

Defense Language Institute Washington Office



Student Handbook

6 June 2016

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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

200 Stovall Street, Suite 4N67, Alexandria, VA 22332 (Hoffman II Building)



The Hoffman II building is across the street from the Eisenhower Avenue Metro Station (Yellow Line).

Hoffman II is approximately a half a mile walk from the King Street Metro Station (Blue Line) and the Alexandria VRE Station.

From Maryland (I-270 area): Go south on I-495 and continue past the “mixing bowl” when it turns into I-95 North/I-495 East towards Baltimore. Take exit 176B for the Eisenhower Avenue exit (stay on the right lane). At the light, turn right at Eisenhower Ave. and then left at Swamp Fox Road. Hoffman II will be on the left. For the parking garage, turn right at Grist Mill Place – the garage is behind the AMC movie theaters.

If driving north on I-95 (from Springfield, VA and points South): Continue on I-95 North/I-495 East (the Beltway) towards Baltimore. Take exit 176B for the Eisenhower Avenue

exit (stay on the right lane). At the light, turn right at Eisenhower Ave. and then left at Swamp Fox Road. Hoffman II will be on the left. For the parking garage, turn right at Grist Mill Place – the garage is behind the AMC movie theaters.

If driving south on I-95 (from Beltsville, Laurel, and points North): Merge into I-95 South / I-495 South. Take exit 176B for the Eisenhower Avenue exit (stay on the right lane). At the light, turn right at Eisenhower Ave. and then left at Swamp Fox Road. Hoffman II will be on the left. For the parking garage, turn right at Grist Mill Place – the garage is behind the AMC movie theaters.

If driving from the Pentagon or Washington DC area: Take VA Route 1 South (Jefferson Davis Highway South) and continue to Old Town Alexandria. Turn right on Duke Street and then left on Holland Lane. Follow the traffic circle and make a right exit on Eisenhower Avenue. Turn right at Swamp Fox Road. Hoffman II will be on the left. For the parking garage, turn right at Grist Mill Place – the garage is behind the AMC movie theaters.

Parking:

- Paid daily parking is available at an open lot across the street from the building
- Paid hourly or daily parking is available at the garage behind the movie theater.
- Do not park in retail parking (besides the AMC movie theater), you will be towed.

Map of DLI-Washington



INTRODUCTION

On behalf of the Commandant, Defense Language Institute Foreign Language Center (DLIFLC), it is our pleasure to welcome you to the DLI Washington Office. By Department of Defense Directive, the DLIFLC (located at the Presidio of Monterey, California), is responsible for providing foreign language training under the Defense Foreign Language Program (DFLP). This includes all basic language acquisition training conducted by or for the DoD with the exception of that provided by the service academies and DoD dependent schools.

The DLI Washington Office was created following the 1974-75 consolidation of the DLI Headquarters and its Washington training elements at the Presidio of Monterey, for the purpose of representing DLI in the National Capital Region and overseeing resident training beyond that conducted in-house at the Presidio of Monterey. The DLI Washington Office meets the foreign language training needs of nearly 600 students in more than 66 foreign languages annually.

Our thirteen-person office has three main functions. First, we manage the CFLTP, which meets the foreign language training needs of the Defense Attaché System, the low-enrollment foreign language training requirements of the Services, and other requirements that cannot be accommodated at the facility in Monterey. Throughout the 1990s and into the present times, we have also used the CFLTP to prepare linguists for assignments in support of a variety of

contingency missions from Operations Desert Shield/Storm to Enduring/Iraqi Freedom.

Some of our students attend language training at the Foreign Service Institute (FSI) of the State Department; others attend one of the commercial language schools under contract to DLI. This determination depends on the student's language background, training schedule, and other factors including availability of instruction. If you are scheduled to attend FSI, page 19 contains information that will be helpful to you. If you are scheduled to attend a commercial language school, please refer to page 21.

Second, we train and certify presidential Russian translators for the Moscow-Washington Direct Communication Link.

Finally, we represent DLIFLC in a myriad of DFLP and interagency activities throughout the Washington, DC area.

This detailed student handbook contains DLI-Washington direct policies and general guidance. We expect every student to read it and become familiar with the information contained herein.

If at any time a question arises to which you cannot get a satisfactory answer at your training facility or for which you are unsure where to seek an answer, please do not hesitate to call the DLI-Washington office at commercial (703) 325-0750 or DSN 221-0750.

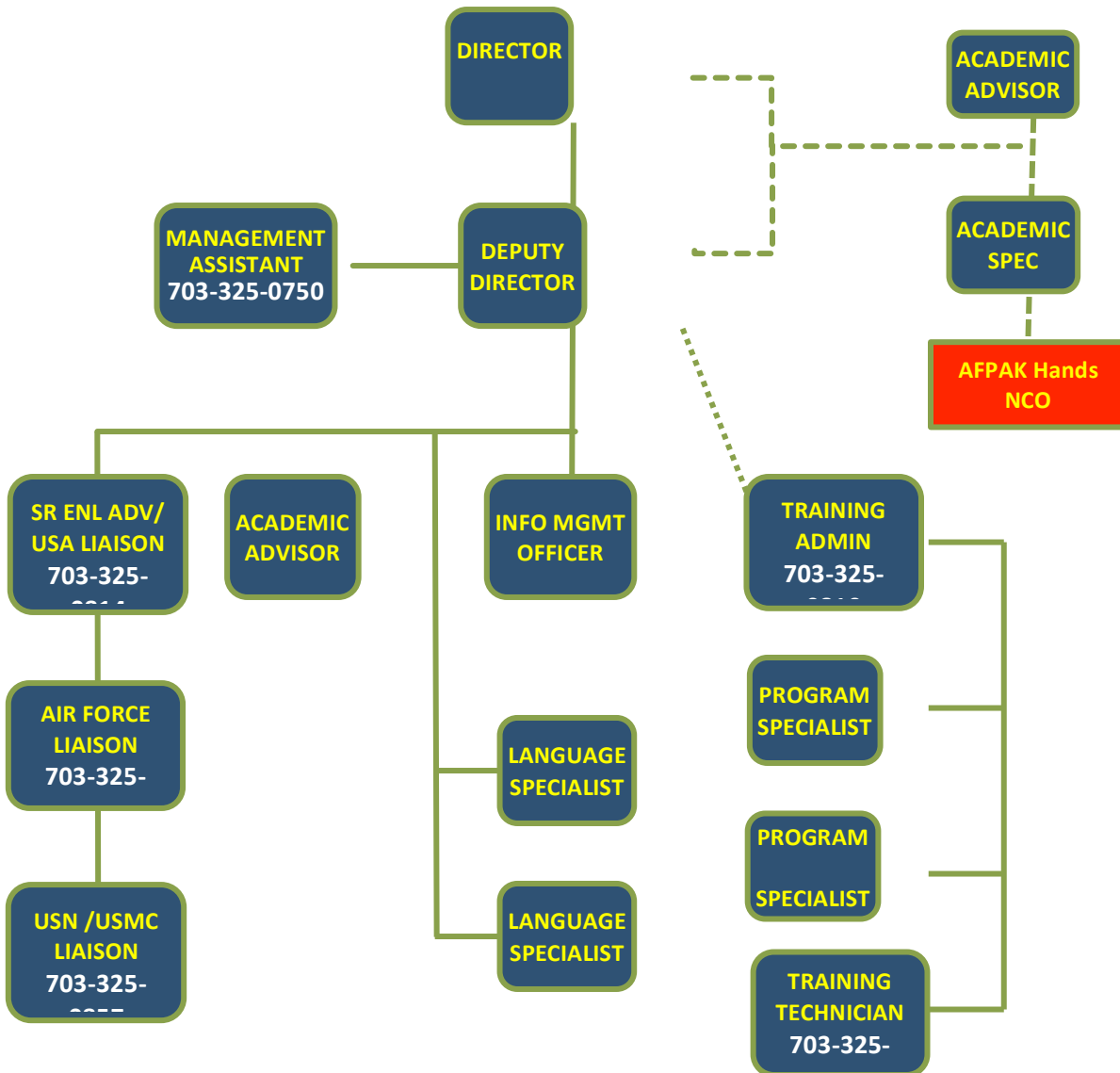
Mission Statement:

LI-W provides effective foreign language training to a diverse student population utilizing the Contract Foreign Language Training Program; Provides advanced Russian language and translation training for the Moscow-Washington Hotline; represents the Commandant, DLIFLC in interagency, resourcing, and requirements determination processes; represents DLIFLC at academic organizations and events; and provides language training support to DLIFLC as needed.

Vision:

The premier DOD institution for foreign language training in low enrollment languages; responding rapidly to emerging requirements while maximizing proficiency through student-focused training.

Organization:



CHAPTER 1

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 call (703) 325-0750 (DSN-221) to contact your DLI-Washington POC and coordinate academic in-processing.

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).

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.

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.

In-Processing

DAS students attending language training after JMAS will in-process as a group during JMAS. Otherwise, they will in-process with the DLI-Washington Training Administrator.

For non-DAS students, registration will normally be scheduled on the Thursday morning prior to class. Call (703) 325-0986/0750 to schedule the exact time.

All non-DAS students in either an attached (TDY) or PCS status must in-process with DLI-Washington and with the unit to which they are assigned -- generally one of the following:

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 each Thursday in Building 230. Duty uniform for in-processing is the Army Combat Uniform (ACU).

If you arrive **after duty hours**, report to Building 415 (the MP desk), telephone # 703-696-3525. 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: 12 copies each of reassignment orders, duty memorandum and amendments, signed DA Form 31 (leave form), copy of any travel advance, copy of receipts and plane tickets, DA Form 4187 for rations, DD Form 788 (Termination /Assignment of quarters), 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
200 Stovall St, Suite 4N67
Alexandria, VA 22332
(703) 325-0857/0750 (DSN 221)

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 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
200 Stovall St, Suite 4N67
Alexandria, VA 22332
(703) 325-0925/0750 (DSN 221)

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 your language-training supervisor or school director, as well as the DLI Washington Office (703-325-0750), prior to a scheduled appointment or as soon as possible upon your return from absences involving emergencies or illness.

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. 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) 325-0814/0750 (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

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

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.

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 prior to in-processing.

www.smartrip.com/rcsc.html

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, Dillon, 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, Dillon, 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 the DLI-Washington USN Liaison.

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

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:8312426500)

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

Air Force students:
11th 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

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. However, there are two cases where training can usefully be conducted outside of the classroom: field trips and immersions.

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.

In-country immersions allow for extended use of the language in simulated or natural environments. Such excursions can be at the initiative of either the student or the school, but a request for DLI-Washington approval must include a plan for the objectives and activities of the trip. DLI Washington Office will support approved immersions by providing for some additional instructional hours, but all expenses related to your and the instructor's travel must be covered personally.

Testing

Who, when, what, and how: The DLI Washington Office is not a Service test site but 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) 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 703-325-0997.

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.

College Credit

Undergraduate credit may be available for language training. Recommendations are based on seat time or test results and vary by language. Award of such credit is the prerogative of the college registrar.

For information on DLI transcripts go to: <http://www.dliflc.edu/index.asp>. Click on transcripts from the main menu, or contact the registrar's office at (831) 242-6455.

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

Also training at –
6301 Ivy Lane, Suite 600
Greenbelt, MD 20770-6315
(301) 614-0527
Nearest Metrorail station: Greenbelt

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)

1901 North Moore St. Suite ML02
Arlington, VA 22209-1728
(703) 527-8666
Nearest Metrorail station: Rosslyn

International Center for Lang Studies (ICLS)

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

JTG, Inc. (training at--)

Comprehensive Language Center, Inc. (CLCI)
8251 Greensboro Drive Suite 700
McLean, VA 22102-3868
Nearest Metrorail station: Greensboro

Also training at –
1611 North Kent St
Arlington, VA 22209
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 Metrocheks.)

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:

<https://www.hnfs.net/common/home/>

You can also call 1-877- TRICARE or visit www.tricare.osd.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

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

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.