

# Defense Language Institute Washington Office



## Student Handbook

January 2017

# TABLE OF CONTENTS

LIST OF ACRONYMS.....	4
DIRECTIONS TO THE DEFENSE LANGUAGE INSTITUTE WASHINGTON.....	5
MAP OF DLI-WASHINGTON .....	5
WELCOME LETTER.....	7
MISSION AND VISION STATEMENT.....	8
CHAPTER 1 -- STUDENT RESPONSIBILITIES AND OTHER GENERAL INFORMATION....	9
Upon Receipt of Orders.....	9
In-Processing.....	10
Dress and Appearance.....	10
Attendance and Accountability .....	10
National or Natural Emergencies .....	11
Leave & Passes.....	11
Training Schedule Changes.....	12
Public Transportation .....	12
Physical Training and Testing (Non-DAS only).....	13
Promotion/Advancement Testing.....	13
Security.....	13
Telephones .....	13
Tobacco Use.....	14
Out-processing .....	14
Complaints and Suggestions .....	14
CHAPTER 2 -- LANGUAGE TRAINING INFORMATION .....	15
Overall Policy.....	15
Course Objectives .....	15
Location of Training.....	16
Progress Reports.....	16
Language Materials .....	16
Out of Class Activities .....	16
Testing.....	17
End-of-Training Reports .....	18
THE FOREIGN SERVICE INSTITUTE OF THE DEPARTMENT OF STATE .....	19
Facility.....	19
Parking and Accessibility.....	19
Duty Hours and Leave.....	19
Orientation.....	19
Materials.....	19
Advanced Area Studies Program .....	19
Messages for Students.....	20
Testing.....	20

COMMERCIAL LANGUAGE SCHOOLS .....	21
Facilities .....	21
Parking and Accessibility .....	21
Daily Accountability .....	21
Training Accountability .....	21
Materials .....	22
Messages for Students .....	22
 CHAPTER 3 --GENERAL INFORMAITON FOR STUDENTS	23
Child Care .....	23
PCS Status .....	23
Housing .....	23
Legal Services .....	23
Medical .....	24
Shipment of Personal Property .....	24
Passports .....	24
 APPENDIX A --DLI BASIC COURSE FINAL LEARNING OBJECTIVES (FLOs).....	25
 APPENDIX B -- INTERAGENCY LANGUAGE ROUNDTABLE (ILR) SKILL LEVEL DESCRIPTIONS.....	26
 APPENDIX C -- DIRECTIONS TO MILITARY INSTALLATIONS.....	35
 DLI-W POLICY LETTERS.....	37

## **LIST OF ACRONYMS**

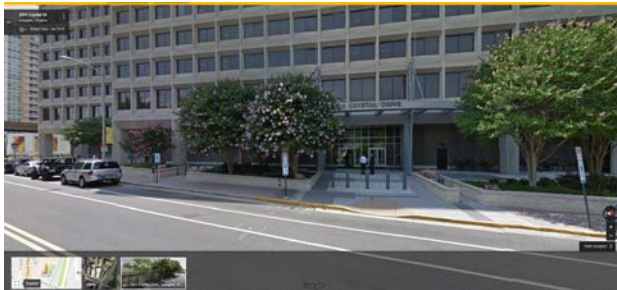
AER – Academic Evaluation Report  
ALC – Army Language Committee  
APFT – Army Physical Fitness Test  
BAH – Basic Allowance for Housing  
BAS – Basic Allowance for Subsistence  
CDC – Child Development Center  
CFLTP – Contract Foreign Language Training Program  
DAS – Defense Attaché System  
DFAS – Defense Finance and Accounting Service  
DFLP – Defense Foreign Language Program  
DIA – Defense Intelligence Agency  
DLAB – Defense Language Aptitude Battery  
DLIFLC – Defense Language Institute Foreign Language Center (Monterey, California)  
DLI-W – Defense Language Institute – Washington Office  
DLPT – Defense Language Proficiency Test  
DoD – Department of Defense  
EFMP – Exceptional Family Member Program  
FMMC – Fort Myer Military Community  
FSI – Foreign Service Institute  
ILR – Interagency Language Roundtable  
JBAB – Joint Base Anacostia/Bolling  
JBMHH -- Joint Base Myer/Henderson Hall  
JMAS – Joint Military Attaché School  
HQMC – Headquarters, Marine Corps  
HQUSA – Headquarters, United States Army  
LES – Leave and Earning Statement  
MDW – Military District Washington  
MLAT – Modern Language Aptitude Test  
NCR – National Capital Region  
NDW – Naval District of Washington  
OER – Officer Evaluation Report  
PCS – Permanent Change of Station  
PIM – Performance Information Memorandum  
POC – Point of Contact  
PT – Physical Training (Army)  
PRT – Physical Readiness Test  
PSD – Personnel Support Detachment  
PSG – Platoon Sergeant  
SSN – Social Security Number  
TAD – Temporary Assigned Duty  
TDY – Temporary Duty  
TEMADD – Temporary Additional Duty  
TRADOC – (US Army) Training and Doctrine Command  
TSC – TRICARE Service Center

# DIRECTIONS TO THE DEFENSE LANGUAGE INSTITUTE WASHINGTON

2530 Crystal Drive, Suite 1600, Arlington VA 2220

## \*Common access card is required to enter the building.

- Non-DOD requires escort from DLI Staff.
- DLI Front Desk: (703) 692-5478



## Directions:

### Metro:

Take the metro Blue or Yellow line to Crystal City Station. Walk west for 400 ft on 18<sup>th</sup> St. S., then turn right onto Crystal Drive for .3 miles and the building will be on the right side of the road.

### In the building:

Turn immediately right after entering, follow hallway slightly left at restrooms, proceed straight. Conference room will be on the right before you exit controlled area.

## Parking:

- Paid 2 hour maximum street parking is available along 26<sup>th</sup> St S.
- Paid hourly or daily parking is available underground garages along Crystal Drive.

## Crystal City Parking Website:

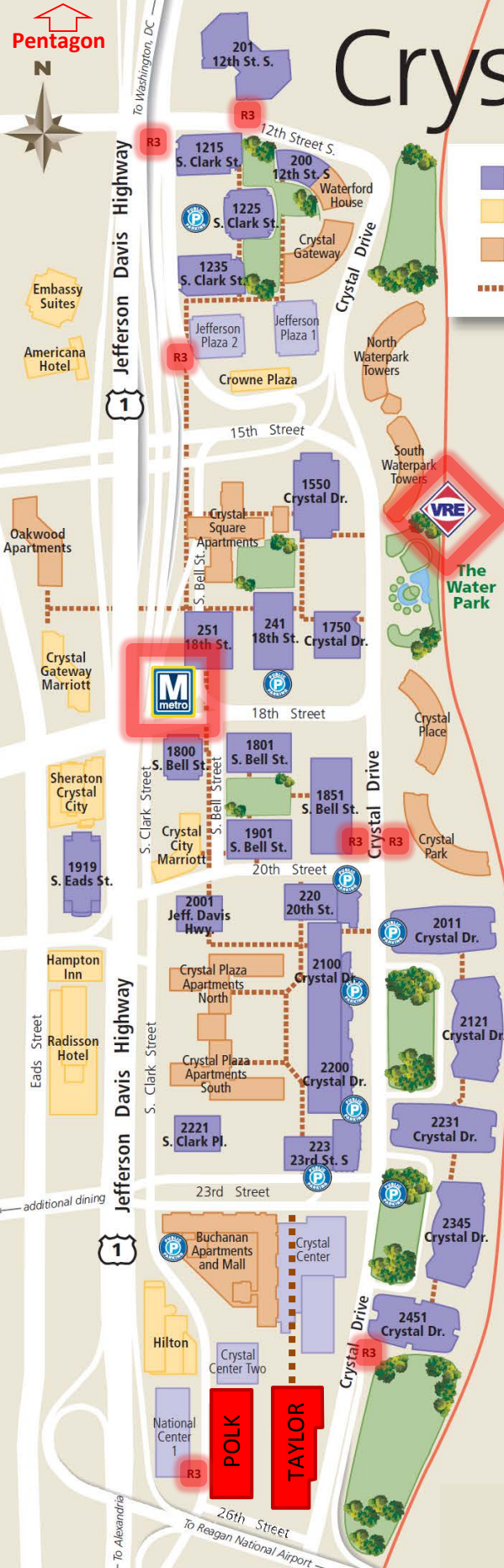
<http://www.crystalcity.org/accessible/car/parking/parking>

- PMI Parking: [www.pmi-parking.com](http://www.pmi-parking.com)
- Colonial Parking: [www.ecolonial.com](http://www.ecolonial.com)
- LAZ Parking: [www.lazparking.com](http://www.lazparking.com)
- Holiday Inn: [www.holidayinn.com](http://www.holidayinn.com)
- Park America: [www.parkamerica.net](http://www.parkamerica.net)

Pentagon

# Crystal City

## BUILDING DIRECTORY



- Office Buildings
- Hotel Accommodations
- Residential Building
- Interior Pedestrian Concourse

**Zachary Taylor Building**  
 2530 Crystal Drive  
 Arlington, VA 22202

**James Polk Building**  
 2521 South Clark Street  
 Arlington, VA 22202

### DIRECTIONS:

**From Maryland (Northwest of DC):**  
 Follow the Capital Beltway/I-495 South  
 Take the George Washington Memorial Pkwy toward Washington  
 Exit onto I-395 South toward Richmond  
 Take exit 9 toward Clerk St  
 Continue straight  
 Turn right at S Old Jefferson Davis Hwy

**From Maryland (Northeast of DC):**  
 Follow I-295 South towards Washington  
 Exit at New York Ave NE/US-50 W  
 Exit onto I-395 South toward Richmond  
 Take exit 9 toward Clerk St  
 Continue straight  
 Turn right at S Old Jefferson Davis Hwy

**From Virginia:**  
 Take 395 North towards Washington  
 Keep left at the fork, follow signs for Pentagon City  
 Merge onto Army Navy Dr  
 Turn left at S Eads St  
 Turn left at 12th St S  
 12th St S turns right and becomes Crystal Dr

### PUBLIC TRANSPORTATION OPTIONS:

**Metro - Train and Bus:**  
 The Crystal City Metro Station is located beneath 241 18th Street S. on the Yellow and Blue Lines. Plan your trip at [www.wmata.com](http://www.wmata.com)

**VRE:**  
 1503 South Crystal Drive, Arlington, Virginia 22202  
 Located adjacent to the Crystal City Water Park, Serviced by both the Manassas and Fredericksburg VRE lines, [www.vre.org](http://www.vre.org)

**DOD Shuttle (Route 3):**  
 Various Stops throughout Crystal City to the Pentagon  
[https://intranet.hqda.ds.army.mil/oaa/documents/downloads/DoD\\_Bus\\_Schedule.pdf](https://intranet.hqda.ds.army.mil/oaa/documents/downloads/DoD_Bus_Schedule.pdf)

**Bike Share:**  
 Several Locations [www.capitalbikeshare.com](http://www.capitalbikeshare.com)

### EATERIES WITHIN A BLOCK:

- Buffalo Wild Wings
- Legal Sea Foods
- California Tortilla
- Bar Louie
- Jimmy John's
- Subway
- The Perfect Pita
- Chili's
- Aroma Coffee
- Multiple Cafés/Delis
- Pizza Authentica

# Welcome Letter



**DEPARTMENT OF THE ARMY**  
Defense Language Institute-Washington Office  
2530 Crystal Drive, Suite 1600  
Arlington, VA 22202

ATFL-W

28 November 2016


Dear New Student,

Welcome to the Defense Language Institute – Washington (DLI-W). The purpose of this letter is to officially welcome you to the DLI-W Team and to lay out a few thoughts on your time here at DLI-W.

As a satellite campus of the Defense Language Institute Foreign Language Center (DLIFLC), which resides in Monterey, California, we are proud to offer you a first class language learning opportunity. Our mission at DLI-W is to provide culturally based language education that inspires confidence and professionalism in military linguists. At DLI-W we annually train over 700 students, primarily Officers and Senior Enlisted, in over 50 languages. Also, due to being located in the greater National Capital Region (NCR) there are tremendous opportunities to experience and interact with the cultures of the languages which you will learn. We do our best to incorporate aspects of the assorted ethnic communities found in the NCR into our training program. The bulk of our training takes place in several local language schools though we also utilize the Department of State's Foreign Service Institute (FSI) where/when student's training schedules and FSI start dates align.

Concerning your time here at DLI-W, I would like to offer a few thoughts. First, prepare to study. Language learning will likely be the most demanding academic endeavor that you will experience during your career. It is time and task intensive so come with a positive attitude and be prepared to work. Second, DLI-W is a unique training environment in that the large bulk of your training will take place in civilian school houses where you will be trained by non-government employees. What this means to you is that as a representative of the United States military you are to comport yourself with professionalism at all times. You have been given a tremendous opportunity and as such things go much is expected. Show up to class on time, prepared, and focused. Study hard and you will do well. Finally, I would like to encourage you to take the time to enjoy your family. Many of you will proceed from DLI-W to demanding assignments. The military does not often provide a purely academic opportunity so take the time to ensure your personal life is in order.

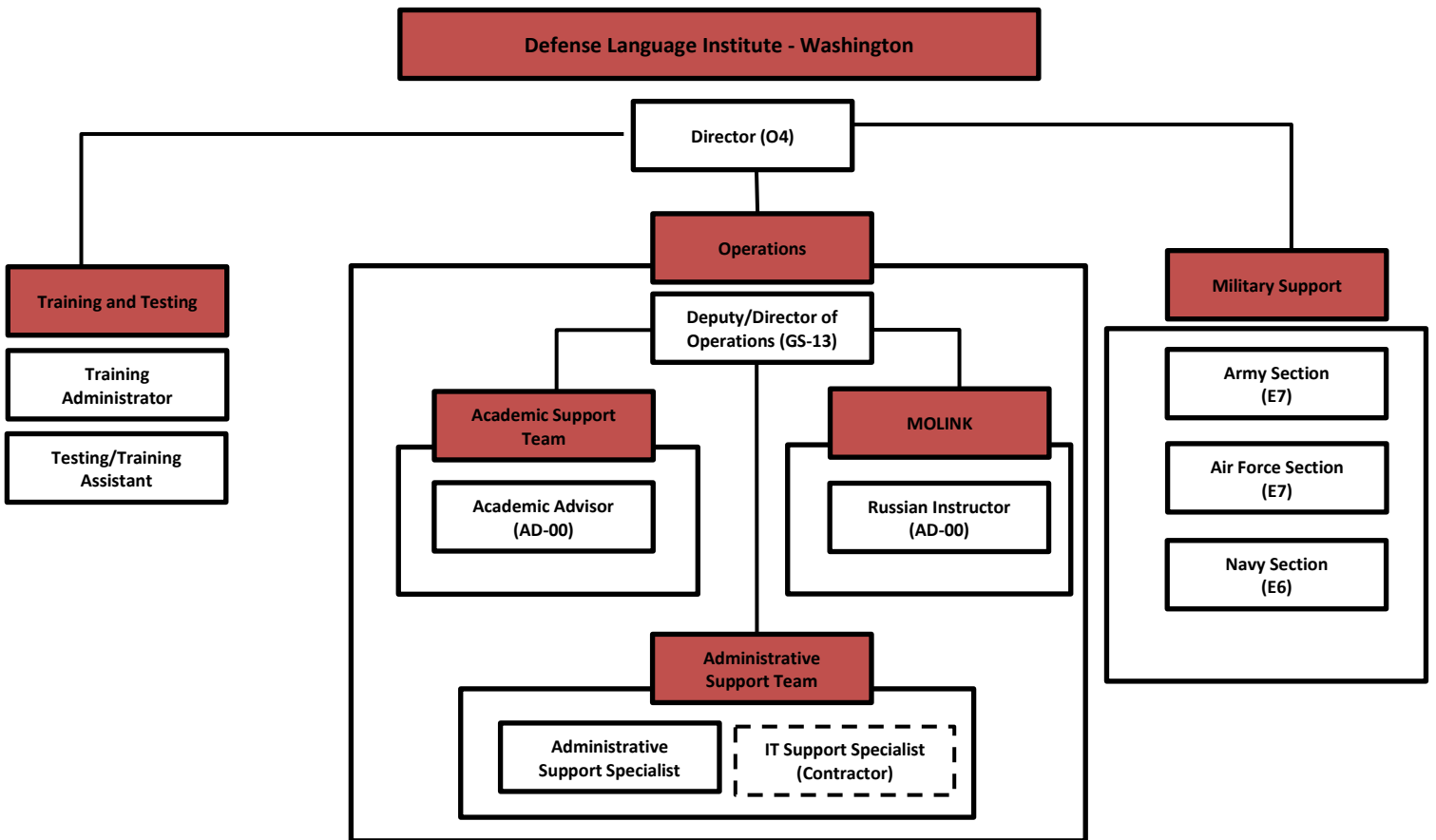
Again, welcome to DLI-W. From my team we wish you the best with your studies. Please don't hesitate to contact me with any concerns or questions while you are here. I can be reached at: 703-692-5478.

  
JONATHAN M. ADAMS  
MAJ, FA  
Director, DLI-Washington

# Mission

LI-Washington provides culturally based language education that inspires *confidence* and *professionalism* in military linguists.

# Organization





# CHAPTER 1

## CHECK-IN PROCESS (STUDENT RESPONSIBILITIES AND OTHER GENERAL INFORMATION)

Foreign Language Training at the DLI Washington Office is full-time resident instruction, the same as any other resident military course. Students are to have no other duties besides attending class, doing out-of-class preparation (e.g., homework, study), and physical training.

### Upon Receipt of Orders

Academic in-processing will be conducted at the DLI-Washington office for all students. Upon receipt of orders or training schedule, all students should contact DLI-Washington at (703) 692-5337.

1) If your language training is in preparation for a position with the DAS in the Defense Attaché Office (DAO) or Defense Liaison Office of an Embassy or Consulate (either as Attaché, Operations Coordinator, or Operations NCO), you are a DAS student. The DIA and associated service units handle all personnel and administrative actions for all service members training for positions with the Defense Attaché System (DAS).

2) If your language training is in preparation for any other type of position, even if you expect to be stationed in an Embassy or Consulate, you are not a DAS student.

### Arrival in DC (For all Non-DAS Students)

US Army students will be assigned to HHC, US Army Garrison, Joint Base Myer/Henderson Hall (JBMHH), VA 22211-5050, Building 417 (703) 696-3658/3650 (DSN 426).

<http://www.jbmhh.army.mil/WEB/JBMHH/Newcomers/Relocation.html>

During **normal duty hours**, Army personnel will in-process at HHC, USAG, JBMHH Building 417. You are required to be in satisfactory physical condition and meet height and weight standards in accordance with Army regulations upon arrival. A checklist along with the date and time for START RIGHT (post inprocessing) will be issued. START RIGHT is held in Building 230. Duty uniform for in-processing is the Army Combat Uniform (ACU).

If you arrive **after duty hours**, report to Building 417 (the MP desk), telephone # 703-696-6996. If you need temporary housing, you will be directed to the lodging office, telephone # 703-696-3576/77. If there are no rooms available at on-post lodging, the soldier will be provided a statement of non-availability in order to reside in an off-post hotel.

Single soldiers, E-5 and below, will stay in transient barracks if such space is available. E-6 and above, as well as all accompanied soldiers, will be authorized to reside off post.

### WHAT TO BRING TO START RIGHT:

1. 12 copies each of reassignment orders, Duty memorandum and amendments.
2. Signed DA Form 31 (leave form).
3. Copy of any travel advance, receipts and plane tickets.
4. DA Form 4187 for rations.
5. DD Form 788 (Termination/Assignment of quarters),
6. Driver's license, weight tickets, car registration and auto insurance, medical and dental records, and children's shot records if child care is needed. For more information, call 703-696-3510/0046 or DSN 426-3510/0046.

**US Navy:** DLI-Washington Office  
2530 Crystal Dr. Ste 1600  
Arlington, VA 22202  
(703) 692-5339

Navy personnel will in-process at the DLI-Washington office. TAD personnel are required to bring a copy of their orders; all others are required to bring a copy of orders and a current fitness report or evaluation.

For all Navy personnel reporting to DLI-Washington D.C. from overseas locations that are considering receipt of TLA en-route to DLI-Washington D.C., you must first request TLA at your current command. Once you detach your command and report to DLI-Washington you will not be allowed to have TLA processed upon checking into DLI-Washington for expenses that you incurred en-route. PSD Anacostia does not have the authority to process your TLA as you are still considered en-route to your next command.

**US Marine Corps:**  
HQ USMC  
Joint Base Myer/Henderson Hall (JBMHH)  
Building 29, Room 205  
(703) 614-7171 (DSN 224)

All incoming USMC students must report to the JBMHH Henderson Hall Consolidated Administrative Center, Building 29, during work hours to begin in-processing. Students arriving after normal working hours will report to the Officer of the Day in Building 25, Keith Hall Barracks upon arrival. The Officer of the Day's phone number is (703) 202-439-5941.

A "Welcome Aboard Orientation" is mandatory for personnel O-3 and below. Family members are welcome and civilian attire is recommended.

If you require personalized assistance prior to check-in, please call the CONAD Office during normal work hours (0730-1630) at (703) 614-7171, or DSN 224-7171.

DLI-Washington POC for incoming Marine Corps students for DLI can be reached at (703) 325-0857 (DSN 221).

**US Air Force:**  
DLI-Washington Office  
2530 Crystal Drive, Suite 1600  
Arlington VA, 2220  
(703) 692-5340 (DSN 222)

USAF students will in-process with the NCOIC of the DLI-Washington CSS. Bring the envelope you were provided when out-processing your last unit, as well as orders and any amendments, and a copy of your JPAS printout showing your current security clearance.

Students arriving after normal duty hours must contact the Joint Base Anacostia/Bolling (JBAB) Billeting Office, (202) 404-7050 if no accommodations are available you may find off base accommodations in the area that honor the Government Travel Rate.

## **Dress and Appearance**

Civilian attire is permitted but not required for language training; however, civilian clothing allowance is not authorized. While in civilian clothes, you must adhere to the grooming standards of your military service. Civilian attire does not require a jacket and tie but should be neat and presentable. T-shirts, baseball caps, shorts, or excessively worn, torn, or patched jeans will not be worn.

## **Attendance and Accountability**

While at DLI-Washington for foreign language training, your primary responsibility is your training. To obtain the maximum language proficiency in the time you have available for training, absences from class must be kept to a minimum. If you must be absent from class, you must inform the following prior to a scheduled appointment or as soon as possible

upon your return from absences involving emergencies or illness:

- Your language-training supervisor or school director.
- DLI Washington Office Service representative

Students who become ill and will miss class for more than one day must provide medical documentation to DLI-Washington to excuse their absences. Military members must utilize the health care system to receive proper authorization for missed class time for medical reasons. Documentation (e.g., Sick Call Slip) must be provided to DLI-Washington within 24 hrs of receiving doctor's orders to remain in quarters.

At in-processing, students will be asked to provide routine and emergency contact information. It is the student's responsibility to inform DLI Washington of any changes.

## National or Natural Emergencies

In the event of a national or natural emergency during the duty day, accountability will be established through contact with the training facilities. DLI Washington NCO's will contact schools and will initiate the Phone Tree Recall via the following:

- 1) NCO's will call/email students.
- 2) Students are required to return phone call or email from NCO's.
- 3) If required via NFAAS,

Accountability during off-duty hours will be established by calls to the routine and emergency contact numbers provided at in-processing. It is the student's responsibility to keep this information current. Students who are not available at those numbers should contact the DLI Washington Office at (703) 692-5338/1055 (office land lines) or (703) 400-6632 or (703) 371-5957 (office cells). DLI Washington policy directs you to remain

in place and follow guidance issued by the Office of Personnel Management through DLI and the respective schools. OPM guidance is provided by official announcements on radio (especially all-news stations such as 1500 AM or 103.5/107.7 FM), on TV, or on-line at:

[www.opm.gov/status/index.asp](http://www.opm.gov/status/index.asp)

If these announcements say that the Federal government is closed, or that only "essential" personnel need to report for duty, classes will not be held. If a "liberal or unscheduled leave" or "delayed arrival" policy is in effect, you will report to class on time. You should be guided only by announcements pertaining to Federal government employees. Closings announced for locations where your training facility is located or where you live, such as Fort Meade, or local jurisdictions such as the District of Columbia, Prince George's County, Alexandria, or Fairfax County, do not pertain to DLI students.

## Leave & Passes

Your primary responsibility is your language training. Class attendance is mandatory for all students. While all Federal holidays are observed as non-training days, ordinary leave is not authorized while in student status except during the winter holiday period, scheduled academic breaks, and in emergency situations. Therefore, we strongly encourage all students to schedule leave prior to beginning training. Eligibility for academic breaks will be identified during your in-processing at DLI Washington. Most students in courses lasting 27 weeks or more will be allowed one week of academic break during training. Depending on your class schedule and training facility, **this may be in addition to leave/break granted for the winter holiday period.** For reasons of safety and accountability, students traveling outside a 250 mile radius of the DLI Washington Office during non-duty days must have a completed pass/leave form approved by the DLI Washington Office (for non-DAS students). Leaves or passes for DAS students

must be coordinated and processed through DIA.

\*10 days Maternity Leave is authorized in accordance with DLI's Leave and Passes Policy memo.

## **Training Schedule Changes**

Sometimes, your Service or agency may change your training schedule during the course. Such changes may affect the scheduling and funding of your training, your objectives, and the scheduling of required end-of-training tests. Should you become aware of such a change, have your assignment officer or training officer notify DLI-Washington immediately.

## **Public Transportation**

All our commercial training facilities are accessible by Metrorail (subway). FSI is accessible by a combination of Metrorail and Metrobus.

## **Metro Transit Subsidy:**

Effective October 1, 2000, Executive Order 13150 "Federal Workforce Transportation in the NCR (National Capital Region)" allows qualified employees to participate in a transportation fringe benefit or metro subsidy program. Under this program, participating employees will receive, in addition to their current compensation, transit benefits in amounts equal to their personal commuting costs, not to exceed a specified monthly amount. Parking costs will not be used in establishing commuter costs. This benefit applies to both mass transit and qualified vanpool participants. You may find more information about this benefit at:

<http://www.whs.mil/MTBP/index.cfm>

Non-DAS students in PCS status will need to purchase a SMARTRIP card prior to receiving the NCR-Transit Subsidy. The application will be conducted upon in-processing at the DLI-Washington Office. DAS students may begin their application process during in-processing at DIA.

Please ensure you purchase a SmarTrip card and register at [www.wmata.com](http://www.wmata.com) prior to in-processing.

Once approved for the MTBP, the student will receive an email monthly to make a claim for the following month.

For riders of Metro Rail or SmarTrip enabled buses: Benefits will autoloading onto the SmarTrip card on first use at a Metro rail faregate or SmarTrip bus target.

For riders of vanpools, MARC, VRE, Dillion, Keller, Eyre, MARTZ, Quicks, Metro Access or AMTRAK: Submitting a claim will make benefits available to the SmarTrip card. It is the student's responsibility to create a passenger allocation with WMATA/Metro to move your benefits from the card to a 3rd party transit company. The allocation only needs to be set once. Any future claims submitted will continue to be directed from the card to the assigned 3rd party vendor. Allocations must be set in the month prior to the benefit delivery. Benefits cannot be moved from the card to a 3rd party company within a current month. Allocations for MARC, VRE, Dillion, Keller, and Eyre must be set up by the 15th of the month prior to benefit delivery. Instructions for creating an allocation and receiving tickets or passes can be found at:

<http://www.whs.mil/MTBP/allocate.cfm>

Please keep in mind it can take up to one month to process the MTB, depending upon the time you arrive to the NCR.

## Physical Training and Testing (Non-DAS only)

Maintaining your physical conditioning while assigned to language training can be a challenge, but the benefit gained from a balanced physical and academic training schedule is well proven. Students should develop a program that works.

**Army** personnel in a PCS status are required to take an APFT every six months. APFTs are held weekly. Coordinate with the Training NCO at JBMHH and your DLI PSG. Test uniform is the APFU.

**Air Force** personnel may be required to take a Physical Training Test while at DLI-Washington. Organized PT is available for Air Force personnel needing additional training. PT Tests will be conducted quarterly (or as needed) by the CSS NCOIC. PT uniform is mandatory.

**Navy** personnel are required to take the PFA semi-annually (May and November). Tests are administered by NIOC Maryland, located on Fort G. Meade. POC is Chief Koscianski at [jlkosci@nsa.gov](mailto:jlkosci@nsa.gov) or (410)854-3592.

- Physical Health Assessment (PHA) must be current prior to Body Composition Assessment (BCA).
- BCA failure constitute an overall PFA failure regardless of PRT results. Members who fail the BCA will be enrolled in the Fitness Enhancement Program (FEP).

**USMC** personnel are tested by HQ USMC, JBMHH. Tests are scheduled by the CONAD Office.

**USCG** personnel

The Coast Guard (CG) does not administer PT tests unless you are in a particular billet that requires it, e.g. Maritime Safety Response Team, Boarding Team Members, etc. For

those assigned to training or to "Admin" type billets there is no PT test and no service wide PT policy.

Semi-annual weigh-ins is conducted with CG headquarters every October and April.

USCG Base NCR  
2701 Martin Luther King Jr Ave SE  
Washington, DC 20593  
Administration Office (202) 372-4027

## Promotion/Advancement Testing

Non-DAS USN and USAF enlisted personnel eligible for promotion while in language training should notify their respective DLI Washington Service NCOs during in-processing.

## Security

Regardless of your training facility, you should be aware that at least some instructors and staff have not been vetted or "cleared" by any US Government entity, and some may not be U.S. citizens. We ask you to use your judgment and conduct yourself accordingly. While talking about yourself and your family is an integral part of proficiency development, there should be no need to discuss classified information, including operational details of past or future assignments, or handle classified documents in connection with your language training. While we generally do not have difficulties in this area, if circumstances warrant, contact the DLI Washington Office for guidance.

## Telephones

Cellular telephone and electronic call pager use is strictly prohibited during class time. These devices must be completely turned off while in class in order to prevent any disruption of language training. Use during break times within the schoolhouse is permitted.

## **Tobacco Use**

Use of any tobacco product is prohibited in the school buildings; however, individuals may use tobacco outside in school-designated areas during designated break times.

## **Out-processing**

Upon completing your language training, you must complete all testing requirements and return your completed end-of-training questionnaire to DLI-Washington. This feedback is in addition to what you will provide at your training facility. If you are a non-DAS student, you must provide our office with a copy of your reassignment orders and a forwarding address. If you are deploying overseas please ensure you have completed all required screening, including medical screening for EFMP and all proper vaccinations. Ensure your orders read correctly, passports and visas are obtained in advance, and any required security briefings have been completed.

## **Complaints and Suggestions**

Students are encouraged to resolve all classroom and training issues at the lowest level (i.e. the school). Please address concerns to the instructor, the language coordinator, and the director in that order. If there is a concern that is larger in scope or where mediation is required, bring it to the attention of DLI-Washington immediately.

Address all staff-related complaints or suggestions directly with the DLI-Washington staff. The Director and Deputy Director maintain a liberal open door policy. The DLIFLC, as well as respective Service Inspectors General, are also available to help students address issues, which cannot be

resolved through the chain of command. Points of contact are as follows:

DLIFLC Inspector General:  
 [\(831\) 242-6500 \(DSN 768\)](tel:(831)242-6500)

### Army students:

FMMC Inspector General  
103 3rd St., Bldg. 18  
Fort McNair, Washington DC 20319  
(202) 685-3321/3322

### Air Force students:

11<sup>th</sup> Wing Inspector General  
20 MacDill Blvd.  
Joint Base Anacostia-Bolling  
Washington DC 20032  
(240) 612-6351

OR  
Contact:

AFDW; (240) 612-6474  
SAF: (800) 538-8429  
DoD: (800) 424-9098

### Navy students:

Office of the Naval Inspector General  
Attn: Navy Hotline  
Building 172  
1254 Ninth Street, S.E.  
Washington Navy Yard DC 20374-5006  
1-800-522-3451  
[NAVIGHotlines@navy.mil](mailto:NAVIGHotlines@navy.mil)

### Marine Corps students:

Inspector General of the Marine Corps  
Headquarters U.S. Marine Corps

(703) 614-1348  
(703) 604-4526/4661

For issues that are not time-sensitive, students also have the opportunity to express opinions and concerns through periodic Director's Calls and end-of-course critiques.



## CHAPTER 2

### LANGUAGE TRAINING INFORMATION

#### Overall Policy

The primary consideration at DLI-Washington is always how to provide the most effective training for each student, given their unique circumstances. **Language training takes precedence over all other training while assigned to DLI-W.**

The training facility, and by extension the instructional team and training hours, are all decided by DLI-Washington on the basis of each student's background and objectives, as well as the past performance of the schools and the instructional programs they are offering.

Research has demonstrated that the single most important factor in developing proficiency in a foreign language is the actual time spent on task. This means that even more important than the number of weeks of training for which students are scheduled, is the total number of hours spent in training. Therefore, making the most of the training hours scheduled is critical. While absences are sometimes unavoidable, it is each student's responsibility to work around them and minimize their impact to the greatest extent possible. If training in a commercial school (as opposed to the State Department's Foreign Service Institute), it is the student's responsibility to arrange to make up missed hours within the scope of the contract.

Making the most of scheduled training time is particularly important if the instructional program is split into segments with absences of several weeks or months between segments. Language training is a process of cumulative skill-building, and continuity is essential. Those hard-won skills are lost all too quickly and easily during long absences.

#### Course Objectives

Proficiency objectives are stated in terms of the government-wide scale of ILR skill levels 0 (no functional proficiency) to 5 (proficiency equivalent to that of a well-educated, highly articulate native speaker). Appendix B contains the skill level descriptions for levels 0 through 3 in listening, reading, and speaking. The DLI-Washington standard course objective for a full-length basic course is level 2 proficiency in all tested skills.

DIA sets the proficiency requirements for DAS personnel, often at 3/3 for Attaché designees and either 2/2 or 3/3 for support personnel. However, prior proficiency or limits on training time often dictate adjustments.

For non-DAS students, in the absence of guidance from their sponsoring Service or Agency, DLI-Washington assigns level requirements appropriate to training time, prior proficiency, and training facility.

DLI-Washington's user agencies have also established a set of basic course final learning objectives (FLOs), which include the level 2 proficiency objectives as well as sub-skill objectives in listening, speaking, reading, and content areas. These objectives have been provided to all training facilities, and students should expect to see them reflected in the learning activities, which make up the course. Appendix A contains an abbreviated list of these FLOs.

The course objectives and testing requirements for each specific training situation will be provided during academic in-processing.

## **Location of Training**

Student will be assigned by DLI-Washington to one of six training facilities. The training facility, and by extension the instructional team and training hours, are all decided on the basis of student background and objectives, as well as the past performance of the school and the program it is offering, in order to provide the most effective training for each student. All training is expected to be conducted at these facilities; off-site training is not authorized on a continuing basis.

## **Progress Reports**

Commercial language schools submit progress reports to DLI-Washington once a month. These, together with regular attendance reports, are reviewed at DLI-Washington and, where warranted, shared with Services or Agencies.

FSI submits formal reports on student progress twice during the course. These reports inform DLI-Washington how well students are progressing toward the course objective and if a recommended curtailment or extension of training is needed to meet the desired objective. Recommendations are handled on a case-by-case basis.

## **Language Materials**

The training facility will provide all required training materials. If students have questions about the materials issued, they should take them up first with the instructor, language training supervisor, coordinator, or school director. These materials may take many forms (e.g., texts, tapes, handouts, and authentic documents); in some languages, there may be little or no printed or taped material available. In some cases, the school may choose to use DLIFLC-produced materials as the core of the course or as a supplement. Since the curriculum is the responsibility of the school, DLI-Washington will issue the DLI materials only upon the

school coordinator's request or concurrence. A bilingual dictionary is usually provided to beginners in the target language.

## **Out of Class Activities**

Field trips can enhance the classroom experience by providing realistic opportunities to use the language or see it used in real-life situations. The number and frequency of these activities may vary by class, teaching team, language and school as requirements, opportunities, and resources change.

Class leaders, in coordination with the school staff, are responsible for obtaining authorization for out of class activities by submitting a request with details of the activity, date, time, and attendees to the DLI-Washington office in writing, via e-mail or fax. Any field trip that brings students into contact with foreign nationals or includes visits to non-public places should be coordinated with either the DLI Washington Office or the student's parent agency.



## Testing

Who, when, what, and how: The DLI Washington Office is not a Service test site and maintains an authorized test facility for the purpose of measuring the effectiveness of its training. Therefore, we will determine the appropriate time to test based on when we will get the best read on the student's proficiency achievements.

Proficiency testing is based on course type and course length, as well as on language. The requirement for testing is waived only when the course length is very short or when the student has previous scores that are still current. Generally, if a student in initial acquisition training is scheduled for less than half the weeks of a normal basic course in his language, testing will not be required, although it is available upon the student's request. Similarly, refresher students normally need at least 12 weeks of training to test at end of training. Refresher students are also expected to have current DLPT scores upon arrival at training.

End-of-training proficiency testing will be scheduled by DLI-Washington, normally during the last week of language training, though this may be adjusted if training is scheduled in multiple segments. In most cases, this test is the web-delivered Defense Language Proficiency Test (DLPT). The skills and format of the test battery vary by language. Students will be advised of the details regarding their testing at the start of training, and this information will be updated if circumstances change as the course progresses.

It is each student's responsibility to keep himself available for testing during the established testing week. Any changes or conflicts must be brought to the attention of the DLI Washington Office for resolution well in advance of the end of training date. The speaking tests are carefully coordinated with testers outside of the DLI Washington Office. Therefore, it is imperative that students remain

flexible for this scheduling and advise DLI-Washington ASAP of changes in the training schedule, which would affect end-of-training and testing dates.

While the DLPT is the test of record in most languages, other lower-enrollment languages (such as Finnish, Malay, Punjabi, and Somali) have no DLPT. In these cases, testing will be arranged by DLI-Washington through other agencies.

Regardless of format or source of testing, the results will be forwarded to the appropriate Service and/or Agency personnel office for inclusion in personnel records.

The DLPT in most languages is a standardized, multiple-choice test of listening and reading comprehension. However, in some languages, the test requires the examinee to provide short written responses, instead of choosing from a set of possible answers. The DLPT is generally accompanied by an oral proficiency interview (OPI) to test your speaking proficiency. Most of the speaking tests are conducted telephonically with certified DLI testers at the Presidio of Monterey or through DLI-approved contract testers.

DLI is constantly updating and developing tests in new formats. Should there be changes in the type of test for a target language while a student is in training; the Training Administrator will notify the school so the student can be prepared. For many of the newer tests in more commonly-taught languages, DLI's website ([www.dliflc.edu](http://www.dliflc.edu)) provides useful information. DLI personnel also are available to provide information on test formats, procedures, and strategies to individual or groups of students and to school staffs.

For all questions related to test scheduling only call 703-692-5415.

Preparing for the test: The best way to prepare for proficiency testing is to use the language as

much as possible during your training. Take every opportunity to speak it, listen to it, read it, and write it – use all your senses! Reading and hearing many different kinds of materials, particularly authentic materials made by and for native speakers of the language, is the best way to improve these skills. Exposure to a wide variety of speakers also broadens the ability to adapt to those who may not speak exactly as your teacher does.

Listening can be participatory or non-participatory. You need both. Participatory listening involves real-time communication with another speaker. The Oral Proficiency Interview requires you to use participatory listening skills. Non-participatory listening entails listening to broadcasts or overheard conversations. The DLPT measures your ability in non-participatory listening skills.

Speaking, like reading and listening, is also a skill. The best way to learn to speak is--by speaking! Deliberately seek out as many opportunities as possible to speak the target language—not only to fellow students and to other instructors, but also to people in the community who may speak the language (but be careful to observe normal security precautions). Don't afraid to make mistakes, let yourself be corrected and learn from what you hear, as well as from the mistakes you make while speaking.

Finally, perhaps one of the most crucial elements in preparing for success on the DLPT is sleep. There is no way to cram for the DLPT. A tired mind has trouble accessing even what it does know. Coming to the test well rested is the best way to assure a calm

emotional state and a mind in top operating condition.

## **End-of-Training Reports**

At the conclusion of training, DLI generally prepares two reports for students' personnel records: DA Form 330, Language Proficiency Questionnaire, which reports test scores; and an academic evaluation report, which varies in format depending on Service or Agency. Non-DAS students must ensure that DLI has all addresses necessary for disposition of these reports prior to their departure. For DAS students, the DLI Washington Office provides input to the overall training report prepared by the parent agency.

All non-DAS Army students scheduled for eight weeks or more of training (except those in pay grades E-4 and below at end of training) receive a DA Form 1059, Academic Evaluation Report.

The DLI-Washington Office Navy Liaison prepares fitness reports and evaluations for non-DAS Navy and Marine Corps personnel. USMC students are responsible for ensuring that required administrative data (Section A of the fitness report) is created in MOL, once created inform the Navy NCO for further directions.

Non-DAS USAF officers completing at least eight weeks of training receive an AF Form 475, Education/Training Report.

# THE FOREIGN SERVICE INSTITUTE OF THE DEPARTMENT OF STATE

## Facility

4000 Arlington Boulevard  
Arlington, VA  
(703) 302-7143/4

The Foreign Service Institute (FSI) of the Department of State provides training, including language training, for the foreign affairs agencies of the U.S. Government. FSI is located at the George P. Shultz National Foreign Affairs Training Center, 4000 Arlington Boulevard (Route 50) Arlington, VA. The main entrance is on Route 50; a supplementary entrance/exit, used primarily for afternoon exits and high-volume entry days, is on South George Mason Drive.

## Parking and Accessibility

Parking at FSI is available at a nominal cost. The site is also served by Metrobus routes 22 (connecting with Metrorail at the Ballston and Pentagon stations) and 4 (connecting with Metrorail at the Rosslyn and Court House stations).

## Duty Hours and Leave

Classes at FSI are conducted from Monday through Friday. Class hours vary by language and class size. While some classes meet between 0900 and 1600 hours with a lunch hour, others meet only for a single block of hours in the morning or afternoon. Many languages also include an hour of lab or prep time in the class day. Single student classes generally meet for four contact hours daily, while group classes meet for five contact hours. Students are not allowed to change their class schedule.

In addition to the Federal holidays, FSI provides opportunities for a week or more of leave at the winter holidays. These dates will be announced at the beginning of the course. Normally, no other leave is permitted. On alternate Wednesdays, time is allotted for administrative activities.

## Orientation

An orientation is normally held on the first scheduled day of class. Report to the Visitors Center entrance at the National Foreign Affairs Training Center, leaving about 30-60 minutes for admittance to the complex, issue of building passes, and walk to the orientation site.

FSI offers a Learning Consultation Service, which provides support and guidance to you during the language-learning process. We strongly encourage you to take advantage of the services of this unit, particularly if you are not an experienced language learner.

## Materials

FSI provides you with all required training materials. These are likely to include texts, audio support, access to computer-assisted learning and authentic materials.

## Advanced Area Studies Program

The Advanced Area Studies program is a **mandatory**, integral part of all full-time language courses, which are given at FSI, except for familiarization (FAST) courses. These country or sub-regional seminars are generally conducted one half-day per week and cover political, economic, socio-cultural, and foreign policy topics. The requirements for

outside reading, research, and presentations will be outlined in the syllabus provided at the seminar's first session.

## **Messages for Students**

Messages and mail may be picked up from the alphabetized pigeonholes outside the Registrar's Office. Check daily for messages and mail, particularly during the last few weeks of training when end-of-course materials (e.g., critiques, test notices, etc.) are distributed for your action. Additionally, you will be provided with an FSI email account.

Callers needing to reach you at FSI should be advised to call the Registrar's Office at (703) 302-7143/44. A message will be placed in your box for you to pick up. In case of an emergency requiring you to be brought out of class, the caller should reach you through either the Registrar's Office or your

department in the FSI School of Language Studies; please check with your language training supervisor or section/ department secretary to obtain the correct message phone numbers.

## **Testing**

DLI and FSI use different instruments for both aptitude and proficiency testing. You should have been required to take the DLAB as a prerequisite to nomination and approval for your proposed assignment. As part of its Learning Consultation Service, FSI may also request that you take the MLAT, as well as other instruments designed to enable staff to guide your training effectively.

In addition to the DLPT, where one exists, you will normally also be administered the FSI proficiency test at the end of training.

## COMMERCIAL LANGUAGE SCHOOLS

### Facilities

DLI-Washington arranges training at various commercial language schools in Washington, DC, and the surrounding area. This training is scheduled and monitored by the DLI Washington Office and differs somewhat from language training provided at FSI or at DLI, Presidio of Monterey. DLI-Washington currently uses six commercial language schools:

#### **Dictyon Language Services**

1010 North Glebe Road, Suite 400  
Arlington, VA 22201-5794  
(703) 875-7630  
Nearest Metrorail station: Ballston

#### **Diplomatic Language Services, LLC (DLS)**

1901 N. Fort Myer Dr, Suite 600  
Arlington, VA 22209-1604  
(703) 243-4855  
Nearest Metrorail station: Rosslyn

#### **ICA Language Services (ICA)**

1501 Wilson Blvd #1200  
Arlington, VA 22209-1728  
(703) 527-8666  
Nearest Metrorail station: Rosslyn

#### **International Center for Lang Studies (ICLS)**

1133 15<sup>th</sup> Street NW, Suite 600  
Washington, DC 20005-2710  
(202) 639-8800  
Nearest Metrorail stations:  
McPherson Square, Farragut North

#### **Washington Language Center (WLC)**

1600 Wilson Blvd #1030  
Arlington, VA 22209-2510  
(703) 243-7858  
Nearest Metrorail station: Rosslyn

### Parking and Accessibility

Parking in northern Virginia and downtown Washington, DC can be difficult to find and quite expensive. All the above facilities are accessible by Metro and we recommend you

use public transportation. (See page 12 for information on MTBP.)

### Daily Accountability

Schools are required to report daily attendance to DLI Washington. Each school will determine its internal procedures to ensure accountability and all students **must** comply with their school's procedures. Schools will report non-compliance to DLI Washington.

### Training Accountability

During your academic in-processing, you will be provided information instructing you where and when to report for training. Full-time individual training is generally scheduled for a four-hour period, five days per week, while group training is scheduled for five or six contact hours per day. Students are not authorized to change the scope of training arranged with regard to dates, number of hours, or days without the approval of the DLI-Washington office.

Under the terms of the language training contracts, DLI pays the commercial schools by the hour and must pay for each scheduled 50-minute "hour" of training unless you advise the contractor at least 24 hours in advance of a canceled training session. Hours missed without such timely cancellation cannot be made up.

You must keep both DLI Washington and your language school informed of any known

appointments you may have. Advance notification is very important to ensure, as far as possible, that DLI-Washington is billed only for training you actually receive. In the event that an emergency does not permit 24 hours advance notification, you must provide a courtesy call as soon as possible to the contractor and DLI-Washington advising of the need to cancel. Please make every effort to make up hours that you missed due to a timely cancellation.

DLI-Washington also pays a penalty for early termination of a training program. While such a change may be initiated by your Service or agency and is beyond your control, you should be aware of its impact and have your agency or service advise DLI of the termination and the justification for it as early as possible.

To ensure the government only pays for actual hours of training, you will be required to certify these hours at least monthly. Your contract school will ask you to verify the number of hours of training provided during the month. You must ensure that hours of training, as well as late or timely cancellations, are correctly documented. You must also ensure that the materials issued to you during the month are accurately documented. Most students find it useful to keep track of their hours on a personal calendar or notebook.

## **Materials**

Your commercial language school will provide you with all necessary training materials to include dictionaries. These may be commercial materials, DLI or FSI texts and tapes, or authentic materials from the country or area where the language is spoken. At no time should the school direct or instruct you to purchase your own materials, although some references may be helpful to procure at your option and expense.

## **Messages for Students**

Incoming messages for students may be received at the individual training facilities (see facilities for telephone numbers). Student messages received or originated at DLI-Washington are passed to the appropriate commercial language school by phone. Please be sure to find out, at the beginning of your training, where mail and messages are to be picked up and to check for messages and mail daily, particularly during the last few weeks of training when end-of-course materials are distributed for your action. It is your responsibility to check distribution and bulletin board areas daily. This is a primary means of official business notification (e.g. test notices, critiques, official visits, finance and leave documents).

## CHAPTER 3 GENERAL INFORMATION FOR STUDENTS

### Child Care

JBMHH CDC  
(703) 696-4942/0313; DSN 426

JBAB CDC I  
(202) 767-2890; DSN 297-2890  
JBAB CDC II (202) 404-8070  
JBAB CDC III (202) 433-0771

### PCS Status

Students on PCS status must ensure they in-process their gaining command, start their local BAH for off post housing, and settle their recent move to include transportation.

The JBAB Finance Office, through the DLI-Washington CSS Office, will service Air Force personnel. JBMHH Finance Office through HQUSAG will service Army personnel. Navy personnel will receive finance support through PSD Anacostia. Marine Corps personnel will receive finance support through HQ USMC, JBMHH, Arlington, VA.

There are limited mess facilities available. This and the diversity of class schedules and travel distances require all students regardless of living arrangements to be on separate rations.

### Housing

On-post housing for military families is available, though limited. Family quarters are authorized for all military personnel in all grades. Interested families should bring a copy of the sponsor's PCS orders, complete an application and be placed on a waiting list. This can also be done in advance from your losing unit -- call the gaining unit's housing office (see below) for procedures.

Off-post housing (for rent or purchase) is available in the area for families and unaccompanied service members. All service members requiring off-post housing must process through the Housing Referral Office before entering into a lease, rental or purchase agreement.

Single enlisted personnel must receive authorization from their unit commander to reside off post. This authorization will depend mainly on the individual's pay grade and space availability.

Here is a list of Housing Offices in the area:

Fort Belvoir Welcome Center  
(703) 454-9700/ (703) 805-4590

JBAB Housing Office  
(202) 433-0346  
<http://www.cnmc.navy.mil/JBAB/WarfighterAndFamilyReadiness/HousingAndLodging/index.htm>

Fort Myer Housing Office  
(703) 696-9611  
<http://www.jbmhh.army.mil/WEB/JBMHH/Directories/housing.html>

### Legal Services

Free legal counseling and document preparation are available by appointment to active duty and retired service members and their families. Legal subjects covered include most types of military administrative matters and civilian issues such as wills, divorce, child support, child custody, car contracts.

Legal services offices are located at the following installations:

JBMHH  
(703) 696-0761

Pentagon (multi-service)  
(703) 693-0110  
Room 1D736

JBAB  
(202) 767-5297

Fort Belvoir  
(703) 805-2856

## Medical

There are several Military Treatment Facilities (MTFs) in the National Capital Region where you can use your TRICARE benefits (covered under TRICARE North region). If you have questions about the TRICARE program or need assistance, you may visit your local TRICARE Service Center (TSC). The following link will help you find the closest TSC and MTF:

TRICARE NORTH:

1-877-TRICARE (1-877-874-2273) or  
[www.tricare.mil](http://www.tricare.mil)

Dental care is provided to military personnel at these locations:

JBMHH  
Rader Clinic  
(703) 696-3460

Pentagon  
Pentagon Tri-Service Dental Clinic  
(703) 692-8700/1

JBAB  
Dental Clinic

(202) 767-5536 (option 2)

Arlington Annex Clinic (3rd Wing)  
Medical (703) 614-2726/7  
Dental (703) 614-1229

Fort Meade  
EPES Dental Clinic  
(301) 677-6078/6983

Fort Belvoir Logan Dental Clinic:  
(571) 231-6004

## Shipment of Personal Property

Transportation information for the National Capital Region is located at Fort Belvoir, VA, at the Joint Personal Property Shipping Office, Washington DC Area (JPPSOWA)

Please contact (703) 806-4900.  
<http://www.belvoir.army.mil/jppsowa/>

## Passports

Official passports may be applied for through the Passport Office at:

Logistics Support Center, Bldg 1458  
DoD Passport Office  
9301 Chapek Road  
Fort Belvoir, VA 22060  
(703) 806-0819  
Hours: 0800 – 1500

PSD-Washington DC Anacostia  
Naval Station,  
235 Wick Dr. SW  
NAVPTO Washington DC  
202 433 6950 (O)  
jerome.adams@navy.mil



## **APPENDIX A**

### **DLI BASIC COURSE FINAL LEARNING OBJECTIVES (FLOs)**

#### **Proficiency Objectives**

Listening:	ILR Level 2
Reading:	ILR Level 2
Speaking:	ILR Level 2
Writing:	ILR Level 1+

#### **Sub-Skill Objectives**

Speaking:	Bio data interview Problem solving (negotiate, determine, explain, resolve)
Interpreting:	Translate, at least in summary, English and target-language interchanges
Listening:	Produce an English summary of a conversation Produce an English summary of a news broadcast Answer content questions about a conversation Answer content questions about a news broadcast
Transcribing:	Transcribe text in native script Transcribe (single pass) decontextualized numbers Transcribe (single pass) numbers in context
Reading:	Summarize a written target-language text in clear, idiomatic English Answer content questions about a written target-language text Read reasonably legible native handwriting
Translating:	Translate a target-language text into idiomatic English Translate transcripts Translate an English text into the target language

#### **Content Objectives**

Military and security  
Economic and political  
Scientific and technological  
Cultural and social  
Geography (physical, political, economic)

## **APPENDIX B**

### **INTERAGENCY LANGUAGE ROUNDTABLE (ILR)**

### **SKILL LEVEL DESCRIPTIONS**

The following excerpt from the official descriptions covers the skills of speaking, listening, and reading, up to and including level 3 (general professional proficiency). The full scale includes levels 4 (Advanced Professional) and 5 (Functionally Native) proficiency.

#### **Section I - Speaking**

##### **Preface**

- a. The following proficiency level descriptions characterize spoken language use. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.
- b. 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.
- c. 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.
- d. Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.
- e. "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 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.

#### **Level 0 (No proficiency)**

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability.

#### **Level 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 formulae. Attempts at creating speech are usually unsuccessful. The

individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functors (linking words, markers, and the like) are omitted, confused, or distorted. An individual can usually differentiate most significant sounds when produced in isolation, but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with people used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty.

### **Level 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/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 individual is unable to produce continuous discourse except with rehearsed material. 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; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information. He/she 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/she 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.

### **Level 1+ (Elementary proficiency, plus)**

Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she 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. 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.

### **Level 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 with 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. While these interactions will vary widely from individual to individual, 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 non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness. 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.

### **Level 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/her 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 in some way inappropriate, if not strictly incorrect. 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/she 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 not cohesive.

### **Level 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/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation 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 idiom 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. 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 answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, 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.

## **Section II - Listening**

### **Preface**

- a. The following proficiency level descriptions characterize comprehension of the spoken language. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.
- b. 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.
- c. 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.
- d. Unless otherwise specified, the term "native listener" refers to native speakers and listeners of a standard dialect.
- e. "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 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.

### **Level 0 (No proficiency)**

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication.

### **Level 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.

### **Level 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.

### **Level 1+ (Elementary proficiency, plus)**

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding into a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding 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.

## **Level 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.

## **Level 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.

## **Level 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.

## **Section III - Reading**

### **Preface**

- a. The following proficiency level descriptions characterize comprehension of the written language. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base level's" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

- b. 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.
- c. 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.
- d. Unless otherwise specified, the term "native reader" refers to native readers of a standard dialect.
- e. "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 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.
- f. 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.
- g. 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.
- h. Other useful operations can be performed on written texts that do not require the ability to "read," as defined above. Examples of such tasks which people of a given skill level may reasonably be expected to perform are provided, when appropriate, in the descriptions.

**Level 0 (No proficiency)**

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

**Level 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.

**Level 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 simple narratives of routine behavior; highly predictable



descriptions of people, 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.

### **Level 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.

### **Level 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. He/she is typically able to answer factual questions about authentic texts of the types described above.

### **Level 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 that could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning.

### **Level 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 writer's 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.

## APPENDIX C

### DIRECTIONS TO MILITARY INSTALLATIONS

#### DIRECTIONS TO JOINT BASE ANACOSTIA-BOLLING/

Joint Base Anacostia-Bolling (JBAB) is within the Washington, DC city limits, located along the Potomac River. It can be accessed by I-295, exit 1 (Visitor's Gate). North of Washington, DC, I-295 turns into Baltimore-Washington Parkway (BW Pkwy). I-295/BW Pkwy connects to I-495 (Capital Beltway), I-395, and I-95.

There South Gate, also known as the Visitors' Gate. If you arrive in a vehicle without base registration stickers, you need to enter through the Visitors' gate with your military identification card, driver's license, and proof of insurance. This gate is also the only access for visitors without ID cards or stickers. The Main Gate can be used at all other times.

<http://www.cnmc.navy.mil/JBAB/InstallationGuide/VisitorInformation/index.htm>

<http://www.cnmc.navy.mil/JBAB/InstallationGuide/GettingHere/index.htm>

#### DIRECTIONS TO JOINT BASE MYER/HENDERSON HALL

Fort Myer, Virginia, is located across the Potomac River from Washington, D.C., adjacent to Arlington National Cemetery. Fort Myer has three gates:

- 1) Hatfield Gate on Washington Blvd. at South 2nd Street -- Main gate, open at all times
- 2) Wright Gate on Marshall Dr. at Meade St. just off Rte 110 -- from 5 a.m. to 11 p.m. seven days a week
- 3) Henry Gate on Arlington Blvd. (U.S. Rt. 50) at North Pershing Dr. -- For Outbound Vehicular Traffic and Pedestrian Traffic, open Monday-Friday, 6 a.m. to 8 a.m. and 4 p.m. to 6 p.m.

**From the south on interstate 95:** Inside the Capital Beltway, I-95 becomes I-395. Proceed north toward Washington. Take Exit 8A (7 miles inside the Beltway), marked "Washington Blvd., Route 27." Bear left on the ramp, following the signs. Exit Washington Blvd. to the right at the exit marked "Fort Myer Only."

**From the west on interstate 66:** Proceed on I-66 inside the Capital Beltway. Take exit 26 (7 miles inside the Beltway) marked "Route 110 South, Pentagon, Alexandria." Pass the Iwo Jima Memorial on your right, then immediately turn right onto Marshall Drive and continue 3/4 miles to Fort Myer gate.

**From the north on the capital beltway (I-495):** Immediately after crossing the American Legion Bridge into Virginia, exit to the right onto the George Washington Memorial Parkway, toward Washington, Exit 43-44. Merge onto the Parkway, then take exit toward US-50. Merge onto Arlington

Blvd/US-50. Proceed west in the right lane to a ramp for Ft. Myer Drive/Meade Street. Make a left turn, pass by the Iwo Jima Memorial on your left, proceed to the stop sign and turn right into Ft. Myer.

**From DC:** Take I-395 out of the city and into Virginia. Pass the Pentagon and take Exit 8A for Washington Blvd. Proceed on Washington Blvd and take exit marked "Fort Myer Only" on the right.

<http://www.jbmhh.army.mil/WEB/JBMHH/JBMHH%20Maps%20&%20Directions/JBMHHMapsDirections.html>

#### DIRECTIONS TO HENDERSON HALL, HQ, USMC

From Columbia Pike (VA-244) exit at South Orme St (Sheraton National Hotel on corner). Proceed west to dead end; turn left to main gate or right to second gate.

From Washington Blvd (VA-27) exit to Columbia Pike; right to first traffic light onto Southgate Rd; straight ahead to gates. Gate is across Southgate Rd from the Navy Annex.

#### DIRECTIONS TO FT MEADE, MARYLAND

From Washington D.C.: Take Interstate 95 or 295 N toward Baltimore to MD State Route 175 E. Follow 175 E until it turns into Annapolis Road. Follow the signs to the Reece Road main gate. Be prepared to present identification, vehicle registration and proof of insurance at the gate.

From Baltimore: Take Interstate 95 or 295 S toward Washington, D.C. to MD State Route 175 E. Follow 175 E until it turns into Annapolis Road. Follow the signs to the Reece Road main gate. Be prepared to present identification, vehicle registration and proof of insurance at the gate.

From Annapolis: Take US 50/301 W to Interstate 97 N toward Baltimore. Take MD State Route 32 W toward Odenton/Fort Meade. Take MD State Route 175 W, Annapolis Road. Follow the signs to the Reece Road main gate. Be prepared to present identification, vehicle registration and proof of insurance at the gate.



REPLY TO  
ATTENTION OF:

**DEFENSE LANGUAGE INSTITUTE  
WASHINGTON OFFICE**

2530 Crystal Drive, Suite 1600  
Arlington, VA 22202

ATFL-W

21 November 2016

MEMORANDUM FOR DLI-W Staff

SUBJECT: Policy Memorandum on Equal Employment Opportunity (EEO)

1. Reference: Army Regulation 600-20 (Army Command Policy), dated 18 March 2008.
2. Purpose: To set forth guidance for Equal Employment Opportunity.
3. Applicability: All military and civilian staff, and students assigned or attached to the Defense Language Institute, Washington office (DLI-W).
4. It is the policy of the Department of the Army and the Defense Language Institute, to provide equal opportunity in employment for all qualified persons, without regard to race, religion, color, sex, national origin, age, handicap, or sexual orientation to promote the full realization of equal employment opportunity through an affirmative and continuing program.
5. The Defense Language Institute, Washington Office clearly abides by the same policy and will continue to aggressively support the Army's EEO policy.
6. POC is the undersigned at (703) 692-5336.

  
JONATHAN M. ADAMS  
MAJ, USA  
Director



REPLY TO  
ATTENTION OF:

**DEFENSE LANGUAGE INSTITUTE  
WASHINGTON OFFICE**

2530 Crystal Drive, Suite 1600  
Arlington, VA 22202

ATFL-W

21 November 2016

MEMORANDUM FOR All DLI-W Students

SUBJECT: Student Responsibilities in the Event of a National or Natural Emergency

1. In the event of a national or natural emergency your accountability and safety are our primary mission.
2. Accountability. We will gain accountability through our links to your schools if during the duty day; and by phone calls to your homes, cellular phones or emergency contact numbers otherwise. If you are not at school or at home, you must contact DLI-W at: (703) 692-5478 (Office Number), (703) 692-5338/(703) 400-0632 (Army NCO), (703) 692-5339/(703) 692-5957 (Navy NCO), or (703) 692-5340/(703) 901-6132 (Air Force NCO) immediately.
3. Safety. Our emergency plan directs you to remain in place and to follow guidance issued by the Office of Personnel Management through this office and your respective schools. If you are at home, you should be guided only by announcements pertaining to federal government employees in the media or at <http://www.opm.gov>. In all cases, we rely on you to use your best judgment to keep yourselves and your families safe.
4. POC is the undersigned at (703) 692-5336.

A handwritten signature in black ink, appearing to read "Jonathan Adams".

JONATHAN ADAMS,  
MAJ, USA  
Director, DLI-W



REPLY TO  
ATTENTION OF:

**DEFENSE LANGUAGE INSTITUTE  
WASHINGTON OFFICE**

2530 Crystal Drive, Suite 1600  
Arlington, VA 22202

ATFL-W

21 November 2016

MEMORANDUM FOR DLI-W Students

SUBJECT: Policy Memorandum on Student Dress

1. Purpose: To provide policy on appropriate student dress.
2. Applicability: All students assigned or attached to the Defense Language Institute, Washington Office (DLI-W) for language training.
3. Wear of civilian clothes during class hours is authorized and encouraged for DLI-W students, but uniforms are not prohibited. While in civilian clothes, students must adhere to the grooming standards of their military service.
4. DLI-W does not offer a civilian clothing allowance.
5. Appropriate civilian attire will consist of business (casual) attire. This may range from coats and ties to sweaters or neat sport or open-collared shirts and slacks for men; or from business suits to dresses, sweaters or blouses with skirts or slacks for women.
6. Non-Appropriate attire is defined as: shorts, T-shirts, baseball caps, or excessively worn, torn, or patched jeans.
7. POC is the undersigned at (703) 692-5336.

A handwritten signature in black ink, appearing to read "J. Adams".

JONATHAN M. ADAMS  
MAJ, FA  
Director



**DEPARTMENT OF THE ARMY**  
Defense Language Institute-Washington Office  
2530 Crystal Drive, SUITE 1600  
Arlington, VA 22202-3934

ATFL-W

21 November 2016

MEMORANDUM FOR DLIFLC-Washington Office Students

SUBJECT: Open Door Policy

1. References: AR 600-20 (Army Command Policy), dated 18 March 2008
2. Purpose: To establish DLIFLC-Washington Director's Open Door Policy
3. Scope: This policy applies to all students assigned to DLIFLC-W
4. Policy: My door is always open to the Students assigned to DLIFLC-W. My intent is that all problems be resolved at the lowest possible level in the chain of command. However, any student who believes that his/her issues or concerns require my command attention has the right and ability to address those issues with me directly.
  - a. Students may schedule an appointment to me with me any time to request assistance, surface complaints, or raise other concerns they feel cannot be resolved through other means. Appointments for an open door meeting do not require coordination with your service representative. You are not required to disclose your concerns with these individuals.
  - b. Students should understand that open door does not equate to absolute confidentiality. I may deem it necessary to talk to the chain of command to address the issue at hand. I will always take the sensitivity of the issue into consideration when discussing resolution with other agencies.
5. The POC is the undersigned at (703) 692-5336.

A handwritten signature in black ink, appearing to read "Jonathan A. Adams", is positioned above the printed name.

JONATHAN A. ADAMS  
MAJ, FA  
Director, DLI-W





REPLY TO  
ATTENTION OF:

**DEFENSE LANGUAGE INSTITUTE  
WASHINGTON OFFICE**

2530 Crystal Drive, Suite 1600  
Arlington, VA 22202

ATFL-W

21 November 2016

MEMORANDUM FOR DLI-W Staff and Students

SUBJECT: Severe Weather Procedures

1. Purpose: To clarify the DLI-W policy regarding class attendance during severe weather conditions.
2. Applicability: This policy applies to all students assigned or attached to the Defense Language Institute - Washington D.C. Office (DLI-W).
3. While at DLI-W for foreign language training, your primary responsibility is your training and class absences must be kept to a minimum. However, we must also be concerned with the safety and well-being of our students, especially during the seasons of severe weather.
4. During a school day, should weather conditions be severe, listen to radio or TV announcements for closings and delayed openings among private and public organizations. You can also check the Office of Personnel Management website for emergency announcements regarding the status of the federal government. The correct website is <http://www.opm.gov/weather/index.htm>:
  - a. If these announcements say that the federal government is closed, or that only "essential" personnel need report for duty, classes will not be held.
  - b. If a "liberal leave" or "delayed arrival" policy is in effect, you should report to class on time.
  - c. You should be guided only by announcements pertaining to federal government employees; closings announced for locations where you live or where your training facility is located, such as Fort Meade or local jurisdictions such as the District of Columbia, Prince Georges County, Alexandria, or Fairfax County, do not pertain to DLI students.
5. You should follow the guidance of local authorities and use your best judgment if the conditions in your area dictate evacuation or sheltering in place.
6. POC for this memorandum is at (703) 601-1055.

JONATHAN M. ADAMS  
MAJ, FA  
Director, DLI-W



REPLY TO  
ATTENTION OF:

**DEFENSE LANGUAGE INSTITUTE  
WASHINGTON OFFICE**

2530 Crystal Drive, Suite 1600  
Arlington, VA 22202

ATFL-W

21 November 2016

MEMORANDUM FOR DLI-W Students

SUBJECT: Policy Memorandum on Use of Electronic Communication Devices.

1. References: DLIFLC Commandant's (ATXP-CDR-XO) Memorandum, Cellular Telephone and Electronic Call Pager DLIFLC Electronic Communication Device Command Policy, dated 13 May 1997.
2. Purpose: In support of our language-training mission, it is imperative for this office to provide the guidance necessary to foster a productive learning environment.
3. Applicability: This policy applies to all students assigned or attached to the Defense Language Institute, Washington Office (DLI-W).
4. Use of cellular telephone or any other electronic communications device during class time, which normally is a fifty-minute block of instruction, is strictly prohibited. These devices may be used during break times within the schoolhouse. They must be completely turned off in order to prevent any disruption of language training.
5. We all share the responsibility to ensure that a productive learning environment is achieved. I expect everyone to take personal interest in creating and sustaining a positive atmosphere.
6. POC is the undersigned at (703) 692-5336.

A handwritten signature in black ink, appearing to read "J. Adams".

JONATHAN M. ADAMS  
MAJ, FA  
Director



REPLY TO  
ATTENTION OF:

DEFENSE LANGUAGE INSTITUTE  
WASHINGTON OFFICE

2530 Crystal Drive, Suite 1600  
Arlington, VA 22202

ATFL-W

21 November 2016

MEMORANDUM FOR DLI-W Students

SUBJECT: Policy Memorandum on Class Attendance and Accountability Requirements

1. References:

- a. AR 600-8-10, Leaves and Passes, dated 15 February 2006.
- b. AR 630-10, Absence Without Leave, Desertion and Administration of Personnel Involved in Civilian Court Proceedings, dated 13 January 2006.
- c. Language Service Contracts dated **1 July 2011**.

2. Purpose: To provide policy on language training classroom attendance, and explain accountability requirements for students at commercial schools.

3. Applicability: All students assigned or attached to the Defense Language Institute, Washington Office (DLI-W).

4. While at DLI-W for foreign language training, your primary responsibility is training.

5. To obtain the maximum language proficiency in the allotted training time, absences from class must be kept to a minimum. If you must be absent from class, you must:

- a. First, obtain permission through your class leader and your DLI-W service representative.
- b. Second, inform your language training supervisor or school director no less than 24 hours in advance.
- c. Third, in the case of absence for an illness or emergency, it is your responsibility to inform your language training supervisor or school director and the DLI-W office as soon as possible.

6. The DLI-W office must monitor and certify language-training services performed under the


Contact Foreign Language Training Program (CFLTP). Therefore, students are not authorized to exceed or alter the scope or schedule of arranged training without prior approval from the DLI-W Training Administrator.

7. Under the terms of the language training contracts with the five commercial schools, DLI-W pays by the hour. DLI-W is obligated to pay for training unless you advise the commercial school at least 24 hours in advance. Students must obtain permission to cancel training through their class leader and the DLI-W Platoon Sergeant first.

8. To ensure the government only pays for actual hours of training, students in training at commercial schools will be required to certify these hours at least monthly. Your commercial school will ask you to verify the number of hours of training provided during the month. You must ensure that hours of training, as well as late or timely cancellations, are correctly documented. You must also ensure that the materials issued to you during the month are accurately documented. Most students find it useful to personally keep track on a personal calendar or notebook.

9. A six hour training day is defined as: Start Time + 6.5 hours. For example, if you start class at 0800 then you are to be in class until 1430. Or, if you start 0900 then you are to train to 1530, etc. The training day consists of six one-hour blocks of instruction with a minimum of a 30 minute lunch that must be taken no later than two hours before the end of the training day. A training hour is defined as 50 minutes of instruction with a 10 minute break.

10. POC is SFC Douglas at (703) 692-5338.



JONATHAN M. ADAMS  
MAJ, FA  
Director



REPLY TO  
ATTENTION OF:

**DEFENSE LANGUAGE INSTITUTE  
WASHINGTON OFFICE**

2530 Crystal Drive, Suite 1600  
Arlington, VA 22202

ATFL-W

21 November 2016

MEMORANDUM FOR DLI-W Students

SUBJECT: Policy Memorandum on Physical Fitness

1. References:

- a. FM 7-22, Army Physical Readiness Training, dated 26 October 2012
- b. OPNAV Instruction 6110.1J, dated 11 July 2011.
- c. Air Force Instruction (AFI) 36-2905, dated 21 October 2013.
- d. Marine Corps Order (MCO) 6100.13 W/CH 1, dated 1 August 2008.

2. Purpose: The objective of this policy is to enhance combat readiness of service members and to provide guidance for student physical fitness.

3. Scope: This policy is applicable to all non-JMAS/DAS/AFPAC students assigned to DLIFLC-Washington.

4. Although DLIFLC-W does not conduct organized physical fitness training, it is the individual student's responsibility to maintain their respective services' physical fitness standards while they are in language training.

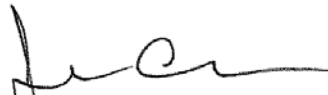
a. Army students are expected to test once every six months. HHC, USAG, Joint Base Myer Henderson Hall administers the APFT at both Fort Myer and Fort McNair.

b. Air Force students are required to maintain currency. Each Airman is responsible for knowing the block of time within which his or her Fitness Assessment is required. Fitness Assessments are conducted by the DLI-Washington USAF NCO.

c. Navy students are expected to test once every six months. The BCA and PRT will be administered at Fort Meade.

d. Marine students must coordinate with Henderson Hall for required physical fitness evaluations.

5. The POC for this memorandum is SFC Douglas at (703) 692-5338.



JONATHAN M. ADAMS  
MAJ, FA  
Director



REPLY TO  
ATTENTION OF:

**DEFENSE LANGUAGE INSTITUTE  
WASHINGTON OFFICE**

2530 Crystal Drive, Suite 1600  
Arlington, VA 22202

ATFL-W

21 November 2016

MEMORANDUM FOR DLI-W Students

SUBJECT: Policy Memorandum on Leaves and Passes

1. References:

- a. AR 600-8-10, Leaves and Passes, dated 15 February 2006
- b. DoDI 1327.06, 16 JUN 09, Incorporating Change 3 effective 19 MAY 16

2. Purpose: To provide policy on leaves and passes.

3. Applicability: All students assigned or attached to the Defense Language Institute, Washington Office (DLI-W).

4. Students are not authorized ordinary leave during class except during exodus and academic class breaks. Red Cross verified emergency leave or Paternity/Maternity leave are the only types of leave authorized during a language course. All student leave must be coordinated with the appropriate school.

- a. Students in courses lasting 27 weeks or more will be allowed one week of leave considered an academic class break. Depending on your class schedule, this may be in addition to leave granted for exodus.

- b. Paternity leave will not exceed 10 days.

- c. All leave requests must be coordinated in advance with the DLI-W office to ensure the training program is not adversely affected.

5. All leave and pass requests regardless of service must be submitted for processing no later than 14 days prior to the start of pass or leave.

a. Passes that require a student to be absent from class will be authorized for emergency type situations only and will be approved on a case-by-case basis.

b. The three-day pass includes one duty day and two consecutive non-duty days.

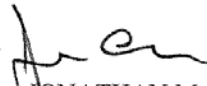
c. The four-day pass includes two duty days and two consecutive non-duty days.

d. Passes will not be granted in conjunction with leave. In situations when students cannot return to duty before the end of a pass period, the student's duty status will be changed from pass to leave. In these cases the pass period is negated by the student's failure to report on time and the pass time is converted to leave.

e. Mileage passes are required for students travelling more than 250 miles outside the Washington, DC city center. Students must provide dates of travel, address and telephone number.

9. Any leave or pass that occurs outside of the 250 mile radius requires a completed TRIPS or other service equivalent, if driving.

8. POC is the undersigned at (703) 692-5336.



JONATHAN M. ADAMS  
MAJ, FA  
Director