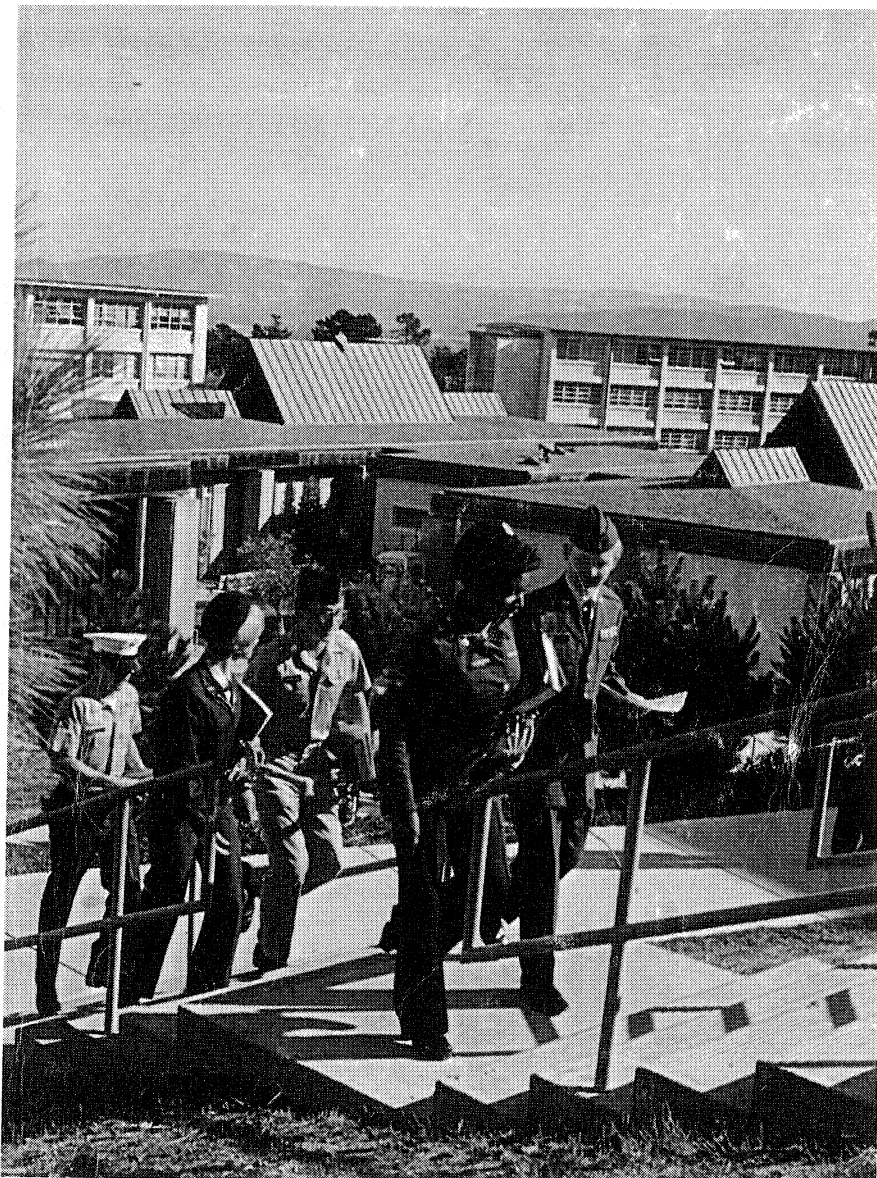


**Defense Language Institute  
Foreign Language Center**  
Presidio of Monterey, California



**General Catalog**

DLIFLC Pam 350-8

DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER  
Presidio of Monterey, California

DLIFLC Pamphlet  
No. 350-8

June 1980

GENERAL CATALOG

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## History

### World War II.

The Institute began in 1941 in an old airplane hangar near San Francisco's Golden Gate Bridge, and in a University of California classroom across the bay in Berkeley.

The impetus for initiating foreign language instruction was the threat of war with Japan and the realization that almost no Japanese linguists were available to U.S. military forces. The Navy began teaching Japanese to officers at Berkeley in October and, in November, the Army began training Japanese-American recruits in the

hangar at Crissy Field on the Presidio of San Francisco. This school was named the Fourth Army Intelligence School.

When the evacuation of Japanese-Americans from the West Coast was ordered in 1942, the locations of both language programs were shifted. The Navy moved to the University of Colorado at Boulder; the Army moved to Camp Savage, Minnesota, and later to nearby Fort Snelling. With the move, the Army school was renamed the Military Intelligence Service Language School.



*Throughout World War II Nisei language specialists performed valuable front-line duties as interpreters, interrogators, and translators of maps, field orders, and other captured battlefield documents.*



*Two of the fourteen Nisei (Americans of Japanese ancestry) volunteers who served as interpreters with the famous "Merrill's Marauders" in Burma during World War II are shown with the unit's commander, General Frank D. Merrill.*

*Mr. Yutaka Munakata (standing) headed the school's Translation Section during war years. He is still with the Institute serving as the Group Chief of the Asian languages.*

*Flanking the warmth of a pot-bellied coal stove during the cold winters at Camp Savage, Minnesota, Nisei students perform translation duties. During the war the school graduated about 6,000 Japanese linguists.*



### Mission of the Institute

The mission of the Defense Language Institute Foreign Language Center is twofold. The Institute exercises technical control over, and provides technical support to, all foreign language instruction conducted in the Department of Defense except at the service academies and in dependent schools. The Institute also conducts full-time resident foreign language instruction for members of the United States Armed Forces. Employees of other government agencies may be enrolled by special arrangement. The Institute also arranges for designated military personnel to attend full-time foreign language training in certain languages at the State Department's Foreign Service Institute in Washington, D.C.

### Present Status

In 1973, the Institute was placed under the administrative control of the United States Army Training and Doctrine Command (TRADOC) at Fort Monroe, Virginia. A year later, the Headquarters and the East Coast and West Coast Branches merged into one organization located in Monterey. In January 1976, the English Language School at Lackland AFB was returned to Air Force control and designated the Defense Language Institute, English Language Center. The Foreign Language School was redesignated the Defense Language Institute Foreign Language Center (DLIFLC) and remained under the control of TRADOC.

### Post-World War II.

After the war, language training in the Armed Forces was ordered to continue. The Navy school remained small and was combined with the Navy Intelligence School at Anacostia in Washington, D.C. The Army school moved to the Presidio of Monterey. Other language training programs had, meanwhile, been established at a number of other locations.

By June 1946, the Army school had made its permanent home at the Presidio of Monterey, where in 1947 it was renamed the Army Language School. Within two years after the transfer to Monterey, 20 languages were included in its curriculum. By 1958 the school was offering instruction in 28 languages and had classroom facilities for 2,000 students and a teaching staff of 391.

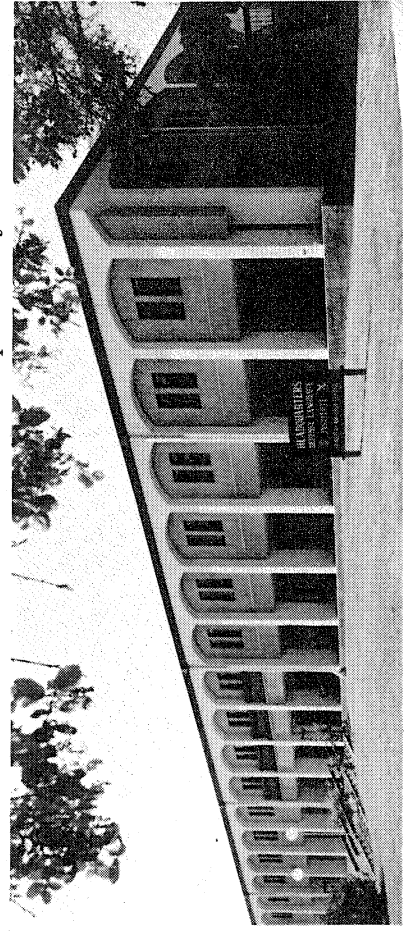
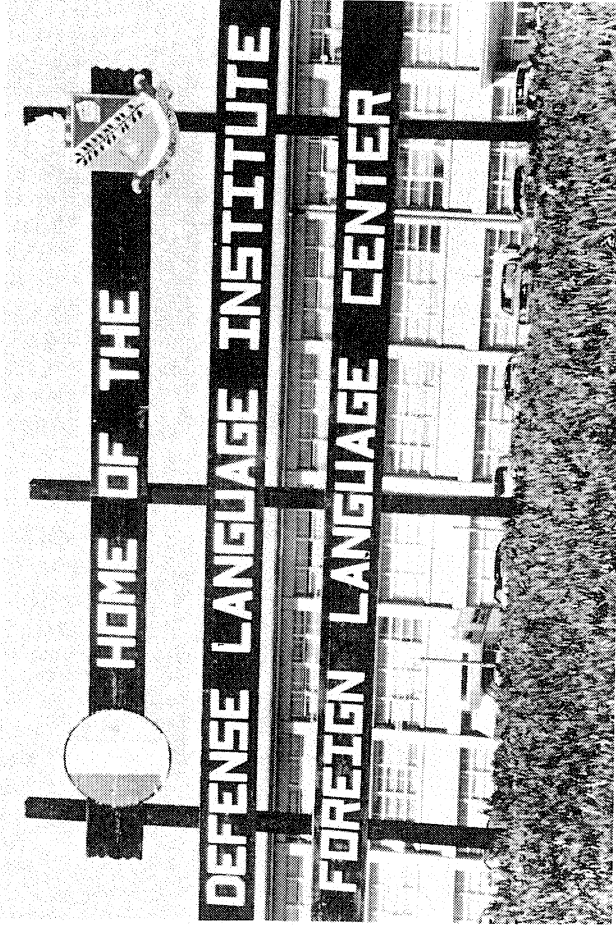
### Establishment of the Defense Language Program.

After considerable study by military and government officials, it was decided that Department of Defense (DOD) language programs could be consolidated. As a result of this decision, the Defense Language Institute was established in 1963. Under the

Secretary of the Army as executive agent, the Institute was to manage the entire language program of the DOD. The Headquarters of the Institute was located at Anacostia next to the Navy Language School which became the Defense Language Institute East Coast Branch. The Army Language School became the Defense Language Institute West Coast Branch and remained in Monterey. Air Force students who received training at a number of universities were gradually absorbed into the Institute's two branches.

An English language program for foreign students coming to the United States for military training had been established at the Air Force English Language School at Lackland Air Force Base, Texas. This school became the Institute's English Language Branch in 1966.

During the Vietnam conflict the need for Vietnamese linguists became so great that a special branch of the Defense Language Institute was established in 1966 at Biggs Air Force Base and Fort Bliss, near El Paso, Texas. This facility was known as the Southwest Branch. It was gradually phased out of operation by 1973.



### Governance and Organization of the Institute

The Defense Language Program includes both foreign and English language training for the Department of Defense, with policy guidance provided by the Assistant Secretary of Defense for Manpower, Reserve Affairs, and Logistics. The Assistant Secretary of Defense for Communication, Command, Control, and Intelligence is the functional sponsor of the foreign language program. The Secretary of the Army is the executive agent for the foreign language program. The Secretary of the Air Force is executive agent for the English language program.

The Institute is organized into three principal directorates, the Directorate of Training, the Directorate of Training Development, and the Directorate of Evaluation. There are also the Support Directorate, Troop Command, and various staff offices (see organization chart on page 10).

The Directorate of Training consists of four language groups, each with language departments which are grouped by linguistic or cultural affinity, by geographical propinquity, or by both. This Directorate is responsible for all language teaching and is comprised of a Training Management Division, a Nonresident Instruction Division and a Faculty and Staff Development Division. The Directorate also supervises the Learning

Resources Center, which includes the Academic Library and the Learning Center.

The Directorate of Training Development, which is primarily responsible for course and test development, consists of the Course Development Division, Job Analysis and Standards Division, and Training Audiovisual Support Center.

The Directorate of Evaluation is responsible for quality control of instructional systems. It consists of the Collection, Analysis, and Department of Defense Foreign Language Test Divisions. The Directorate also conducts and coordinates research in support of the Defense Foreign Language Program.

The Directorate of Support provides administrative and logistical services, and includes the Administrative Support Division, Academic Records Division, Public Affairs Division, Logistics Division, Security Division, and Printing Division.

The Troop Command consists of student units and is responsible for the discipline, comfort, and administration of the students.

The special staff consists of the Office of Resource and Information Management, the Office of Civilian Personnel, a liaison office in Washington, D.C., and the Commandant's personal staff.

### STAFF LISTING

Commandant:	COL Thomas G. Foster, III, USA
Assistant Commandant:	Col John Gargus, USAF
Executive Officer:	CDR Bruce L. Heller, USN
Command Sergeant Major:	CSM Enrique Viera, USA
Organizational Effectiveness Officer:	Vacant
Equal Employment Opportunity Officer:	Mrs. F. Kathryn Burwell
Chief, Information and Resource Management Office:	Maj Charles D. Sternberg, USAF
Chief, Washington Liaison Office:	LTC Ronald W. Fleming Jr., USA
Civilian Personnel Officer:	Mr. Robert S. Snow
Inspector General:	LTC Scott L. Sturges, USA
Troop Commander:	LTC Jon D. Kindred, USA
Director of Training:	Mr. Pierre J. de Lespinois
Executive Officer:	LCDR Kenneth H. Fisher, USN
Senior FL Training Advisor:	LTC Richard H. Barratt, USA
Religion & World Culture:	COL Seymour Moskowitz, USA
Chief, Nonresident Instruction Division:	Mr. Albert S. Gau
Chief, Training Management Division:	MAJ Michael G. McDonell
Chief, Faculty and Staff Development Division:	Mrs. Giselle Yonekura
Academic Librarian:	Mr. Gary D. Walter
Chief, Asian Group:	Mr. Yutaka Munakata
Chairperson, Chinese-Cantonese Dept:	Vacant
Chairperson, Chinese-Mandarin Dept:	Mr. William Yui
Chairperson, Indonesian Dept:	Dr. Rukmantoro H. Sumukti
Chairperson, Japanese Dept:	Mr. Akira Oshida
Chairperson, Korean Dept (KP-A):	Dr. John Y. Sohn

Chairperson, Korean Dept (KP-B):	Mr. Frank S. Synn	Chairperson, Russian Dept (RB):	Mr. Alexander Filatiev
Chairperson, Thai Dept:	Mrs. Thora T. Purdom	Chairperson, Russian Dept (RF):	Mr. Oleh Muzychenko
Chairperson, Vietnamese Dept:	Mr. Pham D. Tai	Chairperson, Serbo-Croatian Dept:	Mr. Dragoslav Georgevich
Chief, Roman/Germanic Group:	Dr. Mahmood Taba Tabai	Director of Training Development:	Dr. Joseph C. Hutchinson
Chairperson, French Dept:	Vacant	Chief, Training Officer:	LTC Edgar L. Wylie, USA
Chairperson, German Dept (GM-A):	Mrs. Erika Malz	Chief, Training and Audiovisual Support Center:	Mr. Edgar C. Gaudoin
Chairperson, German Dept (GM-B):	Mr. Peter J. Armbrust	Chief, Course Development Division:	Mr. Heinrich Marschik
Chairperson, Italian Dept:	Mr. Giulio C. Cassani	Chief, Job Analysis and Standards Division:	Dr. Antoine R. Al-Haik
Chairperson, Portuguese Dept:	Mr. W. Carey Mein	Director of Evaluation:	Dr. Francis A. Cartier
Chairperson, Spanish Dept:	Mrs. Maria G. Baird	Chief, Collection Division:	Mr. Euripides F. Lellos
Chairperson, Dutch/ Norwegian/ Swedish Dept:	Vacant	Chief, Analysis Division:	Maj Anthony J. Russo, USAF
Chief,		Chief, Testing Division:	Mr. John W. Thain
Middle East/South Europe Group:	Dr. Vu Tam Ich	Director of Support:	LtCol Philip R. Burger, Jr., USAF
Chairperson, Albanian Dept:	Vacant		
Chairperson, Arabic Dept (AD-A):	Mr. Jacob Y. Shammass		
Chairperson: Arabic Dept (AD-B):	Mr. Jawdat Y. Yonan		
Chairperson, Greek Dept:	Mr. Aris Zavitsanos		
Chairperson, Hungarian Dept:	Mr. Thomas D. Ketchum		
Chairperson, Persian Dept:	Mrs. Maryam K. Moezzi		
Chairperson, Romanian Dept:	Mrs. Anca M. Hassing		
Chairperson, Turkish Dept:	Mr. Mustafa K. Shefik		
Chief, Slavic Group:	Mr. Serge Issakow		
Chairperson, Bulgarian Dept:	Mr. Alex Alexander		
Chairperson, Czech Dept:	Mr. Edward L. Kowal		
Chairperson, Polish Dept:	Dr. Tadeusz L. Haska		
Chairperson, Russian Dept (RA):	Mr. George Bogatirev		

**Objectives of the Institute**

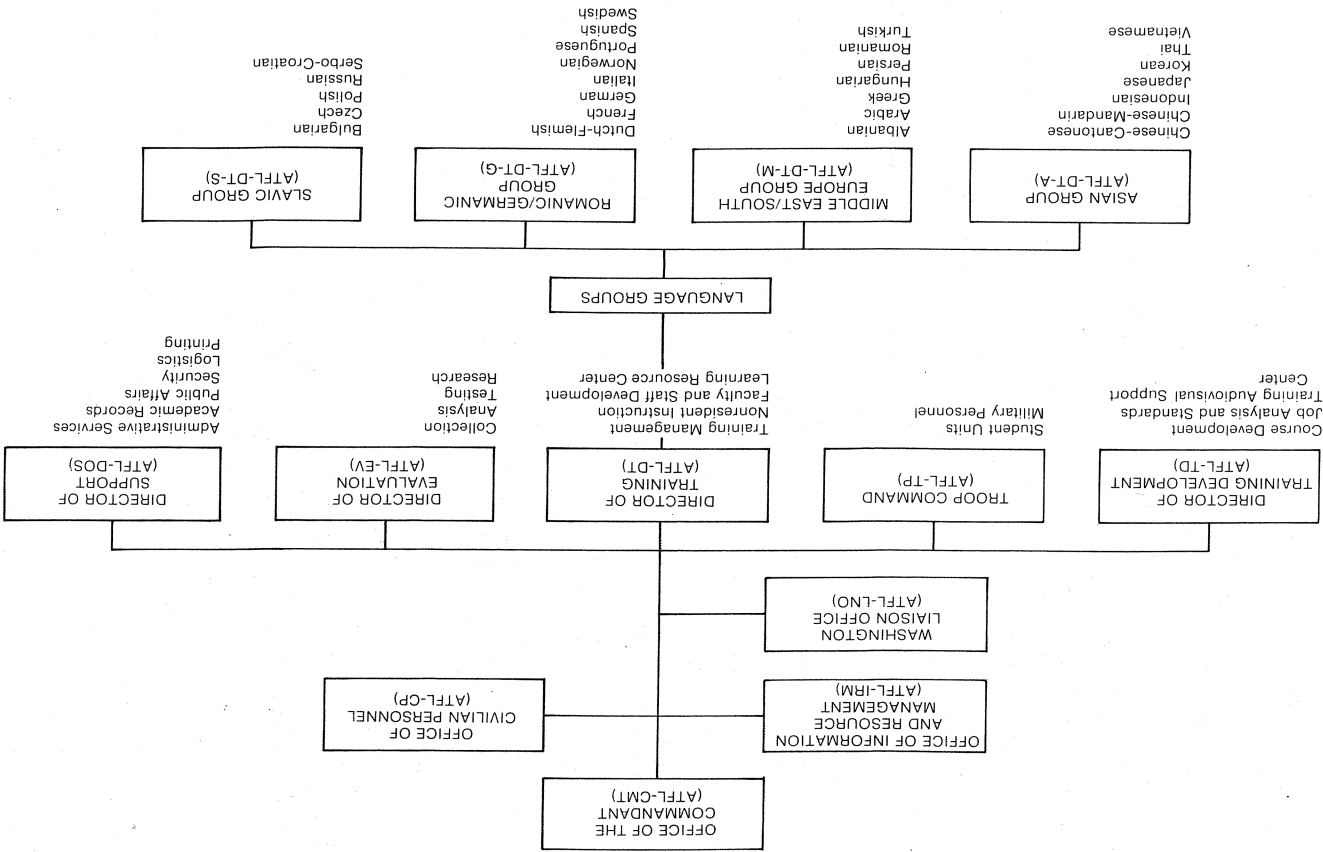
The objectives of DLIFLC derive from Department of Defense Directive 5160.14, The Defense Language Program, 2 August 1977, and are further detailed in a joint services regulation, AR 350-20/OPNAVINST 1550.7A/AFR 50-40/MCO 1550.4C, Management of the Defense Language Program, 1978. (The regulation includes the Directive as an appendix.) The objectives may be summarized in three statements:

1. The Institute establishes and maintains optimum standards of foreign language communication proficiency for all persons to be assigned to military jobs requiring such competence.
2. The Institute provides course materials, tests, and expert assistance to military foreign language training programs conducted in commands other than DLIFLC. (These programs are variously referred to as "non-resident" or "command" language programs.)
3. The Institute develops and operates the resident instructional systems necessary to assure that the required number of personnel meet standards of competence.

In addition to providing resident foreign language training, the Institute provides a variety of services to other commands, including the sending of visiting teams of specialists.

**Educational Philosophy and Purpose**

Because the Institute is charged with the responsibility to provide quality foreign language training to the Department of Defense, instructional programs of DLIFLC are designed to train



selected personnel in language skills required in specific military and government positions. Each instructional program is also designed to be compatible with the student's career development.

The training programs at the Institute (1) train students in the mastery of functional language skills so that they perform successfully in the language required in their assignments, (2) enhance knowledge and understanding of foreign cultures, and (3) provide professional growth in a present or future assignment.

The major goal of the Institute is to ensure that each graduate meets the requirements of the user agency. Students must therefore be provided effective instructional programs that are responsive to the foreign language needs of a wide variety of military positions throughout the world. Instructional programs must meet high standards so that functional language skills are developed for professional use in real-world communication situations. Individual opportunities for learning are provided on an equal basis for all students.

The Institute recognizes the duality of education and training in language instruction. Since the Institute operates under the concept of a systems approach to instruction, the principle of job-relevant training is central to curriculum development, implementation, and evaluation. On the other hand, training must also be student-oriented so that effective learning can take place.

The Institute recognizes that languages cannot be learned in a cultural vacuum. In fact, language and culture are so intricately intertwined that it is



difficult to separate them. Therefore, language skills are developed with a matrix which incorporates value systems, behavior patterns, institutions, geography, and political, economic, and social systems in the area or areas where the target language is spoken.

The Institute also believes in assisting each faculty and staff member in reaching full professional potential through a program of personal and formal academic growth. To maintain high standards of training for students, the Institute considers it essential to invest in faculty and staff development, particularly in such areas as criterion-referenced instruction, course development, and test development.

#### Location

The Institute is located on the historic Presidio of Monterey, bordering the cities of Monterey and Pacific Grove, California. The current Presidio of Monterey, one of the oldest Army posts in the United States, occupies the hill on which the fort of the original Spanish Presidio of Monterey once stood. The Spanish Presidio, established in 1770, was itself located nearby in what is now the city of Monterey.

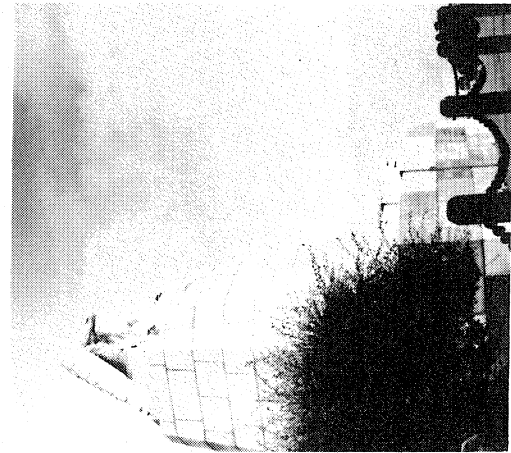
Forces commanded by Commodore John Drake Sloat raised the Stars and Stripes here in 1846, claiming California for the U.S. Members of the U.S. Army 3rd Artillery constructed the first U.S. fort here in 1847. The 15th Infantry built the present post in 1902 and, until World War II, various infantry and cavalry units, including the famed Black Buffalo soldiers of the 9th Cavalry, were quartered in the Presidio. During and after World War II, the Presidio housed administrative units.

In 1946 the Presidio became the home of the Military Intelligence Service Language School and, subsequently, of the Army Language School and of the Defense Language Institute.

Approximately 130 miles south of San Francisco, Monterey is served by airlines and buslines, and is easily accessible by car. Driving south on Highway 1, take the exit for Pacific Grove and Del Monte Avenue. Continue on Del Monte Avenue, through the traffic tunnel, then take the first left past the tunnel. Traveling north on Highway 1, take the exit for Highway 68 to Pacific Grove. Follow the scenic and winding Highway 68 until you reach the Pacific Grove city limits. At the first stoplight, turn right onto Prescott Avenue and go six blocks on Prescott, then turn right onto Taylor.

Military personnel with PCS or TDY orders may receive limousine service from the airport by presenting a copy of their orders to the limousine desk in the airport lobby.

Appendix B is a map of the Presidio of Monterey.



## CHAPTER 2

### ACADEMIC INFORMATION

#### Accreditation

The Defense Language Institute Foreign Language Center has been accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Although the Institute is an accredited institution of postsecondary education, it does not grant degrees. As such it falls under the jurisdiction of the Junior Commission as a specialized postsecondary institution but it is not a community college nor is it limited to awarding credit at lower-division level.

#### Admission Requirements

A student must be a member of the Armed Services, a Department of

Defense agency, or another government agency in order to be eligible for admission to the Institute. Under certain circumstances, admission may be granted to students or faculty members of San Jose State University or of the University of California. Application must be made through the university. See page 16.

Each military service or government agency selects its members for attendance at the Institute. Generally, before a student is selected for a language program, there must be a job which requires foreign language communication skills waiting for that student upon graduation. Each service has separate policies for selection. They are described below.



**U.S. Army.** The Army has recruiting programs under which students can enlist with a guarantee for language training. If a potential student is already a member of the Army, he/she can volunteer for language training under the provisions of Army Regulation 611-6, *The Army Linguist Program*. Army personnel may also be selected for assignments which require knowledge of a foreign language. Those selected will be sent to the Institute for training before embarking on the assignment. In every case personnel should meet the following prerequisites:

1. Be a high school graduate or have an equivalent diploma.
2. Obtain a score of at least 89 on the Defense Language Aptitude Battery (DLAB). (Students who have already completed a course at the Institute may be exempt.)
3. Possess an interim or final security clearance for access to SECRET defense information. Recruits who have applied for the security clearance may attend the language course while the clearance is pending.
4. Have scored at least 100 in the General Technical Aptitude area of the examination battery administered upon entry to active duty. Most applicants must have completed basic combat and advanced individual training. See Army Regulation 611-6 for



cases where this requirement may be waived.

5. In most cases, officers must have served at least three years with a service branch and have less than 27 years in the service. (See Army Regulation 611-6 for cases where this requirement may be waived.)

Members of the Army Reserve may also be eligible to attend the Institute. Interested applicants should contact their unit training officers.

**U.S. Air Force.** The Air Force may enter into a contractual arrangement with recruits before they enter the service. This contract can guarantee language training provided the recruit meets the prerequisites. Applications for language training should be discussed with Air Force recruiters.

The Air Force offers language training only to meet specific future requirements. These requirements are determined before a student enters language training. The performance of the primary or technical speciality in a recruit's future duty assignment must require a skill in a foreign language before an airman can be sent to the Institute.

Personnel already in the Air Force must request an assignment with the Air Force Attache System, the Air Force Intelligence Center, a Military

Assistance Advisory Group, or with an agency which requires military linguists. (See Air Force Manual 50-5, Volume 1, for further details.) Eligibility requirements for assignment to these agencies are outlined in Air Force Regulations 39-11 for enlisted men and women, and Air Force Regulation 36-20 for officers. Potential Air Force students must qualify on the DLAB. The test may be administered at Lackland Air Force Base, Texas, or any Air Force examining center upon recruitment.

**U.S. Navy.** The Navy also guarantees certain qualified recruits that they will receive language training. Applicants must pass the DLAB with an acceptable score of at least 89 and be eligible for a clearance for access to SECRET defense information.

If an applicant has scored well on the basic battery of tests, he may be selected to attend the Institute. The Navy, however, does not allow a choice of language, but assigns the language on a system of quotas determined by the Naval Education and Training Command.

Personnel who have completed at least one tour in the Navy may request to change their speciality to Cryptologic Technician (Interpretive). Personnel permitted to make the change will be sent to the Institute for language training.

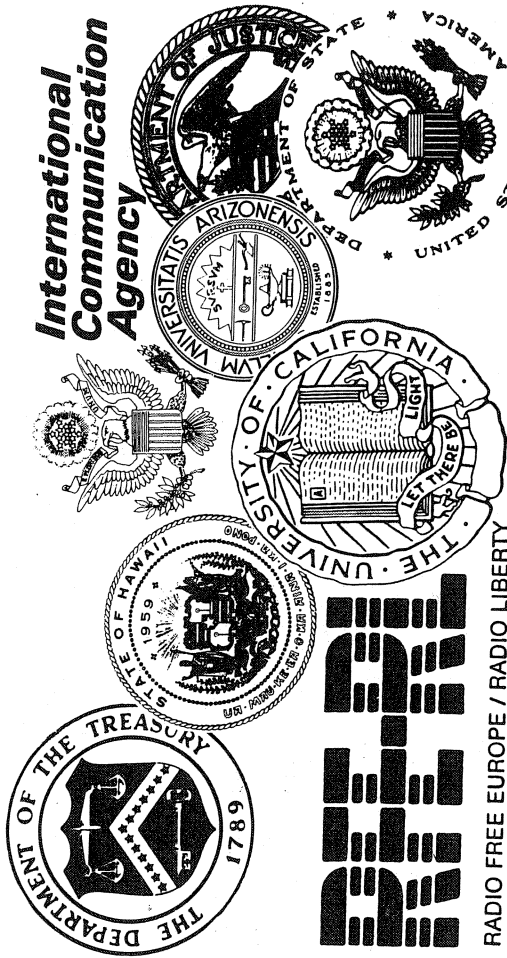
Navy personnel may also be selected for the Personnel Exchange Program (PEP). This is a program of one-for-one exchange of officers and career (usually senior) petty officers between U.S. ships and ships of certain allied nations. PEP selectees are sent to the Institute to study the language of the nation with which the exchange has been agreed upon.

Officers in the Naval Security Command may be selected to attend the Institute depending on the need of the Command for officers with foreign language skills.

**U.S. Marine Corps.** The Marine Corps selects and trains enlisted men and women for specific military occupational specialties such as cryptology and interrogation-translation which require a foreign language. Marine Corps personnel may be selected to be trained in one of these fields and to attend the Institute.

Marine Corps officers selected for special assignments such as interrogator-translator, military advisor, or exchange officer will be sent to the Institute for language training.

Personnel interested in the Marine Corps Reserve can be recruited into an interrogator-translator team. In this case, reservists will be sent to the Institute for language training and will be on active duty for the duration of their training.



## International Communication Agency

RADIO FREE EUROPE / RADIO LIBERTY

### Other Government Agencies.

Department of Defense agencies and other Federal Government having foreign language training requirements send employees to the Institute. Scheduling of these students is arranged by the agency's official training officers and the Scheduling Branch, Training Management Division of the Institute. Formal requests by training officers should be addressed to:

Commandant  
 Defense Language Institute  
 Foreign Language Center  
 ATTN: ATFL-DT-O  
 Presidio of Monterey,  
 CA 93940

### University of California System.

DLIFLC has a reciprocal-services understanding with the Regents of the University of California System. Under the agreement, the Defense Language Institute will accept up to 30 qualified students per academic year who are citizens of the United States whenever in the judgement of the

### Daily Hours of Instruction

At DLIFLC, classes are held six hours a day, Monday through Friday. Hours of instruction are from 0800 to 1100 and from 1230 to 1530. No classes are held on legal holidays.

### Holidays.

Legal holidays (as announced in Army Regulation 630-5) are:

<i>New Year's Day</i>	<i>1 Jan</i>
<i>Washington's Birthday</i>	<i>3rd Mon in Feb</i>
<i>Memorial Day</i>	<i>Last Mon in May</i>
<i>Independence Day</i>	<i>4 July</i>
<i>Labor Day</i>	<i>1st Mon in Sept</i>
<i>Columbus Day</i>	<i>2nd Mon in Oct</i>
<i>Veteran's Day</i>	<i>11 Nov</i>
<i>Thanksgiving Day</i>	<i>4th Thurs in Nov</i>
<i>Christmas Day</i>	<i>25 Dec</i>

### Christmas Vacation

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

### Academic Break

Classes in session for 25 or more consecutive weeks prior or subsequent to the Christmas break are authorized a one-week break near mid-point of the period.

### Graduation Requirements

Diplomas are awarded to students who complete all course requirements, master all course objectives, and demonstrate that mastery by passing the final examination. Students are permitted and encouraged to accelerate their training and progress through the course as rapidly as possible. Students may also graduate early for official reasons, such as a requirement to report earlier than anticipated for an

assignment. Early graduations for personal reasons are normally limited to family emergencies verified by the Red Cross. The Director of Training approves early graduations. Students who do not graduate but are in good academic standing at the time of departure receive a Certificate of Attendance.

### Incentives and Awards

During the course of study, a student may be recognized for outstanding achievement by being placed on the Commandant's Honor Roll or by being selected for a Sustained Academic Improvement Award, either of which makes the student eligible for a three-day pass.

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

### Course Credit

Students are awarded semester units of credit upon successful completion of all requirements of a course or sub-courses. All sub-courses are six weeks or longer. Semester units are awarded based on the length of the course. Both accelerated and decelerated students will be awarded the same number of units as those students who complete the same requirements within the conventionally allocated course length. No units of credit will be awarded for

courses whose conventionally allocated length is less than six weeks, refresher course, or continuation of training for period of less than one sub-course.

Students completing a portion of a course will receive credit only for those sub-courses completed unless relieved from the course for disciplinary reasons.

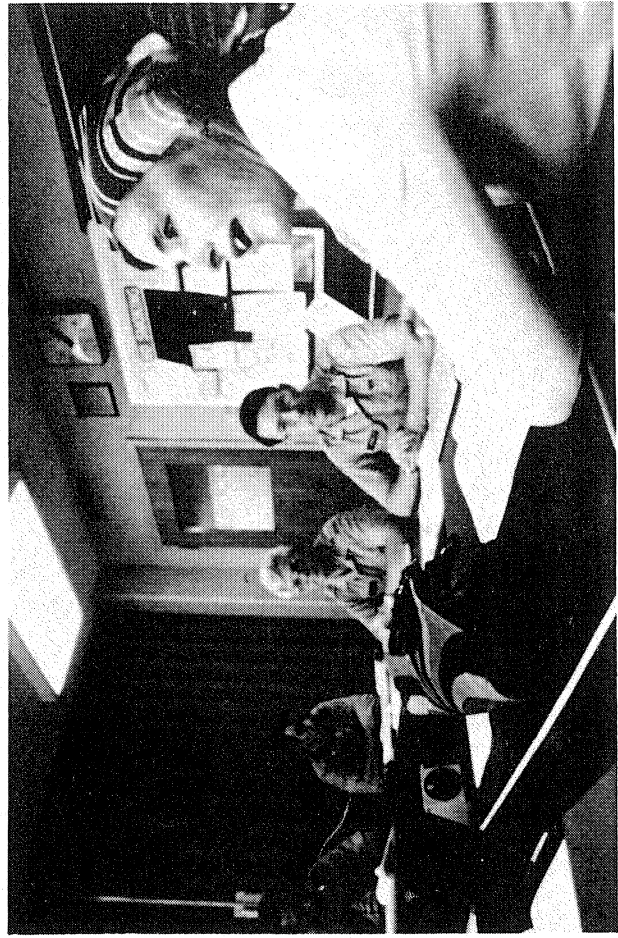
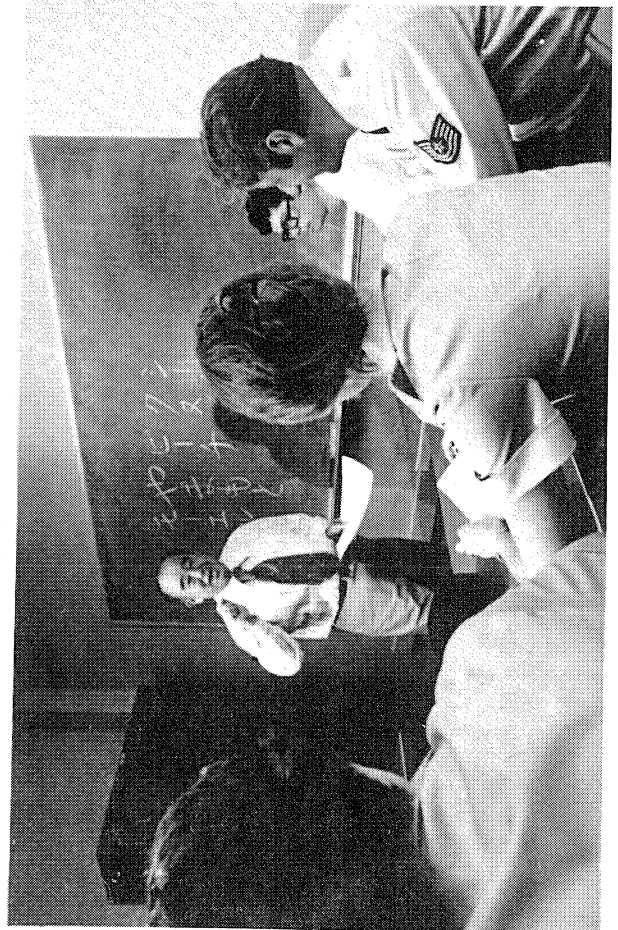
Since DLIFLC does not differentiate between upper- and lower-division credits, each receiving school, university, or institution will ultimately determine the type and amount of credit that may be transferred.

DLIFLC does not extend credit for courses not taken in residence at DLIFLC and its predecessors, such as commercial contract courses in Washington, D.C., courses at the Foreign Service Institute, and contract courses at DLI Southwest Branch, Fort Bliss, Texas.

### Faculty and Staff

The DLIFLC staff is composed of both military and civilian members. The military staff includes representatives of all the Armed Services. The military staff is primarily responsible for management of the Institute and the administration of students. The civilian work force is composed of staff specialists, faculty members, and clerical and support personnel.

Instructional programs are conducted by civilian instructors, most of whom are native speakers of the languages they teach. The multinational faculty is comprised of members who represent an unusual spectrum of backgrounds and accomplishments, and includes former journalists, diplomats, artists, musicians, lawyers, government officials, military officers, and other professionals.



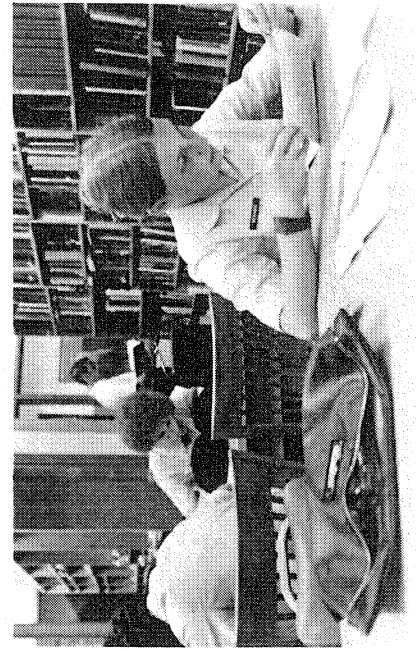
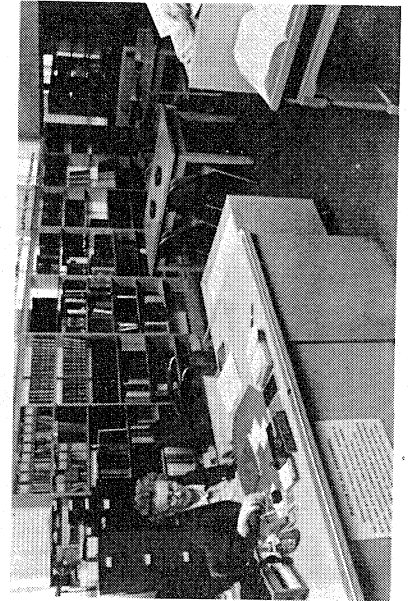
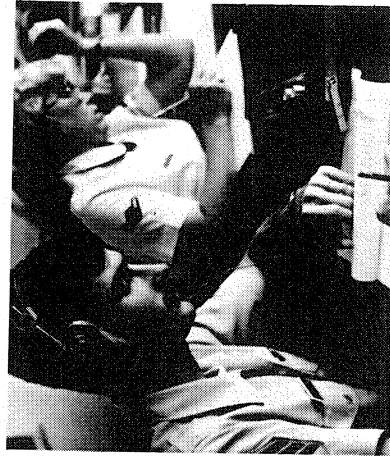
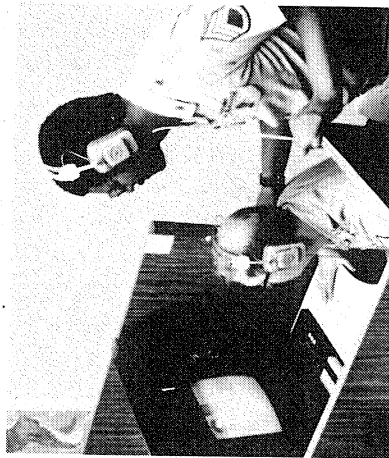
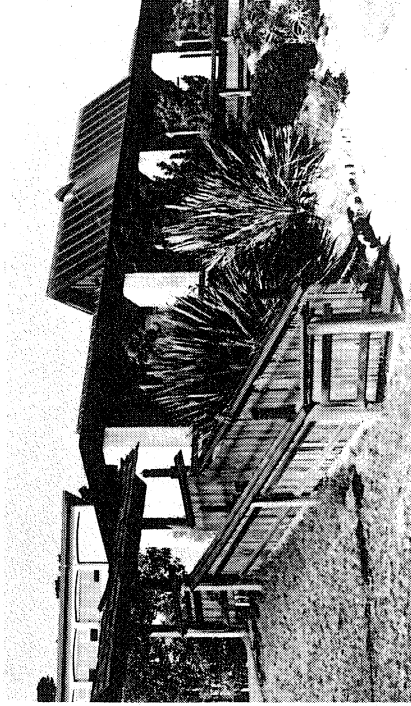
### Academic Facilities

Following rather modest beginnings, DLIFLC today is one of the best-equipped language-training facilities in the world. Several modern buildings house classrooms and equipment, which includes closed circuit television, extensive language laboratory facilities, and the latest audiovisual training aids.

The Institute is capable of offering training in about 50 languages. Currently, about 35 languages and dialects are taught. They are divided into four language groups: Asian, Romanic/Germanic, Middle East South Europe, and Slavic—with a total of 26 language departments.

Supporting this training effort are about 370 classrooms, language laboratory accommodations for up to 1,100 students, four permanent dormitories, and two dining halls. The Learning Resources Center is a modern facility housing the Academic Library, the Learning Center, the Visual Production Branch, and several study halls.

The Academic Library has more than 35,000 volumes in more than 50 languages, providing background information on countries the world over. The Learning Center is equipped with individual learning carrels, video cassette players, and other modern learning devices.



### Grading System

The Defense Language Institute, Foreign Language Center uses a standardized grading system.

### Definition of Terms.

In order for the grading policy to be understood, terms used are defined below:

**Raw Score** — the total number of correct answers (as in scoring listening comprehension tests) or the total number of points assigned on the basis of a rating scale (as in scoring translation or speaking tests).

**Percentage Score** — a score obtained by dividing the examinee's raw score (ES) by the maximum possible raw score (MP) and multiplying by 100. Percentage score =  $ES/MP \times 100$ .

**Criterion Cut-Off Raw Score** — the minimum passing raw score.

**Criterion Cut-Off Percentage Score** — the minimum passing percentage score.

**Grade** — a numerical grade ranging from 0 to 100 converted from a raw score or a percentage score.

**Criterion Cut-Off Grade** — at DLIFLC the criterion cut-off raw score or the criterion cut-off percentage score is equivalent to the criterion cut-off grade of 70.

**Failing Grade** — a numerical grade of 69 or under.

**Period** — an instruction sequence supervised by an instructor which consists of learning activities occupying approximately an hour of an average student's time.

### Objectives.

The objectives of grading student achievement are to:

- Identify students who have attained training objectives.
- Identify students who fail to attain training objectives, who need special individual assistance or additional training, or who should be referred for turn-back, relief or probation.
- Inform students whether or not they are attaining the objectives.

### General Grading Policies.

Impression grades are not used. Objective tests are used to test all skills that can be measured objectively. Those skills (e.g., speaking, translation) that do not lend themselves to objective testing are measured by department-developed rating scales.

Students receiving a failing grade are given special individual assistance. A student who fails on a phase test is referred to the Training Advisor with a recommendation for turn-back, relief, or other appropriate action.

Language departments establish both criterion cut-off raw scores and maximum possible raw scores for all department-developed tests before the tests are administered. Students are informed of these scores.

For the purpose of reporting student achievement, passing grades across skills are averaged to yield a single composite grade.

**Interim Tests.** Interim tests are administered frequently to provide early identification of students in need of special individual assistance. A student receiving a failing grade on any of the interim tests is given special individual assistance.

**Phase Tests.** Students receiving failing grades on a phase test are given special individual assistance.

**Phase Grade.** The average interim test grade and the phase test grade are given equal weight and incorporated into the phase grade, i.e., Phase Grade =  $(\text{Average Interim Test Grade} + \text{Phase Test Grade})/2$

**Final Course Grade.** Phase grades of all phases and the grade on the final examination are given equal weight and incorporated into the final course grade, i.e., Final Course Grade =  $(\text{Sum of Phase Grades of all Phases} + \text{Final Exam Grade})/(\text{Number of Phases} + 1)$

**Letter Grades.** Final course grades are converted to letter grades for transcript purposes in accordance with the following scale:

### Final Course Grade

FINAL COURSE GRADE	LETTER GRADE
98 - 100	A+
94 - 97	A
90 - 93	A-
86 - 89	B+
82 - 85	B
78 - 81	B-
74 - 77	C+
70 - 73	C
69 or under	Incomplete or Failure

### Transcripts

Academic transcripts may be requested for all resident foreign language courses conducted by or for the Institute. Army Regulations require a fee of \$2.00 for each original transcript plus 25 cents for each additional copy ordered at the same time. Individual academic records are covered in part by the Privacy Act of 1974 and will not be released without written consent of

**Impression Grades** — grades based on arbitrary opinions and impressions that result from the subjective observations of the student's performance over a period of time.

**Objective Test** — an objectively scored testing instrument used to measure student learning.

**Rating Scale** — an instrument used to subjectively score student performance against a predetermined standard. The rater evaluates the performance according to a fixed standard.

**Interim Tests** — department-developed tests normally administered after 6, 30, or 60 periods of instruction to measure a student's performance in a skill or a combination of skills, e.g., vocabulary quiz, grammar quiz, transcription test, comprehension test, speaking test.

**MCRTs** — Major Criterion-Referenced Tests developed and validated by the Directorate of Training Development. They determine if the behavior specified in objectives has been acquired. MCRTs administered at the end of a particular phase are called Anchor CRTs. MCRTs administered upon completion of entire course sequence are called Final CRTs.

**Phase** — a pre-specified sequence of a course consisting of 90 or more periods.

**Phase Tests** — Anchor CRTs or department-developed tests which measure a student's performance of objectives to be mastered in a particular phase of a course.

**Final Examinations** — Final CRTs or department-developed tests which measure a student's performance upon completion of entire course sequence.

the individual as specified in the Act. When requesting transcripts, students should include their names at the time of graduation, year graduated, language, and school attended. Requests should be mailed to:

Commandant  
 Defense Language Institute  
 Foreign Language Center  
 Attn: Academic Records Branch  
 Presidio of Monterey, CA 93940

### Academic Records

The Academic Records Branch of the Institute maintains or has access to all student academic records for all resident foreign language programs under the Department of Defense.

### Fees and Materials

Since the Defense Language Institute, Foreign Language Center serves the Department of Defense, there are no fees required and all necessary course materials are furnished without charge.

### Changes in Student Status

Due to the nature of instruction at the Defense Language Institute, Foreign Language Center, it is possible for a student who is following a self-paced program of instruction to complete the requirements of a course in less than the conventionally allocated time. The student is then considered an accelerated graduate.

A student who is progressing more rapidly than his classmates may be moved ahead to a class that will graduate at an earlier date.

Due to a language requirement change by the student's military service, or a lack of ability in a particular language, a student may be re-enrolled in a different language

program, depending on the requirements of the military service or Department of Defense.

A student who is progressing more slowly than the rest of the class may be re-enrolled in a class that will graduate at a later date.

A student may be released from class for a number of reasons, including lack of ability, lack of effort, change in the duty status of the individual, change in the individual's reporting date at his next assignment, separation from the military service, disciplinary reasons, hospitalization, or any other administrative reason.

Prior to a change in a student's status, the student will be counseled by a training advisor. Upon determination that a change is warranted, the training advisor will submit a form letter requesting that the change be made to the student's academic records.

### Transfer of Credit

Until DLIFLC became accredited in 1979, courses were evaluated and recommended for credit by the Office on Educational Credit of the American Council on Education. These recommendations for credit were published in the *Guide to the Evaluation of Educational Experiences in the Armed Forces*. It has always been the prerogative of other institutions to grant such recommended credit at their discretion.

Transfer of credit from one accredited institution to another is still subject to the policies and practices of the receiving institutions which may not grant credit for work reflected on the transcript.

Transfer of credit from one institution to another involves at least three considerations:

1. The educational quality of the institution from which the student transfers.

2. The comparability of the nature, content, and level of credit earned to that offered by the receiving institution.

3. The appropriateness and applicability of the credit earned to the programs offered by the receiving institution, in light of the student's educational goals.

Accreditation speaks to the probability, but does not guarantee, that students have met acceptable standards of educational accomplishment.

Because accreditation does not address questions of comparability, such information must be obtained from catalogs and other sources, including direct contact of faculty and staff at both institutions. At some institutions there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes.

### Advance Placement

Often, students who have had prior foreign language experience are selected for training at DLIFLC. When this occurs, these students normally require refresher training. Upon arrival at the Institute, they are tested to determine their proficiency and placed in an appropriate ongoing class for training.

### Audit Status

Adult dependents of individuals eligible for training at DLIFLC who do not desire to participate fully in language training may be placed in audit status. Auditors are not tested and do not receive any credit for language training.

### Class Start Dates

DLIFLC does not have a standard school year in which all classes start and end at the same time. Class starting dates depend on training requirements submitted by the Department of Defense, by military services, and by user agencies.

## CHAPTER 3

## COURSE DESCRIPTIONS

**Language Skill Level Description**

The following code is used by all government agencies for indicating language proficiency levels:

LEVEL	SKILL
0	none
1	elementary
2	limited working
3	minimum professional
4	full professional (sometimes called "near native")
5	native/bilingual

Skill level descriptions for levels 0 through 5 in each of the four major functional skills (listening comprehension, speaking, reading, and writing) are contained in the table at Appendix 2.

**Definition of Terms:**

*Phonological* — Relating to the study of speech sounds and their patterns of occurrence in sequences.

*Morphological* — Relating to the study of the form and patterns of formation of words.

*Syntactical* — Relating to the study and rules of the relation of words to one another as expressions of ideas and as parts of the structures of phrases and sentences.

*Transcription* — The representation of a sound, word, or utterance of a language in the conventional script of the language or in the phonetic alphabet of another language, e.g., Roman script.

*Transliteration* — The representation of a sound, word, or utterance in the conventional symbols of another language or system of writing.

*Translation* — The rendering of written materials in one language into another language.

**Types of Courses****General Information**

The Institute attempts to maintain the capability of training in 50 languages. Training in 35 languages and dialects will be conducted through the resident classes at the Presidio of Monterey. The remainder of the training will be offered to DLIFLC-sponsored students at the State Department's Foreign Service Institute (FSI) in Washington, D.C.

It must be emphasized that the course work outlined in this chapter is subject to change because the Institute's course offerings are determined by the requirements of the Department of Defense, by military services, and by user agencies, and not by the Institute. As needs change, the programs of the Institute must also change.

The Institute conducts a variety of courses in each language. In general, the Institute is prepared to conduct basic, abbreviated and refresher training in each language. In addition, several language departments offer special, extended, intermediate, and advanced courses.

In the section that follows, the objectives of each of these courses will be summarized.

**Basic Courses**

Basic courses designated "01" start from beginning or nearly beginning level and have a goal of 3-level in speaking and listening comprehension skills and 3 or lower level in reading and writing skills, depending upon how different the target language writing system is from English.

Basic courses provide a general and firm foundation in a foreign language. The basic course enables graduates to function at a minimum professional level in speaking and listening comprehension skills and at a minimum professional level or less in reading and writing skills.

Graduates of basic courses can participate in most formal and informal conversations on practical, social, and professional topics, and are able to understand the essentials of all speech in a standard dialect. Graduates can read simple prose, in a form equivalent to typewritten or printed, on subjects within a familiar context. They can also read routine correspondence, standard newspaper items addressed to the general reader, and reports in their special field, with or without extensive use of a dictionary. Graduates are able to draft official correspondence, although the writing style may be noticeably quite foreign to native speakers. Since the basic course provides a general understanding of the social and political dynamics, as well as the fundamental historical development of the target culture, graduates are able to interact with native speakers of the language in most situations.

Basic course students have the opportunity to practice all major grammatical structures and from 2,000 to 4,000 high-frequency words of the

target language. Basic courses are structured with sufficient flexibility to provide practice for each student in the ways that the target language functions in his or her technical field.

Basic courses range in length from 24 to 47 weeks, depending upon the difficulty of the target language. The Institute plans to offer basic courses in the following languages at the Presidio.

LANGUAGE	COURSE LENGTH
Albanian	46 weeks
*Arabic-Egyptian	46 weeks
*Arabic-Iraqi	46 weeks
*Arabic-Syrian	46 weeks
Bulgarian	47 weeks
Chinese-Cantonese	47 weeks
Chinese-Mandarin	47 weeks
Czech	47 weeks
Dutch Flemish	24 weeks
French	24 weeks
German	32 weeks
Greek	47 weeks
Haitian-Creole	24 weeks
Hungarian	47 weeks
Indonesian	30 weeks
Italian	24 weeks
Japanese	47 weeks
Korean	47 weeks
Norwegian	24 weeks
Persian-Farsi	47 weeks
Polish	47 weeks
Portuguese-Brazilian	24 weeks
Portuguese-European	24 weeks
Romanian	37 weeks
Russian	47 weeks
Serbo-Croatian	47 weeks
Spanish-American	28 weeks
Spanish-Castilian	28 weeks
Swedish	24 weeks
Thai	36 weeks
Turkish	47 weeks
Vietnamese-Hanoi	42 weeks

\* The first 36 weeks of these Arabic courses are equivalent to the Arabic-Modern Standard Course. The additional 10 weeks are for dialect training.



### FSI Courses

DLIFLC sponsors training of some students at the Foreign Service Institute of the Department of State. This facility is located in the Washington D.C. area. The training is substantially the same as that provided by basic courses taken at DLIFLC. The languages taught at that Institute are the official languages of all countries with whom the U.S. government has diplomatic relations.

#### Aural Comprehension Courses

Aural comprehension courses designated "02" start from beginning or nearly beginning level and have a goal of developing listening comprehension skills to the 3-level with speaking skills given less emphasis than in the (01) basic course. Reading and writing skills are developed to the same level as in the (01) basic courses.

An aural comprehension course prepares the graduate for training at the United States Air Force School of Applied Cryptologic Sciences and ultimate assignment to one of the service cryptologic agencies. Specific objectives vary from course to course, depending on the language and the job specialties that graduates will be assigned to, but the aural comprehension courses generally place greater emphasis on comprehension skill and less emphasis on speaking skills than do basic courses.

Graduates of aural comprehension courses can understand the essentials of all speech in a standard dialect, including conversations of a military nature and discussions on general topics. They are able to read reports and other materials of a military nature. The writing system is practiced in sufficient measure to enable grad-

uates to transcribe conversations and all forms of the number system of the target language. Graduates are able to interact with native speakers on an elementary level.

Aural comprehension course lengths vary from 32 to 47 weeks. The Institute usually offers aural comprehension courses in the following languages:

LANGUAGE	COURSE LENGTH
Arabic-Egyptian	46 weeks
Arabic-Iraqi	46 weeks
Arabic-Syrian	46 weeks
Chinese-Mandarin	47 weeks
German	32 weeks
Korean	47 weeks
Russian	47 weeks

#### Extended Courses

Extended courses designated "10" broaden the proficiency of the graduate of the aural comprehension courses. Graduates are able to function at a level approaching full professional competence in aural comprehension and reading, and at a level beyond the minimum professional in speaking. Graduates are able to understand all forms and styles of conversation pertinent to professional needs and can read technical reports with occasional use of a dictionary.

Extended courses prepare graduates for special assignment in one of the service cryptologic agencies after additional training at the Air Force School of Applied Cryptologic Sciences. Prospective students must have completed a resident aural comprehension or basic course. Extended courses are scheduled immediately upon completion of basic or aural comprehension courses. Extended courses vary in length, depending on the difficulty of the language.

The Institute has the capability of extended training in the following languages:

LANGUAGE	COURSE LENGTH
Czech	27 weeks
German	24 weeks
Russian	27 weeks

#### Intermediate Courses

Intermediate courses designated "20" are designed for graduates of DLIFLC aural comprehension courses or basic courses which have been augmented with elements required by the Service Cryptologic Agency. Students have served in the field in the cryptologic specialties and, with refresher training in the fundamentals of the languages, are prepared to develop a broad competence in the four linguistic skills.

Intermediate courses have the same objectives as extended courses. However, since students have served tours of duty away from the Institute, intermediate courses provide a refresher phase which enables them to practice structure and vocabulary which they may have forgotten.

An additional difference between extended and intermediate courses is that intermediate courses are structured with sufficient flexibility to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading and writing. Prospective students must have completed a resident aural comprehension or basic course or demonstrated a comparable level of competency in the understanding and reading of the target language.

The Institute normally offers intermediate training in the following languages:

LANGUAGE	COURSE LENGTH
Arabic-Egyptian	32 weeks
Arabic-Syrian	32 weeks
Bulgarian	37 weeks
Chinese-Mandarin	37 weeks
Czech	37 weeks
German	24 weeks
Korean	37 weeks
Polish	37 weeks
Romanian	24 weeks
Russian	37 weeks
Serbo-Croatian	37 weeks
Spanish-American	24 weeks
Vietnamese-Hanoi	37 weeks

#### Advanced Courses

Advanced courses designated "30" are designed for graduates of intermediate or extended courses who have subsequently served in the field in a professional specialty. Advanced courses seek to develop all skills to a broad competence, not only in general areas, but in handling technical subject matter with native speakers.

Advanced courses prepare the graduate for service in one of the cryptologic agencies at a supervisory level. They provide extensive practice in understanding and reading the target language. Graduates of advanced courses can generally understand all forms and styles of speech pertinent to professional needs, including general and technical conversation, intelligence broadcasts, and telephone calls. They can read all styles and forms of the target language pertinent to professional needs. If required to do so, they can converse with native speakers

with a relatively high degree of fluency.

The Institute normally offers advanced courses in the following languages:

LANGUAGE	COURSE LENGTH
Chinese-Mandarin	37 weeks
Russian	37 weeks

### Refresher Courses

Refresher courses designated "40" are designed for students who, through training or experience, have been at the 3-level in two or more skills in the target language and who have demonstrated at least 2-level abilities on the current generation of the Defense Language Proficiency Test (DLPT), taken within two years. Students are expected to regain the 3-level in speaking and listening comprehension when the specifically recommended training is completed. Refresher training is usually individualized to suit the needs of the student.

Refresher courses restore foreign language proficiency which has deteriorated through lack of use. The proficiency of the graduate depends on his or her residual skills and the length of time that can be devoted to study in residence. Much of the course work is completed with the assistance of a tutor, though some students are assigned to the advanced portion of a basic course for their entire refresher-training program.

Refresher training is available in any language taught at the basic level at DLIFLC.

Reserve military personnel can be scheduled for two-week refresher training. Active duty military personnel are scheduled for from four to 24

weeks, depending on the student's current proficiency and that required for the job.

### Gateway Courses

Gateway courses designated "03" are designed for beginning students. Specialized materials and teaching techniques are used to provide the student with an elementary capability in the language sufficient for basic social amenities and personal survival in a target-language country or community. The attained skills are not measured by the DLPT.

LANGUAGE	COURSE LENGTH
German	6 weeks
Korean	8 weeks

### Abbreviated Courses

Abbreviated courses designated "04" are portions of basic courses. Abbreviated courses enable the graduate to function at an elementary or limited working level in all four language skills: speaking, listening comprehension, reading, and writing. The level of skill actually attained varies considerably depending on the length of the abbreviated course.

Graduates of an abbreviated course may be able to function in most routine social and professional situations which do not require extensive use of the language. Graduates may have to ask native speakers to repeat or rephrase their communication. Graduates often can read simple prose on familiar topics and they have a fundamental understanding of the social dynamics of the target culture.

### Special Courses

Special courses designated "09" are designed to meet individual student's needs for specialized vocabulary or unique training, or to meet the instructional needs of students whose linguistic background includes one or more foreign languages, at measurable skills, that would have an influence in learning the target language.

Usually these courses are prepared on an individual basis and are taught tutorially. However, some courses with scheduled inputs of several students

each come under the category of special courses. They are:

LANGUAGE	COURSE LENGTH
Arabic-Saudi	8 weeks
Spanish for Chaplains	10 weeks

### Continuation Training

Continuation training designated "11" is brief postgraduate training given for accelerated or regular graduates who cannot leave the training center until a later date. Continuation training is intended to permit skill maintenance.

## INDIVIDUAL COURSE DESCRIPTIONS

COURSE NUMBER SEMESTER UNITS  
01AB47 42

### ALBANIAN BASIC COURSE (47 weeks)

An intensive course in the Albanian language covering all the main elements of the language in the context of relevant cultural, geographical, socio-economic and military aspects of Albania. The objective of the course is to enable students to develop functional communicative skills in Albanian at a minimum professional level.\* This course is divided into three sub-courses as described below:

#### SUB-COURSES

**AB-101** (16)  
**Albanian Basic Sub-Course I**  
(18 weeks)

This sub-course introduces the sound and writing systems of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 1,800 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level.\* Oral/aural skills receive the most emphasis.

**AB-102** (13)  
**Albanian Basic Sub-Course II**  
(15 weeks)

Prerequisite: AB-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,500 words selected on the basis of

frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.\*

**AB-103** (13)  
**Albanian Basic Sub-Course III** (14 weeks)

Prerequisite: AB-102 or equivalent. The linguistic elements and cultural background taught in AB-101 and AB-102 as well as the communicative skills acquired are used in learning about Albania's geography, history, socio-economic structure and political/military organization. Approximately 1,500 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.\*

01AD36

### MODERN STANDARD ARABIC BASIC COURSE (36 weeks)

An intensive course in Modern Standard Arabic (MSA) covering the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of the Arab world. This course is a prerequisite and a component of the basic courses in the specific dialects: Egyptian, Syrian, and Iraqi. It is divided into three sub-courses as described below:

\* For description of skill levels see Appendix 2.

#### SUB-COURSES

**AD-101** (7)  
**Modern Standard Arabic Basic Sub-Course I** (8 weeks)

This sub-course introduces the phonological features and writing system of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 850 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information and are designed to develop functional communicative skills at the elementary level. Recorded audio materials are used extensively. Oral/aural skills receive the most emphasis.

**AD-102** (14)  
**Modern Standard Arabic Basic Sub-Course II** (16 weeks)

Prerequisite: AD-101 or equivalent. This sub-course emphasizes the morphological aspects of MSA. An additional vocabulary of approximately 1,700 words selected on the basis of frequency and applicability to pertinent topics is introduced. General military terms are also included. Skills in reading and writing the target language are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**AD-103** (11)  
**Modern Standard Arabic Basic Sub-Course III** (12 weeks)

Prerequisite: AD-102 or equivalent. This sub-course combines intensive practice in listening, speaking, reading, and expository writing in MSA toward attainment of minimum pro-

fessional proficiency in the language. Approximately 1,300 additional lexical items are introduced. The linguistic elements and cultural information taught in AD-101 and AD-102, as well as the communicative skills acquired, are used in learning about geography, history, and socio-economic and political/military aspects of the Arab world.

01AE46

### ARABIC EGYPTIAN BASIC COURSE (46 weeks)

An intensive course designed to develop oral and written communicative skills in Modern Standard Arabic as well as oral skills in Egyptian. Cultural and area background study of the Arab world is provided throughout the course. Practice/exercises specific to Egyptian are based upon a thorough preparation in Modern Standard Arabic. Real-world audio and printed materials are used extensively in both oral and written practice. This course is divided into four sub-courses as described below:

#### SUB-COURSES

**AE-101**

### Modern Standard Arabic Basic Sub-Course I (8 weeks)

This sub-course introduces the phonological features and writing system of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 850 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information and are designed to develop functional communicative skills at the elementary level. Recorded audio materials are used extensively. Oral/aural skills receive the most emphasis.

**AE-102**  
**Modern Standard Arabic Basic Sub-Course II (16 weeks)**

Prerequisite: AE-101 or equivalent. This sub-course emphasizes the morphological aspects of MSA. An additional vocabulary of approximately 1,700 words selected on the basis of frequency and applicability to pertinent topics is introduced. General military terms are also included. Skills in reading and writing the target language are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**AE-103**  
**Modern Standard Arabic Basic Sub-Course III (12 weeks)**

Prerequisite: AE-102 or equivalent. This sub-course combines intensive practice in listening, speaking, reading, and expository writing in MSA toward attainment of minimum professional proficiency in the language. Approximately 1,300 additional lexical items are introduced. The linguistic elements and cultural information taught in AE-101 and AE-102, as well as the communicative skills acquired, are used in learning about geography, history, and socio-economic and political/military aspects of the Arab world.

**AE-104**  
**Egyptian Dialect Subcourse (10 weeks)**

Prerequisite: AE-103 or equivalent. A practical comparison of features of the Egyptian dialect with MSA. Intensive oral practice. Specific military and political topics are treated. Real-world

Egyptian audio materials are used extensively. The sub-course includes guided conversations, limited discussions, and dictation-translation exercises.

**02AE46**  
**ARABIC-EGYPTIAN AURAL COMPREHENSION COURSE (46 weeks)**

An intensive course in Modern Standard Arabic (MSA) and the Egyptian dialect covering all the basic elements of MSA and the variations with regard to Egyptian. Special emphasis is on developing listening comprehension, transcription, and translation skills. Relevant cultural, geopolitical, socio-economic, and military aspects of the Arab world, with particular attention to Egypt, are integrated into the course. Real-world and job-related materials are used extensively in practice exercises. The course is divided into three sub-courses as described below:

**SUB-COURSES**

**AE-111**  
**Arabic-Egyptian Aural Comprehension Sub-Course I (21 weeks)**

This sub-course introduces the sound system of classical Arabic and the Arabic writing system followed by presentation of the Standard Arabic Technical Transliteration System (SATS). Intensive practice in the phonology, morphology, and syntax of MSA is provided. Language laboratory sessions include aural comprehension exercises, transcription of spoken MSA into SATS, number drills, translation, and dictation exercises.

**AE-112**

**Arabic-Egyptian Aural Comprehension Sub-Course II (15 weeks)**  
 Prerequisite: AE-111 or equivalent. This sub-course offers intensive practice in additional phonological and morphological features of MSA. Special emphasis is on the Arabic verb system and its derived forms. Specialized military vocabulary is introduced. Current Arabic radio broadcast tapes are used for listening comprehension, transcription, and translation exercises.

**AE-113**

**Arabic-Egyptian Aural Comprehension Sub-Course III (10 weeks)**

Prerequisite: AE-112 or equivalent. This sub-course emphasizes aural comprehension skills in Egyptian dialect. The first part of this sub-course concentrates on Egyptian dialect as compared to MSA. The second part concentrates on distinctive grammatical features of this dialect. The final portion covers specific military and political topics.

**AE-201**

**ARABIC-EGYPTIAN INTERMEDIATE COURSE (32 weeks)**

Prerequisite: 02AE46 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first eight weeks of the course is devoted to extensive refresher training to restore the language proficiency of students whose language skills have deteriorated.

rated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking. This course is divided into three sub-courses as described below:

**SUB-COURSES**

**AE-201**

**Arabic-Egyptian Intermediate Sub-Course I (8 weeks)**

This sub-course provides a review of all the main elements of the language taught in the Modern Standard Arabic Course (MSA). Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from Arabic newspapers and magazines, through discussion of area background topics from selected texts, and through listening comprehension exercises utilizing authentic radio broadcast tapes.

**AE-202**

**Arabic-Egyptian Intermediate Sub-Course II (14 weeks)**

This sub-course offers further development of overall language proficiency through extensive reading of selected materials, transcription and translation of recorded texts and discussion in Egyptian dialect of selected topics. Topics encompass geography, history, political/socio-economic structure, and military affairs of Egypt.

AE-203

(8)  
**Arabic-Egyptian Intermediate Sub-Course III (10)**

The first seven weeks of this sub-course provide training in the Egyptian dialect. During the last three weeks of the sub-course the student is exposed to dialect recognition training of other major dialects: Libyan, Palestinian, Jordanian, and Iraqi. The goal is for the student to be able to recognize the peculiarities of these dialects, as well as to be familiar with and to understand the more common idioms in each dialect.

40/DG46

41  
**ARABIC IRAQI BASIC COURSE (46 weeks)**

An intensive course designed to develop oral and written communicative skills in Modern Standard Arabic as well as oral skills in Iraqi. Cultural and area background study of the Arab world is provided throughout the course. Practice exercises specific to Iraqi are based upon a thorough preparation in MSA. Real-world audio and printed materials are used extensively in both oral and written practice. This course is divided into four sub-courses as described below:

**SUB-COURSES**

DG-101

(7)  
**Modern Standard Arabic Basic Sub-Course I (8 weeks)**

This sub-course introduces the phonological features and writing system of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 850 highly frequent and useful terms are introduced. Lesson materials are presented

with appropriate cultural information and are designed to develop functional communicative skills at the elementary level. Recorded audio materials are used extensively. Oral/aural skills receive the most emphasis.

DG-102

(14)  
**Modern Standard Arabic Basic Sub-Course II (16 weeks)**

Prerequisite: DG-101 or equivalent. This sub-course emphasizes the morphological aspects of MSA. An additional vocabulary of approximately 1,700 words selected on the basis of frequency and applicability to pertinent topics is introduced. General military terms are also included. Skills in reading and writing the target language are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

DG-103

(11)  
**Modern Standard Arabic Basic Sub-Course III (12 weeks)**

Prerequisite: DG-102 or equivalent. This sub-course combines intensive practice in listening, speaking, reading, and expository writing in MSA toward attainment of minimum professional proficiency in the language. Approximately 1,300 additional lexical items are introduced. The linguistic elements and cultural information taught in DG-101 and DG-102, as well as the communicative skills acquired, are used in learning about geography, history, and socio-economic and political/military aspects of the Arab world.

DG-104

(9)  
**Iraqi Dialect Course (10 weeks)**

Prerequisite: DG-103 or equivalent. A practical comparison of features of the Iraqi dialect with MSA. Intensive oral practice. Specific military and political topics are treated. Real-world Iraqi audio materials are used extensively. This sub-course includes guided conversations, limited discussions, and dictation-translation exercises.

02/DG46

41  
**ARABIC-IRAQI AURAL COMPREHENSION COURSE (46 weeks)**

An intensive course in Modern Standard Arabic (MSA) and the Iraqi dialect covering all the basic elements of MSA and the variations with regard to Iraqi. Special emphasis is on developing listening comprehension, transcription, and translation skills. Relevant cultural, geopolitical, socio-economic, and military aspects of the Arab world with particular attention to Iraq, are integrated into the course. Real-world and job-related materials are used extensively in practice exercises. The course is divided into three sub-courses as described below:

**SUB-COURSES**

DG-111

(19)  
**Arabic-Iraqi Aural Comprehension Course I (21 weeks)**

This sub-course introduces the sound system of classical Arabic and the Arabic writing system followed by presentation of the Standard Arabic Technical Transliteration System [SATTS). Intensive practice in the phonology, morphology, and syntax of MSA is provided. Language laboratory sessions include aural comprehension exercises, transcription of spoken MSA into SATTS, number drills, translation, and dictation exercises.

DG-112

(13)  
**Arabic-Iraqi Aural Comprehension Sub-Course II (15 weeks)**

Prerequisite: DG-111 or equivalent. This sub-course offers intensive practice in additional phonological and morphological features of MSA. Special emphasis is on the Arabic verb system and its derived forms. Specialized military vocabulary is introduced. Current Arabic radio broadcast tapes are used for listening comprehension, transcription, and translation exercises.

DG-113

(9)  
**Arabic-Iraqi Aural Comprehension Sub-Course III (10 weeks)**

Prerequisite: DG-112 or equivalent. This sub-course emphasizes aural comprehension skills in Iraqi dialect. The first part of this sub-course concentrates on Iraqi dialect as compared to MSA. The second part concentrates on the distinctive grammatical features of this dialect. The final portion covers specific military and political topics.

01/AP46

41  
**ARABIC-SYRIAN BASIC COURSE (46 weeks)**

An intensive course designed to develop oral and written communicative skills in Modern Standard Arabic as well as oral skills in Syrian. Cultural and area background study of the Arab world is provided throughout the course. Practice exercises specific to Syrian are based upon a thorough preparation in Modern Standard Arabic. Real world audio and printed materials are used extensively in both oral and written practice. This course is divided into four sub-courses as described below:

## SUB-COURSES

AP-101

**Modern Standard Arabic Basic Sub-Course I (8 weeks)**

This sub-course introduces the phonological features and writing system of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 850 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information and are designed to develop functional communicative skills at the elementary level. Recorded audio materials are used extensively. Oral/aural skills receive the most emphasis.

AP-102

**Modern Standard Arabic Basic Sub-Course II (16 weeks)**

Prerequisite: AP-101 or equivalent. This sub-course emphasizes the morphological aspects of MSA. An additional vocabulary of approximately 1,700 words selected on the basis of frequency and applicability to pertinent topics is introduced. General military terms are also included. Skills in reading and writing the target language are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

AP-103

**Modern Standard Arabic Basic Sub-Course III (12 weeks)**

Prerequisite: AP-102 or equivalent. This sub-course combines intensive practice in listening, speaking, reading, and expository writing in MSA toward attainment of minimum pro-

fessional proficiency in the language. Approximately 1,300 additional lexical items are introduced. The linguistic elements and cultural information taught in AP-101 and AP-102, as well as the communicative skills acquired, are used in learning about geography, history, and socio-economic and political/military aspects of the Arab world.

AP-104

**Syrian Dialect Sub-Course (10 weeks)**

Prerequisite: AP-103 or equivalent. A practical comparison of features of the Syrian dialect with MSA. Intensive oral practice. Specific military and political topics are treated. Real-world Syrian audio materials are used extensively. This sub-course includes guided conversations, limited discussions, and dictation-translation exercises.

02AP46

**ARABIC-SYRIAN AURAL COMPREHENSION COURSE (46 weeks)**

An intensive course in Modern Standard Arabic (MSA) and the Syrian dialect covering all the basic elements of MSA and the variations with regard to Syrian. Special emphasis is on developing listening comprehension, transcription, and translation skills. Relevant cultural, geopolitical, socio-economic, and military aspects of the Arab world, with particular attention to Syria, are integrated into the course. Real-world and job-related materials are used extensively in practice exercises. The course is divided into three sub-courses as described below:

## SUB-COURSES

AP-111

**Arabic-Syrian Aural Comprehension Sub-Course I (21 weeks)**

This sub-course introduces the sound system of classical Arabic and the Arabic writing system followed by presentation of the Standard Arabic Technical Transliteration System (SATTS). Intensive practice in the phonology, morphology, and syntax of MSA is provided. Language laboratory sessions include aural comprehension exercises, transcription of spoken MSA into SATTS, number drills, translation, and dictation exercises.

AP-112

**Arabic-Syrian Aural Comprehension Sub-Course II (15 weeks)**

Prerequisite: AP-111 or equivalent. This sub-course offers intensive practice in additional phonological, and morphological features of MSA. Special emphasis is on the Arabic verbal system and its derived forms. Specialized military vocabulary is introduced. Current Arabic radio broadcast tapes are used for aural comprehension, transcription, and translation exercises.

AP-113

**Arabic-Syrian Aural Comprehension Sub-Course III (10 weeks)**

Prerequisite: AP-112 or equivalent. This sub-course emphasizes aural comprehension skills in Syrian dialect. The first part of this sub-course concentrates on Syrian dialect as compared to MSA. The second part concentrates on the distinctive grammatical features of this dialect. The final portion covers specific military and political topics.

20AP32

**ARABIC-SYRIAN INTERMEDIATE COURSE (32 weeks)**

Prerequisite: 02AP46 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first eight weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and at a level beyond the minimum professional in reading comprehension. This course is divided into three sub-courses as described below:

## SUB-COURSES

AP-201

**Arabic-Syrian Intermediate Sub-Course I (8 weeks)**

This sub-course provides a review of all the main elements of the language taught in the Modern Standard Arabic course (MSA). Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from Arabic newspapers and magazines, through discussion of area background topics from selected texts, and through listening comprehension exercises utilizing authentic radio broadcast tapes.

**AP-202** (12)  
**Arabic-Syrian Intermediate Sub-Course II (14 weeks)**

This sub-course offers further development of overall language proficiency through extensive reading of selected materials, transcription and translation of recorded texts, and discussion in Syrian dialect of selected topics. Topics encompass geography, history, political/socio-economic structure, and military affairs of Syria.

**AP-203** (8)  
**Arabic-Syrian Intermediate Sub-Course III (10 weeks)**

The first seven weeks of this sub-course provide training in the Syrian dialect. During the last three weeks of the sub-course the student learns to recognize Libyan, Palestinian, Jordanian, and Iraqi dialects. The goal is for the student to be able to recognize the peculiarities of these dialects, as well as to be familiar with and understand the more common idioms in each dialect.

**01BU47** 42  
**BULGARIAN BASIC COURSE**  
**(47 weeks)**

An intensive course in the Bulgarian language, covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Bulgaria. The objective of the course is to enable students to develop functional communicative skills in Bulgarian at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

**BU-101** (16)  
**Bulgarian Basic Sub-Course I (18 weeks)**

This sub-course introduces the sound and writing systems of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of 1,800 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

**BU-102** (13)  
**Bulgarian Basic Sub-Course II (15 weeks)**

Prerequisite: BU-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,500 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**BU-103** (13)  
**Bulgarian Basic Sub-Course III (14 weeks)**

Prerequisite: BU-102 or equivalent. The linguistic elements and cultural background information taught in BU-101 and BU-102 as well as the communicative skills acquired are used in learning about the country's geography, history, socio-economic structure, and political/military organization. Approximately 1,500 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

**20BU37** 33  
**BULGARIAN INTERMEDIATE COURSE (37 weeks)**

Prerequisite: 01BU47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening, comprehension, reading, and writing. Most of the first ten weeks of the course is devoted to extensive refresher training to restore the proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading, and at a level beyond the minimum professional in speaking. This course is divided into three sub-courses as described below:

**SUB-COURSES**

**BU-201** (9)  
**Bulgarian Intermediate Sub-Course I (10 weeks)**

This sub-course provides a review of all the main elements of the language

taught in the Bulgarian Basic Course. Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from Bulgarian newspapers and magazines, through discussion of area background topics from selected texts, and through listening comprehension exercises utilizing authentic Bulgarian radio broadcasts.

**BU-202** (12)  
**Bulgarian Intermediate Sub-Course II (14 weeks)**

Prerequisite: BU-201 or equivalent. This sub-course offers further development of overall language proficiency through extensive reading of selected materials, transcription and translation of recorded texts, and discussion in Bulgarian of selected topics. Topics encompass geography, history, political/socio-economic structure, and military affairs of Bulgaria.

**BU-203** (12)  
**Bulgarian Intermediate Sub-Course III (13 weeks)**

Prerequisite: BU-202 or equivalent. This sub-course concentrates on contemporary written Bulgarian materials. Emphasis is on the ability to read political, military, and technical articles in newspapers and magazines of Bulgaria. Topics of classroom discussions are related to assigned readings. Intensive use of taped Bulgarian broadcasts provides students an opportunity to further develop oral/aural skills. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading, and at a level beyond the minimum professional in speaking.

01CC47 <sup>42</sup>  
**CHINESE-CANTONESE BASIC COURSE (47 weeks)**

An intensive course in the Chinese-Cantonese language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Chinese-Cantonese speaking areas. The objective of the course is to enable students to develop functional communicative skills in Chinese-Cantonese at a minimum professional level. The student is able to read materials written within the range of approximately 1,200 Chinese characters. With the mastery of approximately 600 Chinese characters, the student is able to write short reports and simple correspondence. This course is divided into three sub-courses as described below:

**SUB-COURSES**

CC101 (11)  
**Chinese-Cantonese Basic Sub-Course I (12 weeks)**

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 1,500 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level.

CC-102 (16)  
**Chinese-Cantonese Basic Sub-Course II (18 weeks)**

Prerequisite: CC-101 or equivalent. Covers the remaining grammatical features and an additional vocabulary of approximately 1,200 words selected on the basis of frequency and applica-

bility to pertinent topics. General military terms are also included. Skills in reading and writing in the language are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

CC-103 (15)  
**Chinese-Cantonese Basic Sub-Course III (17 weeks)**

Prerequisite: CC-102 or equivalent. The linguistic elements and cultural background taught in CC-101 and CC-102, as well as the communicative skills acquired, are used in learning about the geography, history, socio-economic structure, and political/military organization of Chinese-Cantonese speaking areas. Approximately 1,300 lexical items are introduced. Tapes from radio and TV broadcasts are used extensively in listening comprehension exercises. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

01CM47 <sup>42</sup>  
**CHINESE MANDARIN BASIC COURSE (47 weeks)**

An intensive course in the Chinese-Mandarin language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of the Peoples Republic of China and Taiwan. The objective of the course is to enable students to develop functional communicative skills in Chinese-Mandarin at a minimum professional level. The graduate can read approximately 1,200 Chinese characters and is able to write 600 Chinese characters. This course is divided into three sub-courses as described below:

CM-101

(18)  
**Chinese-Mandarin Basic Sub-Course I (20 weeks)**

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 1,500 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. The student is required to be thoroughly familiar with the Pinyin system.

CM-102

(11)  
**Chinese-Mandarin Basic Sub-Course II (12 weeks)**

Prerequisite: CM-101 or equivalent. Covers the remaining grammatical features and an additional vocabulary of approximately 1,200 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing the language are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

CM-103

(13)  
**Chinese-Mandarin Basic Sub-Course III (15 weeks)**

Prerequisite: CM-102 or equivalent. The linguistic elements and cultural background taught in CM-101 and CM-102, as well as the communicative skills acquired, are used in learning about the geography, history, socio-economic structure, and political/military organization of the People's Republic of China and Taiwan. Approximately 1,300 additional lexical

items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

02CM47

<sup>42</sup>  
**CHINESE-MANDARIN AURAL COMPREHENSION COURSE (47 weeks)**

An intensive course in the Chinese-Mandarin language covering all the basic elements of the language. Special emphasis is on developing listening comprehension, transcription, and translation skills. Relevant cultural, geopolitical, socio-economic, and military aspects of the People's Republic of China are integrated into the course. Even though speaking is practiced only to the extent necessary to reinforce aural comprehension, graduates are able to interact with native speakers on a limited working proficiency level. Approximately 1,000 Chinese characters in simplified forms are introduced and students can read well enough to obtain information on general topics with the aid of dictionaries. The graduate is able to write approximately 450 characters. This course is divided into three sub-courses as described below:

**SUB-COURSES**

CM-111

(18)  
**Chinese-Mandarin Aural Comprehension Sub-Course I (20 weeks)**

This sub-course provides intensive practice in the phonology and basic grammatical features of the Chinese-Mandarin language. The student is required to be thoroughly familiar with the Pinyin system. Chinese characters are introduced after the second week.



**CM-112**

(11)  
**Chinese-Mandarin Aural Comprehension Sub-Course II (12 weeks)**  
 Prerequisite: CM-III or equivalent. This sub-course offers intensive practice in additional phonological and morphological features of Chinese-Mandarin language. Emphasis is on aural comprehension practice including military subjects. Reading and writing exercises are based on actual People's Republic of China materials.

**CM-203**

(12)  
**Chinese-Mandarin Intermediate Sub-Course III (13 weeks)**  
 Prerequisite: CM-202 or equivalent. This sub-course concentrates on contemporary written materials published in the People's Republic of China. Emphasis is on the ability to read political, military, and technical articles in People's Republic of China publications. Topics of classroom discussions are related to assigned readings. Intensive use of taped Chinese broadcasts provides students an opportunity to further develop oral/aural skills. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking.

The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking. This course is divided into three sub-courses as described below:

**SUB-COURSES****CM-201**

(10)  
**Chinese-Mandarin Intermediate Sub-Course I (12 weeks)**  
 This sub-course provides a review of all the main elements of the language taught in the Chinese-Mandarin Basic Course or Chinese-Mandarin Aural Comprehension Course. Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from People's Republic of China publications, through discussion of area background topics from selected texts, and through listening comprehension exercises utilizing authentic People's Republic of China radio broadcasts.

**CM-113**

(13)  
**Chinese-Mandarin Aural Comprehension Sub-Course III (15 weeks)**  
 Prerequisite: CM-112 or equivalent. This sub-course provides intensive aural comprehension practice related to military situations. Advanced conversation practice is provided using current People's Republic of China scenarios. Reading includes more advanced People's Republic of China materials.

**20CM37**

33  
**CHINESE-MANDARIN INTERMEDIATE COURSE (37 weeks)**  
 Prerequisite: 1CM47, 02CM46 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first 12 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. Intensive practice in Pinyin and simplified characters is an essential part of the review.

**SUB-COURSES****CM-301**

(11)  
**Chinese-Mandarin Advanced Sub-Course I (12 weeks)**  
 This sub-course provides a review of complex grammatical features of the Chinese-Mandarin language and a review as necessary of Chinese characters introduced in the Chinese-Mandarin Intermediate Course. Selected readings in political, geographical, economic, and historical subjects are used in reading and translation exercises. Oral fluency is attained through discussions on area background topics conducted in Chinese-Mandarin.

**CM-302**

(11)  
**Chinese-Mandarin Advanced Sub-Course II (12 weeks)**  
 Prerequisite: CM-301 or equivalent. This sub-course offers further development of overall language proficiency through extensive reading of selected materials, through discussions and conversations based on additional readings in political, geographical, historical, and economic subjects. Technical and scientific reading materials are introduced. The student is required to compose formal essays in Chinese-Mandarin.

**CM-303**

(11)  
**Chinese-Mandarin Advanced Sub-Course III (13 weeks)**  
 Prerequisite: CM-302 or equivalent. This sub-course concentrates on practice in reading and translation of technical and scientific articles and service-specific military technical manuals. Also included is an introduction to Chinese classical literature. The student is required to write a term paper in Chinese on a specific subject.

**30CM37**

33  
**CHINESE-MANDARIN ADVANCED COURSE (37 weeks)**  
 Prerequisite: 20CM37 or equivalent. This course is designed to further develop students' overall proficiency in the Chinese-Mandarin language. The course provides a general review of the Chinese-Mandarin Intermediate Course and extensive practice in aural comprehension as well as in reading comprehension. A variety of texts selected from current publications are used throughout the course. Students read all styles and forms of the language pertinent to professional needs. Classes are conducted in Chinese-Mandarin. This course is divided into three sub-courses as described below:

42

### 01CX47 CZECH BASIC COURSE (47 weeks)

An intensive course in the Czech language covering all the main elements of the language in the context of relevant cultural, political, socio-economic, and military aspects of Czechoslovakia. The objective of the course is to enable students to develop functional communicative skills in Czech at a minimum professional level. This course is divided into three sub-courses as described below.

#### SUB-COURSES

##### CX-101 (11) Czech Basic Sub-Course I (12 weeks)

This sub-course introduces the sound and writing systems of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 900 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

##### CX-102 (18) Czech Basic Sub-Course II (20 weeks)

Prerequisite: CX-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 2,000 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of

this sub-course is to develop functional communicative skills at a limited working proficiency level.

##### CX-103 (13) Czech Basic Sub-Course III (15 weeks)

Prerequisite: CX-102 or equivalent. The linguistic elements and cultural background taught in CX-101 and CX-102, as well as the communicative skills acquired, are used in learning about Czechoslovakia's geography, history, socio-economic structure, and political/military organization. Approximately 2,000 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

##### 10CX27 24 CZECH EXTENDED COURSE (27 weeks)

Prerequisite: 01CX47 or equivalent. This course offers an additional 27 weeks of training to five selected students of Czech. More advanced proficiency in speaking, listening comprehension, reading, and writing immediately after completion of the Czech Basic Course. Advanced linguistic features and style levels are covered as necessary. This course provides additional training in relevant cultural, geopolitical, socio-economic, and military aspects of Czechoslovakia. Contemporary Czechoslovakian life and customs are treated in depth. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading, and at a level beyond the minimum professional in speaking. This course is divided into two sub-courses as described below.

#### SUB-COURSES

##### CX-211 (12) Czech Extended Sub-Course I (13 weeks)

Emphasis is on continued development of speaking, listening comprehension, reading, and writing skills through reading and translation of current Czech newspapers, magazines, and other selected materials, and through oral/aural practice, discussion, and written composition. Additional emphasis is placed on military vocabulary items and the political structure of Czechoslovakia. Listening comprehension skills are augmented by exercises utilizing authentic taped Czech radio broadcasts.

##### CX-212 (12) Czech Extended Sub-Course II (14 weeks)

Prerequisite: CX-211 or equivalent. This sub-course offers additional practice in all four language skills. Emphasis is placed on the development of more sophisticated vocabulary and idiomatic expressions and further control of grammatical features. Reading and translation exercises based on contemporary Czechoslovakian publications are included. Discussions on modern Czechoslovakian life are designed to enable the student to apply advanced language skills to conversation. Intensive use of taped Czech radio and television broadcasts provides each student an opportunity to improve aural/oral skills. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking.

##### 20CX37 (33) CZECH INTERMEDIATE COURSE (37 weeks)

Prerequisite: 01CX47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first 11 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking. This course is divided into three sub-courses as described below:

#### SUB-COURSES

##### CX-201 (10) Czech Intermediate Sub-Course I (11 weeks)

This sub-course provides a review of all the main elements of the language taught in the Czech Basic Course. Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from Czech newspapers and magazines, through discussion of area background topics from selected texts, and through listening comprehension exercises utilizing authentic Czech radio broadcasts.

##### CX-202 (12) Czech Intermediate Sub-Course II (14 weeks)

Prerequisite: CX-201 or equivalent. This sub-course offers further develop-

ment of overall language proficiency through extensive reading of selected materials, transcription and translation of recorded texts, and discussion in Czech of selected topics. Topics encompass geography, history, political/socio-economic structure, and military affairs of Czechoslovakia.

**CX-203** (11)

**Czech Intermediate Sub-Course III (12 weeks)**

Prerequisite: CX-202 or equivalent. This sub-course concentrates on contemporary written Czech materials. Emphasis is on the ability to read political, military, and technical articles in newspapers and magazines of Czechoslovakia. Topics of classroom discussions are related to assigned readings. Intensive use of taped Czech broadcasts provides students an opportunity to further develop oral/aural skills. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking.

**01DU24** (21)

**DUTCH BASIC COURSE**

(24 weeks)

**01FL24**

**DUTCH BASIC COURSE--**

**EMPHASIS ON FLEMISH**

(24 weeks)

An intensive course in the Dutch language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic structure, and military aspects of Dutch-speaking nations. The objective of the course is to enable students to develop functional communicative skills in Dutch at a minimum

professional level. The same course materials are used in both courses. However, cultural and linguistic emphasis is shifted to accommodate students' in-country requirements. 01FL24 is recommended for students with an assignment to the northern region of Belgium (Flanders) where Dutch is spoken. The course is divided into three sub-courses as described below:

**SUB-COURSES**

**DU-101**

**Dutch Basic Sub-Course I (9 weeks)**

**FL-101**

**Dutch Basic Sub-Course--**

**Emphasis on Flemish I (9 weeks)**

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 1,100 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

**DU-102**

**Dutch Basic Sub-Course II**

(8 weeks)

**FL-102**

**Dutch Basic Sub-Course--**

**Emphasis on Flemish II (8 weeks)**

Prerequisite: DU-101, FL-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 950 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and

writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**DU-103**

**Dutch Basic Sub-Course III**

(7 weeks)

**FL-103**

**Dutch Basic Sub-Course--**

**Emphasis on Flemish III (7 weeks)**

Prerequisite: DU-102, FL-102 or equivalent. The linguistic elements and cultural background taught in DU-101 and DU-102, or FL-101 and FL-102, as well as the communicative skills acquired, are used in learning about the geography, history, socio-economic structure, and political/military organization of related Dutch-speaking countries. Approximately 950 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

**01FR24**

**FRENCH BASIC COURSE**

(24 weeks)

An intensive course in the French language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of France and other French-speaking countries. The objective of the course is to enable students to develop functional communicative skills in French at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

**FR-101**

**French Basic Sub-Course I (8 weeks)**

This sub-course introduces the sound and writing systems of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 1,000 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information and are designed to develop functional communicative skills at the elementary level. Recorded audio-materials are used extensively.

**FR-102**

**French Basic Sub-Course II (8 weeks)**

Prerequisite: FR-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,000 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**FR-103**

**French Basic Sub-Course III (8 weeks)**

Prerequisite: FR-102 or equivalent. The linguistic elements and cultural background taught in FR-101 and FR-102, as well as the communicative skills acquired, are used in learning about the geography, history, socio-economic structure, and political/military organization of France and other

French-speaking countries. Approximately 1,000 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

01GM3228

### GERMAN BASIC COURSE (32 weeks)

An intensive course in the German language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of German. The objective of the course is to enable students to develop functional communicative skills in German at a minimum professional level. This course is divided into three sub-courses as described below:

#### SUB-COURSES

*GM-101* (10)  
**German Basic Sub-Course I**  
(12 weeks)

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 1,250 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

*GM-102* (10)  
**German Basic Sub-Course II** (12 weeks)

Prerequisite: GM-101 or equivalent. This sub-course covers the remaining grammatical features and an addi-

tional vocabulary of approximately 1,100 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

*GM-103* (8)

### German Basic Sub-Course III (8 weeks)

Prerequisite: GM-102 or equivalent. The linguistic elements and cultural background taught in GM-101 and GM-102, as well as the communicative skills acquired, are used in learning about Germany's geography, history, socio-economic structure and political/military organization. Approximately 750 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

02GM32

### GERMAN AURAL COMPREHENSION COURSE (32 weeks)

An intensive course in the German language covering all the main elements of the language. Special emphasis is placed on developing aural comprehension, transcription, and translation skills. Relevant cultural, geopolitical, socio-economic and military aspects of Germany, with particular attention to East Germany, are integrated into the course. Real-world and job-related materials, including authentic audio materials, are used extensively in practice exercises. The course is divided into three sub-courses as described below:

#### SUB-COURSES

*GS-111* (10)

### German Aural Comprehension Sub-Course I (12 weeks)

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and basic East German military vocabulary are introduced.

*GM-112* (10)

### German Aural Comprehension Sub-Course II (12 weeks)

Prerequisite: GM-111 or equivalent. This sub-course offers intensive practice in the four skills with emphasis on aural comprehension. Introduction of military vocabulary is continued.

*GM-113* (8)

### German Aural Comprehension Course III (8 weeks)

Prerequisite: GM-112 or equivalent. This sub-course consists of intensive practice of fundamental phonological, morphological, and syntactic features of German in conversation, and develops skills in listening comprehension and transcription. Reading, translating, and delivering oral reports on special and technical articles dealing with German Democratic Republic geography, history, political system, social institutions, media, customs, culture, and armed forces are also included in the course.

03GM06

### GERMAN GATEWAY COURSE (6 weeks)

A self-paced, compressed course, using specialized materials and teaching techniques, provides the student with an elementary capability in German

language sufficient for basic social amenities and personal survival when assigned to Germany. Emphasis is on the attainment of communicative skills at the elementary level in social, official, and military situations.

10GM24

### GERMAN EXTENDED COURSE (24 weeks)

Prerequisite: 01GM32, 02GM32, or equivalent. This course offers an additional 24 weeks of training to give selected students of German a more advanced proficiency in speaking, listening comprehension, reading, and writing, immediately after completion of the German Basic Course or the German Aural Comprehension Course. Expanded application of grammatical features is presented in simulated real-world situations. Contemporary German life and customs are treated in depth with emphasis on the German Democratic Republic. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking. This course is divided into two sub-courses as described below:

#### SUB-COURSES

*GM-211* (10)  
**German Extended Sub-Course I**  
(12 weeks)

This sub-course builds on phonological, morphological, and syntactical features of German covered in the German Basic Course or German Aural Comprehension Course through reading and translating articles from German newspapers and magazines and

through discussion of area-study topics from selected texts. Listening comprehension skills are augmented by exercises utilizing authentic taped German radio broadcasts.

*GM-212*  
**German Extended Sub-Course II**  
(11)

**Prerequisite:** GM-211 or equivalent. This sub-course is designed to advance language skills in using more sophisticated vocabulary through oral/aural practice, discussion, and written composition. Additional skills in using grammatical features are acquired and vocabulary build-up is accomplished through reading and translation of materials on various disciplines. Discussions on modern German life are designed to enable the student to apply advanced language skills to conversation. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking.

*20GM24*  
**GERMAN INTERMEDIATE**  
**COURSE (24 weeks)** 21

**Prerequisite:** 01GM32 or equivalent. This course is designed to enable a limited number of students to attain a broad competence in all four skills: speaking, listening, comprehension, reading, and writing. Most of the first six weeks of the course is devoted to extensive refresher training to restore the proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional

competence in aural comprehension and reading and at a level beyond the minimum professional in speaking. This course is divided into two sub-courses as described below:

**SUB-COURSES**

*GM-201*

**German Intermediate Sub-Course I (12 weeks)** (10)

This sub-course provides a review of the main elements of the language taught in the German Basic Course. Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from German newspapers and magazines, through discussion of area background topics from selected texts, and through listening comprehension exercises utilizing authentic German radio broadcasts.

*GM-202*

**German Intermediate Sub-Course II (12 weeks)** (11)

**Prerequisite:** GM-201 or equivalent. This sub-course offers further development of overall language proficiency through extensive reading of selected materials, transcription and translation of recorded texts, and discussion in German of selected topics. Topics encompass geography, history, political/socio-economic structure, and military affairs of Germany. The course treats in depth all facets of contemporary civilization with emphasis on the German Democratic Republic. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking.

*01GR47*

**GREEK BASIC COURSE**  
(47 weeks)

An intensive course in the Greek language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Greece. The objective of the course is to enable students to develop functional communicative skills in Greek at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

*GR-101*

**Greek Basic Sub-Course I**  
(12 weeks) (11)

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 1,500 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level.

*GR-102*

**Greek Basic Sub-Course II**  
(18 weeks) (16)

**Prerequisite:** GR-101 or equivalent. This sub-course covers the remaining grammatical forms and an additional 1,800 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

*GR-103*

**Greek Basic Sub-Course III**  
(17 weeks) (15)

**Prerequisite:** GR-102 or equivalent. The linguistic elements and cultural background learned in GR-101 and GR-102, as well as the communicative skills acquired, are used in learning about Greece's geography, history, socio-economic structure, and political/military organization. Approximately 1,800 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

*01HC24*

**HAITIAN-CREOLE BASIC COURSE (24 weeks)** (21)

An intensive course in Creole as it is spoken in Haiti. It covers all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Haiti. The objective of the course is to enable students to develop functional communicative skills in Haitian-Creole at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

*HC-101*

**Haitian-Creole Basic Sub-Course I (8 weeks)** (7)

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 1,000 highly frequent and useful terms are introduced. Lesson materials

are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

**HC-102**  
**Haitian-Creole Basic Sub-Course II (8 weeks)** (7)

Prerequisite: HC-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,000 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**HC-103**  
**Haitian-Creole Basic Sub-Course III (8 weeks)** (7)

Prerequisite: HC-102 or equivalent. The linguistic elements and cultural background learned in HC-101 and HC-102, as well as the communicative skills acquired, are used in learning about Haiti's geography, history, socio-economic structure, and political/military organization. Approximately 1,000 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

**01HU47**  
**HUNGARIAN BASIC COURSE**  
**(47 weeks)** 42

An intensive course in the Hungarian language covering all the main elements of the language in the context of

relevant cultural, geopolitical, socio-economic, and military aspects of Hungary. The objective of the course is to enable students to develop functional communicative skills in Hungarian at a minimum professional level. This course is divided into three sub-courses as described below.

**SUB-COURSES**

**HU-101**  
**Hungarian Basic Sub-Course I (12 weeks)** (11)

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 1,500 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

**HU-102**  
**Hungarian Basic Sub-Course II (20 weeks)** (18)

Prerequisite: HU-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,800 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**HU-103**

**Hungarian Basic Sub-Course III (15 weeks)** (13)

Prerequisite: HU-102 or equivalent. The linguistic elements and cultural background taught in HU-101 and HU-102, as well as the communicative skills acquired, are used in learning about Hungary's geography, history, socio-economic structure, and political/military organization. Approximately 1,000 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

**01JN30**  
**INDONESIAN BASIC COURSE**  
**(30 weeks)** 27

An intensive course in the Indonesian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Indonesia. The objective of the course is to enable students to develop functional communicative skills in Indonesian at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

**JN-101**  
**Indonesian Basic Sub-Course I (10 weeks)** (9)

This sub-course introduces the sound and writing systems of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 1,000 highly frequent and useful terms are introduced. Lesson materials present appropriate cultural

information and basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

**JN-102**  
**Indonesian Basic Sub-Course II (10 weeks)** (9)

Prerequisite: JN-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,000 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing Indonesian are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**JN-103**  
**Indonesian Basic Sub-Course III (10 weeks)** (9)

Prerequisite: JN-102 or equivalent. This sub-course is subject-matter oriented. The linguistic elements and cultural information taught in JN-101 and JN-102, as well as the communicative skills acquired, are used in learning about Indonesia's geography, history, socio-economic structure, and political/military organization. Approximately 1,000 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

21

**01JT24**  
**ITALIAN BASIC COURSE**  
 (24 weeks)

An intensive course in the Italian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic and military aspects of Italy. The objective of the course is to enable students to develop functional communicative skills in Italian at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

**JT-101** (5)

**Italian Basic Sub-Course I**  
 (6 weeks)

This sub-course introduces the sound and writing systems of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 750 highly frequent and useful terms are introduced. Lesson materials present appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

**JT-102** (11)

**Italian Basic Sub-Course II**  
 (12 weeks)

Prerequisite: JT-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,500 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing

are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**JT-103** (5)

**Italian Basic Sub-Course III**  
 (6 weeks)

Prerequisite: JT-102 or equivalent. The linguistic elements and cultural background taught in JT-101 and JT-102, as well as communicative skills acquired, are used in learning about Italy's geography, history, socio-economic structure, and political/military organization. Approximately 750 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

**01JA47**

42

**JAPANESE BASIC COURSE**  
 (47 weeks)

An intensive course in the Japanese language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Japan. *Hiragana* and *Katakana* writing systems are introduced. Reading and writing of approximately 600 *kanji* and the ability to recognize an additional 500 *kanji* is included. The objective of the course is to enable students to develop functional communicative skills in Japanese at a level approaching minimum professional competence in aural comprehension and speaking and a limited working proficiency level in reading and writing. This course is divided into four sub-courses as described below:

**SUB-COURSES**

**JA-101**

**Japanese Basic Sub-Course I**  
 (12 weeks)

This sub-course begins with intensive drills in phonological and basic grammatical features and introduces approximately 700 high frequency lexical items to attain functional communicative skills at the elementary level. *Katakana* and *hiragana* writing systems are introduced in the third week to develop reading and writing skills. Approximately 100 high-frequency *kanji* are introduced after the sixth week.

**JA-102**

**Japanese Basic Sub-Course II**  
 (12 weeks)

Prerequisite: JA-101 or equivalent. This sub-course completes the introduction of basic grammatical features through extensive oral/aural drills with an additional 750 high-frequency lexical items. Reading, writing, and conversation skills are further developed. Approximately 175 additional *kanji* are introduced and drills in reading and writing of all *kanji* are continued.

**JA-103**

**Japanese Basic Sub-Course III**  
 (12 weeks)

Prerequisite: JA-102 or equivalent. Additional grammatical features of the Japanese language and approximately 800 lexical items are introduced. Fluency and accuracy in speaking are stressed in conversation practice and discussion sessions. Basic military terminology in selected subjects is introduced.

**JA-104** (9)

**Japanese Basic Sub-Course IV**  
 (11 weeks)

The linguistic elements and cultural background taught in JA-101, JA-102, and JA-103, as well as the communicative skills acquired, are used in learning about Japan's geography, history, socio-economic structure, and political/military organization. The objective of this sub-course is to enable students to function at a level approaching minimum professional competence in aural comprehension and speaking and at a limited working proficiency level in reading and writing.

**01KP47**

42

**KOREAN BASIC COURSE**  
 (47 weeks)

An intensive course in the Korean language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Korea. The *Hangul* writing system is practiced from the beginning of the course. Up to 500 Chinese characters are introduced for recognition only. The objective of the course is to enable students to develop functional communicative skills in Korean at a level approaching minimum professional competence in aural comprehension and speaking and at a limited working proficiency level in reading and writing. This course is divided into three sub-courses as described below:

## SUB-COURSES

KP-101

### Korean Basic Sub-Course I (12 weeks)

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 800 highly frequent and useful terms are introduced. The *Hangul* writing system and approximately 75 *hanja* (Chinese characters) are introduced. Lesson materials present appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level.

KP-102

### Korean Basic Sub-Course II (20 weeks)

Prerequisite: KP-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,400 words selected on the basis of frequency and applicability to pertinent topics. Over 214 *hanja* are introduced. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

KP-103

### Korean Basic Sub-Course III (15 weeks)

Prerequisite: KP-102 or equivalent. The linguistic elements and cultural background taught in KP-101 and KP-102, as well as the communicative skills acquired, are used in learning about Korea's geography, history, socio-economic structure, and political/

military organization. Approximately 800 additional lexical items are introduced. Another 200 *hanja* are introduced mainly for recognition. The objective of this sub-course is to enable students to function at a level approaching minimum professional competence in aural comprehension and speaking and at a limited working proficiency level in reading and writing.

02KP47

### KOREAN AURAL COMPREHENSION COURSE (47 weeks)

An intensive course in speaking, listening, reading, and writing Korean with special emphasis on listening comprehension and translation skills. The main phonological, morphological, and syntactical features of the Korean language are covered. The *Hangul* writing system is practiced throughout the course. Relevant cultural, geopolitical, socio-economic, and military aspects of Korea are integrated into the course. Lexical content is estimated at 3,000 high-frequency items including 1,000 military items relative to North Korea and recognition of nearly 200 Chinese characters. This course is divided into three sub-courses as described below:

## SUB-COURSES

KP-111

### Korean Aural Comprehension Sub-Course I (14 weeks)

This sub-course offers intensive practice in pronunciation and introduction of basic Korean morphological and syntactical features. Lexical content includes 750 items of which 80 are general military terms. Eighty *hanja* characters are presented. The *Hangul*

writing system is introduced. Some aspects of Korean culture are also introduced. Audio-visual materials are used extensively.

KP-112

### Korean Aural Comprehension Sub-Course II (12 weeks)

Prerequisite: KP-111 or equivalent. This sub-course continues with intensive oral/aural practice of additional phonological, morphological, and syntactical features. Approximately 850 lexical items are introduced including 250 military items and 100 *hanja*. The objective of this sub-course is to develop a limited working proficiency in Korean.

KP-113

### Korean Aural Comprehension Sub-Course III (21 weeks)

Prerequisite: KP-112 or equivalent. This sub-course introduces the remaining major morphological and syntactical features of Korean. Approximately 1,200 additional lexical items, including 750 military terms, are introduced. The area study program is completed.

03KP08

### KOREAN GATEWAY COURSE (8 weeks)

An intensive course in Korean designed to provide for officers with command-level assignments to Korea a rudimentary conversational ability related to their needs. Most of the major phonological features, some basic morphological and syntactical features, and approximately 400 lexical items are covered. Also introduces significant aspects of Korean culture. The goal of this course is for the student to acquire job-relevant skills which will be utilized during an assignment in Korea.

20KP37

### KOREAN INTERMEDIATE COURSE (37 weeks)

Prerequisite: 01KP47, 02KP47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first six weeks of the course is devoted to extensive refresher training to restore proficiency of students whose language skills have deteriorated through lack of use. The lexical content comprises 3,000 new items including North Korean military terms and 500 *hanja* (Chinese characters) for recognition. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking. This course is divided into three sub-courses as described below:

## SUB-COURSES

KP-201

### Korean Intermediate Sub-Course I (6 weeks)

This sub-course provides a review of the main elements of the language taught in the Korean Basic or Korean Aural Comprehension courses. Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from Korean newspapers and magazines, through discussion of area background topics from selected texts, and through listening comprehension exercises utilizing authentic radio broadcasts.



**KP-202** (22)  
**Korean Intermediate Sub-Course II** (24 weeks)

Prerequisite: KP-201 or equivalent. This sub-course offers further development of overall language proficiency through extensive reading of selected materials from North and South Korean sources, transcription and translation of recorded texts, and discussion in Korean of selected topics. A major part of the practice material contains North Korean articles presenting North Korean viewpoints on military, political, and socio-economic affairs rewritten to match the students' level of proficiency. Approximately 2,000 lexical items and 300 *hanja* characters are introduced.

**KP-203** (6)  
**Korean Intermediate Sub-Course III** (7 weeks)

Prerequisite: KP-202 or equivalent. This sub-course concentrates on contemporary written Korean materials. Emphasis is on the ability to read political, military, and technical articles in newspapers and magazines of North Korea. Topics of classroom discussions are related to assigned readings. Intensive use of taped Korean broadcasts provides students an opportunity to further develop oral/aural skills. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking.

**01NR24** 21  
**NORWEGIAN BASIC COURSE** (24 weeks)

An intensive course in the Norwegian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic and military aspects of Norway. The objective of the course is to enable students to develop functional communicative skills in Norwegian at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

**NR-101** (9)  
**Norwegian Basic Sub-Course I** (10 weeks)

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and approximately 1,200 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information and are designed to develop functional communicative skills at the elementary level.

**NR-102** (7)  
**Norwegian Basic Sub-Course II** (8 weeks)

Prerequisite: NR-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,000 words. General military terms are also included. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**NR-103** (5)  
**Norwegian Basic Sub-Course III** (6 weeks)

Prerequisite: NR-102 or equivalent. The linguistic elements and cultural background taught in NR-101 and NR-102, as well as the communicative skills acquired, are used in learning about Norway's geography, history, socio-economic structure, and political/military organization. Approximately 750 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

**01PF47** 42  
**PERSIAN BASIC COURSE** (47 weeks)

An intensive course in the Persian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Iran. The objective of the course is to enable students to develop functional communicative skills in Persian at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

**PF-101** (11)  
**Persian Basic Sub-Course I** (12 weeks)

This sub-course introduces the sound and writing systems of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 1,000 highly frequent and

useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

**PF-102** (16)  
**Persian Basic Sub-Course II** (18 weeks)

Prerequisite: PF-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,500 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**PF-103** (15)  
**Persian Basic Sub-Course III** (17 weeks)

Prerequisite: PF-102 or equivalent. The linguistic elements and cultural background taught in PF-101 and PF-102, as well as the communicative skills acquired, are used in learning about Iran's geography, history, socio-economic structure, and political/military organization. Approximately 1,500 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

42  
**01PL47**  
**POLISH BASIC COURSE**  
**(47 weeks)**

An intensive course in the Polish language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Poland. The objective of the course is to enable students to develop functional communicative skills in Polish at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

*PL-101*  
**Polish Basic Sub-Course I**  
**(16 weeks)** (14)

This sub-course introduces the sound and writing systems of the language and the sound symbol correspondences. The most basic grammatical features and a vocabulary of approximately 1,500 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

*PL-102*  
**Polish Basic Sub-Course II**  
**(16 weeks)** (14)

Prerequisite: PL-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,700 words selected on the basis of frequency and applicability to pertinent

topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

*PL-103*  
**Polish Basic Sub-Course III**  
**(15 weeks)** (14)

Prerequisite: PL-102 or equivalent. The linguistic elements and cultural background taught in PL-101 and PL-102, as well as the communicative skills acquired, are used in learning about Poland's geography, history, socio-economic structure, and political/military organization. Approximately 1,700 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

*20PL37*  
**POLISH INTERMEDIATE**  
**COURSE (37 weeks)** (33)

Prerequisite: 01PL47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading and writing. Most of the first 11 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking. This course is divided into three sub-courses as described below:

**SUB-COURSES**

*PL-201*  
**Polish Intermediate Sub-Course I**  
**(11 weeks)** (10)

This sub-course provides a review of all the main elements of the language taught in the Polish Basic Course. Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from Polish newspapers and magazines, through discussion of area background topics from selected texts, and through listening comprehension exercises utilizing authentic Polish radio broadcasts.

*PL-202*  
**Polish Intermediate Sub-Course II**  
**(12 weeks)** (11)

Prerequisite: PL-201 or equivalent. This sub-course offers further development of overall language proficiency through extensive reading of selected materials, transcription and translation of recorded texts, and discussion in Polish of selected topics. Topics encompass geography, history, political/socio-economic structure, and military affairs of Poland.

*PL-203*  
**Polish Intermediate Sub-Course III**  
**(14 weeks)** (12)

Prerequisite: PL-202 or equivalent. This sub-course concentrates on contemporary written Polish materials. Emphasis is on the ability to read political, military, and technical articles in newspapers and magazines of Poland. Topics of classroom discussions are related to assigned readings. Intensive use of taped Polish broadcasts provides students an opportunity to further develop oral/aural skills. The

objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading, and at a level beyond the minimum professional in speaking.

*01PQ24*  
**PORTUGUESE-BRAZILIAN**  
**BASIC COURSE (24 weeks)** 21

*01PT24*  
**PORTUGUESE-EUROPEAN**  
**BASIC COURSE (24 weeks)** 21

An intensive course in the Portuguese language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic structure, and military aspects of Portuguese-speaking nations. The objective of the course is to enable students to develop functional communicative skills in Portuguese at a minimum professional level. The same course materials are used in both Brazilian and European Portuguese. However, cultural and linguistic emphasis is shifted to accommodate the student's in-country requirements. The course is divided into three sub-courses as described below:

**SUB-COURSES**

*PQ-101*  
**Portuguese-Brazilian Basic**  
**Sub-Course I (12 weeks)** (11)

*PT-101*  
**Portuguese European Basic**  
**Sub-Course I (12 weeks)** (11)

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 1,500 highly frequent and useful terms are introduced. Lesson materials are

presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

*PQ-102*

(5)  
**Portuguese-Brazilian Basic Sub-Course II (6 weeks)**

*PT-102*

(5)  
**Portuguese-European Basic Sub-Course II (6 weeks)**

Prerequisite: PQ-101, PT-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 750 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

*PQ-103*

(5)  
**Portuguese-Brazilian Basic Sub-Course III (6 weeks)**

*PT-103*

(5)  
**Portuguese-European Basic Sub-Course III (6 weeks)**

Prerequisite: PQ-102, PT-102 or equivalent. The linguistic elements and cultural background taught in PQ-101, PQ-102, or PT-101 and PT-102, as well as the communicative skills acquired, are used in learning about Portuguese-speaking countries' (Portugal's or Brazil's) geography, history, socio-economic structure, and political/military organization. Approximately 700 additional lexical items are introduced.

The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

*01RQ37*

(33)  
**ROMANIAN BASIC COURSE**  
(37 weeks)

An intensive course in the Romanian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Romania. The objective of the course is to enable students to develop functional communicative skills in Romanian at a minimum professional level. This course is divided into three sub-courses as described below:

### SUB-COURSES

*RQ-101*

(10)  
**Romanian Basic Sub-Course I**  
(11 weeks)

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 1,200 highly frequent and useful terms are introduced. Lesson materials present appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

*RQ-102*

(13)  
**Romanian Basic Sub-Course II**  
(15 weeks)

Prerequisite: RQ-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,500 words selected on the basis of frequency and applicability to perti-

nent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

*RQ-103*

(10)  
**Romanian Basic Sub-Course III**  
(11 weeks)

Prerequisite: RQ-102 or equivalent. The linguistic elements and cultural background taught in RQ-101 and RQ-102, as well as the communicative skills acquired, are used in learning about Romania's geography, history, socio-economic structure, and political/military organization. Approximately 1,200 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

*20RQ24*

21  
**ROMANIAN INTERMEDIATE COURSE (24 weeks)**

Prerequisite: 01RQ37 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first eight weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking. This course is divided into three sub-courses as described below:

### SUB-COURSES

*RQ-201*

(7)  
**Romanian Intermediate Sub-Course I (8 weeks)**

This sub-course provides a review of all the main elements of the language taught in the Romanian Basic Course. Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from Romanian newspapers and magazines, through discussion of area background topics from selected texts, and through listening comprehension exercises utilizing authentic Romanian radio broadcasts.

*RQ-202*

(7)  
**Romanian Intermediate Sub-Course II (8 weeks)**

Prerequisite: RQ-201 or equivalent. This sub-course offers further development of overall language proficiency through extensive reading of selected materials, transcription and translation of recorded texts, and discussion in Romanian of selected topics. Topics encompass geography, history, political/socio-economic structures, and military affairs of Romania.

*RQ-203*

(7)  
**Romanian Intermediate Sub-Course III (8 weeks)**

Prerequisite: RQ-202 or equivalent. This sub-course concentrates on contemporary written Romanian materials. Emphasis is on the ability to read political, military, and technical articles in newspapers and magazines of Romania. Topics of classroom discussions are related to assigned readings. Intensive use of taped Romanian broadcasts provides students an opportunity to further develop oral/aural

skills. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking.

01RU47

42

### **RUSSIAN BASIC COURSE** (47 weeks)

An intensive course in the Russian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Russia. The objective of the course is to enable students to develop functional communicative skills in Russian at a minimum professional level. This course is divided into three sub-courses as described below:

#### **SUB-COURSES**

RU-101

(14)

### **Russian Basic Sub-Course I** (16 weeks)

This sub-course introduces the sound and writing systems of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 1,800 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

RU-102

(14)

### **Russian Basic Sub-Course II** (16 weeks)

Prerequisite: RU-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,500 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

RU-103

(14)

### **Russian Basic Sub-Course III** (15 weeks)

Prerequisite: RU-102 or equivalent. The linguistic elements and cultural background taught in RU-101 and RU-102, as well as the communicative skills acquired, are used in learning about the Soviet Union's geography, history, socio-economic structure, and political/military organization. Approximately 1,500 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

02RU47

42

### **RUSSIAN AURAL COMPREHENSION COURSE** (47 weeks)

An intensive course in the Russian language covering all the basic elements of the language. Special emphasis is on developing listening comprehension and transcription skills. Relevant cultural, geopolitical, socio-economic, and military aspects of the Soviet Union are integrated into the

course. Even though speaking is practiced only to the extent necessary to reinforce aural comprehension, graduates are able to interact with native speakers on a limited working proficiency level. This course is divided into three sub-courses as described below:

#### **SUB-COURSES**

RU-111

(14)

### **Russian Aural Comprehension Sub-Course I (16 weeks)**

This sub-course introduces the essentials of Russian phonology and basic grammatical features of Russian. Emphasis is on early development of aural comprehension and speaking. Reading and writing exercises are used to support and reinforce oral/aural communication. One hour per day of language laboratory is required.

RU-112

(14)

### **Russian Aural Comprehension Sub-Course II (16 weeks)**

Prerequisite: RU-111 or equivalent. This sub-course offers further intensive practice with more complex phonological, morphological, and semantic features of Russian. Special attention is paid to reflexive verbs, prefixed verbs of motion, and degrees of comparison. Extensive conversational drills as well as reading and translation exercises are conducted in the classroom and in the language laboratory.

RU-113

(14)

### **Russian Aural Comprehension Sub-Course III (15 weeks)**

Prerequisite: RU-112 or equivalent. This sub-course offers further intensive practice in morphology and syn-

tax of Russian. All four language skills are emphasized. A more sophisticated vocabulary is achieved through area background studies and reading of contemporary Russian short stories and military texts. Topics include Russian geography, history, culture, and social, political, and military affairs.

10RU27

(24)

### **RUSSIAN EXTENDED COURSE** (27 weeks)

Prerequisite: 01RU47, 02RU47 or equivalent. This course offers an additional 27 weeks of training to give selected students of Russian a more advanced proficiency in speaking, listening comprehension, reading, and writing, immediately after completion of a Russian Basic Course or Russian Aural Comprehension Course. Advanced linguistic features and style levels are covered as necessary. This course provides additional training in relevant cultural, geopolitical, socio-economic, and military aspects of the Soviet Union. Contemporary Soviet life and customs are treated in depth. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading, and at a level beyond the minimum professional in speaking. This course is divided into three sub-courses as described below:

#### **SUB-COURSES**

RU-211

(5)

### **Russian Extended Sub-Course I** (6 weeks)

Emphasis is on a continued development of speaking, listening comprehension, reading, and writing skills

through reading and translating current Russian newspapers, magazine articles, and other selected materials. Additional emphasis is on military vocabulary items and the political structure of the Soviet Union. Listening comprehension skills are augmented by exercises utilizing authentic taped Russian radio broadcasts.

*RU-212*

(5)  
**Russian Extended Sub-Course II**  
(6 weeks)

Prerequisite: RU-211 or equivalent. This sub-course is designed to advance student language skills in using more sophisticated vocabulary through oral/aural practice, discussion, and written composition. Additional skills in using grammatical features as well as vocabulary building are acquired through reading and translation of materials extracted from various disciplines. Area studies encompass geography, history, and various military subjects. Transcription exercises using authentic broadcast tapes and exercises on military terminology are continued.

*RU-213*

(14)  
**Russian Extended Sub-Course III**  
(15 weeks)

Prerequisite: RU-212 or equivalent. This sub-course offers additional practice in all four language skills. Emphasis is on the development of a sophisticated vocabulary and idiomatic expressions and further control of grammar. Reading and translation exercises based on materials extracted from contemporary Soviet materials are included. Topics of discussion on modern Soviet life are designed to enable the student to apply ad-

vanced language skills to conversation. Language laboratory exercises are continued. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking.

*20RU37*

**RUSSIAN INTERMEDIATE COURSE** (37 weeks)

Prerequisite: 02RU47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first 12 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking. This course is divided into three sub-courses as described below:

**SUB-COURSES**

*RU-201*

(13)  
**Russian Intermediate Sub-Course I** (14 weeks)

This sub-course provides a review of all the main elements of the language taught in the Russian Aural Comprehension Course. Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from Russian newspapers and magazines,

through discussion of area background topics from selected texts, and through listening comprehension exercises utilizing authentic Russian radio broadcasts.

*RU-202*

(7)  
**Russian Intermediate Sub-Course II** (8 weeks)

Prerequisite: RU-201 or equivalent. This sub-course offers further development of overall language proficiency through extensive reading of selected materials, transcription and translation of recorded texts, and discussion in Russian of selected topics. Topics encompass geography, history, political/socio-economic structures, and military affairs of the Soviet Union.

*RU-203*

(13)  
**Russian Intermediate Sub-Course III** (15 weeks)

Prerequisite: RU-202 or equivalent. This sub-course concentrates on contemporary written Russian materials. Emphasis is on the ability to read political, military, and technical articles in newspapers and magazines of the Soviet Union. Topics of classroom discussions are related to assigned readings. Intensive use of taped Russian broadcasts provides students an opportunity to further develop oral/aural skills. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking.

*30RU37*

33  
**RUSSIAN ADVANCED COURSE**  
(37 weeks)

Prerequisite: 20RU37 or equivalent. This course is designed to further develop student' overall proficiency in the Russian language. The course provides a general review of the Russian Intermediate Course. A variety of texts selected from current publications are used throughout the course. Students read all styles and forms of the language pertinent to professional needs. Classes are conducted in Russian. This course is divided into three sub-courses as described below:

**SUB-COURSES**

*RU-301*

(8)  
**Russian Advanced Sub-Course I**  
(10 weeks)

This sub-course offers a review of structural patterns that had been covered in the Russian Intermediate Course. Reading and translation exercises are based on current Soviet newspapers and periodicals. Oral proficiency is developed through systematically guided conversation on cultural topics.

*RU-302*

(12)  
**Russian Advanced Sub-Course II**  
(13 weeks)

Prerequisite: RU-301 or equivalent. This sub-course offers an in-depth study of morphological and syntactical features of Russian. Emphasis is on accuracy in the use of grammatical forms. Introduction of lexical items corresponding to advanced level of language proficiency is included. This sub-course is designed to acquaint students with social, cultural, historical, geographical, and political features of the U.S.S.R. Reading and translation

of materials from Soviet periodicals on popular, political, and technical subjects are conducted. Conversations are designed to encourage the student to utilize sophisticated vocabulary, grammatical features, and area background information. Radio Moscow broadcasts are used for transcription and translation exercises in the language laboratories.

**RU-303**  
**Russian Advanced Sub-Course III**  
**(14 weeks)** (13)

Prerequisite: RU-302 or equivalent. This sub-course covers advanced writing and composition through the study of complex sentences and creative writing. Current styles in written and oral production are also included through studying the history of Russian language, contemporary Soviet writing, and government structure of the Soviet Union. Translation techniques are covered through using various styles in translation. Oral news reports, debates and panel discussions, and short reports on area background subjects are prepared and presented by students.

42

**01SC47**  
**SERBO-CROATIAN BASIC**  
**COURSE (47 weeks)**

An intensive course in the Serbo-Croatian language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Yugoslavia. The objective of the course is to enable students to develop functional communicative skills in Serbo-Croatian at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

**SC-101**  
**Serbo-Croatian Basic Sub-Course I (16 weeks)** (14)

This sub-course introduces the sound and writing systems of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 1,800 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information, as well as basic military terminology, and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

**SC-102**  
**Serbo-Croatian Basic Sub-Course II (16 weeks)** (14)

Prerequisite: SC-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,600 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**SC-103**  
**Serbo-Croatian Basic Sub-Course III (15 weeks)** (14)

Prerequisite: SC-102 or equivalent. The linguistic elements and cultural background taught in SC-101 and SC-102, as well as the communicative skills acquired, are used in learning about Yugoslavia's geography, history, socio-economic structure, and

political/military organization. Approximately 1,500 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

20SC37

**SERBO-CROATIAN**  
**INTERMEDIATE COURSE**  
**(37 weeks)**

Prerequisite: 01SC47 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first 11 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in reading and aural comprehension and reading and at a level beyond the minimum professional in speaking. This course is divided into three sub-courses as described below:

**SUB-COURSES**

**SC-201**  
**Serbo-Croatian Intermediate Sub-Course I (11 weeks)** (10)

This sub-course provides a review of all the main elements of the language taught in the Serbo-Croatian Basic Course. Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from Serbo-Croatian newspapers and magazines, through discussion of area background

topics from selected texts, and through listening comprehension exercises utilizing authentic Serbo-Croatian radio broadcasts.

SC-202

**Serbo-Croatian Intermediate Sub-Course II (12 weeks)** (11)

Prerequisite: SC-201 or equivalent. This sub-course offers further development of overall language proficiency through extensive reading of selected materials, transcription and translation of recorded texts, and discussion in Serbo-Croatian of selected topics. Topics encompass geography, history, socio-economic structure, and political/military affairs of Yugoslavia.

SC-203

**Serbo-Croatian Intermediate Sub-Course III (14 weeks)** (12)

Prerequisite: SC-202 or equivalent. This sub-course concentrates on contemporary written Serbo-Croatian materials. Emphasis is on the ability to read political, military, and technical articles in newspapers and magazines of Yugoslavia. Topics of classroom discussions are related to assigned readings. Intensive use of taped Serbo-Croatian broadcasts provides students an opportunity to further develop oral/aural skills. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking.

01LA28 25  
**SPANISH-AMERICAN BASIC COURSE (28 weeks)**  
 01SR28

25  
**SPANISH-CASTILIAN BASIC COURSE (28 weeks)**  
 An intensive course in the Spanish language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic structure, and military aspects of Spanish-speaking nations. The objective of the course is to enable students to develop functional communicative skills in Spanish at a minimum professional level. The same course materials are used in both Spanish-American and Spanish-Castilian courses. However, cultural and linguistic emphasis is shifted to accommodate the student's in-country requirements. The course is divided into three sub-courses as described below:

### SUB-COURSES

LA-101 (8)  
**Spanish-American Basic Sub-Course I (9 weeks)**  
 SR-101

(8)  
**Spanish-Castilian Basic Sub-Course I (9 weeks)**  
 This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 1,000 highly frequent and useful terms are introduced. Lesson materials present appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

LA-102 (8)  
**Spanish-American Basic Sub-Course II (9 weeks)**  
 SR-102

(8)  
**Spanish-Castilian Basic Sub-Course II (9 weeks)**  
 Prerequisite: LA-101, SR-101 or equivalent. This sub-course covers most of the remaining grammatical features and an additional vocabulary of approximately 1,000 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

LA-103 (9)  
**Spanish-American Basic Sub-Course III (10 weeks)**  
 SR-103

(9)  
**Spanish-Castilian Basic Sub-Course III (10 weeks)**  
 Prerequisite: LA-102, SR-102 or equivalent. The linguistic elements and cultural background taught in LA-101 and LA-102 or SR-101 and SR-102, as well as the communicative skills acquired, are used in learning about the geography, history, socio-economic structure, and political/military organizations of Spanish-speaking countries. Approximately 1,000 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

09LA10 9  
**SPANISH COURSE FOR CHAPLAINS (10 weeks)**  
 LA-201

This course introduces the linguistic features of the Spanish language pertaining to chaplains' duties. Vocabulary is presented through real-world situations in counseling, religious services, short sermons, and problems that Hispanics encounter in military life. Religious readings in Spanish which supplement course materials are also included.

20LA24 21  
**SPANISH INTERMEDIATE COURSE (24 weeks)**  
 Prerequisite: 01LA28, 01SR28 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading, and writing. Most of the first 12 weeks of the course is devoted to

extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking. This course is divided into two sub-courses as described below:

### SUB-COURSES

LA-201 (10)  
**Spanish Intermediate Sub-Course I (12 weeks)**

This course provides a review of all the main elements of Spanish taught in the Spanish Basic Course. Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from newspapers and magazines of Spanish-speaking countries, through discussion of area background topics from selected texts, and through listening comprehension exercises utilizing authentic Spanish and Latin-American radio broadcasts.

LA-202 (11)  
**Spanish Intermediate Sub-Course II (12 weeks)**

Prerequisite: LA-201 or equivalent. This sub-course offers further development of overall language proficiency through extensive reading of selected materials, transcription and translation of recorded texts, and discussion in Spanish of selected topics. Topics encompass geography, history, political/socio-economic structures, and military affairs of Spain and selected Latin American countries. Intensive use of taped Spanish broadcasts provides students an opportunity to further develop oral/aural skills. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking.

01SY24 21  
**SWEDISH BASIC COURSE (24 weeks)**

An intensive course in the Swedish language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Sweden. The objective of the course is to enable students to develop functional communicative skills in Swedish at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

SY-101 (9)  
**Swedish Basic Sub-Course I (10 weeks)**

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 1,200 highly frequent and useful terms are introduced. Lesson materials are presented with appropriate cultural information and are designed to develop functional communicative skills at the elementary level.

SY-102 (7)  
**Swedish Basic Sub-Course II (8 weeks)**

Prerequisite: SY-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,000 words. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

SY-103 (5)  
**Swedish Basic Sub-Course III (6 weeks)**

Prerequisite: SY-102 or equivalent. The linguistic elements and cultural background taught in SY-101 and SY-102, as well as the communicative skills acquired, are used in learning about Sweden's geography, history, socio-economic structure, and political/military organization. Approximately 750 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

**SUB-COURSES**

01TH36 32  
**THAI BASIC COURSE (36 weeks)**  
 An intensive course in the Thai language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Thailand. The objective of the course is to enable students to develop functional communicative skills in Thai at a minimum professional level in aural comprehension and speaking and at a limited working proficiency level in reading and writing. This course is divided into three sub-courses as described below:

**SUB-COURSES**

TH-101 (11)  
**Thai Basic Sub-Course I (12 weeks)**

This sub-course introduces the sound and writing systems of the language and the sound-symbol correspondences. The most basic grammatical features and a vocabulary of approximately 1,200 highly frequent

and useful terms are introduced. Lesson materials are presented with appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

TH-102 (11)  
**Thai Basic Sub-Course II (12 weeks)**

Prerequisite: TH-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of 1,200 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency.

TH-103 (10)  
**Thai Basic Sub-Course III (12 weeks)**

Prerequisite: TH-102 or equivalent. The linguistic elements and cultural background taught in TH-101 and TH-102, as well as the communicative skills acquired, are used in learning about Thailand's geography, history, socio-economic structure, and political/military organization. Approximately 1,100 additional lexical items are introduced. The objective of this sub-course is to enable students to function at a minimum professional level in aural comprehension and speaking and at a limited working proficiency level in reading and writing.

01TU47 42  
**TURKISH BASIC COURSE (47 weeks)**

An intensive course in the Turkish language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic and military aspects of Turkey. The objective of the course is to enable the students to develop functional communicative skills in Turkish at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

TU-101 (11)  
**Turkish Basic Sub-Course I (12 weeks)**

This sub-course introduces the sound and writing systems of the language. The most basic grammatical features and a vocabulary of approximately 1,500 highly frequent and useful terms are introduced. Lesson materials present appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

TU-102 (16)  
**Turkish Basic Sub-Course II (18 weeks)**

Prerequisite: TU-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,800 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing



are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**TU-103**  
**Turkish Basic Sub-Course III**  
**(17 weeks)** (15)

Prerequisite: TU-102 or equivalent. The linguistic elements and cultural background taught in TU-101 and TU-102, as well as the communicative skills acquired, are used in learning about Turkey's geography, history, socio-economic structure, and political/military organization. Approximately 1,700 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

**01VN42**  
**VIETNAMESE-HANOI BASIC**  
**COURSE (42 weeks)** 32

An intensive course in the Vietnamese language covering all the main elements of the language in the context of relevant cultural, geopolitical, socio-economic, and military aspects of Vietnam. The objective of the course is to enable the students to develop functional communicative skills in Vietnamese at a minimum professional level. This course is divided into three sub-courses as described below:

**SUB-COURSES**

**VN-101**  
**Vietnamese-Hanoi Basic**  
**Sub-Course I (6 weeks)** (5)

This sub-course introduces the Vietnamese phonetic and tonal-spelling system. The most basic grammatical

features and a vocabulary of approximately 800 highly frequent and useful terms are introduced. Lesson materials present appropriate cultural information as well as basic military terminology and are designed to develop functional communicative skills at the elementary level. Oral/aural skills receive the most emphasis.

**VN-102**  
**Vietnamese-Hanoi Basic**  
**Sub-Course II (18 weeks)** (16)

Prerequisite: VN-101 or equivalent. This sub-course covers the remaining grammatical features and an additional vocabulary of approximately 1,900 words selected on the basis of frequency and applicability to pertinent topics. General military terms are also included. Skills in reading and writing are further developed. The objective of this sub-course is to develop functional communicative skills at a limited working proficiency level.

**VN-103**  
**Vietnamese-Hanoi Basic**  
**Sub-Course III (18 weeks)** (11)

Prerequisite: VN-102 or equivalent. The linguistic elements and cultural background taught in VN-101 and VN-102, as well as the communicative skills acquired, are used in learning about Vietnam's geography, history, socio-economic structure, and political/military organization. Approximately 1,300 additional lexical items are introduced. The objective of this sub-course is to develop functional communicative skills at a minimum professional level.

**20VN37**

**VIETNAMESE INTERMEDIATE**  
**COURSE (37 weeks)** 33

Prerequisite: 01VN42 or equivalent. This course is designed to permit a limited number of students to attain a broad competence in all four skills: speaking, listening comprehension, reading and writing. Most of the first 10 weeks of the course is devoted to extensive refresher training to restore the foreign language proficiency of students whose language skills have deteriorated through lack of use. The objective of the course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at a level beyond the minimum professional in speaking. This course is divided into three sub-courses as described below:

**SUB-COURSES**

**VN-201**  
**Vietnamese Intermediate Sub-**  
**Course I (10 weeks)** (9)

This sub-course provides a review of all the main elements of the language taught in the Vietnamese Basic Course. Speaking, listening comprehension, reading, and writing skills are further developed through reading and translating articles from Vietnamese newspapers and magazines, through discussion of area background topics from selected texts, and through listening comprehension exercises utilizing authentic Vietnamese radio broadcasts.

**VN-202**  
**Vietnamese Intermediate Sub-**  
**Course II (12 weeks)** (11)

Prerequisite: VN-201 or equivalent. This sub-course offers further development of overall language proficiency through extensive reading of selected materials, transcription and translation of recorded texts, and discussion in Vietnamese of selected topics. Topics encompass geography, history, political/socio-economic structures, and military affairs of Vietnam.

**VN-203**  
**Vietnamese Intermediate Sub-**  
**Course III (15 weeks)** (13)

Prerequisite: VN-202 or equivalent. This sub-course concentrates on contemporary written Vietnamese materials. Emphasis is placed on the ability to read political, military, and technical articles in newspapers and magazines of Vietnam. Topics of classroom discussions are related to assigned readings. Intensive use of taped Vietnamese broadcasts provides students an opportunity to further develop aural/oral skills. The objective of this sub-course is to enable students to function at a level approaching full professional competence in aural comprehension and reading and at the level beyond the minimum professional in speaking.

### The DLIFLC World Religions and Cultures Program

The DLIFLC also recognizes the importance of complementing its language training with studies in World Religions and Cultures. Students are given a basic understanding of the cultural foundations of the nations and peoples whose languages are being studied.

The studies include geography, politics, economics, sociology, religion philosophy, culture, and other factors related to the country or area and its people. These studies comprise a vital part of every language course.

In peacetime or in war the U.S. military forces often operate in areas of the world where the religions, ideologies, and world views of the local people are much different from those of the majority of U.S. military personnel. The accomplishment of the mission in those areas often necessitates understanding of the religions, customs and mores of the local people.

It is the policy of the DLIFLC to insure that appropriate attention is given to the amount and type of area background information provided each language course.

## CHAPTER 4

### GENERAL INFORMATION

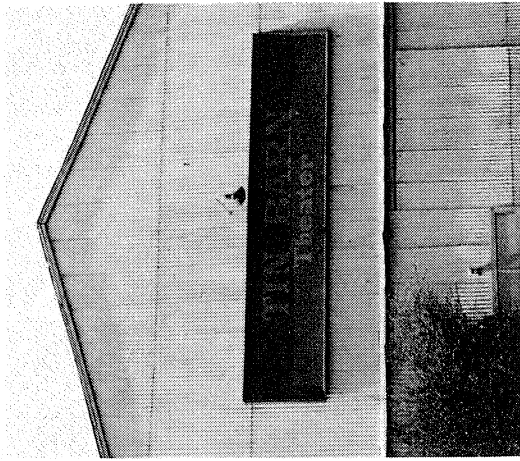
#### Visitation Procedures

Each visit request will be considered on its merits provided it does not interfere with the accomplishment of the DLIFLC mission. Visits will not be disruptive to classes or DLIFLC functions. No visitors will be allowed in academic areas without clearance from the Protocol Office. All clearances will be indicated by a pass issued by the Protocol Office. Advance scheduling of visits is recommended. Visitors should submit a visit request in writing two weeks prior to the visit. Information required with the request includes the requestor's name, citizenship (U.S. or foreign), organization(s) with which the visitor is affiliated (business, school, service, etc.), date and time of proposed visit, areas of interest, and an address and phone number at which the visitor can be reached. Foreign citizens desiring to visit DLIFLC will need to submit their requests through the military attache at their respective embassies. This requires a minimum of a month to properly coordinate.

Requests from walk-in visitors unable to return at another time will be considered on an individual basis. Such requests are subject to disapproval if time does not permit the visitor to be properly identified.

#### Services and Facilities

**Orientation.** Arriving students attend a two-day orientation program before beginning classes. The orientation period begins on the Thursday prior to the week instruction begins.



On Friday, the second day of orientation, all students and their enrolled dependents are welcomed by the Commandant. The rest of the day is devoted to administrative briefings, vehicle registration, and a defensive driver course. On the following Monday, students are given briefings in separate groups before joining their classes in the various departments.

**Counseling.** Academic counseling is available from language instructors and supervisors, and from military foreign language training advisors. Personal counseling is provided by various specialists, such as military training advisors, chaplains, mental health technicians, and others. Career counseling is available to help students plan for future assignments, and to augment their skills and education in areas not directly job-related.

### Student Activities,

#### Special Events, and Facilities.

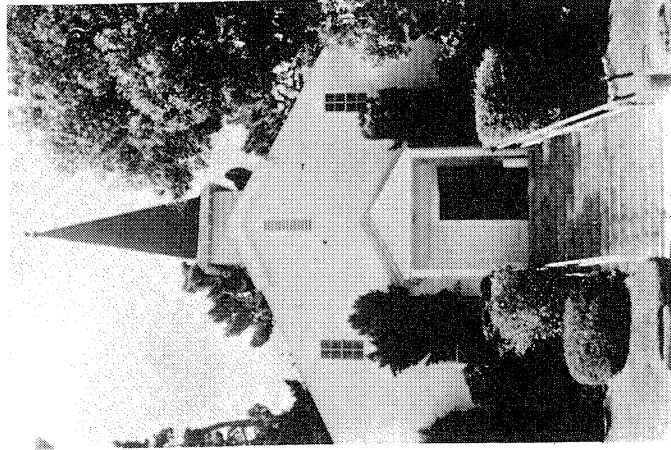
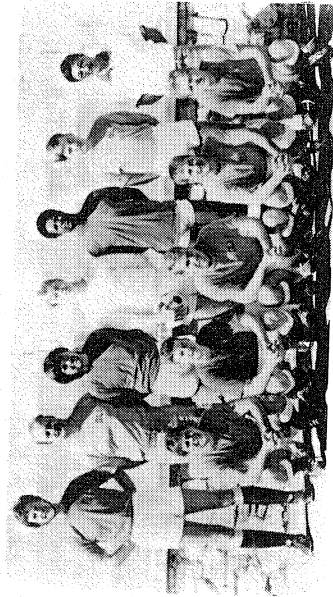
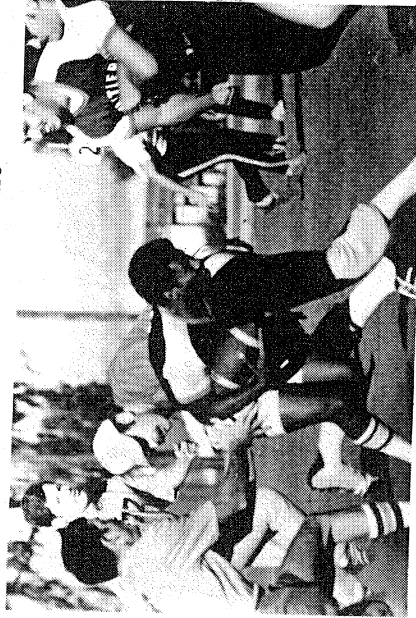
Extracurricular activities of a cultural nature complement the Institute's academic instruction. Language Day is a major activity and is held annually in early May. This event features various cultural displays, classroom demonstrations in which visitors may participate, entertainment, and other activities. Language Day activities are open to the public, and local high school and college students are especially urged to attend.

Students are offered a number of intra-mural sports and other physical-conditioning programs. Flag football, softball, basketball, weightlifting, tennis, cross-country marathons, and golf are among those offered. The

Institute also has a soccer team that competes in a local league.

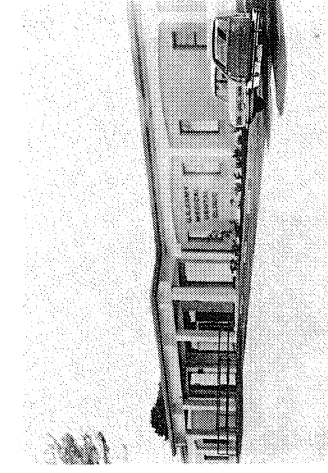
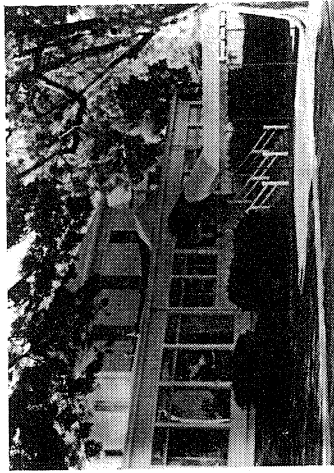
Each year, two days are set aside to celebrate the birthday of the Institute and its origin at Crissy Field: Organization Day and Field Day. Both of these days are highlighted by friendly competition among various student units in a variety of sports, with the winning unit awarded the Commandant's Trophy to hold until the next year's competition.

A bowling alley, craft shop, movie theatre, and youth center are also available to military personnel and their guests. Students can also participate in various recreational activities sponsored by the Post Recreation Center and Chapel.



**Health Services.** Health services for students are extensive. Preventive, educational, and treatment services are all available on the Presidio of Monterey. There is a medical and dental clinic which provides medical care for minor illnesses or injuries and complete dental care. Nearby Fort Ord has one of the finest medical care centers available to U.S. military personnel. The hub of the center is the Silas B. Hayes Hospital. In addition to medical care facilities, the hospital has a Red Cross officer, a library, and a Post Exchange.

The most visible program at the hospital is the Family Practice Program, which provides health care for families on an appointment basis. In addition to the hospital, the medical center includes a mental hygiene consultation service.



### Military Community Services.

Military community services provide information and assistance to active duty and retired personnel, their dependents, and others in resolving personal problems beyond the scope of their resources. All military students are eligible. Services include family counseling, general information on dependent schools, child care, a household-item "loan closet," budget and debt counseling, a babysitter service file, and newcomers' orientation.

**Religious Activities.** The Presidio Chapel and chapels at nearby Fort Ord maintain active religious programs. Services are available for several Protestant denominations, Catholics, and Jews.

**Legal Assistance.** Legal advice and assistance for students and their dependents is provided at the Legal

Assistance Branch, Staff Judge Advocate, Fort Ord, and two days a week at the Presidio of Monterey.

**Educational Opportunities.** The Fort Ord Education Center has counselors who regularly visit the Institute. The Education Center is affiliated with six colleges and universities offering courses for credit and degree programs in the Monterey Peninsula area. They are Monterey Peninsula College, Chapman College (Fort Ord Branch), Golden Gate University, Hartnell College (Fort Ord Branch), San Jose State University, and Embry-Riddle Aeronautical University. During their free hours, students may take courses which lead to A.A., B.A., or M.A. degrees, with majors in sociology, education, psychology, government, history, social science, health science, foreign languages, linguistics, accounting, administration of justice, management or public administration, aviation sciences, and human relations. Courses are also available at the local campuses of the institutions, except for Chapman College.

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

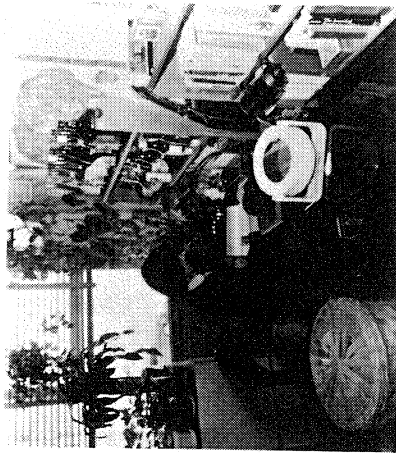
### Student Administration

**Student Organization.** DLJFLC Troop Command is responsible for the welfare, administration, and discipline

of military personnel. Members of other government agencies are administered either by a staff office or by local representation of their own agencies.

Army enlisted students are assigned to one of two Army companies upon their arrival. Officers are administered by the Headquarters and Headquarters Company. Air Force students become members of the Air Force squadron. A Naval detachment administers Navy students, and a Marine Corps administrative detachment sees to the needs of Marine Corps students.

**Unit Orderly Room.** Each military unit has an orderly room (called quarterdeck in the Navy) staffed by members of that service who are permanently stationed at the Institute. Orderly room personnel provide administrative support to the students of that unit and arrange leaves, passes, reenlistments, separate rations, pay allotments, etc.



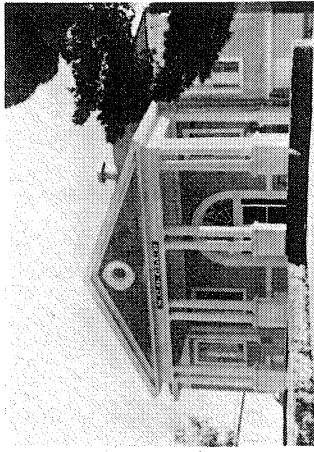
**Housing.** Military students in grade E-9 and below who are single and without dependents are provided adequate housing in barracks assigned to their unit. Married students whose dependents do not accompany them are also housed in the barracks to the

extent possible after single students have been provided billeting space. Enlisted students in grades E-7 through E-9 are billeted in single rooms; E-6 and below are billeted two per room. Those who cannot be housed in the barracks or officers' quarters are given the established housing allowance and must live in town. Housing costs are comparatively high in the Monterey Bay area. The Fort Ord Housing Referral Service assists students in finding accommodations.

**Dining Facilities.** At present, two dining facilities are operated by student companies. Each unit is assigned to one of the two facilities.



Command Dining Facility, Building 630, is designated Primary Transient Dining Facility. Appropriated Fund Dining Facilities will be utilized by transients only when Company A is closed. Transient military personnel (to include officers in a PCS status) and their dependents are authorized to purchase meals in the designated facilities. Service members must present a copy of their PCS orders for identification purposes. The authorized prescribed rate will apply to officers, enlisted personnel, and their dependents. Officers and all dependents will pay the applicable surcharge.



### Registration of Weapons and Wheeled Vehicles

**Weapons.** Any type of firearm, knife and arrow, dart or spear gun must be registered as a weapon with the Military Police within 72 hours of arrival at the Institute. Application forms for firearm registration can be obtained in the unit orderly room.

**Wheeled Vehicles.** All vehicles (including motorcycles) which will be driven on post must be registered within 72 hours of arrival at the Presidio of Monterey. Students who will be at the school in excess of 90 days are required to obtain permanent registration.

Applicants for registration must have a valid civilian driver's license in their possession. California state law specifies that nonresident military personnel 18 years of age or older with a valid license from their home state may continue to use that license while stationed in California. Non-resident Armed Forces personnel under 18 years of age, and all dependents, must acquire a California driver's license. For information, contact the California Department of Motor Vehicles upon arrival. Applicants must also have a valid vehicle registration certificate.

Registration forms are provided at the police station.

Registered vehicles must also be insured. The minimum insurance coverage required by Fort Ord is \$15,000/\$30,000 for public liability and \$5,000 for property damage.

A defensive driving course is given as part of the student's inprocessing and is mandatory for all personnel 26 years of age and under. Personnel who do not have a valid driver's license must also attend.

Students who wish to register a motorcycle and have not previously attended the motorcycle defensive driving course must attend this course after completing the defensive driving course. The former course is not part of the regular inprocessing and is scheduled by appointment through the unit orderly room. Helmets must be worn when motorcycles are operated within the Presidio of Monterey and Fort Ord.

Temporary registration will be issued to students who will be on post attending classes for a period of less than 90 days and to students who have not yet taken the defensive driving course or do not have one or more of the required documents, such as a registration certificate for the vehicle.

## APPENDIX A

Level	Skill	Listening (L)	Speaking (S)	Reading (R)	Writing (W)
0	None	No practical understanding of the spoken language.	No practical speaking proficiency.	No practical reading proficiency.	No practical writing proficiency.
1	Elementary	Sufficient comprehension to meet survival needs and travel requirements. Able to understand the essentials of face-to-face speech in a standard dialect, often delivered at a rate slower than normal, with frequent repetitions, about basic needs: Meals and lodging, transportation, time, and simple directions (including both or paraphrase; speaking vocabulary inadequate to express anything but the most elementary needs; errors in pronunciation and grammar are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language; while topics which are "very familiar" and elementary needs vary considerably from individual to individual, any person at this level should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.	Able to satisfy routine travel needs and minimum courtesy requirements. Can ask and answer questions on topics very familiar to him/her within the scope of his/her very limited language experience, can understand simple questions and statements, allowing for slowed speech, repetition, and paraphrase; speaking vocabulary inadequate to express anything but the most elementary needs; errors in pronunciation and grammar are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language; while topics which are "very familiar" and elementary needs vary considerably from individual to individual, any person at this level should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.	Able to read some personal and place names, street signs, numbers, and shop designations, numbers, and isolated words and phrases. Can recognize all the letters in the printed version of an alphabetic system and high frequency elements of a syllabary or a character system.	Has sufficient control of the writing system to meet limited practical needs. Can produce all symbols in an alphabetic or syllabic writing system. Can write numbers and dates, his own name and nationality, addresses, etc. Otherwise, ability to write is limited to simple lists of common items or a few short sentences. Spelling may be erratic.
2	Limited Working	Sufficient comprehension to meet 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, about everyday topics common personal and family work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e., topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself/herself.	Able to satisfy routine social demands and limited work requirements. Can handle with confidence, but not with facility, most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e., topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself/herself.	Able to read simple prose, in a form equivalent to typscript or printing, on subjects within a familiar context. With extensive use of a dictionary can get the general sense of routine business letters, international news items, or articles in technical fields within his/her competence.	Can draft routine social correspondence and meet limited professional needs. Is familiar with the mechanics of the writing system, except in character systems where ability is limited to a small stock of high-frequency items. Makes frequent errors in spelling, style, and writing conventions. Able to write simple notes and draft routine social and limited office messages. Material normally requires editing by a more proficient writer.

Language Skill Level Descriptions

Level	Skill	Listening (L)	Speaking (S)	Reading (R)	Writing (W)
			simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.		
3	Minimum Professional	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; has broad enough vocabulary that he/she 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, and public addresses on nontechnical subjects; can understand without difficulty all forms of standard speech concerning a special professional field.	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. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.	Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his/her special field. Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding, moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms.	Can draft official correspondence and reports in a special field. Control of structure, spelling, and vocabulary is adequate to convey his/her message accurately, but style may be quite foreign. All formal writing needs to be edited by an educated native.
4	Full Professional	Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech 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 all kinds of technical discussions and discourse. Able to understand the essentials of speech in some nonstandard dialects.	Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation within the range of his experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker; but can respond appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.	Able to read all styles and forms of the language pertinent to professional needs. With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all material in his/her special field, including official and professional documents and correspondence; can read reasonably legible handwriting without difficulty.	Can draft all levels of prose pertinent to professional needs. Control of structure, vocabulary, and spelling is broad and precise; sense of style is nearly native. Errors are rare and do not interfere with understanding. Nevertheless, drafts of official correspondence and documents need to be edited by an educated native.

## Language Skill Level Descriptions—Continued

Level	Skill	Listening (L)	Speaking (S)	Reading (R)	Writing (W)
5	Native/Bilingual	Comprehension equivalent to that of the educated native speaker. Able to understand fully all forms and styles of speech intelligible to the educated native speaker, including a number of regional and illiterate dialects, highly colloquial speech, and conversations and discourse distorted by marked interference from other noise.	Speaking proficiency equivalent to that of an educated native speaker. Has complete fluency in the language such that his speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.	Reading proficiency equivalent to that of an educated native. Can read extremely difficult and abstract prose, as well as highly colloquial writings and the classic literary forms of the language. With varying degrees of difficulty can read all kinds of handwritten documents.	Has writing proficiency equal to that of an educated native. Can draft and edit both formal and informal correspondence, official reports and documents, and professional articles without non-native errors of structure, spelling, style, or vocabulary. Achievement of this rating normally requires both secondary and high education in institutions where the language is the primary one used for instruction.

APPENDIX B



**DEFENSE LANGUAGE INSTITUTE,  
FOREIGN LANGUAGE CENTER  
(PRESIDIO OF MONTEREY)**

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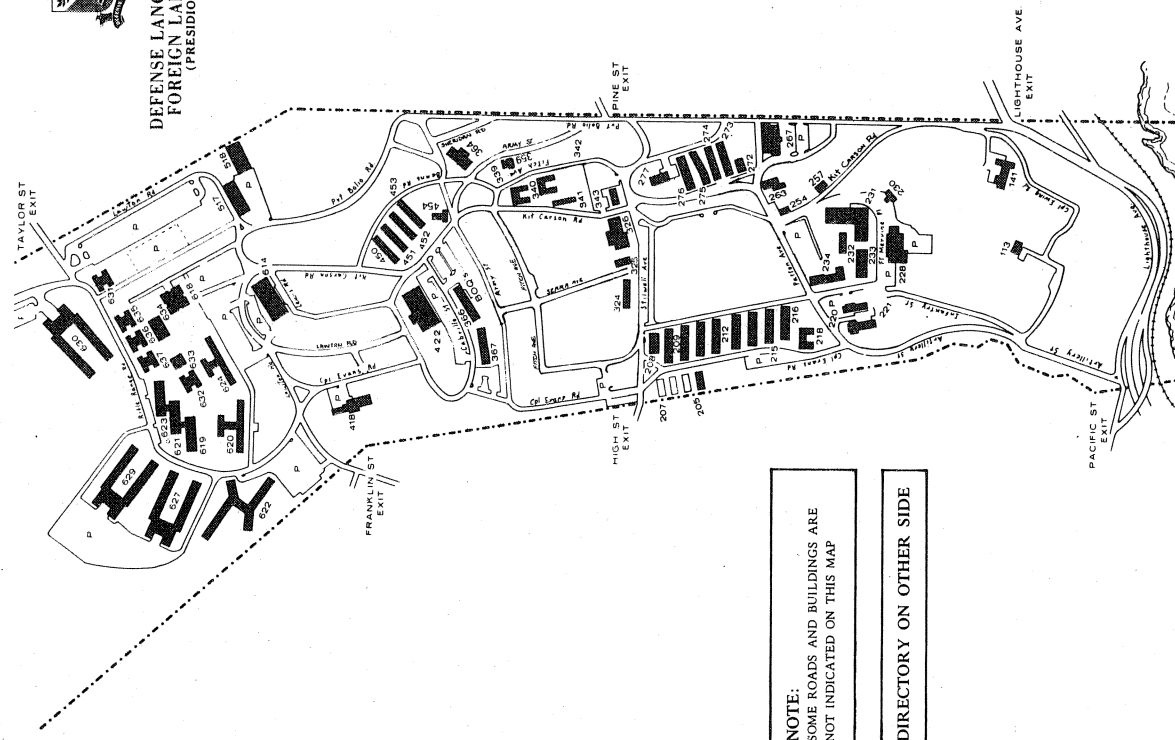
**NOTE:**  
SOME ROADS AND BUILDINGS ARE  
NOT INDICATED ON THIS DIRECTORY

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**NOTE:**  
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The proponent agency for this pamphlet is the Training Management Division, Directorate of Training. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to Commandant, DLIFLC, ATTN: ATFL-DT-O, Presidio of Monterey, CA 93940.

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