanced grammar for writing assignments. Explicit grammatical tasks should be included and assessed through writing. Include assessment of culture in the rubrics, which may include embedded cultural objectives, cultural competency in journals, and reflective assignments. Create a rubric that assesses the translation task.

The literature component needs to be structured and guided. The review team recommends the creation and assessment of literature tasks in order to get credit for an Arabic literature course component. The last four weeks remain unstructured and would be a great place to develop a critical literary program (10/15).

## **Advanced Chinese Program**

**Organization Internal Course Number:** 21507CM

**ACE Transcript Data:** DLI-0265

**Length:** Version 2: 47 weeks (1410 hours)

**Dates:** Version 2: 10/01/2015 - 09/30/2018

**Description:** Version 2: 47 weeks (1410 hours). The course is designed to provide Chinese language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 2: The course objective is to provide Chinese language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 2: Upon completion of this course, the student will be able to perform tasks and functions in reading and listening at level 3 or higher on the Interagency Language Roundtable (ILR) proficiency scale; perform tasks and functions in speaking at level 2 or higher on the ILR proficiency scale; recognize, creatively apply and analyze discourse models appropriate to common social, professional and literary/journalistic contexts, including non-explicit indicators of tone, authorial intent and individuality, and esthetic shaping of texts, as demonstrated by successful performance (Grade C or higher) in scenario-based tasks, compositions and analyses linked to each discourse model; understand the cultural/societal relevance of each of the specific topics identified in the FLO-topic schedule, as measured by successful performance (Grade C or higher) on the multiple-choice (topic recognition and relevance) component of the area studies quizzes and tests; and engage in meaningful discourse on each of the issues identified in the FLO-topic schedule based on authentic texts related to those topics, as measured by successful performance (Grade C or higher) on the constructed-response and oral components of the area studies quizzes and tests.

**Instruction:** Version 2: The methods of instruction include audio visual materials, case studies, practical exercises, learner presentations, lecture, discussion, classroom exercise, and computer-based training. The general course topics include advanced listening comprehension; advanced reading comprehension; advanced oral production; advanced grammar and text/discourse analysis; advanced area studies: social science; and advanced area studies: military, science, and technology.

**Methods of Assessment:** Version 2: The methods of assessment are quizzes, written papers, presentations, and examinations with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 2: In the upper-division baccalaureate degree category, 3 semester hours in advanced Chinese; 3 in advanced grammar; 3 in area studies; 3 in modern Chinese topics; 3 in advanced conversation; 3 in Chinese literature; and 3 in Chinese business language and culture. This course is recommended for a total of 21 semester hours in the upper-division baccalaureate degree category. (10/15).

**Reviewer Note:** The review team finds that the Chinese advanced program is very well designed with a wide variety of topics and in depth content. It provides diversified choices of authentic materials, giving strong emphasis on sociolinguistic and discourse competency. The instructors provided very detailed and to the point feedback on student work. There are also a rich variety of learning tasks.

The review team recommends that DLI keep consistent in the use of the simplified and traditional forms of Chinese characters to avoid any confusion for the student (10/15).

## **Advanced Korean Program**

**Organization Internal Course Number:** 21507KP

**ACE Transcript Data:** DLI-0267

**Length:** Version 2: 47 weeks (1410 hours)

**Dates:** Version 2: 10/01/2015 - 09/30/2018

**Description:** Version 2: 47 weeks (1410 hours). The course is designed to provide Korean language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 2: The course objective is to provide Korean language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 2: Upon completion of this course, the student will be able to perform tasks and functions in reading and listening at level 3 or higher on the Interagency Language Roundtable (ILR) proficiency scale; perform tasks and functions in speaking at level 2 or higher the ILR proficiency Scale; recognize and apply discourse models appropriate to most social, educational, business and professional contexts, as demonstrated by performance in scenario-based exercises; understand the current cultural/societal relevance of each of the specific FLO topics identified in the program schedule, as demonstrated by successful performance (grade C or better), on the multiple-choice portions of the area studies tests; and engage in meaningful discourse on each of the specific FLO topics identified in the program schedule, as demonstrated by successful performance (grade C or better) on the oral and constructed response portions of the area studies tests.

**Instruction:** Version 2: The methods of instruction include audio visual materials, case studies, practical exercises, learner presentations, lecture, discussion, classroom exercise, and computer-based training. The general course topics include advanced listening comprehension; advanced reading comprehension; advanced conversation: oral production; advanced Korean grammar; advanced area studies: social science; and advanced area studies: military, science, and technology.

**Methods of Assessment:** Version 2: The methods of assessment are quizzes, written papers, presentations, examinations, and performance rubrics with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 2: In the upper-division baccalaureate degree category, 3 semester hours in Korean literature; 3 in Korean culture and civilization; 3 in advanced Korean; 3 in advanced conversation; 3 in grammar enrichment; 3 in area studies; and 3 in current Korean social issues. This course is recommended for a total of 21 semester hours in the upper-division baccalaureate degree category. (10/15).

**Reviewer Note:** The review team finds that this is a well-designed program with a wide variety of topics and in depth content covered. There are diversified choices of authentic materials; rich variety of students' learning tasks, with emphasis on sociolinguistics and discourse competencies (10/15).

## **Advanced Persian-Farsi**

**Organization Internal Course Number:** 21507PF

**ACE Transcript Data:** DLI-0268

**Length:** Version 2: 36 weeks (1080 hours)

**Dates:** Version 2: 10/01/2015 - 09/30/2018

**Description:** Version 2: 36 weeks (1080 hours). The course is designed to provide Persian-Farsi language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 2: The course objective is to provide Persian-Farsi language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 2: Upon completion of this course, the student will be able to perform tasks and functions in reading and listening at level 3 or higher on the Interagency Language Roundtable (ILR) proficiency scale; perform tasks and functions in speaking at level 2 or higher the ILR proficiency Scale; recognize and apply discourse models appropriate to most social, educational, business and professional contexts, as demonstrated by performance in scenario-based exercises; understand the current cultural/societal relevance of each of the specific FLO topics identified in the program schedule, as demonstrated by successful performance (grade C or better), on the multiple-choice portions of the area studies tests; and engage in meaningful discourse on each of the specific FLO topics identified in the program schedule, as demonstrated by successful performance (grade C or better) on the oral and constructed response portions of the area studies tests.

**Instruction:** Version 2: The methods of instruction include audio visual materials, case studies, practical exercises, learner presentations, lecture, discussion, and classroom exercise, and computer-based training. The general course topics include advanced listening comprehension; advanced reading comprehension; advanced oral production; advanced grammar and text/discourse analysis; advanced area studies: social science; and advanced area studies: military, science, and technology.

**Methods of Assessment:** Version 2: The methods of assessment are quizzes, written papers, presentations, examinations, and performance rubrics with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 2: In the upper-division baccalaureate degree category, 3 semester hours in advanced Arabic; 3 in Arabic media language; 3 in advanced Arabic conversation; 3 in Arabic culture; and 3 in area studies. This course is recommended for a total of 15 semester hours in the upper-division baccalaureate degree category. (10/15).

**Reviewer Note:** The review team finds that the course includes an excellent variety of topics and scripts (fonts) and rich tasks. There's a variety in the form of learning: charts, data, tables, presentations, and poetry.

The team observes that the texts are complicated and interesting, but the questions are too simple.

The review team recommends editing the course materials for spelling error; limit the use of English in the instructions, questions, and assessments; the text should be updated to more current versions - some texts are very outdated (10/15).

## **Advanced Russian Program**

**Organization Internal Course Number:** 21507RU

**ACE Transcript Data:** DLI-0269

**Length:** Version 2: 36 weeks (1080 hours)

**Dates:** Version 2: 10/01/2015 - 09/30/2018

**Description:** Version 2: 36 weeks (1080 hours). The course is designed to provide Russian language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 2: The course objective is to provide Russian language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 2: Upon completion of this course, the student will be able to perform tasks and functions in reading and listening at level 3 or higher on the Interagency Language Roundtable (ILR) proficiency scale; perform tasks and functions in speaking at level 2 or higher the ILR proficiency Scale; recognize and apply discourse models appropriate to most social, educational, business and professional contexts, as demonstrated by performance in scenario-based exercises; understand the current cultural/societal relevance of each of the specific FLO topics identified in the program schedule, as demonstrated by successful performance (grade C or better), on the multiple-choice portions of the area studies tests; and engage in meaningful discourse on each of the specific FLO topics identified in the program schedule, as demonstrated by successful performance (grade C or better) on the oral and constructed response portions of the area studies tests.

**Instruction:** Version 2: The methods of instruction include audio visual materials, case studies, practical exercises, learner presentations, lecture, discussion, classroom exercise, and computer-based training. The general course topics include advanced listening comprehension; advanced reading comprehension; advanced oral production; advanced grammar and text/discourse analysis; advanced area studies: social science; and advanced area studies: military, science, and technology.

**Methods of Assessment:** Version 2: The methods of assessment are quizzes, written papers, presentations, examinations, case studies, and performance rubrics with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 2: In the upper-division baccalaureate degree category, 3 semester hours in Russian conversation; 3 in Russian civilization; 3 in advanced Russian; 3 in Russian media language; and 3 in Russian current events. This course is recommended for a total of 15 semester hours in the upper-division baccalaureate degree category. (10/15).

**Reviewer Note:** The review team finds that the curriculum is well developed and it provides a scope and sequence. It is formatted to develop language skills, especially reading and listening (10/15).

## **Advanced Spanish Program**

**Organization Internal Course Number:** 21507QB

**ACE Transcript Data:** DLI-0270

**Length:** Version 2: 18 weeks (540 hours)

**Dates:** Version 2: 10/01/2015 - 09/30/2018

**Description:** Version 2: 18 weeks (540 hours). The course is designed to provide Spanish language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 2: The course objective is to provide Spanish language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 2: Upon completion of this course, the student will be able to perform tasks and functions by analyzing, evaluating, synthesizing, and creating own viewpoint in reading and listening at level 3 or higher on the Interagency Language Roundtable (ILR) proficiency scale; perform tasks and functions by analyzing, evaluating, synthesizing, and creating own viewpoint in speaking at level 2 or higher the ILR proficiency scale; recognize and apply discourse models appropriate to most social, educational, business and professional contexts, as demonstrated by performance in scenario-based exercises; analyze, evaluate, and synthesize sociolinguistic and pragmatic rudiments to create own viewpoint; understand the current cultural/societal relevance of each of the specific FLO topics identified in the program schedule, as demonstrated by successful performance (grade B- or better), on the multiple-choice portions of the area studies tests; and engage in meaningful discourse using critical thinking skills on each of the specific FLO topics identified in the program schedule, as demonstrated by successful performance (grade B- or better) on the oral and constructed response portions of the area studies tests.

**Instruction:** Version 2: The methods of instruction include audio visual materials, case studies, practical exercises, learner presentations, lecture, discussion, classroom exercise, and computer-based training. The general course topics include advanced listening comprehension; advanced reading comprehension; advanced conversation: oral production; advanced Spanish grammar; advanced area studies: social science; and advanced area studies: military, science, and technology.

**Methods of Assessment:** Version 2: The methods of assessment are quizzes, written papers, presentations, examinations, case studies, performance rubrics with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 2: In the upper-division baccalaureate degree category, 3 semester hours in advanced Spanish; 3 in advanced Spanish conversation; 3 in grammar enrichment; 3 in area studies with contemporary topics; and 3 in civilization/culture or literature. This course is recommended for a total of 15 semester hours in the upper-division baccalaureate degree category. (10/15).

**Reviewer Note:** The review team finds that this course can provide a model for all other language courses; content in all areas represent more than sufficient linguistic and cultural variety, scope, and depth; technology resources enhance the course environment and learning process; course is strong in its efforts to be immersive, culturally, particularly with regard to the studies completed abroad.

The review team recommends revising the course objective language to superiorly demonstrate Bloom's Taxonomy, with regard to verb-leading phrasing that reflects the higher levels of the scale, such as hypothesize, produce, conclude, develop, criticize, etc.(10/15).

## **Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Listening**

**ACE Transcript Data:** DLI-0271

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - 09/30/2018

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test include multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Egyptian (May 2008); Arabic-Modern Standard (Nov 2006); Cebuano (Oct 2009); Chavacano (Aug 2009); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Iraqi (Apr 2006); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Levantine (Mar 2007); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Tausug (Oct 2009); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to understand numbers and understand isolated words and phrases related to immediate survival needs. The skills to be assessed include non-participatory listening in the ability to understand a single word or stock phrase.

## **Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading**

**ACE Transcript Data:** DLI-0279

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - 09/30/2015

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test include multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Modern Standard (Nov 2006); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is Able to understand numbers and Understand isolated words and phrases related to immediate survival needs.

The Skills to Be Assessed include the ability to understand a single word or stock phrase.

## **DLPT Oral Proficiency Interview (OPI)**

**ACE Transcript Data:** DLI-0287

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 20 - 30 minutes

**Dates:** Version 1: 11/01/2011 - 09/30/2018

**Description:** Version 1: The Oral Proficiency Interview (OPI), is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

The oral proficiency interview (OPI) is a carefully conducted face-to-face conversational test in which the examinee speaks with two testers for 20 - 30 minutes. The test is designed to gather sufficient information about the examinee's speaking ability in the target language to match the examinee's speech sample to the Interagency Language Roundtable (ILR) Speaking Skill Level Descriptions, the rating criteria for the OPI. At present, the Proficiency Standards Division has certified 430 OPI testers in 58 languages and dialects.

The relevant language(s) for this test include(s): Afrikaans; Akan (includes Twi and Fante); Albanian; Amharic; Arabic-Algerian; Arabic-Eastern; Arabic-Egyptian; Arabic-Gulf (includes Arabic spoken in Iraq, Oman, Qatar, Bahrain, Kuwait, NE Saudi Arabia, and S. Iran); Arabic-Levantine (includes sub-dialects of Syrian, Jordanian, Lebanese, and Palestinian); Arabic-Libyan; Arabic-Modern Standard; Arabic-Moroccan; Arabic-Sudanese (inc. Saudi); Arabic-Tunisian; Arabic-Western; Arabic-Yemeni; Armenian-Eastern Only; Armenian-Western/Eastern; Assyrian; Azeri (Azerbaijani); Baluchi; Belorussian (aka Byelorussian); Bengali; Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Catalan; Cebuano; Chaldean; Chavacano; Chechen; Chinese Cantonese; Chinese Mandarin; Chinese Taiwanese (South Min); Chinese-Wu; Croatian; Czech; Danish; Dinka; Dutch; English; Estonian; Finnish; Flemish; French; Fula/Toucouleur; Fula/Peul; Ga; Georgian; German; Greek; Guarani; Gujarati; Haitian-Creole; Hausa; Hebrew; Hiligaynon; Hindi; Hmong/Mong; Hungarian; Icelandic; Igbo, AKA Ibo; Ilocano; Indonesian; Italian; Japanese; Javanese; Kashmiri; Kazakh; Kikongo/Kongo; Kirghiz; Korean; Krio; Kurdish-Behdini (Kurmanji); Kurdish-Sorani; Lao; Latvian; Lingala; Lithuanian; Macedonian; Malay; Malayalam; Mandingo-Bambara; Mongolian; Nepali (Nepalese); Norwegian; Pashto-Afghan; Persian-Afghan (Dari); Persian-Farsi; Persian-Tajiki; Polish; Ponapean; Portugese-Brazilian; Portugese-European; Pular; Punjabi; Romanian; Russian; Samoan; Serbian; Serbian/Croatian; Sindhi; Singhalese; Slovak; Slovenian; Somali; Spanish; Swahili; Swedish; Tagalog; Tajik; Tamil (Indian); Tamil (Sri Lanken); Tausug; Telugu; Thai; Tibetan; Tigrinya; Turkish; Turkmen; Ukrainian; Urdu; Uyghur; Uzbek; Vietnamese; Visayan (See notes); Wolof; Yappese; Yoruba; Zulu.

**Skills Measured:** Version 1: The description of expected ability, the learner is able to satisfy immediate needs using rehearsed utterances.

The skills to be assessed include the ability to list words/phrases; attempt conversation; and communicate only with memorized material.

**Oral Exam:** Version 1: To be awarded a level rating of 0+, an examinee will have demonstrated target language proficiency consistent with the following Interagency Language Roundtable (ILR) skill level description: (Memorized Proficiency) Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. 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, functors (linking words, markers and the like) are omitted, confused or distorted. An individual can usually differentiate most significant sounds when produced in isolation but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with people used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty.

(Source: <http://www.govtilr.org/>; accessed 6 April 2012).

## Reviewer Notes:

Russian: the answers to some of the two part questions can be inferred in the second question from information provided in the first or from general knowledge a learner may have about the country.

Chinese: The review team notes that the passages tend to be too long so part of the test's goal seems to be memorization. There is ambiguity in the multiple-choice items depending on a person's interpretation. Overall, the exam is well designed and scientific, and includes different accents.

Arabic: The review team finds that the topics are diverse for Modern Standard Arabic (MSA), less diverse for LC and more diverse for RC. There is a rich range of vocabulary in both the listening and reading sections of the examination. The team notes the absence of topics involving Islam, Islamic terminology, or humor.

In discussions, there was little or no negotiation of topic in the listening

The review team recommends increasing the number of questions used to evaluate a student's lower-level proficiency rating. Additionally, the videos are outdated and should be updated prior to the next review.

French: The review team finds that the exams incorporate a wide array of topics based on national representation across the Francophone world. However, the texts and audio cuts need to be updated to reflect current social, political and global issues prior to next review.

The review team highly recommends that more of the listening program is supplemented with more diverse audio resources that represent the Francophone world.

The review team recommends that the assessment reflect accent/speech variations across cultures, particularly among the listening selections. The Spanish DLPT may be used as a model for execution.

Spanish (Basic): The review team notes that the exams integrate adequate amounts of variety in topics and national representation across the Spanish speaking world. The exam incorporates a wide range of media exposure including interviews, announcements, commercials, and editorials. In general, the texts are appropriate in a contemporary context

Spanish (upper): The review team finds that the exam integrates an adequate amount of a variety of topics and national representation across the Spanish speaking world. There is a wide range of exposure including political, historical, advanced social issues, emotional and global concepts. The exam incorporates higher level literary resources such as essays poetry, media, etc.

Spanish (OPI): The review team observes that the Spanish OPI exam encompasses a wide variety of topics of contemporary relevance. The review team recommends updating the use of outdated currency found in the listening comprehension activities.

Ukrainian: The review team notes that the reading test is accurate and all answers are correct. The team recommends removing double dashes and eliminating typos in paragraphs.

Portuguese: The review team finds that the exam strongly tests linguistic and cultural acquisition. There is adequate integration of cultural references with grammar and other linguistic aspects. The questions and reading selections are appropriate for the proficiency and learning levels.

German: The review team finds that the reading content sufficiently assesses language reading ability. Appropriate alignment with cultural context in reading selections is represented. The exam includes a variety of reading selections by type, reflected throughout the exam. An increase in rigor throughout the exam was reflected.

The historical and social content is outdated; the team recommends updating historical and social content prior to next review (10/15).

Course Number	Course Title	New Credit			
		VC	LD	UD	GD
DLI-0271	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Listening: Proficiency Level Rating: 0+		1		
DLI-0272	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Listening: Proficiency Level Rating: 1		2		
DLI-0273	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Listening: Proficiency Level Rating: 1+_____		3		
DLI-0274	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Listening: Proficiency Level Rating: 2		4		
DLI-0275	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Listening: Proficiency Level Rating: 2+		4	1	
DLI-0276	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Listening: Proficiency Level Rating: 3		4	4	
DLI-0277	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Listening: Proficiency Level Rating: 3+		4	4	
DLI-0278	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Listening: Proficiency Level Rating: 4		4	4	
DLI-0279	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 0+		1		
DLI-0280	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 1		2		
DLI-0281	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 1+		3		
DLI-0282	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 2		4		
DLI-0283	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 2+		4	1	
DLI-0284	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 3		4	4	
DLI-0285	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 3+		4	4	
DLI-0286	Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 4		4	4	
DLI-0287	DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 0+		1		

DLI-0288	DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 1		2		
DLI-0289	DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 1+		4		
DLI-0290	DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 2		4	3	
DLI-0291	DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 2+		4	4	
DLI-0292	DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 3		4	6	
DLI-0293	DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 3+		4	6	
DLI-0294	DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 4		4	6	
DLI-0295	DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 4+		4	6	
DLI-0296	DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 5		4	6	