

# GENERAL CATALOG

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DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER



DLIFLC Pamphlet 350-8

**NOTE:** In this, as in other  
DLIFLC publications, the pronoun  
forms *he*, *him*, and *his* apply to  
both male and female persons  
when the nouns referred to do not  
distinguish gender.

## P R E F A C E

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The Defense Language Institute Foreign Language Center (DLIFLC) is the world's largest foreign language institute. The threefold mission of the DLIFLC is to train, sustain, and evaluate foreign language skills under the guidelines of the Defense Foreign Language Program, which provides the Department of Defense and other Federal agencies with linguists fully capable of supporting United States national interests worldwide. In order to accomplish its three primary mission areas and ensure that our military forces are prepared to meet global foreign language requirements, the DLIFLC remains flexible and responsive to the changing world order and on the cutting edge of technological innovations in language training as we approach the twenty-first century.

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## FOREWORD

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*Presidio of Monterey Headquarters Building*

Over fifty years ago, the threat of war highlighted the need in the Armed Forces of the United States for trained and capable linguists in order to protect American national interests worldwide. The school was founded in 1941 to produce those linguists and continues to operate today as the Defense Language Institute Foreign Language Center (DLIFLC) at the Presidio of Monterey, California—the largest and finest foreign language institute in the world. Today this institution's student output dwarfs that of any other in the nation and it consistently trains its students to the highest standards of foreign language proficiency. The DLIFLC's current students follow the trail blazed by the more than 160,000 graduates before them, who have served their country well in critical and often exciting assignments around the globe.

The heart of the DLIFLC's mission is its quality foreign language instructional programs, where the striving for excellence never ceases. On any given day, the Institute conducts over 15,400 hours of foreign

language instruction. The superb instructor force is continually adapting new materials and technologies for use in the classroom. Satellite technology provides current foreign language news programs 24 hours a day, from 20 different countries. These programs are used in the classroom as learning tools and are available in all the military living areas in Monterey. DLIFLC instructors are also developing interactive Computer Assisted Study (CAS) programs to incorporate authentic audio and video materials in learning exercises. The academic library holds over 81,000 foreign language books and subscribes to scores of foreign language newspapers. Although many of the DLIFLC's classes are held in historic buildings on the Presidio of Monterey, the Institute also has some of the most modern academic, housing, and sports facilities found anywhere. The DLIFLC is fully accredited by the Western Association of Schools and Colleges. Upon completion of basic language studies, DLIFLC graduates earn 45 semester hours of college credit on transcripts.

The DLIFLC also provides foreign language sustainment support to military linguists stationed worldwide. In addition to providing training materials and advice, the Institute conducts foreign language training via a satellite-linked, fully-interactive video teletraining network. The DLIFLC is also the home of the Department of Defense's foreign language proficiency testing headquarters as well as the military's foremost group of researchers in foreign language learning.

Over five decades of quality foreign language instruction place the DLIFLC at the forefront of foreign language education in both the nation and the world. But being the best is not good enough; the pace of change in world events requires constant evolution on the DLIFLC's part. The Institute is not standing still; it is changing with the times in the post-Cold War era to provide even more effective foreign language products in support of Department of Defense worldwide requirements. Founded in the shadow of war, the Institute today continues to support the quest for peace through readiness. The DLIFLC's reputation for excellence is based on its firm commitment to maintaining the highest possible standards of foreign language instruction.



# CHAPTER ONE

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## INTRODUCTION TO THE DEFENSE LANGUAGE INSTITUTE



*The historic Presidio of Monterey is home to the Defense Language Institute Foreign Language Center.*

### History

The Defense Language Institute traces its roots to the eve of America's entry into World War II, when the U.S. Army established a secret school at the Presidio of San Francisco to teach the Japanese language. Classes began November 1, 1941, with four instructors and 60 students in an abandoned airplane hangar at Crissy Field. The students were mostly second-generation Japanese-Americans (Nisei) from the West Coast. Nisei Hall is named in honor of these earliest students, whose heroism is portrayed in the Institute's Yankee Samurai exhibit. The headquarters building and academic library bear the names of our first commandant, Colonel Kai E. Rasmussen, and the director of academic training, John F. Aiso.

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



*MISLS Research Section, Fort Snelling, Minn., 1945: The MISLS maintained a library of captured Japanese documents and a collection of captured equipment.*

In 1946 the school moved to the historic Presidio of Monterey. By that time little remained of the original Spanish presidio, which had been established in 1770 to protect the San Carlos Borromeo Mission in Carmel. The city of Monterey had grown up near the mission and presidio to become the capital of the Spanish (later Mexican) province of Alta California. Commodore Sloat captured the town during the War with Mexico in 1846. Following the

Spanish-American War the U.S. Army rebuilt the post, beginning in 1902, and after World War I it became the home of the 11th Cavalry. Nobel laureate John Steinbeck captures the spirit of Monterey during this period in his novels *Tortilla Flat* (1935) and *Cannery Row* (1945).

At the Presidio of Monterey, the renamed Army Language School expanded rapidly in 1947-48 to meet the requirements of America's global commitments during the Cold War. Instructors, including native speakers of more than thirty languages and dialects, were recruited from all over the world. Russian became the largest language program, followed by Chinese, Korean, and German. After the Korean War (1950-53), the school developed a national reputation for excellence in foreign language education. The Army Language School led the way with the audiolingual method and the application of educational technology such as the language laboratory.



*Recent graduates of the Japanese Basic Course at Camp Savage, Minn., translate captured enemy documents while awaiting assignment in 1943.*

The U.S. Air Force met most of its foreign language training requirements in the 1950s through contract programs at universities such as Yale, Cornell, Indiana, and Syracuse. The U.S. Navy taught foreign languages at the Naval Intelligence School in Washington, D.C. In 1963, to promote efficiency and economy, these programs were consolidated into the Defense Foreign Language Program. A new headquarters, the Defense Language Institute (DLI), was established in Washington, D.C., and the former Army Language School commandant, Colonel James L. Collins, Jr., became the Institute's first director. The Army Language School became the DLI West Coast Branch, and the foreign language department at the Naval Intelligence School became the DLI East Coast Branch. The contract programs were gradually phased out. The DLI also took over the English Language School at Lackland Air Force Base, Texas, which became the DLI English Language Center (DLIELC).

During the peak of American involvement in Vietnam (1965-73), the DLI stepped up the pace of language training. While regular language training continued unabated, more than 20,000 service personnel studied Vietnamese through the DLI's programs, many taking a special eight-week military adviser "survival" course. From 1966 to 1973, the Institute also operated a Vietnamese branch using contract instructors at Biggs Air Force Base near Fort Bliss, Texas (DLI Support Command, later renamed the DLI Southwest Branch). Dozens of the DLI's graduates gave their lives during the war. Four student dormitories today bear the names of graduates who died in that conflict: Chief Petty Officer Frank W. Bomar († 1970), Sergeant First Class Alfred H. Combs († 1965), Marine Gunnery Sergeant George P. Kendall, Jr. († 1968), and Staff Sergeant Herbert Smith, Jr. († 1965).

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

Since the end of the Vietnam War, the Institute has experienced an exciting period of growth and change. The DLIFLC won academic accreditation in 1979, and in 1981 the position of Academic Dean (later called Provost) was reestablished. A joint-service General Officer Steering Committee was established in 1981 to advise on all aspects of the Defense Foreign Language Program. This function is now performed by the Defense Foreign Language Program Policy Committee. In the early 1980s, a rise in student input forced the Institute to open two temporary branches: a branch for Air Force enlisted students of Russian at Lackland Air Force Base, Texas (1981-1987), and another for Army enlisted students of Russian, German, Korean, and Spanish at the Presidio of San Francisco (1982-1988). The increase in student input also resulted in an extensive facilities expansion program on the Presidio. Support to command language programs worldwide grew, with greater availability of programs such as Gateway and Headstart.



*One of the many DLI Vietnamese courses taught during the peak of American involvement in Vietnam.*

Numerous academic changes have been made as well. More instructors have been recruited, new instructional materials and tests have been written, and a comprehensive academic master plan has been developed. Teaching methodology has become more and more proficiency-oriented, team teaching has been implemented, and the average staffing ratio has been increased to two instructors per ten-student section. A new rank-in-person personnel system for the faculty is being prepared for introduction in Fiscal Year 1996.

In recent years, the Institute has taken on challenging new missions, including support for arms control treaty verification, the War on Drugs, Operation Desert Storm, and Operation Restore Hope. In the spring of 1993, the Base Realignment and Closure Commission rejected suggestions that the Institute be moved or closed, and recommended that its mission be continued at the present location. An agreement with Monterey Peninsula College was signed in early 1994, allowing as many as 27 credit hours earned in any of the DLIFLC's Basic Programs to be counted toward an Associate of Arts degree.



*A visiting Military Language Instructor from the DLIFLC teaches Arabic to soldiers in Saudi Arabia in December 1990.*

The DLIFLC has established itself as a national pacesetter in foreign language education, resident and nonresident, using cutting-edge educational technology such as computers, interactive video, and video teletraining to train and support military linguists. In the years ahead, the Institute will continue to provide top-quality language instruction to support critical national requirements.

### **DLIFLC Mission**

To Train, Sustain, and Evaluate foreign language skills under the guidelines of the Defense Foreign Language Program (DFLP). The DFLP provides the Department of Defense (DoD) and other Federal agencies with the linguists fully capable of supporting United States national interests worldwide. In effectively accomplishing its three primary mission areas, the Institute ensures that our military forces are prepared to meet global foreign language requirements.

### **DLIFLC Goals**

- **TRAINING.** Meet the expanding language requirements of DoD and other government agencies by providing effective language training with 80 percent of graduates in all basic courses meeting Level 2 in Listening, Reading, and Speaking.
- **EVALUATING.** Develop and provide valid and reliable assessment tools and procedures to evaluate and improve resident and non-resident language training.
- **TECHNOLOGY INTEGRATION.** Make key enabling investments that exploit hardware and software to build and enhance effective learning.
- **QUALITY PHILOSOPHY.** Create a culture of continuous quality improvement for serving internal and external customers.
- **QUALITY OF LIFE.** Develop and maintain affordable quality of life programs that allow students to focus on learning.
- **SUSTAINING.** Provide support to nonresident programs that remediate, sustain, and enhance language proficiency.

- **CONTINGENCY SUPPORT.** Anticipate world crisis areas that require a U.S. presence and develop tailored language training packages for deploying units.
- **FACULTY.** Implement the new Faculty Personnel System.

## **Educational Philosophy and Purpose**

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

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

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

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

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



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

## **Faculty and Staff**

There are approximately 680 civilian instructors employed at the DLIFLC, most of them native speakers of the language they instruct. A large number hold advanced degrees (MA or higher) in the disciplines of foreign language (177) and education (62), as well as Area Studies (10) and English (32). In all, 281 members of the teaching faculty hold at least an MA degree; 75 are PhDs.



*An instructor in traditional Korean garb conducts class at the Presidio of Monterey.*

The DLIFLC faculty represents a wide variety of accomplishments and experience. There are a number of musicians, authors, artists, and educators; some were formerly government or military officials in their native lands.

Supplementing the civilian instructors are 84 Military Language Instructors (MLIs), who are noncommissioned/petty officers of the four branches of the U.S. Armed Forces.

The DLIFLC employs a total of 1017 civilians: of these, 770 hold teaching and other academic positions, and 247 constitute administrative and secretarial staff. In addition to the civilian work force, there are 302 military personnel, who participate in or provide support for the DLIFLC's academic activities. The military permanent party personnel assigned to the DLIFLC represent the four branches of the U.S. Armed Services.

The skills and expertise of the faculty and staff are accessible beyond the confines of the DLIFLC's academic programs. Limited translation and interpretation support is provided to affiliates of the DoD and national-level agencies on a space-available basis. Requests are prioritized on a case-by-case basis according to urgency of need and the DLIFLC's ability to honor the request. The DLIFLC's Public Affairs Office also maintains a speaker's bureau as a function of its community relations program. This service assists local organizations in drawing on the wealth of specialized experience that exists in the DLIFLC community.

## **Instruction**

The DLIFLC has been at the forefront of the foreign language instruction field for over 50 years. Instruction is learner-centered and proficiency-oriented, and it employs authentic speech and materials. The DLIFLC continually reviews developments in the field of instructional methodology and incorporates into its programs those features that are designed to produce the most qualified graduates.

Instruction is accomplished within a framework that provides intensive practice and interaction in the target language, as spoken by educated instructors of that language. The student starts with carefully selected texts and structured exercises to practice listening and reading comprehension and speaking, and then moves toward creative use of the language. Throughout the program, emphasis is placed on communicative competence in real-life situations.

In addition to its lower- and upper-division programs, the DLIFLC offers a number of specialized programs that provide training emphasis

on the terminology and functional skills required for particular duties. The four functional skills are listening, speaking, reading, and writing.

The American Council on Education (ACE) has evaluated the DLIFLC's foreign language and testing programs and has made detailed recommendations for college credits. Further information is included under "Academic Credit" in Chapter 2.

The DLIFLC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

### **Students in Resident Training**

Each of the four military Services—Army, Air Force, Navy, and Marine Corps—and other U.S. Government sponsoring agencies select the individuals for resident foreign language instruction in preparation for a specific duty assignment. More than 160,000 students, from recruits just out of basic training to senior officers, have graduated from the DLIFLC since 1941. There are approximately 2,150 students in the Resident Training Program at the Presidio of Monterey campus at any given time.



*The DLIFLC trains students from all branches of the U.S. military.*

## **Administration**

The Defense Language Program includes both foreign and English language instruction for the DoD, with policy guidance provided by the Assistant Secretary of Defense for Manpower, Reserve Affairs, and Logistics. The Assistant Secretary of Defense for Command, Control, Communications and Intelligence is the functional sponsor of the Defense Foreign Language Program. The Secretary of the Army is the Executive Agent for the Foreign Language Program, while the Secretary of the Air Force is the Executive Agent for the English Language Program, conducted by the DLIELC at Lackland Air Force Base in San Antonio, Texas.

The Defense Foreign Language Program Policy Committee, a continuing Joint Service/DoD Agency Committee, gives the Executive Agent advice and guidance on major policy, resource, and administrative issues affecting language training programs. This committee considers all aspects of the DFLP, reviews progress and proposed changes, and provides guidance and recommendations for the overall management and operation of the DFLP.

Since the DLIFLC is a military training school, it falls under a military chain of command. The Commanding General, U.S. Army Training and Doctrine Command (TRADOC), has administrative responsibility to manage, operate, fund, and provide personnel resource support for the DLIFLC.

## **Commandant**

The DLIFLC Commandant (who is also the Installation Commander), a U.S. Army colonel, is directly responsible to the Deputy Chief of Staff for Training, TRADOC, and is charged with directing the operation of the Defense Language Institute Foreign Language Center and the Presidio of Monterey. The Commandant effects coordination among elements of the Institute and between the Institute and higher headquarters, other schools, installations, and activities. The Commandant commands the DLIFLC Army elements, and exercises general supervision over all elements assigned or attached to the Institute.

## **Assistant Commandant**

The Assistant Commandant is a colonel in the U.S. Air Force, tasked with assisting the Commandant in planning, directing, and supervising the assigned mission. The Assistant Commandant supervises the Directorate of Operations, Plans and Programs; the Directorate of Program Evaluation, Research, and Testing; the Army Reserve Advisor; the Foreign Area Office; the Internal Review Office; and the Washington Office, and is specifically tasked to oversee and monitor the command budget process. In addition, the Assistant Commandant commands DLIFLC permanent-party Air Force personnel.

## **Executive Officer**

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

## **229<sup>th</sup> Military Intelligence (MI) Battalion**

The 229<sup>th</sup> MI Battalion provides command and administrative control for all U.S. Army personnel assigned or attached to the DLIFLC. This organization consists of Headquarters and Headquarters Company (permanent party staff); Companies A, B, C, D, F, and G (Initial Entry Trainee and junior enlisted students); and Company H (senior enlisted and officer students). The 229<sup>th</sup> MI plans and conducts military training and provides all administrative and logistical support for permanent party and student personnel. Additionally, the 229<sup>th</sup> MI coordinates and provides logistical and some administrative support for the other Service units at the DLIFLC, the Naval Security Group Detachment, the Marine Corps Detachment, and the Air Force 311<sup>th</sup> Training Squadron.

## **Garrison Commander**

The Garrison Commander, an Army colonel, is the principal assistant to the Installation Commander in discharging the responsibilities of Post Commander. The Garrison Commander is charged

with providing Base Operations Support to all activities and personnel on the POM. The Garrison Commander directs, oversees, and coordinates Garrison staff and assures coordination with DLIFLC staff, and supervises the operation of the Civilian Personnel Office, the Resource Management Office, and the Information Management Office. As a major additional responsibility, the Garrison Commander supervises the Base Realignment and Closure section, which is responsible for disposing of the excess Ft. Ord properties that the Army is returning to the local civilian community.

### **Provost**

As the chief academic officer, the Provost, a civilian, oversees the resident and nonresident foreign language program, instructional methodology and technology, curriculum development, and faculty training. The Provost establishes policy; provides leadership, advice, and guidance on foreign language training for the DLIFLC; and represents the Institute on external academic councils and committees. The Provost has operational control of the Language Schools, the Curriculum and Instruction Directorate, and the Academic Administration Directorate.

### **Associate Provost**

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

### **Language Schools**

All foreign language instruction is carried out by the seven Schools: Asian I (Chinese Mandarin, Japanese, Tagalog, Thai, Vietnamese); Asian II (Korean); European I (Belorussian, Czech, Polish, Russian, Serbian/Croatian, Slovak); European II (Russian, Persian); European and Latin American (French, German, Italian, Portuguese, Spanish); Middle East I (Arabic, Greek, Hebrew, Turkish); and

Middle East II (Arabic). Each School is headed by a civilian Dean, who is responsible for planning and implementing assigned programs in foreign language training and curriculum development, implementing academic and administrative policy, and managing the School's annual manpower and budget allocations. An Associate Dean, who is a senior military officer, provides counsel and assistance to the Dean, monitors student progress, and directs the School's Military Language Instructor Program.

The Schools are composed of Departments, in which instruction of individual foreign languages takes place. Each Department is headed by a civilian chairperson, who is responsible for the instructional program, manages the assigned instructors and staff, and oversees foreign language training and the training development process. Instructors, organized into teams, are responsible for teaching classes, evaluating student performance, and developing and maintaining course materials.

### **Directorates**

There are two Directorates within the Provost organization, each under the guidance of a Dean, that contribute directly to the academic mission of the Institute:

The Directorate of Curriculum and Instruction is responsible for the development and coordination of academic policies and procedures concerning the conduct of training and training development. Curriculum and Instruction also provides faculty training and opportunities for professional development, and assists the Schools with curriculum development, including the application of the most effective teaching methodology and educational technology for both the resident and nonresident programs.

The Directorate of Academic Administration is in charge of administrative matters pertaining to resident training and training development at the DLIFLC. This organization encompasses the Academic Records Division, the Program Management Division, and the Aiso Library. It oversees budget and resource planning for the Institute's academic programs and is responsible for academic accreditation matters, as well as student academic records, academic transcripts, and the issuance of certificates and diplomas.

Other functions in support of the Institute's mission are performed by additional Directorates:

The Directorate of Program Evaluation, Research, and Testing consists of three Divisions: The Testing Division develops the Defense Language Proficiency Tests (DLPTs) administered to DLIFLC students and operational linguists, and trains and certifies selected DLIFLC faculty to serve as speaking proficiency testers in languages taught at the Institute. The Testing Division also develops and validates performance tests and other types of language assessment instruments. The Evaluation Division develops and administers the Automated Student Questionnaires (ASQs), which gather student feedback on the DLIFLC language program. It also coordinates evaluations of DLIFLC curricula and other language training activities within the Defense Foreign Language Program. The Research and Analysis Division carries out applied research studies aimed at improving the language teaching and learning processes in both resident and nonresident settings.

The Directorate of Operations, Plans, and Programs is headed by a senior military officer and is composed of two Divisions: the Programs and Proponency Division and the Plans and Operations Division. The Programs and Proponency Division develops and implements policies and procedures pertaining to Command Language Programs, distributes nonresident training materials, provides MOS/AFSC language proponency support to military linguists, conducts assistance visits to military units, manages the law enforcement support program, and administers the LINGNET computer bulletin board service. The Plans and Operations Division schedules approved training requirements, allocates training quotas, coordinates and documents changes to the annual foreign language training schedule through the Army Training Requirements and Resource System (ATRRS), and manages nonresident training programs including the Video Teletraining (VTT) and Mobile Training Team (MTT) programs.



## CHAPTER TWO

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### ACADEMIC INFORMATION

#### Accreditation

The Defense Language Institute Foreign Language Center's efforts in achieving academic excellence were recognized in 1979, when the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges granted it full institutional accreditation. This status was last reaffirmed in 1994. The DLIFLC falls under the jurisdiction of the ACCJC as a specialized postsecondary institution. DLIFLC students may obtain an Associate of Arts degree through the joint DLIFLC-Monterey Peninsula College degree program.

#### Scope of Instruction

The DLIFLC is regarded as one of the finest schools for foreign language instruction in the world. Resident instruction is provided at the Presidio of Monterey in some 24 languages plus several dialects and is administered through 26 language departments, which expand or contract in response to the needs of the sponsoring agencies. The present facilities at the Presidio of Monterey can accommodate approximately 3,000 students. Instruction is also routinely provided under DLIFLC-supervised contractual arrangements in Washington, D.C., in over 40 languages and dialects. The DLIFLC also provides extensive nonresident instructional support in a variety of languages and dialects.

#### Admission Requirements

Admission to the DLIFLC is limited to members of the U.S. Armed Forces (either in the active forces or reserve components), to civilian employees of the Department of Defense (DoD) or other federal agencies, and—in certain cases—to adult family members of eligible students. Each student must be sponsored by his service or employing agency, and that agency directs which foreign language he will study. Generally, before a student is selected for a language

program, a specific position requiring foreign language communication skills must exist for the student to fill upon graduation. Requests or applications for language instruction must be submitted to the appropriate sponsor in accordance with the service's or agency's own regulations. The DLIFLC does not enter into this process.

Applicable service policies require that each candidate for a Basic Program be a high school graduate and have been administered the Defense Language Aptitude Battery (DLAB). For admission to a Basic Program, the following minimum DLAB scores are required: 85 for a Category I language (Dutch, French, Italian, Portuguese, and Spanish); 90 for a Category II language (German); 95 for a Category III language (Belorussian, Czech, Greek, Hebrew, Persian, Polish, Russian, Serbian/Croatian, Slovak, Tagalog [Filipino], Thai, Turkish, Ukrainian, and Vietnamese); and 100 for a Category IV language (Arabic, Chinese, Japanese, and Korean). Individual services or agencies may demand higher qualifying scores, at their discretion. The DLAB can be administered at any military installation having a test control officer.

Admission to intermediate- and advanced-level programs depends upon demonstrated proficiency in the language concerned as specified on pages 30-32. (Proficiency is measured by administration of the Defense Language Proficiency Test [DLPT] and is uniformly stated in terms of levels set by the Interagency Language Roundtable [ILR] as described later in this chapter. The DLIFLC tests only listening comprehension [L], reading comprehension [R], and speaking [S]. Example of abbreviation: "L2/S2+" indicates Level 2 in listening comprehension and Level 2+ in speaking.)

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

## **Fees and Materials**

The DLIFLC is a DoD school established for the purpose of instructing Armed Forces personnel in foreign languages. Thus, all required costs are paid by the DLIFLC from its mission funds or by

the sponsoring agency on a reimbursable basis. Since all students are salaried employees of their agencies or family members of such salaried employees, student financial aid is never provided.

### **Class Start Dates**

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

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

### **Daily Hours of Instruction**

In general, instruction in classrooms and language laboratories is conducted for seven hours a day, five days a week. In addition, homework in varying amounts is assigned each day. The actual hours assigned may vary from language to language as well.



*Interactive computer technology enhances the DLIFLC learning experience.*

Aside from language instruction, each service also provides specialized military training programs to help prepare students for their future assignments.

### **Legal Holidays**

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

- New Year’s Day: 1 January
- Martin Luther King Day: 3rd Monday in January
- Presidents’ Day: 3rd Monday in February
- Memorial Day: Last Monday in May
- Independence Day: 4 July
- Labor Day: 1st Monday in September
- Columbus Day: 2nd Monday in October
- Veterans’ Day: 11 November
- Thanksgiving Day: 4th Thursday in November
- Christmas Day: 25 December

### **Winter Break**

The Winter Break period usually lasts about ten training days and occurs at TRADOC direction during the second half of December. Students who do not take leave during this period perform other duties as directed by their services or agencies.

### **Graduation Requirements**

Diplomas are awarded to students who complete all program requirements as listed in DLIFLC regulations. These include successful completion of end-of-training test batteries, to include the Defense Language Proficiency Test (DLPT). Diplomas are not awarded for refresher or sustainment programs.

Students may graduate early for cogent service- or agency-directed reasons (such as a specific requirement to report to an assignment earlier than anticipated). To qualify for early graduation, a student must complete all course work on an accelerated schedule or meet the stated goal of the course on the DLPT. The Offices of the School Deans approve any early graduations.

Students recommended for disenrollment for academic or disciplinary reasons are entitled to appeal such decisions. Details of the appellate process can be obtained from the school's Associate Dean or the unit of assignment.

## **Awards**

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

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

A number of other awards are made to outstanding students at the end of the program. With the exception of the Certificate of Academic Achievement, these awards are given to Basic Program students only. The two highest awards are made in each language category (I, II, III, and IV—see p. 24) at the time of graduation:

- The Commandant's Award, based on academic achievement (minimum GPA: 3.7, DLPT: L2/R2/S2), high interest in foreign language study, and contributions made to the local, academic, and military communities
- The Provost's Award, based on academic achievement (candidates are in the top five percent of their class and attain a DLPT of L2/R2/S2)

## Other awards include

- The Maxwell D. Taylor Award, presented for academic achievement (GPA: 3.7, DLPT: L2/R2/S2) and military performance
- The Association of the U.S. Army (AUSA) Award and the Martin J. Kellogg Award, presented for recognized exceptional achievement in the understanding of a foreign culture as well as academic achievement (GPA: 3.7, DLPT: L2/R2/S2)
- The Kiwanis Award, presented for academic achievement (GPA: 3.7, DLPT: L2/R2/S2) and achievement in understanding of a foreign culture to recipients possessing the potential to be creditable representatives of the United States during an overseas assignment
- The Certificate of Academic Achievement, awarded to graduates of Intermediate, LeFox, and Advanced programs (minimum requirements are a GPA of 3.7 and DLPT scores of L2+/R2+/S2 or L2+/R2/S2+ for Intermediate and Le Fox candidates, and L3/R3/S2 or L3/R2/S3 for Advanced candidates)
- Donor/Faculty Book Awards, presented by the faculties of the language departments to outstanding students

## Linguist Certification Program

Since 30 September 1990, students graduating from DLIFLC programs have been certified according to their global proficiency in the target language, as demonstrated by their performance on the Defense Language Proficiency Test (DLPT). This applies to graduates of resident foreign language training at the DLIFLC, Presidio of Monterey, and to graduates of training administered under contract by the DLI Washington Office. Only test results from DLPTs administered at the DLIFLC or by the DLI Washington Office, as end-of-training proficiency evaluations, are used to determine eligibility for Linguist Certificates. Results must be available for all three skills—listening, reading, and speaking—for a Linguist Certificate to be awarded. There are four certificates: Novice Linguist, Basic

Linguist, Intermediate Linguist, and Advanced Linguist. Each level of certification reflects specified minimum proficiency levels in the three skills.

Detailed information regarding this program is available from the Academic Records Division or DLI Washington's Training Administrator, as appropriate.

### **Academic Credit**

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

Credits are computed and transferred by one of three methods. The first method represents an independent assignment of credits by the DLIFLC as administered by the Academic Records Division. As a fully accredited institution of postsecondary education, the DLIFLC assigns credits (i.e., semester units of academic credit) upon successful completion of course work in a resident program. The chart under the heading "Overview of the Basic Program" (page 46) shows the number of credits awarded for courses at the lower- and upper-division levels of a Basic Program. Students completing a portion of a program will normally receive credit based on the courses for which they receive a passing grade. Letter grades are the basis of the Institute's grading system. Assignment of credit on this basis applies only to work done in a Basic Program.

The other two methods involve recommendations of academic credit made by the American Council on Education (ACE). Effective 1 October 1990, graduates of a resident program at the DLIFLC may receive academic credit based on their performance on the Defense Language Proficiency Test (DLPT) battery under the "Credit by Examination Program." These credits apply to the two most recent generations of DLPT batteries, DLPT III and IV. The number of credits recommended varies, depending on the test scores (specifically, "converted scores") achieved for the listening, reading, and speaking tests, and on the difficulty category of the language concerned. Languages are categorized I (easiest) to IV (hardest), based on their

relative difficulty for learners who are native speakers of American English. Arranged by category, the languages currently taught at the DLIFLC are

Category I: French, Italian, Portuguese, Spanish

Category II: German

Category III: Belorussian, Czech, Greek, Hebrew, Persian Farsi, Polish, Russian, Serbian/Croatian, Slovak, Tagalog (Filipino), Thai, Turkish, Vietnamese

Category IV: Arabic, Chinese Mandarin, Japanese, Korean

A maximum of 24 credits may be obtained for Category I languages, 27 for Category II, 30 for Category III, and 36 for Category IV. Score reports showing test results and recommended credit under the Credit by Examination Program are available from the DLIFLC's Testing Division at the following address:

Commandant

Defense Language Institute Foreign Language Center

ATTN: ATFL-EST

Presidio of Monterey, CA 93944-5006

Apart from the Credit by Examination method, academic credit recommendations are also based on ACE evaluations of DLIFLC instructional programs themselves. Students who completed DLIFLC resident language programs between 1957 and 1990 are given course credits based on volume 4 of the *1990 Guide to the Evaluation of Educational Experiences in the Armed Services*.

The Academic Records Division will provide assistance in matters of academic credit and the release of transcripts. Correspondence should be addressed to

Commandant

Defense Language Institute Foreign Language Center

ATTN: ATFL-DAA-AR

Presidio of Monterey, CA 93944-5006



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

AARTS Operations Center,  
Ft. Leavenworth, KS 66027-5073

### **Academic Records and Transcripts**

Course work completed at the DLIFLC may also be applied toward language requirements or degree programs at other academic institutions. As in the case of credits, each institution follows its own policies and procedures in establishing the equivalents for course work done elsewhere. Information on the DLIFLC's Joint Associate Degree Program with Monterey Peninsula College can be obtained from the Education Center, (408) 242-5325.

The DLIFLC's Academic Records Division maintains the records of student achievement from all resident programs administered by the DLIFLC and its predecessors and branches at a variety of locations over the last decades. These include

Army Language School, Presidio of Monterey, CA

DLI West Coast Branch, Presidio of Monterey, CA

DLI East Coast Branch, U.S. Naval Station (Anacostia Annex), Washington, D.C.

DLI Southwest Branch, Biggs Air Force Base, TX (also called "DLI Support Command")

DLI, Presidio of San Francisco, CA

DLI Lackland Operating Detachment, Lackland Air Force Base, TX

DLI Washington Office, Washington, D.C.

Transcripts of academic records may be requested for any resident foreign language program conducted by or for the DLIFLC, including all the branches listed above. When requesting a transcript, an applicant must designate a college or university to which the transcript is to be sent, and include his name at the time of graduation, his SSAN, the language studied, the year of graduation, the class number, if possible, and the instructional branch attended. Requests for transcripts or specific

information should be directed to the DLIFLC's Academic Records Division at the address given above.

Transcripts may be obtained for language courses taken under the DLIFLC's contract training programs administered by DLI Washington or its predecessors. The following caveats apply:

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

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

Registrar  
Foreign Service Institute  
Department of State  
Arlington, VA 22209

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

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

## PROGRAM DESCRIPTIONS



*The languages taught at the DLIFLC represent cultures from every corner of the globe.*

## Types of Programs

The DLIFLC offers foreign language instruction on a resident basis in some 24 languages and several dialects, and in many more on a nonresident basis. The program offerings are subject to change because they are determined by the requirements of the DoD and other federal agencies. On the Presidio of Monterey, the DLIFLC conducts intensive foreign language instruction at levels ranging from basic to advanced, as well as various specialized programs.



*The DLIFLC develops its own instructional materials to target the special needs of military students.*

The primary objective of the instructional programs on all levels is to teach the target language as a vehicle of active communication. Instruction is normally carried out by well-educated native speakers and the language is always taught within the cultural, political, socioeconomic, and military contexts of the country or countries where the language is spoken.

Most students attending the DLIFLC are assigned to a Basic Program. Instruction begins with carefully selected authentic materials and gradually moves toward creative use of the language in a variety of real-life situations. This progression is achieved through

activities that emphasize listening, reading, and speaking skills. Student self-confidence is increased by means of conversational activities such as role playing and coping with everyday situations.

Intermediate- and advanced-level programs provide maximum flexibility for both the student and the teacher. A variety of routines is employed to increase the student's ability to communicate orally: presenting reports, debating current issues, and supporting a point of view are typical classroom activities. The level of proficiency achieved varies, depending on the length of the program and the difficulty of the language.

The DLIFLC also offers a number of specialized programs to meet special needs. Brief program descriptions follow.

### **Basic Program: Code 01**

An intensive program for beginners. It is designed to take the student up to a Level 2 in the three tested skills: listening comprehension, reading comprehension, and speaking ability. The writing ability acquired varies, depending on the target language.

Prerequisite: minimum DLAB score (as specified under "Admission Requirements," page 18).

### **Basic Conversational Program: Code 02**

An abbreviated program for beginners that focuses on active communication skills suited for daily interaction in the target country. It is designed to develop listening comprehension and speaking ability to Level 1. Reading and writing skills acquired vary, depending on the target language.

Prerequisite: none (DLAB scores as specified under "Admission Requirements," page 18, are recommended).

### **Gateway Program: Code 03**

An introductory-level program utilizing specialized materials and teaching techniques designed to provide the student with adequate

language capability to meet some social obligations and to enable him to cope with personal survival situations.

Prerequisite: none (no DLAB required).

### **Cross-Training Program: Code 05**

In the case of closely related languages or dialects, this program is designed to provide Basic Program graduates of one language or dialect with parallel skills in a related dialect.

Prerequisite: proficiency Level 2 in listening comprehension and reading comprehension in the original language studied.

### **Intermediate Program: Code 06**

A program designed as continuing instruction for Basic Program graduates who have served in the field in a professional specialty. It is designed to advance the student's listening comprehension, reading comprehension, and speaking ability to Level 2+ and to further develop the student's overall proficiency in writing. The instruction varies according to the student's initial competence and the difficulty of the language.

Prerequisite: proficiency Level 2 in listening comprehension and in one other skill in the language concerned.

### **Advanced Program: Code 07**

A program designed as continuing instruction for Intermediate Program graduates who have served in the field in a professional specialty. Most Advanced Programs provide a general review of the Intermediate Program and are designed to advance the student's listening comprehension, reading comprehension, and speaking ability to Level 3 as well as to further develop the student's overall proficiency in speaking and writing. Instruction is based on authentic materials selected from current target language publications.

Prerequisite: proficiency Level 2+ in listening comprehension and in one other skill in the language concerned.

### **Special Program: Code 09**

A program in a limited number of languages designed to meet a need for specialized vocabulary or unique instructional objectives.

Prerequisite: varies with the objectives of the individual program.

### **Extended (Le Fox) Program: Code 10**

An intermediate-level program designed for selected cryptologic service personnel, undertaken immediately upon completion of the Basic Program. It is designed to advance the student's listening comprehension, reading comprehension, and speaking ability to Level 2+ and to further develop the student's proficiency in writing.

Prerequisite: proficiency Level 2 in listening comprehension, reading comprehension, and speaking ability in the language concerned.

### **Sustainment Program: Code 30**

An intensive enrichment program designed to accommodate specific requirements of a unit's ongoing Command Language Program. Content varies, depending on the student's initial skill levels and on the goals and specialized training involved. The instruction may be individual, based on the student's background and skill mix. The student is tested for proficiency prior to enrollment.

Prerequisite: proficiency Level 1+ in listening comprehension and reading comprehension in the language concerned.

### **Refresher Program: Code 40**

A program designed to refresh or improve the language proficiency of military linguists whose language skills have deteriorated through lack of use. The instruction may be individual, based on the student's background and skill mix. Target proficiency is a Level 2 in the three tested skills: listening comprehension, reading comprehension, and speaking ability. The student is tested for proficiency prior to enrollment.

Prerequisite: proficiency Level 1+ in listening comprehension and reading comprehension.

### **MOLINK Translator Program: Code 50**

A program specially designed to teach advanced translation techniques in Russian as required for the Moscow-Washington Direct Communication Link (MOLINK) program. Precise one-way Russian to English written translation is emphasized.

Prerequisite: proficiency Level 3 in all skills in both Russian and English; candidates undergo an agency screening process.

### **MOLINK Maintenance Program: Code 55**

Guided self-study for MOLINK translator program graduates to enable them to maintain the proficiencies necessary for the Moscow-Washington Direct Communication Link program.

Prerequisite: successful completion of the appropriate Code 50 Program.

### **OSIA Russian Intermediate Program: Code 71**

A program designed to prepare students to be linguists for the On-Site Inspection Agency (OSIA), which carries out verification of compliance with the Intermediate-range Nuclear Forces (INF) Treaty. Speaking ability, interpreting and translating skills, and knowledge of the INF Treaty are stressed.

Prerequisite: Proficiency Level 2 in listening comprehension and reading comprehension in Russian.



## Resident Programs Currently Offered

Program	Code No.	Weeks	Prerequisite(s)
<b>ARABIC (Modern Standard)</b>			
Basic	01AD	63	DLAB 100
Intermediate	06AD	47	DLPT: L2/R or S2
Advanced	07AD	47	DLPT: L2+/R or S2+
Sustainment	30AD	2	DLPT: L1+/R1+
Refresher	40AD	20	DLPT: L1+/R1+
<b>CHINESE (Mandarin)</b>			
Basic	01CM	63	DLAB 100
Intermediate	06CM	47	DLPT: L2/R or S2
Advanced	07CM	47	DLPT: L2+/R or S2+
<b>CZECH</b>			
Basic	01CX	47	DLAB 95
Intermediate	06CX	36	DLPT: L2/R or S2
Advanced	07CX	36	DLPT: L2+/R or S2+
Extended (Le Fox)	10CX	28	DLPT: L2/R2/S2
Sustainment	30CX	2	DLPT: L1+/R1+
See also SLOVAK.			
<b>FRENCH</b>			
Basic	01FR	25	DLAB 85
Intermediate	06FR	18	DLPT: L2/R or S2
Advanced	07FR	18	DLPT: L2+/R or S2+

<b>Program</b>	<b>Code No.</b>	<b>Weeks</b>	<b>Prerequisite(s)</b>
<b>GERMAN</b>			
Basic	01GM	34	DLAB 90
Intermediate	06GM	26	DLPT: L2/R or S2
Advanced	07GM	26	DLPT: L2+/R or S2+
Special (Scientist)	09GM	24	None
Extended (Le Fox)	10GM	20	DLPT: L2/R2/S2
Sustainment	30GM	2	DLPT: L1+/R1+
Refresher	40GM	12	DLPT: L1/R1
<b>GREEK</b>			
Basic	01GR	47	DLAB 95
Intermediate	06GR	36	DLPT: L2/R or S2
Advanced	07GR	36	DLPT: L2+/R or S2+
Refresher	40GR	16	DLPT: L1/R1
<b>HEBREW</b>			
Basic	01HE	47	DLAB 95
Intermediate	06HE	36	DLPT: L2/R or S2
Advanced	07HE	36	DLPT: L2+/R or S2+
<b>ITALIAN</b>			
Basic	01JT	25	DLAB 85
Intermediate	06JT	18	DLPT: L2/R or S2
Advanced	07JT	18	DLPT: L2+/R or S2+
Refresher	40JT	8	DLPT: L1/R1

<b>Program</b>	<b>Code No.</b>	<b>Weeks</b>	<b>Prerequisite(s)</b>
<b>JAPANESE</b>			
Basic	01JA	63	DLAB 100
Conversational	02JA	24	DLAB 100
Intermediate	06JA	47	DLPT: L2/R or S2
Advanced	07JA	47	DLPT: L2+/R or S2+
Refresher	40JA	20	DLPT: L1+/R1+
<b>KOREAN</b>			
Basic	01KP	63	DLAB 100
Gateway	03KP	08	None
Intermediate	06KP	47	DLPT: L2/R or S2
Advanced	07KP	47	DLPT: L2+/R or S2+
Sustainment	30KP	2	DLPT: L1+/R1+
Refresher	40KP	20	DLPT: L1+/R1+
<b>PERSIAN (Farsi)</b>			
Basic	01PF	47	DLAB 95
Intermediate	06PF	36	DLPT: L2/R or S2
Advanced	07PF	36	DLPT: L2+/R or S2+
Sustainment	30PF	2	DLPT: L1+/R1+
Refresher	40PF	16	DLPT: L1+/R1+
<b>POLISH</b>			
Basic	01PL	47	DLAB 95
Intermediate	06PL	36	DLPT: L2/R or S2
Advanced	07PL	36	DLPT: L2+/R or S2+
Sustainment	30PL	2	DLPT: L1+/R1+
Refresher	40PL	16	DLPT: L1+/R1+

<b>Program</b>	<b>Code No.</b>	<b>Weeks</b>	<b>Prerequisite(s)</b>
<b>PORTUGUESE</b>			
Basic	01PY	25	DLAB 85
Intermediate	06PY	18	DLPT: L2/R or S2
Advanced	07PY	18	DLPT: L2+/R or S2+
Refresher	40PY	8	DLPT: L1/R1

<b>RUSSIAN</b>			
Basic	01RU	47	DLAB 95
Intermediate	06RU	36	DLPT: L2/R or S2
Advanced	07RU	36	DLPT: L2+/R or S2+
Special	09RU	8	01GM
Extended (Le Fox)	10RU	28	DLPT: L2/R2/S2
Sustainment	30RU	2	DLPT: L1+/R1+
OSIA	71RU	33	DLPT: L2/R2

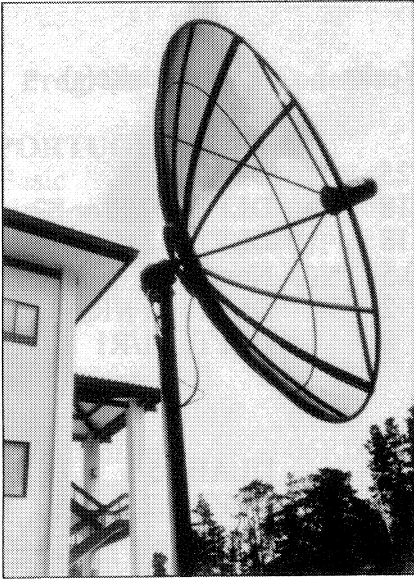
<b>SERBIAN/CROATIAN</b>			
Basic	01SC	47	DLAB 95
Cross-training	05SC	16	DLPT: L2/R2 <sup>1</sup>

<sup>1</sup>In Russian or Czech

<b>SLOVAK</b>			
Cross-Training	05SK	8	01CX <sup>2</sup>

<sup>2</sup>See CZECH for information on 01CX

<b>Program</b>	<b>Code No.</b>	<b>Weeks</b>	<b>Prerequisite(s)</b>
<b>SPANISH</b>			
Basic	01QB	25	DLAB 85
Intermediate	06QB	18	DLPT: L2/R or S2
Advanced	07QB	18	DLPT: L2+/R or S2+
Special (Law Enf.)	09QB	10.5	None
Sustainment	30QB	2	DLPT: L1+/R1+
Refresher	40QB	8	DLPT: L1/R1
<b>TAGALOG (FILIPINO)</b>			
Basic	01TA	47	DLAB 95
Intermediate	06TA	36	DLPT: L2/R or S2
Advanced	07TA	36	DLPT: L2+/R or S2+
Refresher	40TA	16	DLPT: L1+/R1+
<b>THAI</b>			
Basic	01TH	47	DLAB 95
Intermediate	06TH	36	DLPT: L2/R or S2
Advanced	07TH	36	DLPT: L2+/R or S2+
Refresher	40TH	16	DLPT: L1+/R1+
<b>TURKISH</b>			
Basic	01TU	47	DLAB 95
Gateway	03TU	8	None
Intermediate	06TU	36	DLPT: L2/R or S2
Advanced	07TU	36	DLPT: L2+/R or S2+
Refresher	40TU	16	DLPT: L1+/R1+
<b>VIETNAMESE</b>			
Basic	01VN	47	DLAB 95
Intermediate	06VN	36	DLPT: L2/R or S2
Advanced	07VN	36	DLPT: L2+/R or S2+
Refresher	40VN	16	DLPT: L1+/R1+



*Keeping an eye on world events: One of the satellite dishes that bring international television programming to DLIFLC classrooms and student barracks.*

## **Nonresident Programs (School Code 220) Currently Offered:**

The Directorate of Operations, Plans, and Programs manages requirements and schedules for nonresident training on a reimbursable basis. Nonresident code 30 courses offer live instruction via televideo satellite transmission to any of approximately 60 Army, Navy, and Air Force facilities in the continental U.S. and overseas. Under the code 35 courses, DLIFLC instructors travel to the various locations to provide on-site training. Both programs are designed to provide maximum flexibility in course length and content.

### **Video Teletraining Program: Code 30 (VTT)**

This program offers interactive instruction (two-way audio and video) to locations via satellite. Level, skill emphasis, content, and length of instruction (in increments of one hour) are determined for each iteration in detailed training objectives specified by the Command Language Program training manager of the requesting unit.

**Prerequisite:** Skill level requirements vary and follow those established for resident programs with regard to the difficulty of the language and the level of instruction involved.



*Video Teletraining: Digitized compression of video and audio signals allows the DLIFLC to deliver customized instruction to remote locations via satellite and/or telephone lines.*

### **On-Site Training Program: Code 35 (MTT)**

A program delivered to locations by a mobile training team (MTT). Level, skill emphasis, content, and length of instruction (in increments of one day) are determined for each iteration in detailed training objectives specified by the Command Language Program training manager of the requesting unit.

**Prerequisite:** Skill level requirements vary and follow those established for resident programs with regard to the difficulty of the language and the level of instruction involved.

**Offerings in the National Capital Region  
(School Codes 216, 218, 219)**

A wide range of foreign language instruction is offered by the DLI's Washington Office, including some less commonly taught languages and certain levels of instruction not presently available at the Presidio of Monterey. The Washington Office also administers contracts under which additional foreign language instruction is provided. A partial list of these programs is presented below, with their respective lengths and prerequisites:

<b>Program</b>	<b>Weeks</b>	<b>Prerequisite</b>
Afrikaans Basic	23	DLAB 85
Albanian Basic	44	DLAB 95
Amharic Basic	47	DLAB 95
Bengali Basic	47	DLAB 95
Bulgarian Basic	47	DLAB 95
Burmese Basic	44	DLAB 95
Cambodian Basic	47	DLAB 95
Chinese Cantonese Basic	47	DLAB 100
Danish Basic	25	DLAB 85
Finnish Basic	47	DLAB 95
Hindi Basic	47	DLAB 90
Hungarian Basic	47	DLAB 95
Indonesian Basic	34	DLAB 90
Lao Basic	47	DLAB 95
Lingala Basic	47	DLAB 95
Malay Basic	34	DLAB 90
Norwegian Basic	25	DLAB 85
Persian Afghan Basic	47	DLAB 95



Pushto Basic	47	DLAB 95
Romanian Basic	34	DLAB 90
Serbian/Croatian Basic	47	DLAB 95
Singhalese Basic	47	DLAB 95
Somali Basic	47	DLAB 95
Swahili Basic	23	DLAB 85
Swedish Basic	23	DLAB 85
Urdu Basic	47	DLAB 90
German Gateway	4	GM Headstart
Russian MOLINK:		
Translator	12	L3/R3/S3
Maintenance	50	50RU12

## **COURSE DESCRIPTIONS**

### **Courses comprising the Foreign Language Basic Program**

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

The foreign language course descriptions are generic. Whenever the term “foreign language” (or the acronym “FL”) is used, the specific language being studied by the student can be substituted. Each “credit” corresponds to one “semester hour,” or a minimum of 16 contact hours of instruction.

### **Lower Division**

FL 101. 5 credits. Elementary Foreign Language I.

Acquisition of the fundamental elements of the language, using a multiple-skills approach that includes in-class participation, language laboratory, and supervised daily homework. Listening, speaking, and reading skills are taught, with writing as an enabling skill. Authentic texts are used whenever available and proficiency is stressed from the outset.

FL 102. 5 credits. Elementary Foreign Language II.

A continuation of FL 101, with emphasis on expanding language skills previously acquired.

FL 110. 3 credits. Elementary Foreign Language Conversation.

Expansion of communication skills through speaking and listening activities. Attention is given to building a basic conversational vocabulary. The course is taken concurrently with FL 101 and FL 102.

FL 140. 1 credit. Introduction to Foreign Language Culture.

An introduction to the culture of the nation(s) associated with a particular language. Topics include traditions, family, religion, values, beliefs, customs, and ethnic characteristics. The course is taken concurrently with FL 101 and FL 102. As the course progresses, an increasing amount of material is presented in the target language.

FL 150. 1 credit. Regional Area(s) Overview of the Foreign Language.

A general introduction to the geography and history associated with the foreign language. This area studies course is taken concurrently with FL 101 and FL 102. As the course progresses, an increasing amount of material is presented in the target language.

FL 201. 4 credits. Intermediate Foreign Language I.

A continuation of the study of the foreign language. The course increases the student's active and passive vocabulary in context, and introduces grammatical concepts as needed. Authentic texts are used whenever available.

FL 202. 4 credits. Intermediate Foreign Language II.

A continuation of FL 201, with emphasis on expanding language skills previously acquired.

FL 210. 3 credits. Intermediate Foreign Language Conversation.

A continuation of the development of foreign language communication skills through conversation. The course draws upon and expands listening and speaking skills acquired in the Elementary courses and is taken concurrently with FL 201 and FL 202.

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

A course in language for specific purposes. This course is designed to introduce the student to specific military topics in the foreign language for job-related activities and is taken concurrently with FL 201 and FL 202.

FL 240. 1 credit. Foreign Language Customs and Conventions.

A continuation of FL 140 with emphasis on various aspects of everyday life, including daily routines and social structures. The course is taken concurrently with FL 201 and FL 202.

FL 250. 1 credit. Area and Historical Topics of the Foreign Language.

An extension of FL 150, this area studies course offers more detailed study of social institutions, history, and geography. Special attention is directed toward political, socioeconomic, and military aspects. The course is taken concurrently with FL 201 and FL 202.

## **Upper Division**

FL 301. 4 credits. Advanced Foreign Language I.

A further study of the language, designed to expand upon the skills acquired in the Elementary and Intermediate Foreign Language courses. Instruction is increasingly based on current newspapers, periodicals, and audio/video materials.

FL 302. 4 credits. Advanced Foreign Language II.

A continuation of FL 301, with emphasis on consolidating listening, speaking, and reading proficiency.

FL 310. 3 credits. Advanced Foreign Language Conversation.

A broadening of the oral communication skills acquired in the Elementary and Intermediate courses. Special attention is given to development of conversational strategies for novel situations. The topics of discussion include current news and other items of interest taken from various media. The course is taken concurrently with FL 301 and FL 302.

FL 320. 2 credits. Comprehensive Military Topics in the Foreign Language.

A continuation of FL 220, this language for specific purposes course uses simulations and authentic materials to acquaint the student with real-life scenarios and future job-related duties, and includes translation of written and spoken foreign language material into English. The course is taken concurrently with FL 301 and FL 302.

FL 340. 1 credit. Beliefs and Attitudes within the Foreign Language Culture.

A study of education systems, social institutions, group affiliations, and views of global issues, building on the cultural topics introduced in FL 140 and FL 240. The course is taken concurrently with FL 301 and FL 302.

FL 350. 1 credit. Contemporary Issues Related to Foreign Language Studies.

A continuation of FL 150 and FL 250, this area studies course includes presentation and discussion of a wide range of current issues. The course is taken concurrently with FL 301 and FL 302.

## Overview of the Basic Program

### COURSES COMPRISING THE FOREIGN LANGUAGE BASIC PROGRAM

Courses	Course No.	Credits
<b>Lower Division</b>		
• Elementary FL I	FL 101	5
• Elementary FL II	FL 102	5
• Elementary FL Conversation	FL 110	3
• Introduction to FL Culture	FL 140	1
• Regional Area(s) Overview of the FL	FL 150	1
• Intermediate FL I	FL 201	4
• Intermediate FL II	FL 202	4
• Intermediate FL Conversation	FL 210	3
• Introduction to Military Topics in the FL	FL 220	2
• FL Customs and Conventions	FL 240	1
• Area and Historical Topics of the FL	FL 250	1
	<b>Total:</b>	<b>30</b>
<b>Upper Division</b>		
• Advanced FL I	FL 301	4
• Advanced FL II	FL 302	4
• Advanced FL Conversation	FL 310	3
• Comprehensive Military Topics in the FL	FL 320	2
• Beliefs and Attitudes within the FL Culture	FL 340	1
• Contemporary Issues Related to FL Studies	FL 350	1
	<b>Total:</b>	<b>15</b>
<b>Total credits for the Basic Program: 45</b>		

## SKILL-LEVEL DESCRIPTIONS

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

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

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

Unless otherwise specified, the terms "native listener," "native reader," "native speaker," and "native writer" refer to native users of a standard dialect.

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

## **ILR SKILL LEVELS: LISTENING**

**LISTENING SKILL LEVEL -- THE ASSESSED PROFICIENCY OF THE INDIVIDUAL IN UNDERSTANDING A GIVEN SPOKEN LANGUAGE**

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

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

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

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Can understand slightly longer utterances than at Level 0, but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when short memorized utterances or formulae are involved. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), thus distorting the original meaning. Can understand only with difficulty even persons (such as teachers) who are used to speaking with nonnative speakers. Can best understand those statements in which context strongly supports the utterance meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) (Data Code 06)

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

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements, and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal and at a rate slower than normal, with frequent repetitions or paraphrases (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehen-



sion vocabulary is inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. The tentative state of passive grammar and the lack of vocabulary prevent precise understanding of information.

Comprehension areas include basic needs such as meals, lodging, transportation, time, and simple directions (including both route instructions and orders from officials such as customs agents and police). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) (Data Code 10)

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

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding expanded to a range of circumstances beyond immediate survival needs. Shows spontaneity by speed of understanding, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, as well as some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information are limited. Aware of basic cohesive features such as pronouns and verb inflections, but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) (Data Code 16)

**Listening 2 (Limited Working Proficiency)**

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal speaking rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events, and routine office matters through descriptions and narration about current, past, and future events; can follow essential points of discussion or speech at an elementary level on topics in his special professional field. Only

understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts, i.e., the lines, but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) (Data Code 20)

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

Sufficient comprehension to understand most routine social demands and most conversations on work requirements, as well as some discussions on concrete topics related to particular interest and special fields of competence. Often shows remarkable ability and ease of understanding but may break down under tension or pressure. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary, but some hesitant understanding of everyday vocabulary is still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been coded L-2+ in some nonautomated applications.) (Data Code 26)

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

Able to understand the essentials of all speech in a standard dialect, including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect, on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that asking for paraphrasing or explanation is rarely necessary. Can follow accurately the essentials in conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports, and public addresses on nontechnical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) (Data Code 30)

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

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural, and literary materials in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) (Data Code 36)

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

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all of speech with extensive and precise vocabulary, subtleties, and nuances in all standard dialects on any subject relevant to professional needs within the range of his experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling, and negotiating) to different audiences. Able to understand the essentials of speech in some nonstandard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural, and literary materials in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) (Data Code 40)

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

Increased ability to understand extremely difficult and abstract speech, as well as ability to understand all forms and styles of speech

pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme non-standard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener, but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) (Data Code 46)

**Listening 5 (Functionally Native Proficiency)**

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations, and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) (Data Code 50)

## **ILR SKILL LEVELS: READING**

### **READING SKILL LEVEL -- THE ASSESSED PROFICIENCY OF THE INDIVIDUAL IN UNDERSTANDING A GIVEN WRITTEN LANGUAGE**

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

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

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

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

No practical ability to read the language. Consistently misunderstands or cannot comprehend the written language. (Has been coded R-0 in some nonautomated applications.) (Data Code 00)

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

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. (Has been coded R-0+ in some nonautomated applications.) (Data Code 06)

#### **Reading 1 (Elementary Proficiency)**

Sufficient comprehension to read very simple, connected, written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary

items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of complexity. Texts may include simple narratives of routine behavior; highly predictable descriptions of persons, places, or things; and explanations of geography and government such as those simplified for tourists. Some misunderstandings of simple texts possible. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. (Has been coded R-1 in some nonautomated applications.) (Data Code 10)

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

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level in topics in his special professional field. In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in the discourse, such as matching pronouns with referents. May have to read materials several times for understanding. (Has been coded R-1+ in some nonautomated applications.) (Data Code 16)

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

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read straightforward, familiar, factual material with some misunderstandings, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader.

However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence that aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical materials written for the general reader. Generally, the prose that can be read by the individual is predominantly in straightforward / high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, vocabulary he recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text.

Characteristically, however, the individual is quite slow in performing such a process. He is typically able to answer factual questions about authentic texts of the types described above. (Has been coded R-2 in some nonautomated applications.) (Data Code 20)

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

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

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

Able to read within range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual be able to

comprehend thoroughly subject matter that is highly dependent on cultural knowledge or is outside his general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or internal news items in major periodicals, routine correspondence, general reports, and technical material in his professional field; all of these may include hypothesis, argumentation, and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas, and “read between the lines” (that is, understand the writers’ implicit intents in texts of the above types). Can get the gist of more sophisticated texts but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low-frequency idioms. (Has been coded R-3 in some nonautomated applications.) (Data Code 30)

### **Reading 3 + (General Professional Proficiency, Plus)**

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low-frequency idioms, and uncommon connotative intentions; however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical, or literary texts which do not rely heavily on slang and unusual idioms. (Has been coded R-3+ in some nonautomated applications.) (Data Code 36)

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

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual’s experience with the written language is extensive enough that he is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to “read beyond the lines” (that is, understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers’ employment of nuance and subtlety. The individual can discern relationships among sophisti-



cated written materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated nonprofessional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. (Has been coded R-4 in some nonautomated applications.) (Data Code 40)

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

Near-native ability to read and understand extremely difficult or abstract prose, plus a very wide variety of vocabulary, idioms, colloquialisms, and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to “read beyond the lines” (that is, understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. (Has been coded R-4+ in some nonautomated applications.) (Data Code 46)

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

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry, and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but nonspecialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. (Has been coded R-5 in some nonautomated applications.) (Data Code 50)

## **ILR SKILL LEVELS: SPEAKING**

### **SPEAKING SKILL LEVEL -- THE ASSESSED PROFICIENCY OF THE INDIVIDUAL IN SPEAKING A GIVEN LANGUAGE**

#### **Speaking 0 (No Proficiency)**

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability. (Has been coded S-0 in some nonautomated applications.) (Data Code 00)

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

Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulas. Attempts at creating speech are unsuccessful.

Examples: The individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functors (linking words, markers, and the like) are omitted, confused, or distorted. An individual can usually differentiate most significant sounds when produced in isolation, but when sounds are combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with persons used to dealing with foreigners. Features such as stress, intonation, and tone are usually quite faulty. (Has been coded S-0+ in some nonautomated applications.) (Data Code 06)

#### **Speaking 1 (Elementary Proficiency)**

Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements and questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The person is unable to produce continuous discourse except with rehearsed material.

Examples: Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners, but there is little precision in the information conveyed. Needs, experience, or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal, and accommodation needs; can generally meet courtesy, introduction, and identification requirements; can exchange greetings; and can elicit and provide, for example, predictable, skeletal biographical information. He might give information about business hours, explain routine procedures in a limited way, and state in a simple manner what actions will be taken. He is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise. (Has been coded S-1 in some nonautomated applications.) (Data Code 10)

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

Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.

Examples: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical

relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space, and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public. (Has been coded S-1+ in some nonautomated applications.) (Data Code 16)

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

Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not facility, most normal high-frequency social conversational situations, including extensive but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances, but unusual or imprecise elsewhere.

Examples: While these interactions will vary widely from person to person, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the individual can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make nonroutine changes in travel and accommodation arrangements.

Simple structures and basic grammatical relations are typically controlled. However, there are areas of weakness. For example, in the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding. (Has been coded S-2 in some nonautomated applications.) (Data Code 20)

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

Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space, and person references, or to be inappropriate in some way, if not strictly incorrect.

Examples: Typically, the individual can participate in most social, formal, and informal interactions; but limitations either in range of contexts, types of tasks, or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce, general vocabulary. Discourse is often incohesive. (Has been coded S-2+ in some nonautomated applications.) (Data Code 26)

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

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Nevertheless, the individual's limitations generally restrict the professional

contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversations with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs, and the implications of nuances and idioms may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate; but stress, intonation, and pitch control may be faulty.

Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as clarifying points, answering objections, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings and delivering briefings or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures. (Has been coded S-3 in some nonautomated applications.) (Data Code 30)

### **Speaking 3 + (General Professional Proficiency, Plus)**

Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

Examples: Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort, or errors which limit the range of language-use tasks that can be reliably performed. Typically, there is particular strength in fluency and one or more, but not all, of the following: breadth of lexicon, including items of low and medium frequencies, especially sociolinguistic/cultural references and nuances of close synonyms; structural precision,

with sophisticated features that are readily, accurately, and appropriately controlled (such as complex modification and embedding in Indo-European languages); discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned errors occur in low-frequency and highly complex structures. (Has been coded S-3+ in some nonautomated applications.) (Data Code 36)

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

Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references, and understanding. Language ability only rarely hinders him in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.

Examples: Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his own. Can set the tone of interpersonal official, semi-official, and nonprofessional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks, and settings). Can play an effective role among native speakers in such contexts as conferences, lectures, and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Can understand and reliably produce shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction. (Has been coded S-4 in some nonautomated applications.) (Data Code 40)

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

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

Examples: The individual organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge. However, cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional nonnative slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise; yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, and cultural reference, or there may be occasional failure to interact in a totally native manner. (Has been coded S-4+ in some nonautomated applications.) (Data Code 46)

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

Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a nonstigmatized dialect. (Has been coded S-5 in some nonautomated applications.) (Data Code 50)



## **ILR SKILL LEVELS: WRITING**

**WRITING SKILL LEVEL -- THE ASSESSED PROFICIENCY OF THE INDIVIDUAL IN WRITING A GIVEN LANGUAGE**

### **Writing 0 (No Proficiency)**

No functional writing ability. (Has been coded W-0 in some nonautomated applications.) (Data Code 00)

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

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

### **Writing 1 (Elementary Proficiency)**

Has sufficient control of the writing system to meet limited practical needs. Can create by writing statements and questions on topics very familiar to him within the scope of his very limited language experience. Writing vocabulary is inadequate to express anything but elementary needs; writes in simple sentences, making continual errors in spelling, grammar, and punctuation, but writing can be read and understood by a native reader used to dealing with foreigners attempting to write his language. Writing tends to be a loose collection of sentences (or fragments) on a given topic and provides little evidence of conscious organization. While topics that are "very familiar" and elementary needs vary considerably from individual to individual, any person at this level should be able to write simple phone messages, excuses, notes to service people, and simple notes to friends (800-1,000 characters controlled). (Has been coded W-1 in some nonautomated applications.) (Data Code 10)

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

Sufficient control of writing system to meet most survival needs and limited social demands. Can create sentences and short paragraphs related to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express present and future times fairly accurately. Can produce some past verb forms, but not always accurately or with correct usage. Can relate personal history and discuss topics such as daily life, preferences, and very familiar material. Shows good control of elementary vocabulary and some control of basic syntactic patterns, but major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary or forms, although the individual can use a dictionary to advantage to express simple ideas. Generally, cannot use basic cohesive elements of discourse to advantage (such as relative constructions, object pronouns, or connectors). Can take notes in some detail on familiar topics and respond to personal questions using elementary vocabulary and common structures. Can write simple letters and summaries of biographical data or work experience with fair accuracy. Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners. (Has been coded W-1+ in some nonautomated applications.) (Data Code 16)

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

Able to write routine social correspondence and prepare documentary materials required for most limited work requirements. Has writing vocabulary sufficient to express himself simply with some circumlocutions. Can write simply about a very limited number of current events or daily situations. Still makes common errors in spelling and punctuation, but shows some control of the most common formats and punctuation conventions. Good control of morphology (in inflected languages) and of the most frequently used syntactic structures. Elementary constructions are usually handled quite accurately, and writing is understandable to a native reader not used to reading the writing of foreigners. Uses a limited number of cohesive devices. (Has been coded W-2 in some nonautomated applications.) (Data Code 20)

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

Shows ability to write with some precision and in some detail about most common topics. Can write about concrete topics relating to particular interests and special fields of competence. Often shows surprising fluency and ease of expression, but under time constraints and pressure language may be inaccurate and/or incomprehensible. Generally strong in either grammar or vocabulary, but not in both. Weaknesses or unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions, and negatives to more complex structures such as tense usage, passive constructions, word order, and relative clauses. Normally controls general vocabulary with some misuse of everyday vocabulary evident. Shows a limited ability to use circumlocutions. Uses dictionary to advantage to supply unknown words. Can take fairly accurate notes on material presented orally and handle with fair accuracy most social correspondence. Writing is understandable to native speakers not used to dealing with foreigners' attempts to write the language, though style is still obviously foreign. (Has been coded W-2+ in some nonautomated applications.) (Data Code 26)

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

Able to use the language effectively in most formal and informal written exchanges on practical, social, and professional topics. Can write reports, summaries, and short library research papers on current events, on particular areas of interest, or on special fields with reasonable ease. Control of structure, spelling, and general vocabulary is adequate to convey his message accurately, but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation is generally controlled. Employs a full range of structures. Control of grammar good with only sporadic errors in basic structures, occasional errors in the most complex frequent structures, and somewhat more frequent errors in low-frequency complex structures. Consistent control of compound and complex sentences. Relationship of ideas is consistently clear. (Has been coded W-3 in some nonautomated applications.) (Data Code 30)

### **Writing 3 + (General Professional Proficiency, Plus)**

Able to write the language in a few prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Weaknesses may lie in poor control of low-frequency complex structures, vocabulary, or the ability to express subtleties and nuances. Organization may suffer due to lack of variety in organizational patterns or in variety of cohesive devices. (Has been coded W-3+ in some nonautomated applications.) (Data Code 36)

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

Able to write the language precisely and accurately in a variety of prose styles pertinent to professional or educational needs. Errors of grammar are rare, including those in low-frequency, complex structures. Consistently able to tailor language to suit audience and able to express subtleties and nuances. Expository prose is clearly, consistently, and explicitly organized. The writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipsis and parallelisms, and subordinates in a variety of ways. Able to write on all topics normally pertinent to professional/ educational needs and on social issues of a general nature. Writing adequate to express all his experiences. (Has been coded W-4 in some nonautomated applications.) (Data Code 40)

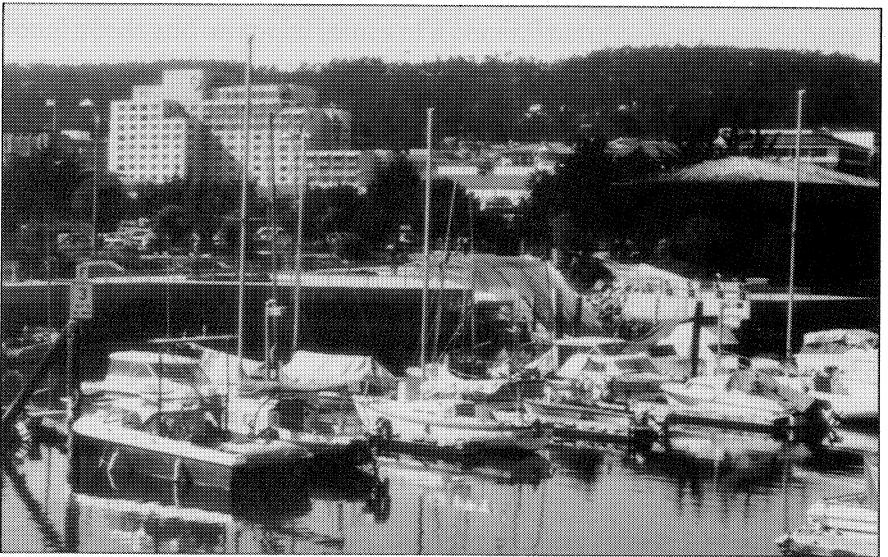
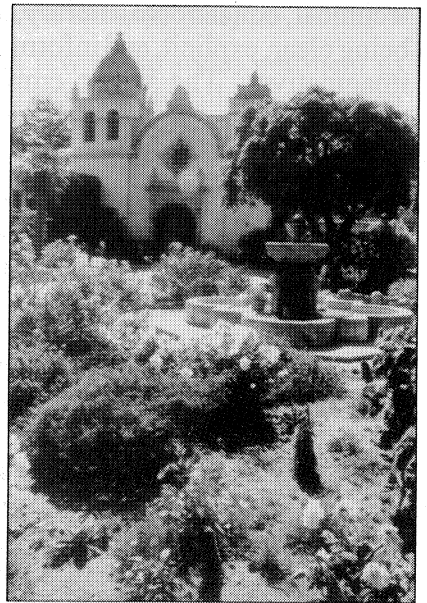
### **Writing 4 + (Advanced Professional Proficiency, Plus)**

Able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional or educational needs. May have some ability to edit, but not in the full range of styles. Has some flexibility within a style and shows some evidence of use of stylistic devices. (Has been coded W-4+ in some nonautomated applications.) (Data Code 46)

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

Has writing proficiency equal to that of a well-educated native. Without nonnative errors of structure, spelling, style, or vocabulary, can write and edit both formal and informal correspondence, official reports and documents, and professional or educational articles, including writing for special purposes, which might include legal,

technical, educational, literary, and colloquial writing. In addition to being clear, explicit, and informative, the writing and the ideas are also imaginative. The writer employs a very wide range of stylistic devices. (Has been coded W-5 in some automated applications.)  
(Data Code 50)



*Top left: Point Sur Lighthouse on the Big Sur coast. Top right: The Carmel Mission Basilica. Bottom: Boats moored in Monterey Harbor.*

## CHAPTER THREE

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### GENERAL INFORMATION

#### Location

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

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



*An aerial view of the Presidio and the spectacular Monterey Bay.*

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

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

## **Facilities**

The years since the establishment of the school in 1941 have been a time of growth and modernization. When the first Japanese course was begun, a few battered orange crates served as desks and chairs, and the instructors were hard put to find pencils and paper. To meet expanding space requirements and to replace old buildings, the DoD undertook a building program designed to support future needs of the Institute. This extensive program had the goal of providing adequate facilities to instruct, house, and support students in foreign language training. The plan has resulted in new classrooms, dormitories, and support facilities, such as child care, physical fitness, and logistic support centers.

Today the DLIFLC is one of the best-equipped facilities for language instruction in the U.S. Its classrooms have closed-circuit television or videotape equipment. Students make use of extensive audio and computer language laboratory facilities and the latest state-of-the-art audiovisual learning aids.

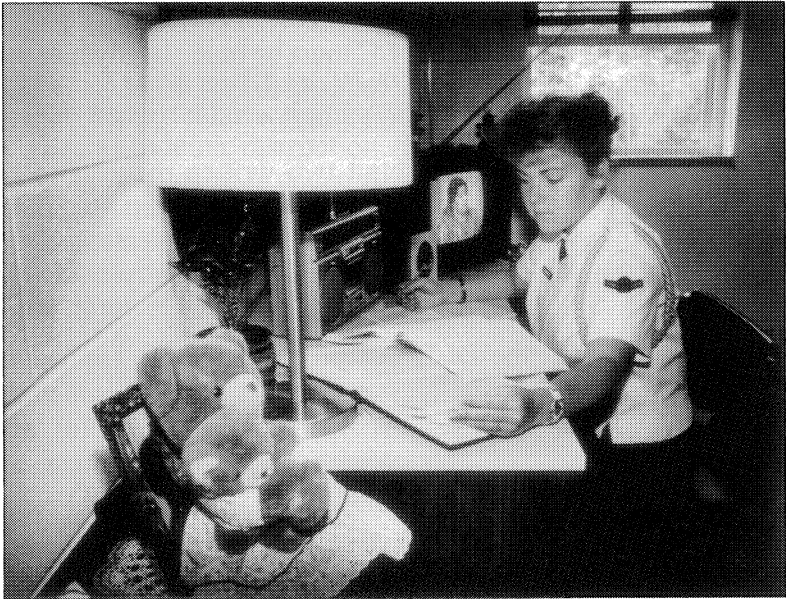
Approximately 24 languages and several dialects are presently taught by the DLI at the Foreign Language Center, located at the Presidio of Monterey, and approximately 85 languages can be taught by contracting with other government and private organizations in the Washington, D.C., area, such as the State Department's Foreign Service Institute School of Language Studies (FSISLS).

Resident instruction at the Presidio of Monterey is carried out by seven language schools: Asian I (SAA), Asian II (SAB), European



I (SEA), European II (SEB), European and Latin American (SWL), Middle East I (SMA), and Middle East II (SMB).

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



*In the comfort of her room in one of the Presidio's student dormitories, a DLIFLC student completes her homework assignments.*

The Aiso Library combines a traditional academic library and an electronic media section. With more than 3,000 audio- and videotapes on file, this modern learning center features video carrels where students can increase their language skills by watching and listening to foreign television programs. The facility also has computer carrels, which give students access to various instructional and informational programs in foreign languages. Students can select books, maps, and tapes from approximately 81,000 volumes in more than 50 languages. In addition, the library receives numerous foreign-language periodicals and contains a wide variety of reference works, which provide background information on many different nations, cultures, religions, and language communities.

## **DLIFLC Visiting Procedures**

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

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

All foreign visitors must submit two written requests to the DLIFLC Protocol Office 45 days prior to a projected visit: in addition to the standard request, they must supply another from their respective embassy's Military Attaché office. Processing usually takes one month.

A request to visit the DLIFLC must include the applicant's name, citizenship (U.S. or foreign), organization(s) with which the visitor is affiliated (business, school, or service, for example), date and time of requested visit, areas of interest, and an address and telephone number where the applicant can be reached.

Walk-in requests by visitors unable to return later may be made in person at the Protocol Office. Such requests will be considered on a case-by-case basis and may not be granted if time does not permit the visitor to be properly identified.

## **Orientation**

New students receive two orientation briefings after arriving for foreign language training at the DLIFLC. The Joint Service Inprocessing Briefing is held on the first day of instruction, from 0800 to 1010. Inprocessing in the respective language schools follows.

The Commandant's Welcome Briefing takes place on the last Wednesday of the month in which instruction begins, and lasts from 1530 to 1645. Spouses of students are encouraged to attend these sessions.

## Counseling

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

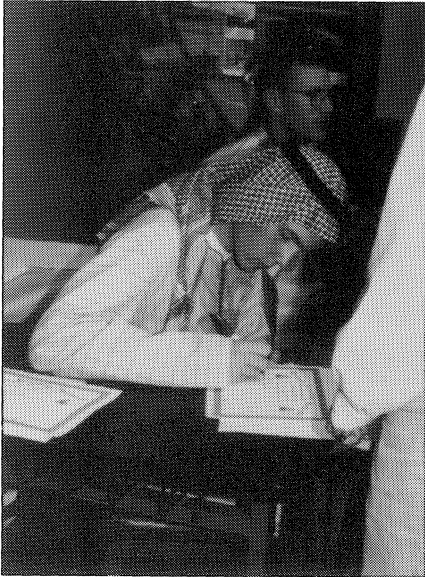
## Cultural Events and Activities

Extracurricular activities of a cultural nature complement the DLIFLC's academic instruction. Many students participate in choirs and dance groups to broaden their experience of the language and culture they are studying. DLIFLC student choirs perform popular, folk, and religious music in the languages concerned, not only in their respective schools, but also for the Institute's wider community and for the public.



*Choirs offer students an opportunity to broaden their experience of another language and culture.*

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



*Language Day activities. Top: A game of go. Bottom left: Arabic calligraphy. Bottom right: A Chinese dragon dance.*

## **Sports**

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

## **Health Services**

The Presidio of Monterey Army Health Clinic provides comprehensive ambulatory health care to active duty personnel. Among the medical services offered are the required active duty physicals and immunizations, as well as x-ray and laboratory services. The Clinic also provides dental services, optometry, psychological evaluation and counseling, and pharmacy services. Hours of operation are 0630-1600, Monday through Friday (closed on federal holidays). The Clinic is located in Building 422, Kit Carson Road, Presidio of Monterey.

The Clinic's primary care physicians offer services on an appointment-only basis, except for military sick-call. Family members of active-duty personnel receive medical attention only when space is available, by same-day appointment. In emergencies and after duty hours, appropriate care is provided by the emergency room of the nearest civilian hospital. Medical/surgical specialty care is available by referral to supporting military facilities or through civilian community resources.

Routine dental care and limited oral surgery are provided to active duty personnel by the Presidio of Monterey Dental Clinic. Family members of DLIFLC personnel who are not enrolled in the Uniformed Services Active Duty Dependents Dental Plan (Delta Dental) can be seen on an emergency basis. The Dental Clinic accommodates dental sick-call and emergency patients, and conducts

annual and overseas screening examinations during regular hours of operation. The Dental CQ can also arrange for emergency after-hours care.

All civilian students are responsible for their own personal medical and dental care. Health services provided by the U.S. government are not available to civilian students or their family members except under emergency conditions.

### **Military Community Services**

Military community services provide information and assistance to active duty and retired personnel, their family members, and others in resolving personal problems beyond the scope of their resources. All U.S. Armed Forces students are eligible for this assistance. The services include family counseling, newcomers' orientation, general information on dependent schools, child care, a household item loan closet, budget and debt counseling, and a babysitter service file.

### **Religious Activities**

The Presidio of Monterey Chapel maintains active religious programs for members of various faiths and denominations. Jewish services are held every Friday evening. On Sundays, there are two Roman Catholic Masses and one Protestant service. Lunchtime Bible studies are conducted Tuesdays, Wednesdays, and Thursdays each week. A dining facility devotional/prayer group meets Wednesday mornings. On two Friday nights each month, a pizza video night is held in the Chapel Annex. Information on any of these activities is available from the Chaplain's Office or by calling 242-5281.

### **Legal Services**

Active-duty military members and their family members can take advantage of legal assistance provided by the Legal Assistance Office, Building 275, Presidio of Monterey. Assistance is available with a range of personal matters such as notarization, powers of attorney, wills and estates, family law, real property law, taxes, and consumer complaints.

Claims for lost or damaged household goods may be filed with the Client Services Branch, Building 275. Claimants must turn in DD Form 1840/1840R within 70 days of delivery and receive claims forms to help complete the process.

A service member who is under military investigation, who is suspected or accused of violating the Uniform Code of Military Justice, or who has been notified of adverse administrative action, may seek assistance from the Trial Defense Service, Building 275, Presidio of Monterey.

## **Educational Opportunities**

The Presidio of Monterey Education Center assists service members and their families with both career development issues and academic pursuits. The Center serves as a clearinghouse for a wealth of programs that exist to facilitate self-improvement efforts. Programs range in scope from high school completion and improving English skills to earning a graduate degree locally or through correspondence study. Nontraditional opportunities are available to help military students with their unique needs. A professional staff provides academic and vocational counseling and testing services. Guidance is offered on issues including, but not limited to, college study, correspondence courses, translating experience into credit, degree completion, VA benefits, financial aid programs, testing, commissioning options, occupations, and foreign language careers. The Center also serves as a liaison between military students and area colleges, which include California State University Monterey Bay, Monterey Peninsula College, Hartnell College, Chapman University, Golden Gate University, San Jose State University, and the Monterey Institute of International Studies.

## **Housing**

Single U.S. Armed Forces students who have no dependents are provided housing in the barracks assigned to their unit. Married U.S. Armed Forces students whose family members do not accompany them are also housed in the barracks to whatever extent possible after the single students have been billeted. Enlisted students grades E-6

through E-9 are billeted in single rooms; E-5s and below are billeted two to a room. Those students who cannot be housed satisfactorily in the barracks or officers' quarters may live off post and are given the established and variable housing allowances. Housing costs are relatively high in the Monterey Bay area.



*Modern student barracks at the Presidio of Monterey.*

### **Dining Facilities**

At present, two dining facilities are operated by the 229th MI Battalion. These facilities are designated as transient dining facilities. Transient U.S. Armed Forces personnel (including officers in a Permanent Change of Station status) and their family members are authorized to purchase meals in these dining facilities. Pending issue of a meal card, U.S. Armed Forces personnel must present their identification card and a copy of their PCS orders to purchase meals. Officers and family members must pay a surcharge rate.



## **Administrative Support**

The Armed Services provide administrative support to student members of the respective units through their orderly rooms (quarter-deck in the Navy), including arranging for leave, passes, separate rations, and pay allotments. The 229<sup>th</sup> MI Battalion extends a wide range of services to U.S. Army students through its Personnel Administration Center (PAC). Among the PAC's responsibilities are inprocessing, redeployment, and outprocessing procedures; promotions and advancements; processing requests for personnel actions; separate rations, pay allotments, and military pay.

## **Weapons**

Any type of firearm, knife with a three-inch blade or longer, bow and arrows, dart, or spear gun must be registered as a weapon with the Security Division on the day of arrival at the DLIFLC. Application forms will be filled out in four copies, and approved by the unit commander. Personnel residing in the barracks or BOQ/BEQ must secure privately-owned weapons in the unit arms room. Personnel living in government quarters or off post in the civilian community must register their weapons and are responsible for their security. Due to the secure storage requirement and the lack of military firing ranges on the Presidio of Monterey, the DLIFLC recommends that privately owned weapons not be brought to the base. Once weapons arrive at the DLIFLC, they cannot be mailed or shipped by the postal services. They must be sent through an authorized gun dealer to another authorized gun dealer. The cost of this service is usually \$10 + per weapon.

## **Driver's License**

California State Law specifies that nonresident military personnel who are stationed in California and hold a valid driver's license from their home state or from the state of their last duty station may continue to drive on that license as long as it is valid and has not expired. The same privilege is presently extended to those family members of active service personnel who neither accept gainful employment, attend school, register to vote in California, nor otherwise acquire the status of California residents. Certain states extend

additional privileges to military holders of their driver's licenses, specifically when those licenses expire. For information regarding these privileges or about obtaining a California driver's license, contact the California Department of Motor Vehicles.

A student wishing to register or operate a motorcycle on any of the local military installations must attend the DLIFLC Motorcycle Defensive Driving Course (MDDC). Scheduling of the MDDC is by appointment only and can be accomplished through the student's orderly room or quarterdeck. Helmets, eye protection, above-the-ankle shoes, gloves, jackets, and reflective vests must be worn by those riding motorcycles either as drivers or as passengers on any of the local military installations.

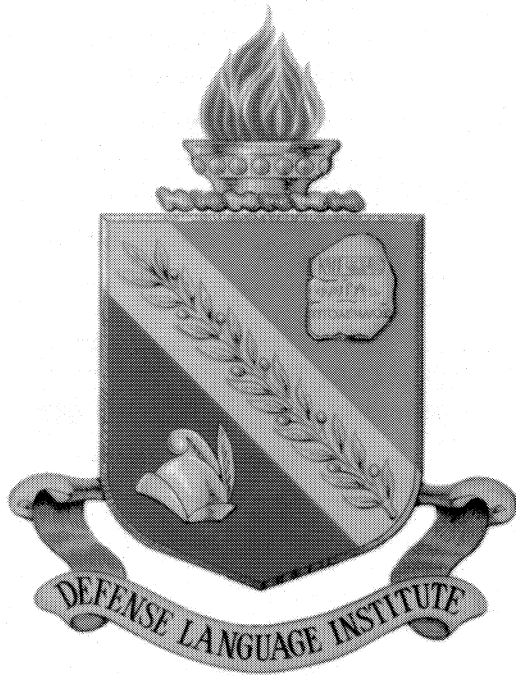
## **DLI Crest**

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

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

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

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



## TELEPHONE EXTENSION NUMBERS

### FOR SELECTED DLIFLC OFFICES

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#### TELEPHONE PREFIXES:

COMMERCIAL ..... (408) 242-XXXX

DSN ..... 878-XXXX

POST LOCATOR (DIRECTORY ASSISTANCE) ..... 5119

ACADEMIC RECORDS ..... 5825

ARMY COMMUNITY SERVICES ..... 7652

CIVILIAN ENROLLMENT INFORMATION ..... 5747

OPERATIONS, PLANS AND PROGRAMS ..... 5463

PROTOCOL OFFICE ..... 5336/5302

PROVOST ..... 5291/5313

PUBLIC AFFAIRS OFFICE ..... 5555

### FOR LOCAL COMMUNITIES

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#### CHAMBER OF COMMERCE

MONTEREY PENINSULA ..... 648-5350/649-1770

CARMEL ..... 624-2522

PACIFIC GROVE ..... 373-3304

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