

Yoruba

Defense Language Proficiency Test5

Familiarization Guide



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Introduction

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

Part 1

Overview of the DLPT5 Constructed-Response Test

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

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

1. Test design

The Lower-Range Reading Test contains 60 questions with about 30 authentic passages. Each passage has two questions. The reading passages will be presented in Latin script.

The Lower-Range Listening Test contains 60 questions with 30 authentic passages. Each passage has two questions and is played twice.

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

2. Test content

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

The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.

The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

3. Test format

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

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

Passage: This is the only element of the test that is in the target language being tested. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. The maximum length of a reading comprehension passage is approximately 300 words. Most of the passages are much shorter than the maximum length.

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

Answer box: For each question, there is a box on the screen in which examinees type their

answer in English. Examinees may also type notes in these boxes if they wish.

4. Scoring

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

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

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

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

5. Preparing for the test

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

6. Instructions for answering DLPT5 CRT questions

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

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

According to an official spokesperson, the government of Treden has started a new program to help solve the growing refugee problem there. The program, announced last week by the Tredenian Minister of the Interior, involves the resettlement of refugees to vacant apartment buildings in the Tredenian capital. These refugees are currently being housed in overcrowded camps near Treden's border with war-ravaged Norland. The camps were instituted in 2003 in response to the war. Since that time, the number and size of camps has grown, and the war is still going on. The average population of the camps is 3,000, and most camps were designed for at most 1,000 people. It is hoped that the new program will help alleviate this situation.

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

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

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

Concise: Examinees should not write more than is called for by the question. The amount called for by questions tends to increase as the length and difficulty of the passages increases; nevertheless, examinees are not expected to write essays. As long as the answer is complete (see above), if it can be written in a sentence or even just a phrase, it should not be “padded.”

Relevant: Examinees should not include information that does not answer the question, even if that information appears in the passage; the examinee's entire answer should relate directly to the question being asked. Examinees are not expected to write a word-for-word translation of large parts of the passage or even of the entire passage in response to a question.

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

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

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

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

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

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

Part 2 Test Procedures

7. Test Procedures Overview

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

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

DMDC Information and Technology for Better Decision Making

DLPT Testing

Candidate Logon

The Test Administrator has successfully logged in.

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

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



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

DLPT5 Lower Range Reading Comprehension Test for Language X

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

Privacy Act Statement:

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

Disclaimer for Defense Language Institute Tests:

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

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

Click on the checkbox above to confirm.

Help

Introduction: Screen 2 of 6

Test Administration Statement:

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

Non-Disclosure Statement:

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

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

Click on the checkbox above to confirm.

Help

Introduction: Screen 3 of 6

Next

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

8. Reading Comprehension Test

Presented here are examples of screen layouts for the Reading Comprehension Test. The example text represents a generic foreign language; it is not meant to be legible. Explanations of the parts of the screen are provided.

The screenshot shows the interface for the DLPT X Constructed Response Test for Reading Comprehension. The window title is "DLPT X Constructed Response Test for Reading Comprehension Language X". The interface is divided into several sections:

- ORIENTATION STATEMENT:** Located at the top left, it explains the source of the passage in English. Example: "From a magazine article".
- FOREIGN LANGUAGE PASSAGE:** The main text area on the left. It contains two paragraphs of generic foreign text. Annotations indicate that paragraphs can be marked (¶1, ¶2, etc.) and that specific words or phrases are highlighted in red when a question asks about them. A red line at the bottom of the text indicates the end of the passage.
- QUESTIONS:** On the right side, there are three numbered questions with corresponding text input boxes. Annotations explain how to click in the textbox to begin typing and how to erase and retype an answer. A red line at the bottom of the questions indicates the end of the questions.
- STATUS BAR:** At the bottom, it displays test progress: "Passage 1 of 5", "3 questions", and "Test ends in: 37:39". It also includes "Back" and "Next" buttons. A "Go to:" section allows navigation between "Previous Passage" and "Next Passage".

Additional annotations include: "Click on this button if you have any technical difficulties." pointing to a "Help" button, and "To see an entire passage, you may need to scroll." pointing to the scroll bar on the left.

Instructions screen for the Reading Comprehension Test:

DLPT5 Lower Range Reading Comprehension Test for Language X

INSTRUCTIONS

This test measures your reading comprehension. It contains a number of reading passages, and there are two or three questions based on each passage. In taking the test you should do the following:

- Read the short statement before each passage that tells you where the passage came from.
- Read the passage and questions carefully.
- Type your answers in English in the text boxes provided. Your answers should be complete, concise, and relevant. You must provide all the information requested to receive credit. The answer to each question may be stated overtly in the passage or only implied.
- Click on the [Next] button at the bottom right of the screen to go to the next passage.

A sample passage follows on the next screen.
If you need help during the test, click on the [Help] button.

[Help](#) Introduction: Screen 6 of 6 [Back](#) [Next](#)

Example of a Reading sample passage with its associated question or questions:

DLPT5 Lower Range Reading Comprehension Test for Language X

Sample Passage

A note to a daughter

Xxxxx Xxxxxyx,

Xxyxyxy yxyxydyxyxyxy xyxyxyxy xyxy xyxyx
yxyxyxyx xx. X yxyxyx xyxy xyxy xyxyxyx . Yxyxy
yxyx yxy xyx xyxy xyx yxyxyxy. Yuxxyxy
xyxu xyxyxyx.

Yxyx yxy xxx yxyx,
Yxyxy Xxyxyy

End of Sample Passage
Mark this passage for later consideration.

Type your answers in the boxes below.

S1. What did Mrs. Xxyxyy request?

S2. Why did Mrs. Xxyxyy make the request?

End of questions for Sample Passage

Help Sample Passage 2 questions Back Next

After the sample passage, the examinee clicks on the [Next] button and moves to the test navigation information screen.

The Test navigation information screen contains instructions on how to go back to review answers at the end of the test and information on the length of the test. By clicking on the [Start Test] button, the examinee moves to the first passage of the test and starts the clock.

DLPT5 Lower Range Reading Comprehension Test for Language X

End-of-Test Review Information

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

Start of Test

- This reading test contains 30 passages and 60 questions.
- You are allowed 3 hours to complete the test.
- There will be a break at approximately 90 minutes. The break does not count against your time.
- When you are ready, click on the [Start Test] button below.
- The screen will move to Passage 1 and the clock will begin.

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

9. Listening Comprehension Test

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

TITLE BAR

- indicates the test title and section.

ORIENTATION STATEMENT

- explains source of passage in English.

QUESTIONS

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

STATUS BAR shows:

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

Click on this button if you have any technical difficulties.

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

Help Passage 1 of 10 2 questions Test Ends in: 178:02 Play Audio

Passage # # of Questions Time Remaining
Total # of passages for this passage

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

DLPT5 Lower Range Listening Comprehension Test for Language X

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

Introduction: Screen 6 of 7

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

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

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

A sample passage follows on the next screen.

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

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

DLPT5 Lower Range Listening Comprehension Test for Language X

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

From a conversation between a woman and her sister

S1. What problem did the woman have?

S2. What suggestion did the sister have?

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

Help **Sample Passage 2 questions** **Play Audio**

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

DLPT5 Lower Range Listening Comprehension Test for Language X

End-of-Test Review Information

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

Start of Test

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

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

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

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

10. End-of-test review information

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

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Language X

End of Listening Test

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

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

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

Review Answers
Test ends in: 05:32
Submit

Part 3

Sample Passages

11. Reading Comprehension sample passages

Below are some sample passages, questions, and answers. Note that it is not necessary to provide the exact wording of the answers in order to get credit; any response that expresses the KEY IDEAS is correct.

Level 1

An announcement in a local newspaper

Ẹ jòwọ ẹ fi ojú sílẹ̀ fún mọtò Honda Accord tí nọmbà ẹ jẹ P K 602 KJA tó ní àwọ̀ búlúù tí wón jí gbé ní déédé aago méréń ààrò Mọńdè ní agbègbè U-Turn Abúlẹ̀ Ẹ̀gbá. Àwọ̀n ìgírípá ọ̀kúnrin márùn-ùn ló fi ìbọ̀n já ọ̀kọ̀ nàà gbà.

Eni tó bá bá wa rí mọtò yìí kó fi tó àwọ̀n ọ̀lópáá létí tàbí kí ẹ pe Rasheed Ìdòwú Bákàrè ní 21, Akínwùmí St., Abúlẹ̀ Ẹ̀gbá Èkó. 08023169212

What happened to the car?

Any one of the following

- It was stolen.
- It was taken (at gunpoint).

This passage is an announcement from a local newspaper. The announcement informs that a car was stolen by five men with guns. Any formulation that describes what happened to the car will be awarded credit.

What are TWO requests made in this announcement?

Any TWO of the following

- To look for the stolen car.
- To call/inform police (with any information).
- To call Rasheed Idowu Bakare (with any information).

This passage includes requests made to the public. According to the announcement, one should look for the stolen car and call police or the owner with any information. Any formulation that includes two of these ideas will be credited.

Level 2

From a national news report

Àwọn èniyàn méta àti omo odún mewàá pèlú àwọn tí ó pàdánù èmí wọn nígbà tí ilé pètẹ̀ẹ̀sì olókè méta tí wọn ní gbé wó lulẹ̀ ní òpópónà Odérindé ní Idí-Àràbà, Sùúrùlèrè. Àwọn èniyàn ogún ni wọn rí fàṣọ̀ nínú ilé tí ó wó lulẹ̀ nàà, ṣùgbón àwọn èlòmíràn sì wà nínú àwókù ilé nàà ti wọn sì ní gbiyànjú láti gbàsílẹ̀. Ilé isẹ̀ panápaná ipínlẹ̀ Èkó àti àwọn òṣiṣẹ̀ tí ní ẹ̀ alábòòjúto ohun òjiji (emergency) ti fi ara hàn níbẹ̀.

Àwọn èlẹ̀rírí tí ó wà nítòsì sọ fún awọn oníròhìn pé òpòlòpò àwọn tí ó sì wà nínú àwókù ilé yìí ni ó ní fi ẹ̀rọ ibánisòrò wọn pé àwọn ọ̀rẹ̀ ati ẹbí láti yára ẹ̀ ohunkóhun fún igbàsílẹ̀ wọn kí àsikò tó lọ. Lára àwọn èniyàn márùn-ún tí wọn rí gbé jade nínú ilé yìí ti wà ní ilé iwòsàn (LUTH) [Lagos University Teaching Hospital] ní Idí-Àràbà fún itọ́jú. Àwọn òṣiṣẹ̀ ilé iwòsàn yìí sọ fún àwọn oníròhìn pé, àwọn agbàlagbà méta àti òdòmodé méji wà ní òdò àwọn fún itọ́jú, wọn sì ní dáhùn (respond) sí itọ́jú ti wọn ní gbà lówó.

What incident is reported AND what are TWO results of the incident?

Any one of the following

- A (three story) building collapse.
- The collapse of a (three story) house.

And any one of the following

- People (have) died.
- Three people (and a ten-year old child) were killed.
- People are trapped.
- People have been / were pulled out of the rubble.
- People have been / were taken to the hospital.

This passage is a national news report about a collapse of a building in Surulele. It provides a detailed description of casualties from a building collapse. According to the report, some people died, some people were saved and sent to the hospital, and some people are still trapped under rubble. Any formulation that includes what event is reported and what are two of the outcomes of the event will be awarded credit.

What are victims of the incident doing to try to resolve their problem?

Any one of the following

- They are using cell phones to call (their family and friends) for help. // They are calling their family and friends to help (find) them / set them free.

The news report provides a description of results of the accident. According to the report, people who are still buried in the remains of the collapsed house are using their mobile devices to call their friends and family members to set them free. Any formulation that includes this information will be awarded credit.

Level 3

From the opinion section of a newspaper

Ó dájú pé èyin náà ti gbọ́ ti ìṣẹ̀lẹ̀ kan bá yí tó ṣẹ̀lẹ̀ ní Kàlàba, níbi tí onítaksí kan ti wa taksí tó sì fi kọ̀lú ẹ̀ronpílẹ̀nì tó ti ń múra láti fò. Ọ̀rọ̀ náà jọ bí ti ẹ̀ni tí orí ẹ̀ ti yí. Ó jọ ti aṣiwèrè, ṣùgbọ̀n bí èyàn bá rò ó dáadáa, yòò mò pé wèrè eléyí yàtò, nítorí oríṣíríṣi ni wèrè. Àkókọ̀ ni pé bó bá jẹ̀ wèrè gidi ni, kò lè wa mọ̀tò, ṣùgbọ̀n wèrè tó wa mọ̀tò, tó mò pé ẹ̀ronpílẹ̀nì loun fẹ̀ lẹ̀ fi mọ̀tò kọ̀lú, tó sì mò pé ijàmbá loun fẹ̀ fi dá silẹ̀, iyẹn kí í ṣe wèrè abugijẹ̀ o, wèrè apààyan ni.

Ní pápá ọ̀kọ̀ òfurufú Margaret Ekpo ni ìṣẹ̀lẹ̀ náà ti ṣẹ̀lẹ̀, tí ọ̀kùnrin kan tó ń wa ọ̀kọ̀ taksí gbé mọ̀tò náà, tó fi já géèti méjì kó tó dé ibi tí bàálù náà ti ń múra láti gbéra. Wọn ti sọ léti ọ̀kùnrin yí pé bí kiní kan bá ti lè kan ẹ̀ronpílẹ̀nì tó wà lóri iṣẹ̀, ó máa gbiná ni, iyẹn ló ṣe sọ mọ̀tò náà mò ọ̀. Ọ̀un náà fẹ̀ kú, ó sì fẹ̀ pa ọ̀pọ̀ èyàn. Ṣé ẹ̀ rí i pé oríṣíríṣi nńkan aburú ló ti kún Nàijíríà yí? Nítorí bí ẹ̀ronpílẹ̀nì yẹn bá ṣe bẹ̀ẹ̀ gbiná lóòótọ̀, ọ̀pọ̀ àwọn èrò tí wọn ríbi fò jáde yẹn kò ní lè lẹ̀, iná a jó wọn pa ni. Bẹ̀ẹ̀ ta la rí bá wí, bí kò ṣe àwọn sikíórítì, àwọn ọ̀lọ̀pàá àti àwọn akíndanidání tó jẹ̀ aṣọ̀ ijọba tí wọn ń wò, ọ̀nà láti fi rí owó gbà lẹ̀wọ̀ àwọn mẹ̀kúnńù ni wọn fi ń wá. Bí kò bá jẹ̀ bẹ̀ẹ̀, géèti méjì ọ̀tọ̀tọ̀ ni ọ̀kùnrin yí fi mọ̀tò taksí ẹ̀ wó lulẹ̀, àwọn ọ̀pònú sikíórítì tó wà níbẹ̀ sì ń wò ó títí tó fi sáré dé abẹ̀ ẹ̀ronpílẹ̀nì tó si sọ mọ̀tò ẹ̀ mò ọ̀. Àní Ọ̀lọ̀run nńkan ló ń dáàbò bo mẹ̀kúnńù ní Nàijíríà yí, a kò ní ijọba, a kò ní sikíórítì, oníranù pátápátá pọ̀ nínú wọn. Kí í ṣe ọ̀kùnrin tó fi mọ̀tò sọ lu bàálù ni wèrè, àwọn sikíórítì gan-an ni wèrè.

What mistaken belief about the suspect does the author identify?

Any one of the following

- He is (seen as) an (ordinary/typical) madman. // His motives are/ he is not recognized as murderous / He is not seen as a murderer.

This passage is from the opinion section in a newspaper. The author refers to the incident at the airport in Calabar. The taxi driver deliberately broke two protective gates before hitting the airplane with the passengers ready to take off. The author argues that the taxi driver was not just a mad man, as it might seem at first, but he was murderous mad man, since he knew

what fatalities will be caused by his action. Any formulation that includes the idea that the taxi driver is being asserted as an ordinary madman acting randomly will be awarded credit.

What are TWO opinions the author provides about the authorities working at the Margaret Ekpo Airport?

Any TWO of the following

- They/The (government) authorities / security men are the real madmen.
- They/The (government) authorities do not protect people of Nigeria.
- They/The (government) authorities / security men are incompetent / allowed this to happen.
- They/The (government) authorities / security men (are there to) extort money (from people) not (to) protect them.
- They/The government, the police, and the security men are to blame (for the incident).

The author provides a criticism of authorities who fail to prevent cases like this. He blames security people for missing/overlooking the real threat. He accuses the authorities of wearing government uniforms only to extort money from people but not to protect them. Any formulation that includes two of the views indicated by the author will be awarded credit.

12. Listening Comprehension Sample Passages

Note: Examinees will not see passage transcripts in an actual DLPT5 Listening test.

Level 1

A community announcement on the radio

Èyí ni láti pe gbogbo ọ̀dọ́ tí ó ti ju ọ̀mọ́ ọ̀dún méjìdínlógún lọ. È túbáyá túbàyà jade láti dìbò yan alága àdúgbò wa eyi tí ó n jẹ Akóbọ ní [Satidé] ọjọ kẹfa osù taa wà nínú rẹ yí. Ìdìbò náa yòò wáyé ní gbogbo ilé iwé alákoṣẹrẹ tó súnmo yín láti agogo mejọ àárọ́ tí tí di aago mẹta ọsán. Èmá pẹ dé o. Dídìbò n fún ni lágbára.

What is the purpose of this announcement?

Any one of the following

- To attract voters. // To get (young) people to vote.
- To inform (young) people about an election.

This passage is an announcement on the radio. In this message, the speaker encourages listeners to come to vote for the local community head. Any formulation that includes the idea of informing people about an election will be awarded credit.

What is one requirement mentioned in this announcement?

- Voters must be 18 years old or older.
- Voters should not be late / should be on time (to vote).

The speaker specifically appeals to all youths older than eighteen years of age to participate in an election. He also specifies the time of elections and asks not to be late. Any formulation that includes one requirement for participation in the elections will be credited.

Level 2

A radio news report about a local issue

Wọn ti ke si awọn awakọ lati ma   gbe epo-petirolu pamọ sinu ọkọ wọn nigbakuugba ti wọn ba fẹ rin irin-ajo, lona ati dena awọn ewu tó rọ mọ gbigbe epo sinu ọkọ. Ọga-agba Ajo Ẹşo Oju-popo, Ẹka ti Ipinle Ọyọ, Ọgbeni David Mende, ló gbà wọn ni imọran yii ninu atejade kan ti wọn fi sita nilu Ibadan. Ọgbeni David Mende sọ pe gege bi a   wà lasiko ogebe bayii, ooru le e mu iru ike ti wọn ba gbe epo si sinu ọkọ, ti ó si le fa ki iru epo be kó be, tó si le je ki ijamba ó se. Bakan naa ni Ọgbeni Mende wa je kó di mimọ pe eni yoowu t'owo ba te, pe ó n gbe epo pamọ sinu ọkọ re yoo foju w'ina ida ofin. Irohin niwonba lati Ile-işe Radio Amuludun FM 99.1, Moniya Ibadan, kò ni i ju bayii lo. Olajumoke Abdul-azeez ló mu u wa si etigbo yin. E ku Jimo o.

According to this news report, what are the authorities asking citizens NOT to do?

- (Not to) Keep gas/oil/petrol (containers) in their cars/vehicles.

This passage is a news report about the authorities call to drivers not to carry oil containers in their cars. Any formulation that includes the request of the authorities will be awarded credit.

According to David Mende, what are TWO things that would happen if people disobeyed the authorities?

Both of the following

- They/Offenders would/will be punished / fined.
- Their cars may catch on fire (as a result of keeping gasoline containers in their cars).

This announcement also includes two specific consequences for people who do not follow authorities' request. Any formulation that includes two consequences mentioned will be awarded credit.

Level 3

From a radio commentary about a social issue

Àjọ MEND fún ààrẹ ní gbèléke ojò díẹ, léyíí tí wọn pè ní ọ̀sẹ̀ ore-ọ̀fẹ̀. Wọn ní lásìkò yí, kó bèrẹ̀ ìjíròrò lórí ìṣàkóso ohun àmúṣọ̀rò àti àwọn ohun mìíràn t'ọ̀n kan agbègbè Niger-Delta. Ìléríléka tuntun yí wáyé nítorí ìjọba kùná láti mú gbogbo ilérí olókan-ò-jòkan tí wọn ẹ̀ fún wọn ẹ̀. Àwọn ilérí bíi ìpèsè ịṣẹ̀, ìmúnádóko ètò ẹ̀kọ̀, fífun ni lówó àti ìgbélárugẹ àwọn ohun amáyederùn.

Bí a bá wò ó wí pé ẹ̀gbẹ̀ wo gan-an ló ti mú ìfàsẹ̀yìn rílánlàn bá ọ̀rọ̀-ajé orílẹ̀-èdè yí lènu ọ̀dún díẹ̀, àjọ MEND ni yóò ẹ̀ ipò kííni torí ìgbesẹ̀ wọn ọ̀lọkan-ò-jòkan ti mú ọ̀pọ̀lọ̀pọ̀ ìpalára ríla bá àwọn ọ̀mọ̀ orílẹ̀-èdè yí. Kódà, kò ṣaláita bá àwọn ọ̀mọ̀ orílẹ̀-èdè mìíràn, nípa pípàniyàn tí wọn n pàniyàn àti jíjínigbé.

Bí ó bá jẹ̀ wí pé gbogbo àwọn ọ̀mọ̀ Nàìjíríà tí wọn n ṣá méré̀ pátápátá ló pinnu láti gbé ihámọ̀ra ijà wọ̀ kojú ìjọba àpapọ̀, kí àwọn náà sì bèrẹ̀ sí ní ba àgbékalẹ̀ gbogbo tó wà ní agbègbè wọn jẹ̀, sshh, bóyá la ò ní orílẹ̀-èdè kan tí a ọ̀ò máa pè ní Nàìjíríà lónìí mọ̀. Ìṣòro tó n kojú agbègbè Niger-Delta ti wà láti ojò pípẹ̀, kódà, ó lé ní àádọ̀ta ọ̀dún. Torí náà, wọn láti se sùúrù lórí gbogbo ohun tó dára tí wọn ẹ̀ ilérí rẹ̀ fún wọn. Àjọ MEND lásìkò yí gbọ̀dò ronú dáadáa, kón sì fún ààrẹ̀ tuntun láàyè láti gbájúmọ̀ àwọn ìṣòro pàtàkì t'ọ̀n n kojú orílẹ̀-èdè yí láti bí ọ̀dún díẹ̀ wá lójúna àti wá ojútùú sí ìṣòro ọ̀lọkan-ò-jòkan t'ọ̀n n kojú wọn. Ààrẹ̀ ní tirẹ̀ gbọ̀dò jókòò pèlú àwọn èniyàn rẹ̀, kó sì jẹ̀ kó yé wọn ohun tó ní lérò láti ẹ̀ fún wọn ní agbègbè náà.

What contrast does the speaker identify between MEND's objectives AND the effects of its actions?

- MEND wants improvements, yet it is destructive / its actions hurt the economy / the people. // It tries to change things / lobby/force the government to change (in the interest of the people), yet it is causing (the people) hardship.

This passage is about an activist group lobbying for the interests of people living in the Niger-Delta area. In this commentary, however, the speaker underlines that the tactics this group uses to achieve its goals are rather harmful for the economy and people. Any formulation that includes the fact that the actions do not conform to the claimed objectives of the MEND group of will be awarded credit.

What does the speaker imply about MEND through his reference to other marginalized groups?

Any one of the following

- MEND believes it is exceptional (when it is not). // MEND is reacting too strongly to its situation. // MEND is impulsive/irresponsible/egocentric/narrow-minded/ fails to see the bigger picture.
- The actions of MEND have been (most) destructive. / MEND's actions are condemnable.

The speaker gives more a specific characterization of MEND group while making reference to other marginalized groups of Nigeria. If other groups adapted MEND's tactics, it would have destroyed Nigeria. He mentions that the effects of their actions are kidnapping, killing of people, criminal behavior in general. Since the Niger-Delta problem have existed for more than fifty years, MEND group, according to the speaker, must be more patient and should think more globally. Any formulation that includes this idea will be awarded credit.

Appendix: Interagency Language Roundtable Language Skill Level Descriptions

Preface

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

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

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

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect. "Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is [sic] considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

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

Interagency Language Roundtable Language Skill Level Descriptions: Reading

R-0: Reading 0 (No Proficiency)

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all.

R-0+: 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 a 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. Unable to read connected prose

R-1: 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 simplicity. Texts may include descriptions of persons, places or things: and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. 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.

R-1+: 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 on topics in his/her 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 discourse, such as matching pronouns with referents. May have to read materials several times for understanding.

R-2: 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 with some misunderstandings straightforward, familiar, factual material, 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 which 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 material 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, which he/she 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. Is typically able to answer factual questions about authentic texts of the types described above. [

R-2+: Reading 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. 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 only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning.

R-3: Reading 3 (General Professional Proficiency)

Able to read within a normal 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 can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her 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 text 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.

R-3+: Reading 3+ (General Professional Proficiency, Plus)

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely 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 items.

R-4: 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/she 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, to 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' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional 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.

R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)

Nearly native ability to read and understand extremely difficult or abstract prose, 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, to 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.

R-5: 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 non-specialist 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. Accuracy of comprehension is equivalent to that of a well-educated native reader.

Interagency Language Roundtable Language Skill Level Descriptions: Listening

Listening 0 (No Proficiency)

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

Listening 0+ (Memorized Proficiency)

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length.

Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even such people as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.)

Listening 1 (Elementary Proficiency)

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

Listening 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances

or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.)

Listening 2 (Limited Working Proficiency)

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

Listening 2+ (Limited Working Proficiency, Plus)

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

Listening 3 (General Professional Proficiency)

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

Listening 3+ (General Professional Proficiency, Plus)

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

Listening 4 (Advanced Professional Proficiency)

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

Listening 4+ (Advanced Professional Proficiency, Plus)

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

Listening 5 (Functionally Native Proficiency)

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