

# Arabic Algerian Defense Language Proficiency Test5 Familiarization Guide



10/06/2014

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## **Introduction**

This Familiarization Guide is designed to provide prospective examinees with information about the Arabic Algerian Defense Language Proficiency Test 5 (DLPT5) in constructed-response format. This guide contains general information about the test design, the format of the test, its length, its content, the skills tested, and procedures used in scoring and reporting the scores. In addition, screen shots of what the examinees will see when taking the test on the computer as well as information on testing procedures are provided.

## **Part 1**

### **Overview of the DLPT5 Constructed-Response Test**

The DLPT5 is designed to assess the general language proficiency in reading and listening of native speakers of English who have learned a foreign language as a second language, as well as native speakers of other languages with strong English skills. The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (see Appendix). All DLPT5s will be delivered on the computer.

DLPT5s in many languages include both a Lower-Range Test and an Upper-Range Test. The Lower-Range Test measures ILR proficiency levels 0+ through 3, while the Upper-Range Test measures ILR proficiency levels 3 through 4. Examinees will normally take the Lower-Range DLPT5; those who receive a score of 3 on the Lower-Range Test may be eligible to take the Upper-Range Test, depending on the policy of their institution. The DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government.

## 1. Test design

The Arabic Algerian DLPT5 is a Lower-Range test for listening only and contains 60 questions with 30 authentic passages. Each passage has two questions and is played twice.

Examinees have 3 hours to complete the Listening Test. Approximately halfway through the test, examinees will be given a 15-minute break. The break does not count toward the test time. Examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively is the examinee's responsibility.

## 2. Test content

The DLPT5 is designed to measure proficiency in the target language regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.

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.

## 3. Test format

The test includes instructions for how to take the test, examples of how to answer the questions, and question sets containing the following parts:

**Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.

**Passage:** This is the only element of the test that is in the target language being tested. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. Most of the passages are much shorter than the maximum length.

**Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally questions may ask about idioms or expressions that are used in the passage. There are two questions for each listening passage.

**Answer box:** For each question, there is a box on the screen in which examinees type their answer in English. Examinees may also type notes in these boxes if they wish.

## 4. Scoring

Examinee scores are reported in terms of ILR levels, including “plus” ratings. Lower-Range Tests are intended to cover ILR levels 0+ through 3. Possible scores are 0, 0+, 1, 1+, 2, 2+, and 3. Upper-Range Tests are intended to cover ILR levels 3 through 4. Possible scores are 3, 3+, and 4. Separate scores are reported for Reading and Listening.

Scores on either type of test reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (see Appendix). Scores do **not** reflect proficiency in speaking or writing, nor do they reflect examinees’ job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., reading or listening to a target language passage repeatedly with the aid of supplemental reference materials and information sources).

For the DLPT5 Constructed-Response Lower-Range Test, scores will be based on the number of questions answered correctly at each ILR level. Each question targets a specific ILR level. Examinees generally have to answer at least 70% of questions correctly at a given level to be assigned that level. Examinees must pass each lower level in order to pass a higher level. Examinee answers will be evaluated by scorers trained by testing experts at the Defense Language Institute according to a detailed scoring protocol.

Scores on the Upper-Range Test will be based on the number of passages for which the examinee demonstrates comprehension. Each passage targets a specific ILR level. Comprehension of a passage is demonstrated by supplying certain information from the passage specified by the test’s developers. Examinees generally have to demonstrate comprehension of at least 70% of the passages at a given level to be assigned that level. Examinees must pass each lower level in order to pass a higher level. Examinee answers will be evaluated by scorers trained by testing experts at the Defense Language Institute according to a detailed scoring protocol.

## 5. Preparing for the test

The purpose of this publication is to familiarize prospective examinees with the DLPT5 constructed-response format and general testing procedures. Other than carefully reading this guide so that the test instructions and format are familiar, there is very little to be gained from “studying” for the test. The best preparation for the DLPT5 is the acquisition of a solid base of general proficiency in the target language, both through formal training and through language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test.

## 6. Instructions for answering DLPT5 CRT questions

This section is meant to familiarize prospective examinees with how to answer DLPT5 Constructed-Response Test (CRT) questions. Sample Arabic Algerian listening passages from ILR levels 1 through 2+ with their associated questions and sample expected answers are presented in Part 3.

Answers should be complete and relevant. Examinees are not expected to write essays or word-for-word complete translations. An example passage with explanations is given below to illustrate the types of answers that would be expected to receive credit.

*According to an official spokesperson, the government of Treden has started a new program to help solve the growing refugee problem there. The program, announced last week by the Tredenian minister of the interior, involves the resettlement of refugees to vacant apartment buildings in the Tredenian capital. These refugees are currently being housed in overcrowded camps near Treden's border with war-ravaged Norland. The camps were instituted in 2003 in response to the war. Since that time, the number and size of camps has grown, and the war is still going on. The average population of the camps is 3000, and most camps were designed for at most 1000 people. It is hoped that the new program will help alleviate this situation.*

In order to receive credit, examinees must provide all the information requested. As stated above, answers should be complete and relevant:

**Complete:** Examinees must provide all the information requested to receive credit. The examinee must not leave out information that was included in the passage and could reasonably be expected as part of an answer to the question being asked. If, based on the above passage, there had been a question “What action was taken by the government of Treden?” a complete answer would include all the information about the government starting a program to resettle refugees from camps near the Norlandian border to vacant apartment buildings in the capital.

It would not be acceptable simply to write, “The government started a program,” or “The government helped some refugees,” or “The government supplied some people with apartments.” Where the question is in two parts, such as “What action was taken by the government of Treden AND what was the reason for its action?” **both** parts must be answered; i.e., the examinee must say both **what** action was taken and **why** the action was taken in order to receive credit.

**Relevant:** Examinees should not include information that does not answer the question, even if that information appears in the passage; the examinee’s entire answer should relate directly to the question being asked. Examinees are not expected to write a word-

for-word translation of large parts of the passage or even of the entire passage in response to a question.

With regard to the example passage cited above, if the question asks for the reason for the government's action, the examinee should not offer a translation of the last five sentences of the passage; even though that part of the passage contains the critical information, it also contains some extraneous information.

**Sense:** The examinee's response should make sense as an answer to the question asked. Examinees who use the text box for note-taking should ensure that they end up with a coherent answer that appears somewhere within the text box and that can be understood by an English-speaking rater.

**Translation:** As noted above, translation of the entire passage is not acceptable as the answer to any single question. Additionally, the strategy of translating pieces of the passage as answers to questions should be used with caution.

It is common for questions to require inferences from what is directly stated in the passage or the synthesis of ideas and information from various parts of the passage, especially as the passages become longer and more difficult. Therefore, the answer to a question is sometimes not to be found in one or two key sentences or sections of the passage.

**Time management:** On the DLPT5, the examinee controls the amount of time used to answer a question. It is therefore the examinee's responsibility to monitor time usage while answering and to manage time spent during the overall test.

The examinee should **not** spend too much time on any one answer. Also, because of the way the DLPT5 CRT is scored, the examinee should use the time carefully to ensure that all of the questions at or below his or her ability are answered thoroughly. For the Upper-Range Test, examinees should ensure that, for any particular passage, all of the questions related to that passage are answered.

## Part 2 Test Procedures

### 7. Test Procedures Overview

This section is to help prospective examinees become familiar with the test procedures of the DLPT5 Constructed-Response Listening test. First, there will be a short description of what the examinees see before the actual test begins. Then screen shots of what examinees will see on the computer screen will be provided.

At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC) or a user ID and password that were provided when the examinee registered to take the test. The examinee must click on the [CAC Logon] or [Submit] button before moving to the next screen.

DMDC Information and Technology for Better Decision Making

DLPT Testing

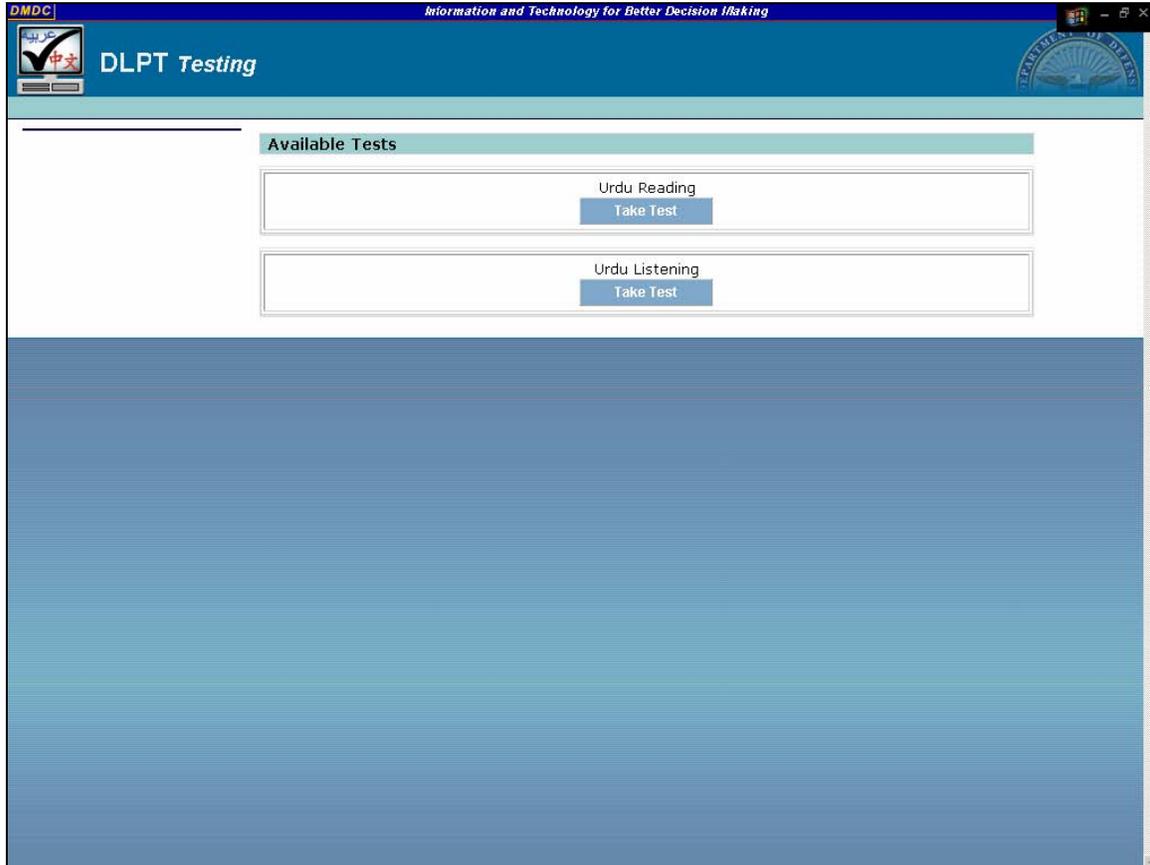
DEPARTMENT OF DEFENSE

### Candidate Logon

The Test Administrator has successfully logged in.

CAC Log on	User ID & Password
<input type="button" value="CAC Logon"/>	User ID: <input type="text"/>
	Password: <input type="password"/>
	<input type="button" value="Submit"/>

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



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

DLPT5 Lower Range Reading Comprehension Test for Language X

<p>DEPARTMENT OF DEFENSE</p> <p><b>Defense Language Proficiency Test 5</b> Constructed Response Format</p>  <p><b>Language X</b> Language Code Xx</p> <p><b>Lower Range Reading Comprehension Test</b></p>	<p><b>FOR OFFICIAL USE ONLY</b></p> <p><b>Controlled Item (Test Material)</b></p>  <p>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</p> <p>If you have difficulty with the instructions or any functions of this test, click the [Help] button in the lower left-hand corner of the screen.</p> <p><b>To begin, click the [Next] button below.</b></p>
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Introduction: Screen 1 of 6

[Help](#)

[Next](#)

**Privacy Act Statement:**

Disclosure of requested information is solicited under the authority of Title 10, United States Code 3012, Executive Order 9397 and Army Regulation 600-2 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.

**Disclaimer for Defense Language Institute Tests:**

Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc., that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.

I confirm having read and understood both the Privacy Act Statement and the Disclaimer.

Click on the checkbox above to confirm.

[Help](#)

Introduction: Screen 2 of 6

**Test Administration Statement:**

I understand that I am not required to take the Language X Reading Comprehension Test at this time if there are extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Administrator, and my unit commander.

**Non-Disclosure Statement:**

I understand that this test is **FOR OFFICIAL USE ONLY** and the unauthorized discussion, disclosure or possession of any part of this test is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved. Such unauthorized discussion or disclosure refers to **RELATING ANY ASPECT OF THIS TEST TO ANYONE**, including an instructor, fellow service member, spouse, or class member.

I confirm having read and understood both the Test Administration and the Non-Disclosure Statements.

Click on the checkbox above to confirm.

Help

Introduction: Screen 3 of 6

Next

The next few screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test, and a sample test passage. The text and questions in these screens appear smaller than the text and questions on the actual test passages.

## 8. Listening Comprehension Test

Presented here are examples of screen layouts for the Listening Comprehension Test. Explanations of the parts of the screen are provided.

The screenshot shows the interface for the DLPT5 Listening Comprehension Test. The title bar at the top reads "DLPT5 Constructed Response Test for Listening Comprehension" and "Language X". Below the title bar is an orientation statement: "This passage is taken from a news broadcast." The main area contains two questions: "1. What phenomenon are the villagers experiencing?" and "2. What do they think is the cause of this?". Each question has a text input box with a scroll bar. A red horizontal line separates the questions from the end of the passage section, which includes the text "End of this passage." and a checkbox labeled "Mark this passage for later consideration." At the bottom of the screen is a status bar with a "Help" button on the left and a "Play Audio" button on the right. The status bar displays "Passage 1 of 10", "2 questions", and "Test Ends in: 178:02".

**TITLE BAR**

- indicates the test title and section.

**ORIENTATION STATEMENT**

- explains source of passage in English.

**QUESTIONS**

- To answer a question, click in the text box and type.
- To change your answer, erase it and retype it.
- A red line indicates the end of the questions.
- To see all the questions, you may need to scroll.

**STATUS BAR shows:**

- Current passage number
- Total number of passages
- Number of questions for current passage
- Timer status
- Play Audio and Help buttons

Click on this button if you have any technical difficulties.

To hear the audio for a passage, click on this button.

Passage # Total # of passages

# of Questions for this passage

Time Remaining

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

DLPT5 Lower Range Listening Comprehension Test for Language X

<b>Test Sequence</b>	<b>The Clock</b>
<ul style="list-style-type: none"><li>• When a passage screen opens, you will see the passage number, orientation statement, and questions with their text boxes.</li><li>• At the very bottom of the screen a [Help] button and a [Play Audio] button will be visible.</li><li>• When you click on the [Play Audio] button, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar at the bottom of the screen. The [Help] button will not be active while the audio is playing. If you experience technical difficulty when the [Help] button is not visible, raise your hand.</li><li>• You may answer questions at any time during the playing of the audio. You may also use the text boxes to take notes.</li><li>• You may not move to the next passage until the audio finishes playing. When the audio finishes, the [Next] button appears at the bottom of the screen. Click on it when you are ready to move on to the next passage. You will not be able to go back to previous passages until the end of the test.</li><li>• The [Help] button reappears at the end of the audio playing for each passage. If you need help concerning a passage, make sure that you click on the [Help] button before moving to the next passage.</li></ul>	<ul style="list-style-type: none"><li>• The amount of time allotted for this test is 180 minutes (3 hours).</li><li>• There is a break in the middle of the test. It does not count against your time.</li><li>• It is your responsibility to keep track of where you are in the test, and how much time is remaining.</li></ul> <hr/> <p style="text-align: center;"><b>BEFORE YOU PROCEED, adjust your volume.</b></p> <p style="text-align: center;"><input type="button" value="Test Volume"/></p> <p style="text-align: center;">Click on the [Test Volume] button to hear a short audio file.</p>

Introduction: Screen 6 of 7

**ATTENTION: You should hear a voice reading the instructions below.**

**If the audio is not clear or loud enough, raise your hand now to alert the Test Administrator.**

- When a passage screen opens, you will see a short statement in English that explains the context from which the passage was taken, and below that, the questions associated with the passage.
- When you are ready to hear the passage, click on the [Play Audio] button located at the bottom right corner of the screen.
- You will then hear the short statement in English followed by the passage. Each passage will be played twice. There will be a short tone signal between the two playings.
- You do not have to wait until the passage has finished playing to begin answering the questions. You may also use the text boxes to take notes.
- After hearing the passage you will be reminded to answer the questions. Read each question carefully.
- Type your answers in English in the text boxes provided. Your answers should be complete, concise, and relevant. You must provide all the information requested to receive credit. The answer to each question may be stated overtly in the passage or only implied.
- Click on the [Next] button at the bottom right of the screen to go to the next passage.

---

**A sample passage follows on the next screen.**

**If you need help during the test, click on the [Help] button.**

Presented here are examples of Listening Test sample questions. The sample passage audio is played while the screen is displayed. After the sample passage, the examinee clicks on the [Next] button and moves to the test navigation information screen.

DLPT5 Lower Range Listening Comprehension Test for Language X

**Sample Passage**    **Type your answers in the boxes below.**

**From a conversation between a woman and her sister**

**S1. What problem did the woman have?**

**S2. What suggestion did the sister have?**

---

End of questions for Sample Passage  
Mark this passage for later consideration.

[Help](#)    Sample Passage    2 questions    [Play Audio](#)

On the test navigation information screen, the examinee clicks on the [Start Test] button to hear the first passage and start the clock.

DLPT5 Lower Range Listening Comprehension Test for Language X

**End-of-Test Review Information**

- At the end of the test, *if there is still time on the clock*, you will have the opportunity to review your answers before submitting the test.
- From the review page you will be able to jump to any given passage.
- You will be able to respond to any questions you have not answered, or change an answer.
- You **will not hear** the audio again during this review period.
- Detailed instructions for this review will be given at the end of the test.

**Start of Test**

- This listening test contains 30 passages and 60 questions.
- The test is 180 minutes (3 hours) long.
- There will be a 15-minute break after Passage 18. The break does not count against the total time allowed for the test.
- When you are ready, click on the [Start Test] button below.
- The screen will move to Passage 1 and the clock will begin.

Help      End of Instructions      Test ends in: 180:00      Back      Start Test

When a passage screen opens, examinees can start the audio by clicking on the [Play Audio] button whenever they are ready to listen to the passage. Each passage will be played twice. There will be a short tone between the two playings. When the audio finishes, the [Next] button will appear.

Examinees can move on to the next passage once the audio has finished playing by clicking on the [Next] button. Examinees can type in the text boxes at any time after the passage screen opens. They can take as much or as little time as they wish to answer. Examinees will not be able to go back to previous passages until the end of the test.

## 9. End-of-test review information

At the end of each test, a review screen appears for examinees to review their responses to the questions before submitting the test. From the review page, examinees will be able to jump to any given passage. They will be able to respond to any questions they have not answered, or they can change an answer. The audio for the Listening Test will **not** be played again during this review period.

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Language X

End of Listening Test

- In the chart below, an asterisk (\*) in the Answer column means that you have answered a question.
- If you see the word **BLANK**, it means that **no answer** has been registered for this question.
- If you see an **X** next to a passage number, it means that you marked that passage for further consideration as you were taking the test.
- To review/change any answer, click the row in the chart which corresponds to the question number.

Passage	Q #	Answer		Passage	Q #	Answer		Passage	Q #	Answer		Passage	Q #	Answer
1	1	*	X	9	17	*		17	33	*		25	49	*
	2	*			18	*			34	*			50	*
2	3	*		10	19	*		18	35	*		26	51	*
	4	*			20	*			36	*			52	*
X	3	5	*	11	21	*		19	37	*		27	53	*
	6	*			22	*			38	*			54	*
4	7	*		12	23	*		20	39	*		28	55	Blank
	8	*			24	*			40	*			56	*
5	9	*		13	25	*		21	41	*		29	57	*
	10	*			26	*			42	*			58	*
6	11	*		14	27	*	X	22	43	Blank		30	59	*
	12	*			28	*			44	Blank			60	*
7	13	*		15	29	*		23	45	*				
	14	*			30	*			46	*				
8	15	*	X	16	31	*		24	47	*				
	16	*			32	Blank			48	*				

- When you are satisfied and are ready to submit your test, click the [Submit] button below.

Review Answers
Test ends in: 05:32
Submit

## Part 3

### Sample Passages

#### 10. Listening Comprehension sample passages

Below are some sample passages, questions, and answers. Note that it is not necessary to provide the exact wording of the answers in order to get credit; any response that expresses the KEY IDEAS is correct. *Note: Examinees will not see passage transcripts in an actual DLPT5 Listening test.*

#### Level 1+

*From a local news interview*

##### Arabic Algerian transcript

سنة وستين بديت نخدم لقيت بابا يخدم ، عنده بقرات، و عنده فلاحته في عين شرشار ، عنده فيرمة في عين شرشار .أتعلمت على بابا، و كان في عمري خمسة و عشرين سنة، جافي لامور تاع الفلاحة. كان هذاك هما عندنا ليطابل فيها بقرات .أبديت نخدم. أنا هو أल्ली بديت نحلّب، و نرضع لمساغر، و أنفرح، و نبروسي البقرات و نعوهم .أو جافي دي كليون، أنبيع لحليب، أندير اللبن ، أندير الزبدة. و أمبعد، ليزاني كاتريفان، أبديت نخرج .زدنا درنا بقرات في لافارم، أي دو سو تان لا، أقعدت طول، نخدم في ليطابل تاع لافارم.دعمتني الدولة في هذا المجال هذاي، باللي شافنتني قوية في الخدمة هذي، و قايمة بها، شجعوني. لاني كاتريفان ديس سات، جاء وزير الفلاحة، جاء دعمني، و جاء شافني و أفرح بي، قال يعني مليح كما هكا، كون كاين في الزوائر اللي كما أنتي أنعم علينا الريح. مديت طومي بروغري، ما نادماش عليها بكل.

**What were TWO of the chores the woman did on her father's farm?**

*Any TWO of the following*

- Milked the cows.
- Helped the calves to suckle.
- Swept the stable.
- Brushed/Bathed the cows.
- Sold milk/buttermilk/butter.

In this passage, the woman recounts what she did on her father's farm. Any formulation that includes the information about TWO of the chores that she did on her father's farm will be awarded credit.

**What were TWO of the Minister of Agriculture's reactions when he visited the woman's farm?**

*Any TWO of the following*

- He supported her.
- He was happy with her / with her work.
- He said that it was a good thing that Algeria had someone like her / the woman (farming / bringing wealth (to the field)).

In this passage, the woman says that the Minister of Agriculture visited her. Any formulation that includes TWO reactions of the Minister of Agriculture when visiting the woman's farm will be awarded credit.

## Level 2

*From a radio interview with a local resident*

### Arabic Algerian transcript

الصحفي: تحدث لنا عن المقاومة وكيف اخترت هذا العمل؟  
المواطن: جات هذه صدفة، كنا فاتحين كوشا في الدار مع انسابي كنت نخدم معاهم؛ كان واحد الشهر باللي بدينا نخدمو؛ جاتنا جماعة هددتنا تحوس على الدراهم دومانداونا المبلغ ديال 150 مليون ونسيبي ماعدوش كنا عاد بدينا عاد فتحنا الكوشة كانت مصاريف؛ كانت البنك تسال الفرينا كان كدا. نسيبي عطاولو شهر ديال المهلة، يا يسلم المبلغ يا يديرو قالو لوبلاك ماتتساش عندك شهر، وجد لنا هذه الأمانة نجيو نديوها... وبعد خماساتاش ولا عشرين يوم وراها تلامينا أنا ونسيبي وواحد الأخ معانا، شفنا كي نديرو باش نخلو هذا المشكل. ومن بعد جانا عمي مولود تيس أوسنيان ميليتاروعندو ولادو فالجيش قالو حبينا نديرو كروب إلى تسهلونا تعطونا السلاح. قالو مافيهش مشكل. شوف تما تدير لأكروب وجيبها، جينا هنا للحوما وبدينا ندورو نشوفو شي جماعة، جمعنا لأكروب ديال 8 اتكلنا على ربي وحنا جانبها بالجمعة 29 سبتمبر، رحنا عطاونا السلاح وجبنا السلاح وجينا، من تماك بدأت المقاومة نتاعا.

**What happened to the interviewee and his relative after they started their business? Mention TWO details.**

*Any TWO of the following*

- They were asked to pay (a large amount of) money / 150 million DZD (by Jama'a members / gang members). // They were given a month to come up with the money.
- They were threatened (by Jama'a members / gang members).
- They were in debt. // They owed money.

In this passage, the interviewee recounts what happened to him and his relative after they started their business. Any formulation that includes TWO details about what happened to the interviewee and his relative after they started their business will be awarded credit.

**What were TWO outcomes of the meeting the interviewee and his group had with the official of the Algerian Armed Forces?**

*Any TWO of the following*

- The group / They (began to) Looked for volunteers.

- The group / They set up a small (anti-terrorism) group/organization (of 8 people).
- The group / They obtained (were provided with) weapons (in September).
- The group / They started to defend their city.

In this passage, the interviewee mentions the outcomes of the meeting he and his group had with the official of the Algerian Armed forces. Any formulation that includes TWO of the outcomes of the meeting the interviewee and his group had with the official of the Algerian forces will be awarded credit.

## Level 2+

*From a radio interview about a social issue*

### Arabic Algerian transcript

رجل: زمان يقول جوع بطني و لا خروج وطني جو بريفر نجوع في بلادي و ما نخرج منها خاطرش كايين بزاف اللي عايشين في أحلام اليقظة ديما نسموهم أحلام اليقظة ، يشوف برك اللي يجي بالتوموبيل في الصيف ، ويقولك هذا ريوس وكذا ، بصح لو كان تشوفي شحال الناس راهي تموت ، ناس راهم يدفنوهم بال والديهم ما نعرف عليهم لا أصلهم. يعني كي تشوفي مظهر كما هذا يقسم لك القلب يعني هم في عز العمر 19، 20، 23 سنة يحرقوا .Vraiment ça fait mal le cœur

امرأة: بصح كمال ، هما كي يبغو يحرقو زعما ، واش هما الدوافع على حسب رأيك؟

رجل: رك شوفي كل واحد باش راه متشبع فهمت كفاه؟ كايين اللي يشوف روحه محقور ، كايين اللي يشوف روحه مقصى من المجتمع هذا كايين اللي يشوف روحه ما يفيدش ، كايين الي يشوف روحه الناس تخزر فيه بنص عين كل واحد كيفاش يشوف روحه و هذه العوامل كي تطميهم النتيجة نتاعهم تدير مشكل فهمت كفاه؟ هذي الفئة...

امرأة : هذي الفئة

رجل :... يأخذها بعين الاعتبار ، بالك يوجهوهم des societies, des petite entreprises Je pense que . . - الواحد اللي يخدم هنا و يلقي التسهيلات ما شكيتش تجي في باله الحرقه

المذبة: بصح الدولة راها سخرت لهم الامكانيات، وفرت لهم الامكانيات

رجل :ما نيش راني نقولك تزيد توفر لهم أكثر

امرأة : ان شاء الله

رجل : خاطرش الانسان كما تقول في ظرف كما هذا ما عنده وين يشوف غير لربي و الدولة pour le moment ما عندوش وين يروح ، يروح لفرانسا ولا لإسبانيا تصيبه يغسل الماعن يا يخدم باليار.

**For what reason does the man feel sorry about young people emigrating?**

*Any one of the following*

- The idea that life is easier somewhere else is an illusion/misconception/dream that will be dashed once they are in the new country/abroad.
- They will live and die alone / away from their family.

In this interview, the man says he feels sorry about young people emigrating. Any formulation that includes one reason the man feels sorry about young people emigrating will be awarded credit.

**According to the speakers, what responsibility does the government bear for the emigration of young people?**

- (The government) It needs to provide young people / them with (sufficient/enough) job/employment opportunities.
- (The government) It should consider financing small businesses for youth employment.

In this interview, the speakers mention responsibilities the government should bear for the emigration of young people. Any formulation that includes responsibilities which the government should bear for the emigration of young people will be awarded credited.

# **Appendix A: Interagency Language Roundtable Language Skill Level Descriptions**

## **Preface**

The following descriptions of proficiency levels 0, 1, 2, 3, 4, and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+, 1+, 2+, etc. will be assigned when proficiency substantially exceeds one skill level and does not fully meet the criteria for the next level. The "plus-level" descriptions, therefore, are subsidiary to the "base-level" descriptions.

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

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal 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 [sic] 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.

These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance which are of insufficient generality to be included here.

## **Interagency Language Roundtable Language Skill Level Descriptions: Listening**

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

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

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

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even such people as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.)

### **Listening 1 (Elementary Proficiency)**

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal with frequent repetitions or paraphrase (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 inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.)

### **Listening 1+ (Elementary Proficiency, Plus)**

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with

more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.)

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

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts; i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.)

### **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 interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been Coded L-2+ in some nonautomated applications.)

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

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.)

**Listening 3+ (General Professional Proficiency, Plus)**

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.)

**Listening 4 (Advanced Professional Proficiency)**

Able to understand all forms and styles of speech pertinent to professional needs. 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 his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.)

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

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.)

**Listening 5 (Functionally Native Proficiency)**

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.)