

**Army Regulation 350-20
OPNAVINST 1550.7B
AFR 50-40
MCO 1550.4D**

Training

Management of the Defense Foreign Language Program

**Headquarters
Departments of the Army, The Navy,
The Air Force, and The Marine Corps
Washington, DC
15 March 87**

UNCLASSIFIED

SUMMARY of CHANGE

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Effective 15 April 87

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Management of the Defense Foreign Language Program

By Order of the Secretaries of the Army, the Navy, and the Air Force: **LARRY D. WELCH**
*General, United States Air Force
Chief of Staff*

Official: **R. L. DILWORTH**
*Brigadier General, United States Army
The Adjutant General*

JOHN A. WICKHAM, JR.
*General, United States Army
Chief of Staff*

Official: **NORMAND G. LEZY**
*Colonel, United States Air Force
Director of Administration*

C. A. H. TROST
*Admiral, United States Navy
Chief of Naval Operations*

LARRY G. VOGT
*Rear Admiral, United States Navy
Assistant Vice Chief of Naval
Operations*

W. J. BREEDE
*Colonel, United States Marine Corps
Acting, Director of Intelligence*

History. This publication has been reorganized to make it compatible with the Army electronic publishing database. No content has been changed.

Summary. This joint regulation on the Defense Foreign Language Program has been revised. Major changes include more precise definition of responsibilities and detailed information concerning processing of resident training and training development requirements. Also included are the principal forms applicable to the Defense Foreign Language Program.

Applicability. This regulation is applicable to the Active and Reserve Components of the military departments. It also applies to members of other Defense agencies that attend the Defense Foreign Language Institute.

Proponent and exception authority. Not applicable.

Committee establishment approval The DA Committee Management Officer concurs in the establishment of the Defense Foreign

Language Program, General Officer Steering Committee.

Army management control process. This regulation is subject to the requirements of AR 11-2. It contains internal control provisions but does not contain checklists for conducting internal control reviews. A checklist is being developed and will be published at a later date.

Supplementation. Supplementation of this regulation and establishment of forms other than DA forms are prohibited without prior approval from I IQDA (DAMO-TRI), WASH DC 20310-0450.

Interim changes. Interim changes to this regulation are not official unless they are authenticated by The Adjutant General. Users will destroy interim changes on their expiration dates unless sooner superseded or rescinded.

Suggested improvements. The proponent agency of this regulation is the Office of the Deputy Chief of Staff for Operations and Plans. Users are invited to send comments

and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQDA (DAMO-TRI), WASH DC 20310-0450.

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* This regulation supersedes AR 350-20/ OPNAVINST 1550.7A/AFR 50-40/ MCO 1550.4C, 15 July 1978.

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Chapter 1 General

Section I Introduction

1-1. Purpose

This regulation provides for determination of the most effective means of fulfilling total Department of Defense (DOD) foreign language training requirements. It prescribes procedures for the submission of foreign language requirements for resident and nonresident foreign language training, and related training support. It also provides for resident, nonresident, and maintenance foreign language training to satisfy valid requirements; and for the improvement of the management and operation of the DFLP through continuing evaluation. This regulation

a. Prescribes policy, procedures, and responsibilities for the management and operation of the Defense Foreign Language Program (DFLP).

b. Describes the Defense Foreign Language Program.

c. Provides guidance for DOD Components concerning foreign language training requirements, programs, and objectives, and procurement of foreign language training materials and personnel services.

1-2. References

Required and related publications and referenced forms are listed in appendix A.

1-3. Explanation of abbreviations and terms

Abbreviations and special terms used in this regulation are explained in the glossary.

1-4. Responsibilities

a. The Secretary of the Army is the Executive Agent (EA) for the Defense Foreign Language Program.

b. The Deputy Chief of Staff for Operations and Plans (DCSOPS), HQDA, Director of Training, has a been delegated by the EA overall responsibility for the DOD Foreign Language Program. The ODCSOPS, will perform the following for the DCSOPS.

(1) Manage and administer foreign language training to satisfy all DOD requirements. In addition, the EA will assemble and maintain, for use by appropriate DOD components, a current record of all foreign language training requirements and provide foreign language training for dependents of DOD personnel in accord with section 2002, title 10, United States Code.

(2) Develop administrative and financial arrangements with other U.S. Government Agencies for all foreign language training on a space-available, reciprocal, or reimbursable basis in consonance with existing DOD policies applicable to intergovernmental programs.

(3) Maintain awareness of all DOD research and development activities in coordination with Cryptologic Training Manager (CTM), Defense Intelligence Agency Training Manager (DTM), Service Program Manager (SPMs), and Defense Language Institute Foreign Language Center (DLI), that support foreign language training requirements. In addition, the EA will establish and maintain coordination channels with other U.S. Government and civilian agencies regarding research and development activities.

(4) In coordination with the primary functional sponsor (PFS), SPMs, DTM and CTM, authorize the establishment of, and direct major revision or disestablishment of, nonresident foreign language programs.

(5) Confer with and assist academic accreditation agencies in the determination of credit for DOD approved courses when requested by the Commandant, DLI.

(6) When required, establish DOD field language training facilities, in coordination with the Service/agency program manager concerned, using established facilities, including equipment, personnel

spaces, and civilian personnel assigned to other DOD components when feasible.

(7) Assist the Commandant, Defense Language Institute to enter into contracts or other arrangements with private institutions, individuals, and other U.S. Government agencies.

(8) Establish procedures to provide timely administrative and resource support to the DLIFLC, and provide and maintain facilities and base support functions.

(9) Provide for the annual budget and manpower resources of the DLI.

(10) In coordination with the Commanding General, U.S. Army Training and Doctrine Command (CG, TRADOC) and the U.S. Army Military Personnel Center (MILPERCEN), identify Commandant nominees, coordinate with the Primary Functional Sponsor, and submit the names to ASD (FM&P) for approval in advance of assignment. Prior to submission to ASD (FM&P), coordinates with SPMs, DTM and CTM.

c. Service Program Managers will-

(1) Have overall staff supervisory authority, consistent with Service unique headquarters management policy, for the development, coordination, and conduct of all facets of their Service foreign language program.

(2) Serve as liaison between their component and the PFS, EA, CTM, DTM and DLIFLC.

(3) Monitor the quality and effectiveness of their approved nonresident foreign language programs and assist in the supervision and technical control of such programs, as requested. The SPMs will also promote the development and conduct of proficiency maintenance programs.

(4) Coordinate the development of foreign language learning objectives with user commands/agencies and DLIFLC.

(5) Monitor the DFLP to ensure that established channels of communication are used and that component responsibilities are discharged.

(6) Ensure command compliance in the areas of periodic linguist reevaluation and maintenance of foreign language proficiency.

(7) Place primary reliance on existing military foreign language training to satisfy requirements. In coordination with DLIFLC and EA, authorize the development and use of foreign language materials from sources outside DOD only when DLIFLC approved materials are not available.

(8) Maintain a current listing of training development requirements for their service, rank them in priority order by fiscal year, and forward the requirements to the EA as necessary.

(9) Perform those functions regarding nonresident training programs described in chapter 3.

(10) Establish, as needed, internal procedures to

a. Maintain, as an adjunct to official personnel records, an inventory of qualified foreign language trained personnel, updated at least annually to reflect the following: language proficiency, date last tested and/or date completed a language utilization tour, and current assignment in accord with appropriate DOD data standards.

b. Assemble and maintain a record of language requirements (authorized positions) and capabilities (inventory of qualified foreign language-trained U.S. personnel) using such data standards and format as prescribed by the EA, PFS, or the ASD (FM&P).

c. Designate other offices or subordinate commands, where appropriate, to manage portions of the DFLP for their respective component.

(11) Ensure the identification of positions which require foreign language skills.

(12) Review and submit validated personnel foreign language training requirements projections to DLIFLC with information copy to EA. (See app G.)

(13) Prescribe basic prerequisites, in coordination with DLI, and establish procedures for the selection of personnel to attend resident foreign language programs.

(14) Be responsible for the administration and management of the Defense Advance Language and Area Studies Program

(DALASP) for their respective Service, under the general guidance of the Defense Intelligence Agency.

d. The CG, TRADOC will separately identify all annual budget and manpower resources of DLIFLC in the operation and maintenance budget and financial plans to the Executive Agent in accordance with current budget procedures and schedules.

1-5. DOD functions

a. Cryptologic training manager (CTM) performs the following:

(1) Conduct liaison for the cryptologic training system (CTS) with the PFS, DFLP Executive Agent and SPMs.

(2) Coordinate training and training development requirements, both resident and nonresident, of the service cryptologic elements and other users of cryptologic linguists with the Executive Agent and the Service Program Managers.

(3) Participate in the development of studies and projects to identify means to meet new or substantially modified foreign language training requirements for military cryptologic personnel.

(4) Coordinate actions involving language training for cryptologic personnel administered outside the auspices of either the CTS or DLIFLC.

(5) Provide support and acts as the interservice coordination focal point for foreign language proficiency maintenance programs designed for military cryptologic personnel.

(6) Conduct continuing liaison with service training activities (for example, TRADOC, to include DLI); Chief, Naval Technical Training (CNTECHTRA); US Air Force Electronic Security Command (ESC) and their respective service cryptologic training institutions, on all matters relating to foreign language and related cryptologic applications training.

(7) Provides the Commandant, DLIFLC, results of cryptologic mission performance evaluations that reveal language specific training deficiencies which require resolution.

b. DIA training manager will

(1) Conduct liaison for the General Intelligence Training System with the PFS, EA, and SPMs.

(2) Coordinate DIA foreign language training and training development requirements, both resident and nonresident, with the EA.

(3) Participate in the development of studies and projects to identify means to meet new or substantially modified foreign language training requirements for DIA and Service General Intelligence personnel.

(4) Maintain a current listing of training development requirements for DIA, prioritizes them by FY, and forwards them to the EA as required.

(5) Ensure the identification of positions which require language skills.

(6) Prepare and submits validated personnel foreign language training requirements projections to DLI with information copy to EA.

(7) Prescribe basic prerequisites, in coordination with DLI, EA and the SPMs, and establishes procedures for the selection of personnel to attend resident foreign language programs.

(8) Serve as DOD program manager for the Defense Advanced Language and Area Studies Program (DALASP).

c. The Commandant, DLI will

(1) Assist SPMs and commanders in determining and validating their personnel language training requirements and linguist position identification criteria.

(2) Assemble and maintain a current record of all DOD personnel foreign language training requirements and specific language training programs which constitute the DFLP. This record will be available for use by the Office of the Secretary of Defense and appropriate DOD components.

(3) Publish catalogs of foreign language courses and instructional materials.

(4) Determine how DFLP personnel foreign language training requirements can be satisfied most effectively and economically (for example, course content, length, training site).

(5) Exercise technical control of the DFLP, to include nonresident training.

(6) Exercise approval authority for nonresident language programs.

(7) Submit an annual budget and financial plan for DLIFLC in accord with direction from the CG, TRA-DOC.

(8) Prepare a 5-year plan for DLI in accordance with direction from the Commanding General, TRA-DOC.

(9) Provide technical assistance to contracting authorities for contracts or other arrangements with departments and agencies, both Government and nongovernment, in support of the DFLP.

(10) Maintain a direct technical link with the Defense Language Institute English Language Center in matters pertaining to teaching methodology, performance standards for foreign language training equipment and media, tests and evaluation systems, nonresident programs, and research and development to preclude duplication of effort and to ensure maximum cooperation and coordination regarding information, concepts and techniques relevant to the DFLP.

(11) Establish and maintain a direct technical link with the Commandant, National Cryptologic School.

(12) Provide performance requirements for foreign language laboratory systems, portable tape recorders for language use, and other language learning equipment to Television Audio Support Agency (TASA), Sacramento Army Depot. Such equipment, to be used by all DOD components, will be centrally procured from TASA.

(13) Conduct an Annual Program Review (APR) on or about 15 February.

1-6. Scope

The DFLP consists of all foreign language training programs conducted by, or under contract to, DOD components except those shown below.

a. Foreign language training activities conducted by or for the National Security Agency/Central Security Service (NSA/CSS).

b. Foreign language training provided cadets and midshipmen at Service academies.

c. Dependents in dependent schools operated by DOD.

d. Individuals pursuing programs conducted strictly for the purpose of voluntary personal development or obtaining academic credit.

1-7. Roles and functions

The following policies are prescribed to assure the objectives of the Defense Foreign Language Program (DFLP) are met:

a. The operation of the DFLP will be carried out through the Secretary of the Army as Executive Agent for the foreign language program.

b. The Defense Language Institute (DLI) is the primary foreign language training institution within DOD.

c. The Service Program Managers are the focal points for all aspects of their service portion of the DFLP.

d. Technical control of foreign language training will be exercised by DLI.

e. The NSA/CSS, through the Cryptologic Training Manager (CTM), will establish learning objectives for foreign language training of all DOD cryptologic personnel.

f. Maintenance of linguistic proficiency is both a service and an individual responsibility.

1-8. DFLP functional relationships

a. The Assistant Secretary of Defense, Force Management and Personnel (ASD (FM&P)) provides over-all policy guidance for the DFLP assisted and supported by the primary functional sponsor for the DFLP.

b. Under the guidance of ASD (FM&P), the Secretary of the Army, as Executive Agent, provides over-all management of the DFLP through the Assistant Secretary of the Army for Manpower and Reserve Affairs (ASA(MRA)). The Deputy Chief of Staff for Operations and Plans (ODCSOPS), HQDA, functions as the staff action office for the Executive Agent, DFLP.

c. Commanding General, U.S. Army Training and Doctrine Command (TRADOC) is assigned administrative responsibility to manage, operate, fund and provide personnel resource support in accord with appendix B. DLIFLC is a field activity under CG, TRADOC.

Section II Defense Foreign Language Program General Officer Steering Committee

1-9. Establishment

The Defense Foreign Language Program (DFLP) General Officer Steering Committee (GOSC) is established as a continuing Joint Service/DOD Agency Committee. The GOSC considers all aspects of the DFLP, reviews progress and proposed changes, and provides guidance and recommendations for the overall management and operation of the DFLP.

1-10. Mission

The committee will-

a. Review the entire DFLP and make specific recommendations for approval and implementation.

b. Coordinate the annual development of a language needs assessment and requirements projection for the entire defense community to include low density languages and presently unstated requirements.

c. Review the procedures for validating and approve prioritized user requirements for resident and nonresident language training and for training development.

d. Develop policy and make recommendations for the overall management of the DFLP as required.

e. Review available resources against validated user requirements and initiate/recommend appropriate action to resolve inadequacies.

f. Investigate alternative methods for meeting DOD language training needs.

1-11. Composition

a. The Director of Training, ODCSOPS, will serve as the Chairperson for the GOSC.

b. Committee members will include the following or their designated representative:

(1) Assistant Chief of Staff for Intelligence (DAMI), DA.

(2) Assistant Chief of Staff, for Intelligence (AF/ IN), USAF.

(3) Director of Intelligence (INT), HQ USMC.

(4) Commander Naval Security Group Command (COMNAV-SECGRU), CNO.

(5) Training Director National Security Agency/Central Security Service.

(6) Assistant Deputy Director for Training (OT), DIA.

(7) Assistant Secretary of Defense (Force Management & Personnel), OSD.

(8) Assistant Secretary of Defense (Command, Control Communications and Intelligence), OSD.

(9) Deputy Chief of Staff Training (ATTG), TRADOC.

c. The chairperson may invite representatives from other commands and agencies when matters within their area of responsibility are being discussed.

d. The Office of the Director of Training, Army ODCSOPS, will provide the secretary for the committee. This person will

(1) Coordinate activities of the DFLP GOSC.

(2) Arrange, schedule, and record actions of steering committee meetings.

e. DFLP Steering Committee members specified in paragraph 3 above will identify an action officer point of contact who will facilitate the flow of information to committee members.

1-12. Direction and control

a. The committee will meet at least once a year or at the call of the chairperson.

b. The chairman may task members or other sources for the presentation of briefings on subjects of interest to the committee.

c. Members are encouraged to suggest agenda items and arrange for their presentation. As appropriate, action officer coordinated read ahead material will be provided to principals prior to committee meetings.

1-13. Administrative support

a. All administrative support (space, clerical, and equipment) for the GOSC will be provided by ODCSOPS, DA.

b. Funds for travel, per diem, and overtime, if required, will be provided by the parent organization of the Committee members.

1-14. Correspondence

All communications will be addressed to HQDA (DAMO-TR), WASH DC 20310-0450

Chapter 2 Defense Foreign Language Program

2-1. General

a. DLI is responsible for the conduct, supervision, and technical control of foreign language training in the DFLP. DLIFLC conducts full-time, intensive foreign language resident training. DFLP courses are described in DLI Pam 350-8, the General Catalog. Additionally, DLI develops and fields nonresident training materials.

b. Field activities which have personnel assigned to language required positions will conduct nonresident training to include elementary training (orientation and acculturation) and refresher/maintenance/job enhancement training, with assistance from DLI and the SPM.

c. Resident basic foreign language instruction for DOD personnel will be accomplished at DLIFLC or at a location designated by DLIFLC. Requests for exception will be submitted in writing to the EA (through the SPM for service requests).

d. The Commandant shall conduct such research and evaluation as is necessary to establish and maintain a data base of U.S. Government, industry, and educational foreign language training programs and facilities; training development methodologies, instructional methodologies and techniques; computer based training and computer assisted instruction. The research, evaluation and resultant data base shall enable the DLIFLC to serve as the technical authority and provide qualitative assessment of foreign language training activities upon request of a DOD consumer. DLIFLC shall provide technical advice and consent on all proposals to establish foreign language training programs within the DOD.

2-2. Submission of requirements

a. Commanders/activity chiefs should request assistance in identifying positions that require language skills from their service/agency program manager.

b. Service/Agency Program Managers (or their designees), and other DOD agencies forward resident language training requirements directly to the Commandant, DLIFLC, ATTN: ATFL-DIN-ROS, Presidio of Monterey, CA 93944 5006, in accordance with appendix G. Requirement submission for the full 5 years of the next Program Objective Memorandum (POM) will be submitted in August of each year. Finalized requirements for the program year will be submitted in February. This will normally be done at the APR but must reach DLIFLC by 15 February. Information copies will be forwarded to HQDA (DAMO-TR), WASH DC 20310-0450. Requirements are to be submitted on DD Forms 2155 (Requirements for Resident Foreign Language Training) and 2155c (Requirements for Resident Foreign Language Training (cont'd)) and will reflect all components (Active, Reserve, National Guard.) DD Form 2155 and DD Form 2155c are to be reproduced locally and are located at the back of this regulation. They will be locally reproduced on 8½ by 11-inch paper.

(1) Specific procedures regarding submission of personnel language training requirements, publication of the master training schedule, confirmation rosters, and other related actions are covered in appendix G.

(2) Significant changes (± 25 requirements for a particular language within a single service, or requests to add a new language) to training requirements for the budget and program years will be submitted in writing by the Service/Agency Program Managers through the Executive Agent to DLI as they are identified. Submissions will include justification for change (for example, mission or organization change). Any unprogrammed requirements (increases) will be satisfied contingent upon approval of necessary resources.

(3) Where resources are not available to satisfy unprogrammed requirements, the requesting agency will be required to provide funds.

c. Training development/support requirements will be processed as follows:

(1) User commands/agencies will provide the SPM, in priority order by FY, a listing of training development/support requirements for the next 5-year POM submission. These requirements should reach the SPMs by 1 June. Any cryptologic-related requirements developed by users will be submitted to SPM with information to CTM.

(2) SPMs, CTM, and DTM will consolidate and prioritize training development/support requirements for their service or agency. These are to be submitted to the EA for review by 1 August. CTM and DTM should provide information copies of their requirements submission to each service involved.

(3) DLI will prepare and submit identified training development/support requirements, in priority by FY, through the Commander, TRADOC, ATTN: ATTG, Fort Monroe, VA 23651-5000, to HQDA (DAMO-TR) by 1 August.

(4) HQDA (DAMO-TR) will consolidate all requirements and, in conjunction with DLI, SPMs, CTM, and DTM, develop a DOD master training development/support requirements priority listing. These requirements will be analyzed in terms of resource impact prior to being submitted for GOSC consideration.

(5) Once approved by the GOSC, these requirements will be incorporated in the next 5-year plan addressing the POM years.

2-3. The 5-year plan

a. The Commandant, DLI, will annually prepare an updated 5-year plan (POM years). This plan will reflect manpower and fiscal resource requirements based on validated personnel language training and prioritized training development/support requirements, military construction projects, and administrative requirements for operation of DLI. The plan will be prepared in coordination with HQDA (DAMO-TR), HO TRA-DOC, and the PFS, and will incorporate guidance from the GOSC.

b. The 5-year plan will be submitted through Commander, TRADOC, ATTN: ATTG, Fort Monroe, VA and HQDA (DAMO-TR) to ASD (FM&P) for review and approval. This plan must be in OASD (FM&P) not later than 1 January.

c. ASD (FM&P), in coordination with the PFS, will provide program and budget guidance to the executive agent relative to the approved 5-year plan.

d. The Executive Agent will provide copies of the approved 5-year plan to DLI, HO, TRADOC, Service/ Agency Program Managers, CTM, DTM, and PFS.

2-4. Other DLIFLC services and support

DLI will

a. Determine the use of in-house, other U.S. Government or commercial materials for special foreign language requirements.

b. Provide pertinent information on DLIFLC resident courses to assist educational institutions in decisions regarding the granting of academic credit.

c. Provide Mobile Training Teams (MTT) (subject to availability of resources) (app E) to:

(1) Assist commanders in surveying and assessing requirements for personnel foreign language training, training support, and training development.

(2) Conduct onsite foreign language training.

(3) Provide onsite assistance for the establishment of foreign language programs.

(4) Provide testing and other services as required.

d. Provide Language Training Detachments (subject to availability of resources) (app E) to act as-

(1) Foreign language training coordinators at over-seas commands and subordinate field activities.

(2) Directors or supervisors of nonresident foreign language programs/schools overseas.

(3) Foreign language instructors.

(4) Foreign language course development project officers or specialists.

e. Provide foreign governments with foreign language instruction, materials, and advisory assistance in accordance with the security assistance procedures in DOD Directive 5105.38M.

Chapter 3 Nonresident Foreign Language Program

3-1. General

a. A nonresident foreign language program is any foreign language training program or course of instruction operated by Service/Agency installations and active duty or reserve component commanders. Nonresident foreign language programs do not include the following:

(1) Training conducted under the auspices of the National Cryptologic School, NSA.

(2) Training for cadets and midshipmen at the Service academies.

(3) Training for dependent schools operated by DOD.

(4) Training for personnel pursuing programs conducted strictly for the purpose of voluntary personal development or obtaining academic credit.

b. Nonresident foreign language programs are conducted to satisfy mission and/or job-related requirements. They are conducted normally for achievement of elementary proficiency or maintenance/enhancement of linguist proficiency. Courses may be full- or part-time, on- or off-duty, group- or self-study, mandatory or voluntary, and in-house or contracted.

c. Primary reliance will be placed on existing DOD training and DLIFLC-approved course materials. Contractual training will be approved by the Service/Agency Program Manager in coordination with DLIFLC. Such training will be approved when it is clearly in the best interest of the Service/Agency and the DFLP. DLIFLC will provide technical advice and assistance to Education Service Officers and contracting officers during the contracting process.

3-2. Functions and responsibilities

SPMs and DTM will

a. Conduct Service/Agency surveys to identify resources available for accomplishing training requirements.

b. Conduct periodic onsite evaluations of operating programs and provide copies of reports to the Commandant, DLIFLC. Upon request, DLIFLC will provide technical assistance for conducting evaluations.

c. Review status of all nonresident foreign language programs within their Service/Agency to preclude duplication of effort and unnecessary proliferation of programs. When possible, materials approved for existing programs will be used for newly established programs with similar objectives. If materials are not available within the Service/Agency, the Service/Agency Program Manager or his or her designee will seek assistance from DLIFLC. DLI will provide materials or assist in identifying suitable non-Government materials and provide information regarding how they may be acquired.

d. Maintain records on nonresident foreign language programs and cross-check information on existing programs with DLIFLC. Records will include, but are not limited to, the following information:

- (1) Program location.
- (2) Sponsoring command.
- (3) Languages and types of courses taught.
- (4) Enrollments and completions by language.
- (5) Numbers and types of tests administered.
- (6) Direct operating costs.

Commandant, DLIFLC will

a. Serve as operating agent for the Executive Agent. In this capacity, the Commandant, DLI, is responsible for

(1) Exercising technical control over nonresident foreign language programs.

(2) Monitoring the management of nonresident foreign language programs.

b. Respond informally to requests from activities/ commanders for technical review or advice, and provide assistance in preparing requests to establish a nonresident foreign language program. Forward information copies of formal requests to establish nonresident foreign language programs to Service/Agency Program Managers.

c. Provide Mobile Training Teams for short-term (up to 179 days), and Language Training Detachments for tours of duty consistent with Joint Travel Regulations for onsite language training services. Expenses (salary, travel, per diem, living quarters allowances, and other such costs for an MTT or LTD) provided through FMS are reimbursable. Expenses of an MTT or LTD for US Forces will be supported in the 5-year plan based on Service/Agency projections. Unprogrammed MTTs will be supported when DLIFLC manpower resources permit, and are provided on a reimbursable basis.

3-3. Nonresident Foreign Language Program

a. Commanders/activity heads will submit a DLI Form 1054-R (Nonresident Foreign Language Program Approval Request) requesting approval of required foreign language training programs through command channels to DLIFLC with information copy to Service/Agency Program Manager. DLI Form 105FR is located at the back of this regulation (app A). This form will be locally reproduced on 8½ by 11-inch paper. Requests will contain the following information:

(1) The foreign language program mission and course objectives, including skill levels desired.

(2) The number of students to be trained annually, by language.

(3) Available training facilities including identification information regarding language laboratory system and/or portable tape recorder equipment.

(4) A bibliographical listing of currently available instructional materials.

(5) Screening and proficiency test instruments as applicable.

(6) Qualifications of proposed instructors.

(7) Total anticipated length of the course in hours and weeks.

(8) Desired instructional hours per day and per week.

(9) Estimated direct operating costs.

b. DLI will coordinate the request with the Service/ Agency Program Manager to ensure technical control and then approve the program or provide appropriate recommendations and assistance to the requester.

c. Changes to an approved nonresident foreign language program must be submitted through command channels and must be approved by DLIFLC in coordination with the appropriate Service/ Agency Program Manager.

d. Contractual training programs will be reviewed by the language coordinator before initial approval and before any subsequent contract renewal.

e. Approved nonresident programs will be reviewed at least once biennially by DLIFLC to determine continued need and effectiveness.

3-4. Nonresident Foreign Language Program materials

a. Activities/commanders will be provided initial stocks of DLI nonresident program materials upon approval of their request to establish a program or to modify an existing program. Requisitions for additional stocks will be submitted on DLI Form 877 to the Service/Agency Program Manager or his or her designee for validation and forwarding to Commandant, DLI.

b. Materials will be provided on a nonreimbursable basis up to the projected training support requirement for the fiscal year, previously established by the Service/Agency.

c. Where non-Government materials are recommended by DLI, the users will be responsible for procurement of those materials.

d. Materials requisitions in excess of the projected Service/ Agency requirement will be provided on a reimbursable basis.

e. Individual linguists, not associated with an approved program, will be provided materials when the requisition is authenticated by the individual's servicing personnel officer. Personnel officers will certify that the linguists service records indicate date of most current DLPT and skill levels attained in a given language.

3-5. Nonresident Foreign Language Program training report

a. Commanders conducting nonresident foreign language programs will submit a DD Form 2156 (Nonresident Foreign Language Program Training Report) through command channels to DLI with an information copy to Service/Agency Program Manager. The report will be forwarded annually, reflecting program data current as of 31 January, so as to arrive not later than 1 March.

b. If a nonresident foreign language program is discontinued, a final report will be filed with the Service/ Agency Program Manager or his or her designee who will notify DLI of the change in status.

3-6. Nonresident training evaluation

a. Periodic evaluation of ongoing nonresident foreign language program by the SPM or his or her designee is highly desirable to ensure quality control. The major elements of such evaluations include but are not limited to the following:

(1) Achieving course objectives.

(2) Appropriate and/or adequate course materials.

(3) Qualified instructors.

(4) Appropriate test, measurement, and scoring devices and their use.

(5) Proper maintenance of training records (to include DLPT scores and dates).

b. Reports of nonresident foreign language program evaluations by the SPMs may be submitted at any time directly to DLI for review and recommendations to correct any deficiencies. DLI will provide corrective recommendations within 30 days of receipt of such evaluations.

c. Should the complexity, size, or criticality of a particular nonresident foreign language program indicate a need for a joint evaluation of the program by the SPM and DLIFLC education specialists, SPMs should request support directly from DLI. The request need not be formatted in any special manner but should include the following:

(1) Name and location of NRFLP to be evaluated.

(2) Proposed dates of evaluation.

(3) Suspected problems areas, if any.

(4) Specific areas of interest (to ensure that the DLI specialist accompanying the SPM have the proper expertise in that area.)

(5) Name of languages being taught in the non-resident foreign language program.

(6) Fund cite data. (If an MTT has not been projected for this purpose.)

Chapter 4 DFLP Evaluation

4-1. DFLP objectives

The objectives of the DFLP evaluation program are to establish quality control standards and criteria for the following:

- a. Screening foreign language training applicants for language aptitude.
- b. Identifying the foreign language training start-point for those students with prior foreign language knowledge.
- c. Determining a student's foreign language proficiency by skill level listening, speaking and reading.
- d. Verifying foreign language qualification of US personnel.
- e. Use in research and development supporting the DFLP.
- f. Evaluating the effectiveness of training programs and provision of information necessary for policy or managerial decisions relating to DFLP.
- g. Establishing skill level proficiency descriptions that are common across all languages.

4-2. DFLP standards

a. *Screening.* DLI establishes or approves standards or criteria for language training and provides various tests and evaluation procedures. The Defense Language Aptitude Battery (DLAB) is designed to predict an individual's ability to learn foreign languages. The DLAB replaced the Defense Language Aptitude Test (DLAT) 1 and 2 as the standard aptitude test in April 1977. A hearing test is also used. These tests are used by the services to aid in selection of personnel for language training. Recommended minimum aptitude scores for entry into training are established by the DLI. AR 611-6, CNETINST 1550.9-series, AFR 35-8, and MCO P1000.6 contain information on the administering, scoring, and established entry level standards.

b. *Verification of proficiency.* The Defense Language Proficiency Test (DLPT) is a standardized, objective test designed to measure an individual's general ability to comprehend the spoken and written foreign language, and to speak the language regardless of the source of that ability. Tests of the DLPT-series are available through controlled Senice publication channels to test control officers only and may be administered at the local command level. DA Pam 611-6, CNETINST 1550.Wseries, AFR 35-8, MCO P1000.6, and the DLPT Administration Manuals contain information on the administration and scoring of DLPTs and on language training standards.

c. *Skill levels.* Skill level descriptions for levels 0 through 5 in each of the four major functional skills (Speaking, Listening Comprehension, Reading Comprehension, and Writing) are contained in appendix G. These U.S. Government proficiency standards describe general language proficiency. Service/Agency Program Managers with specialized requirements may need to define additional job-related requirements in conjunction with minimum proficiency standards. These job-related requirements should be coordinated with DLI before being established as language training requirements.

d. *Language comprehension at skill levels 3+ and above.* Scores attained on a DLPT I or II do not measure listening and reading comprehension above skill level 3. In addition, lower range DLPT IIIs do not measure speaking, listening, and reading comprehension above skill level 3. To be eligible to take a test that measures above level 3 at the present time, an individual must first attain a level 3 on all skills measured by the DLPT I, II, or the lower range DLPT III. The TCO who tested the individual can then contact the TCO at DLI, Presidio of Monterey, to arrange for upper range testing by telephone. Telephone testing can be used to test only speaking and listening comprehension. (In the future, upper range DLPT III tests will be developed to measure speaking, listening and reading comprehension at levels 3+ and above.)

4-3. DFLP training evaluation

- a. Resident training evaluation is a continuous process.
 - (1) Initial training evaluation examines the quality of training

provided in terms of student achievement of specified training objectives. Analysis is based on data derived from tests, questionnaires, studies, and audits.

(2) Graduate evaluation examines the ability of students to perform language-dependent duties in the assignment for which they were trained. The process includes analysis of data derived from three reports.

(a) The Graduate Field Survey, sent to DLI graduates in field assignments, requests information from graduates and their supervisors regarding course materials and instructional methods, and the ability of graduates to perform language-related job tasks. Surveys are conducted by DLI who will obtain graduates' current official addresses from the Services. A summary of significant findings will be forwarded to HQDA (DAMOTR), WASH DC 20310-0450.

(b) The Graduate Evaluation Report is submitted through channels quarterly by the 3480 Technical Training Group, Goodfellow AFB, TX (ATC). The report indicates the degree to which DLIFLC graduates have satisfied the specified foreign language skills required for the technical training conducted at Good-fellow.

(c) Substandard/unsatisfactory letter reports are submitted through channels to the SPM and the Executive Agent to DLI by field commanders whenever the performance of DLI graduates indicated that some aspect of DLI training may be substandard or unsatisfactory. The report should describe the nature of the deficiency in sufficient detail to allow DLI to determine the corrective action required.

b. *Nonresident training evaluation.* Nonresident training evaluation is performed under the auspices of the Service/Agency Program Manager or his or her designee who will report results to the DLI. Additionally, DLI will periodically conduct, in coordination with the Service/Agency Program Manager or his or her designee, onsite evaluations to ensure quality control.

Appendix A References

Section I Required Publications

AFR 35-8

Air Force Military Personnel Testing System (Cited in para 4-2a.)

AR 611-6

Army Linguist Program (Cited in para 4-2a.)

CNETINST 1550.9

Management of the Defense Foreign Language Program (Cited in para 4-2a)

MCO P1000.6

Management of the Defense Foreign Language Program (Cited in para 4-2a.)

(The DOD documents cited above are available from the Superintendent of Documents, U.S. Government Printing Office, WASH DC 20301.)

Section II Related Publications

A related publication is merely a source of additional information. The user does not have to read it to understand this regulation.

DA Pam 611-16

Handbook of Army Personnel Tests

DA Pam 611-300

Administering and Scoring the Army Language

DOD Directive 5105.38M

Security Assistance Management Manual

DLI Pam 350-9

Defense Foreign Language Program

DLI Pam 611-1

The Defense Language Proficiency Test II

DLI Pam 611-2

The Defense Language Reading Proficiency Test

DLI Pam 350-5

Defense Foreign Language Catalog of Instructional Materials

DLI Pam 350-9

Defense Foreign Language Program

Section III Prescribed Forms

DD Form 2155

Requirements for Resident Foreign Language Training (Prescribed in para 2-2)

DD Form 2155c

Requirements for Resident Foreign Language Training (cont'd) (Prescribed in para 2-2)

DD Form 2156

Nonresident Foreign Language Training Report

DLI Form 2157

Confirmation of Class Quota Allocations

DLI Form 877-R

Requisition for DLIFLC Instructional Materials

DLI Form 1054R

Nonresident Foreign Language Program Approval Request

DLI Form 1055-R

Nonresident Foreign Language Program Training Support Requirements (TSR)



August 2, 1977
NUMBER 5160.41

ASD(MRA&L)

Department of Defense Directive

SUBJECT Defense Language Program (DLP)

- Refs: (a) DoD Directive 5160.41, "Defense Language Program," October 5, 1968 (hereby cancelled)
(b) Title 10, United States Code, Section 2002
(c) DoD Directive 5010.16, "Defense Management Education and Training Program," July 28, 1972
(d) DoD Directive 4100.15, "Commercial or Industrial Activities," July 8, 1971
(e) DoD Instruction 4100.33, "Commercial or Industrial Activities - Operation of," July 16, 1971

A. REISSUANCE AND PURPOSE

1. This Directive reissues reference (a) to reflect a change in the management of and the responsibility for the Defense Language Program (DLP). It provides for:

- a. Development of DoD language training requirements;
- b. Determination of the most effective and economical fulfillment of the requirements; and
- c. Exercise of policy, operational, and technical control of the Defense Foreign Language Program (DFLP) and the Defense English Language Program (DELP).

2. Reference (a) is hereby superseded and cancelled.

B. APPLICABILITY AND SCOPE

1. The provisions of this Directive apply to the Office of the Secretary of Defense, the Military Departments, the

Figure B-1. Defense Language Program (DLP)

Organization of the Joint Chiefs of Staff, the Defense Agencies, and the Unified and Specified Commands, hereafter referred to as the "DoD Components."

2. They encompass all language instruction in the DoD Components, except for the language instruction of cadets and midshipmen at the U.S. Military, Naval, and Air Force Academies and of dependents in the DoD Overseas Dependents Schools; and programs conducted strictly for the purpose of obtaining academic credit as a part of the voluntary or graduate education programs.

C. DEFINITIONS

For purposes of this Directive, the definitions of terms in enclosure 1 apply.

D. FUNCTIONS AND RESPONSIBILITIES

1. The Assistant Secretary of Defense (Manpower, Reserve Affairs, and Logistics) (ASD(MRA&L)) shall provide overall policy guidance for the DFLP AND THE DELP.
2. The Assistant Secretary of Defense (Communications, Command Control, and Intelligence) (ASD(C3I)) shall be the DoD primary functional sponsor for foreign language training.
3. The Assistant Secretary of Defense (International Security Affairs) (ASD(ISA)) shall be the primary functional sponsor for English language training.
4. The primary functional sponsors, ASD(C3I) and ASD(ISA), shall assist and support the ASD(MRA&L) in providing policy guidance (planning, programming, management, and administration of language training) to the designated Executive Agents, as relates to:
 - a. Procedures necessary to manage total DoD language training requirements adequately and in consonance with policies and procedures prescribed by DoD Directive 5010.16 (reference (c)).
 - b. Authorized use of the private sector for language training, in compliance with DoD Directive 4100.15 and DoD Instruction 4100.33 (references (d) and (e), respectively), when it is clearly in the interest of the Department of Defense and appropriate training is readily available.

Figure B-2. Defense Language Program (DLP)

5. The Director of Defense Research and Engineering shall provide the DoD primary functional sponsors, the Military Department Secretaries, and the Commandants of the Language Centers, guidance pertaining to the research, exploratory development, and advanced development support software/hardware for the DFLP and the DELP annually, and as specifically requested by them. He shall coordinate all DoD-sponsored research relevant to those programs to preclude duplication and fractionation of effort.

6. The Heads of the DoD Components concerned shall establish internal procedures to assemble and maintain a current record of their personnel language training requirements.

a. They shall project requirements 5 years in advance and update them annually.

b. They shall maintain an annually updated inventory of qualified foreign language trained U. S. personnel in their respective Components.

7. In addition to their responsibilities in 6. , above, the Secretary of the Army and the Secretary of the Air Force, as Executive Agents for the DFLP and the DELP, respectively, shall:

a. Manage and administer language training to satisfy all DoD requirements. Assemble and maintain, for use by appropriate DoD Components, a current record of all personnel language training requirements. Provide language training for dependents of DoD personnel in accordance with 10 U.S.C. 2002 (reference (b)).

b. Develop administrative and financial arrangements with other U. S. Government Agencies for all language training on a space-available, reciprocal, or reimbursable basis in consonance with existing DoD policies applicable to intergovernmental programs.

c. Establish, manage, and conduct all research and development activities performed by or for the DoD in support of foreign and English language training requirements. Monitor related research and development activities, and establish and maintain coordination channels with other Federal Agencies regarding research and development activities.

d. In coordination with the primary functional sponsor, authorize the establishment of, and direct major revision or disestablishment of, nonresident Foreign or English Language Programs in

Figure B-3. Defense Language Program (DLP)

cooperation with the Secretary of the Department concerned, as recommended by the Commandants of the Defense Language Institute Foreign Language Center (DLI/FLC) and the Defense Language Institute English Language Center (DLI/ELC), respectively. When requested by the Commandants of DLI/FLC and DLI/ELC, confer with and assist academic accreditation agencies in the determination of credit for DoD-approved courses.

e. When required, establish DoD field language training facilities, in coordination with the Head of the DoD Component concerned, using established facilities, including equipment, personnel spaces, and civilian personnel assigned to other DoD Components when feasible. The transfer of language training funds, facilities, equipment, personnel spaces, and civilian personnel to the Departments of the Army and the Air Force from other DoD Components will be accomplished under established DoD procedures.

f. Assist the Commandants of the Language Training Centers to enter into contracts or other arrangements with private institutions, individuals, and other U.S. Government Agencies.

g. Establish necessary procedures to provide timely administrative and resource support to the DLI/FLC and the DLI/ELC. Provide and maintain facilities and base support functions in a manner commensurate with the importance of the mission.

h. Provide for the annual budget and manpower resources of the DLI/FLC and the DLI/ELC in their Departmental overall budget and financial plans. Separately identify all such expenses and manpower resources in their Military Department Operation and Maintenance budget and financial plans, coordinate with the ASD(MRA&L) through the appropriate functional sponsor, and submit to the Office of the Secretary of Defense.

8. The Commandant of the DLI/FLC shall:

a. Exercise technical control over the DFLP.

b. Provide resident language training for DoD personnel as required, and for other Government or Government-sponsored personnel when feasible.

c. Provide for foreign language training for dependents of DoD personnel in accordance with 10 U.S.C. 2002 (reference (b)).

Figure B-4. Defense Language Program (DLP)

- d. Confer with and assist academic accreditation agencies in the determination of credit for DLI/FLC-approved courses.
- e. Assist the user agencies in determining and validating their foreign language training requirements and criteria.
- f. When necessary, provide Mobile Training Teams and Language Training Detachments to assist in the operation of the foreign language programs for DoD personnel in the continental United States (CONUS) and overseas.
- g. Perform field evaluations to assess mission accomplishment.

7. The Commandant of the DLI/ELC shall:

- a. Exercise technical control over the DELP.
- b. Provide resident English language training for foreign personnel.
- c. Assist the user agencies in determining and validating their English language training requirements and criteria.
- d. When necessary, provide Mobile Training Teams and Language Training Detachments to assist in the operation of the English language programs in CONUS and overseas.
- e. Perform field evaluations to assess mission accomplishment.

E. AUTHORITIES

- 1. The Secretary of the Army is hereby designated Executive Agent for the DFLP.
- 2. The Secretary of the Air Force is hereby designated Executive Agent for the DELP.

F. ADMINISTRATION

- 1. The position of Commandant of the DLI/FLC and of the DLI/ELC will be Army and Air Force, respectively. Tour of duty will normally be a minimum of 3 years. The Commandants will report through command lines to their respective Executive Agent.

Figure B-5. Defense Language Program (DLP)

a. The Executive Agents will select the Commandant nominees and submit the names to ASD(MRA&L) for review in advance of assignments.

b. Experience in language training and education, or experience as a Defense Attache or member of a security assistance group using a foreign language, is beneficial; however, leadership and resource management ability are primary considerations.

c. The Commandant assigned will normally hold the rank of Colonel, pay grade O-6.

2. The Executive Agents will exercise operational control; however, the Commandants are authorized liaison directly with the ASD(MRA&L) and all appropriate DoD Component primary functional sponsors.

3. The Commandants are authorized to communicate directly with all elements of DoD, other Government Agencies, private agencies, and associations on language program objectives, requirements, efficiency and support. They will maintain appropriate liaison with foreign private institutions, associations, individuals, and governmental departments and agencies leading to the improvement of the relevancy, quality, and focus of the DFLP and the DELP.

4. Commandants will, in coordination with the Executive Agent and under the guidance of the DoD primary functional sponsor, prepare and update annually a 5-year plan with priorities and projections based on DoD Component submissions, for the language programs.

a. This plan should provide the approach, priority, and method by which the Commandants, assisted by the Executive Agents, will accomplish their missions; and, when approved by ASD(MRA&L), will serve as the requirements document for the planning, programming, and budgeting of resources to be provided by the supporting DoD Components.

b. The plan will include: curriculum revision/development; course establishment/disestablishment; research in support of resident and nonresident programs; information dissemination; resources-facilities upgrading or new construction, manpower, and budget special requirements; and any special planning data required by the DoD Components.

5. The Commandants will prepare and submit to the respective OSD primary functional sponsor via their Executive Agent, with a copy

Figure B-6. Defense Language Program (DLP)

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to the ASD(MRA&L), a report on the previous year's accomplishments concerning each aspect of the plan. Include information on student enrollments, attrition, and major disciplinary problems that required action by the student's sponsor (U.S. or foreign country).

6. The DLI/FLC, the DLI/ELC, and field language facilities may be staffed both by civilian employees and by officer and enlisted personnel of the Military Departments. The Military Departments will prorate the staffing of military positions, using student load by sponsoring Department as the basis for computation.

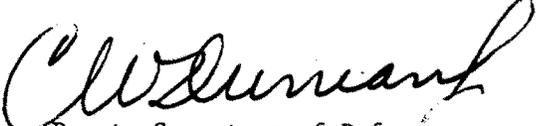
7. Pay, allowances, and permanent change of station travel costs of U.S. personnel assigned to the staff or faculty of the DLI/FLC, the DLI/ELC, and other language training facilities will be borne by their respective Military Departments. Pay, allowances, and travel costs of personnel enrolled in language programs or courses will be borne by their sponsoring DoD Component, other U.S. Government Agency, or foreign country.

8. DoD Directive 5010.16 (reference (c)) will govern the allocation of student quotas.

9. A direct technical link will be maintained between the DLI/FLC and the DLI/ELC in matters pertaining to teaching methodology, performance standards for language training equipment and media, tests and evaluation systems, nonresident language programs, and research and development to preclude duplication of effort and assure full cooperation and coordination on information, concepts, and techniques relevant to both programs.

G. EFFECTIVE DATE AND IMPLEMENTATION

This Directive is effective immediately. Forward two copies of each implementing document to the Assistant Secretary of Defense (Manpower, Reserve Affairs, and Logistics) within 120 days.


Deputy Secretary of Defense

Enclosure - 1
Definitions

Figure B-7. Defense Language Program (DLP)

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DEFINITIONS

- A. Defense Foreign Language Program (DFLP). All DoD foreign language programs or courses, conducted directly by, or under contract for, the DoD Components for the training of DoD or DoD-sponsored personnel and their dependents.
- B. Defense English Language Program (DELP). All DoD English language programs or courses conducted for U.S. or foreign military personnel; also, those aspects of the English language programs of other nations in which DoD personnel participate under the provisions of the International Military Education and Training (IMET) and Foreign Military Sales (FMS) programs.
- C. Primary Functional Sponsor. The agency designated to review Defense Language Programs to determine the need for the quality and efficiency of the program, and to recommend changes to policy, levels of resources, and specific types or content of training to meet DoD requirements most economically, uniformly, and effectively.
- D. Executive Agent. The Military Department designated by the Secretary of Defense to be responsible for the management of common Service activities on a DoD-wide basis.
- E. Technical Control. The authority to approve language training methodologies, instructor qualifications, texts, materials and media, course content based on approved objectives, tests, and test procedures for resident, non-resident, and contracted language training. The purpose of this authority is to establish and maintain quality control of the program and includes the authority to establish standards or criteria for:
1. Screening applicants for language training, including aptitude, physical and educational requirements, and startpoint for those students with prior language knowledge.
 2. Tests, measurement and evaluation devices, scoring, and official interpretations of scores, including their validations.
 3. Text material and training aids.
 4. Determining attainment of required proficiency and/or competencies.

Figure B-9. Defense Language Program (DLP)

5. Maintenance of language skills.

6. Determining changes in course objectives in coordination with the functional sponsor.

F. Defense Language Institute Foreign Language Center (DLI/FLC).
Located at Presidio of Monterey, California 93940. It maintains a Liaison Office in the Washington Metropolitan Area.

G. Defense Language Institute English Language Center (DLI/ELC).
Located at Lackland Air Force Base, Texas 78236. It uses the DLI/FLC Liaison Office, on a reimbursable basis. It maintains Language Training Detachments and Mobile Training Teams in CONUS and overseas to assist in the operation of the English language program.

Figure B-10. Defense Language Program (DLP)



November 3, 1980
NUMBER 5210.70

ASD(C³I)

Department of Defense Directive

SUBJECT: DoD Cryptologic Training

- References:
- (a) National Security Council Intelligence Directive No. 6 (NSCID No. 6)
 - (b) DoD Directive S-5100.20, "The National Security Agency and the Central Security Service," December 23, 1971
 - (c) DoD Directive 5100.47, "National Cryptologic School," April 30, 1965

A. PURPOSE

This Directive establishes uniform policies, standards, and procedures for the conduct of cryptologic training; and assigns responsibilities to ensure that adequate and responsive training within the various components of the Department of Defense is carried out.

B. APPLICABILITY AND SCOPE

1. The provisions of this Directive apply to the Office of the Secretary of Defense (OSD), the Military Departments, the Organization of the Joint Chiefs of Staff, and the Defense Agencies (hereafter called "DoD Components"). As used herein, the term "Services" refers to the Army, Navy, Air Force, and Marine Corps.

2. Its provisions encompass all elements of the Department of Defense engaged in cryptologic and cryptologic-related training that supports operations contained in the Consolidated Cryptologic Program (CCP) or Tactical Cryptologic Program (TCP).

C. DEFINITIONS

1. Cryptologic Training. Institutional training in skills unique to the cryptologic mission.

2. Common Cryptologic Training. Training in identical skills that are essentially similar for personnel of more than one Military Department or for the National Security Agency/Central Security Service (NSA/CSS).

3. Unique Cryptologic Training. Training in cryptologic skills that is either used by only one of the DoD Components engaged in cryptologic operations, or sufficiently dissimilar among the DoD Components as to make consolidated or collocated intercomponent training infeasible.

Figure C-1. DOD Cryptologic Training

4. Cryptologic-Related Training. Training that is a prerequisite for, or an adjunct to, cryptologic training and job performance when the subject matter is not in itself cryptologic but is of overriding importance to the conduct of cryptologic operations; the noncryptologic applications of such subjects are excluded.

D. POLICY

The Director, National Security Agency/Chief, Central Security Service (DIRNSA/CHCSS), as principal signals intelligence advisor to the Secretary of Defense and the Joint Chiefs of Staff (NSCID No. 6. (reference (a)) and DoD Directive S-5100.20 (reference (b))), shall ensure the technical adequacy of all cryptologic training.

E. RESPONSIBILITIES

1. The Director, National Security Agency/Chief, Central Security Service, shall:

a. Submit requirements to the OSD for inclusion in the Consolidated Guidance (or Intelligence Annex thereto) for the direction of programing and budgeting for Military Department cryptologic and cryptologic-related training programs, and provide program manager's guidance for cryptologic training.

b. Review Military Department program submissions on cryptologic and cryptologic-related training.

c. Provide technical guidance, minimum standards, and support for all course development and all ongoing cryptologic and cryptologic-related training.

d. Review course documentation to ensure the technical adequacy of cryptologic and cryptologic-related course content.

e. Maintain and operate the National Cryptologic School (NCS) in accordance with DoD Directive 5100.47 (reference (c)).

f. Coordinate, with the Military Departments, proposed changes to training requirements, resources, and courses as initiated by NSA/CSS, to include training development for new systems and the procurement of technical training equipment.

g. Establish, in coordination with the Military Departments, policy, missions, objectives, standards, curricula, and types and sources of training used to satisfy requirements.

h. In cooperation with the Military Departments, provide for the periodic review and analysis of all common and unique cryptologic training courses to determine the potential for interservice or intercomponent consolidation and/or collocation. When such action is determined to maintain or enhance the effectiveness of training and to be economical, arrange for the consolidations and/or collocations or, as appropriate, make recommendations to the Secretary of Defense for decisions on specific courses of action.

Figure C-2. DOD Cryptologic Training

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i. Establish, in coordination with the Military Departments, an evaluation and information feedback system that incorporates Military Service evaluation methods.

j. Establish a Cryptologic Training Council to provide a forum wherein policy matters, training issues, and other related topics may be addressed. The Council shall be chaired by the Training Director, NSA/CSS (TDNC), and be composed of representatives from each Military Department and the NSA/CSS.

k. Prescribe administrative procedures for compliance with appropriate security directives pertaining to special clearance requirements for all NSA/CSS personnel involved with cryptologic training and curriculum development.

2. The Training Director, National Security Agency/Central Security Service shall serve as the principal executive for DIRNSA/CHCSS in matters related to cryptologic training.

3. The Secretaries of the Military Departments shall:

a. Incorporate guidance from OSD and the NSA/CSS in the development of cryptologic training, planning, programing, and budgeting documents.

b. Coordinate, with NSA/CSS, deviations and proposed changes to training requirements, resources, and courses initiated by the Military Departments, to include training development for new systems and the procurement of technical training equipment that affect the capability to execute training programs.

c. Assemble and maintain, for all DoD Components, a current record of all DoD common and unique training requirements and programs under their cognizance.

d. Establish, maintain, and operate cryptologic training schools that provide training for DoD Components agreed upon among the Military Departments and the DIRNSA/CHCSS.

e. Provide cryptologic instructional material for reserve components, correspondence students, and proficiency training for all military personnel.

f. Provide facilities for the use of DoD Components for training that can be effectively and efficiently conducted on a collocated basis.

g. Coordinate actions with NSA/CSS and maintain liaison with other DoD Components and appropriate government departments and agencies on matters that affect the conduct and development of assigned cryptologic training programs.

h. Prescribe administrative procedures for compliance with appropriate security directives pertaining to special clearance requirements for all personnel of their respective Military Departments involved with cryptologic training and curriculum development.

Figure C-3. DOD Cryptologic Training

F. PROCEDURES

1. Personnel shall be assigned to the staffs and faculties of the cryptologic training schools by their respective Military Services.

2. Manpower authorizations for joint Service staffs and faculties shall be prorated among the Military Departments, based upon participation in terms of student weeks.

3. The Military Departments and NSA/CSS shall program and budget for all expenses incidental to the operation, maintenance, and base-operating support of their respective cryptologic training schools.

4. The pay, allowances, and permanent change of station travel and per diem costs of Military Department personnel assigned as faculty or staff of the cryptologic training schools shall be borne by the sponsoring DoD Component.

5. NCS administrative financial functions shall be conducted in accordance with DoD Directive 5100.47 (reference (c)).

6. The regulatory controls for cryptologic training shall be defined in a series of NSA/CSS circulars that shall be initiated by DIRNSA/CHCSS and coordinated with the Military Departments.

G. EFFECTIVE DATE AND IMPLEMENTATION

This Directive is effective immediately. Forward two copies of implementing documents to the Assistant Secretary of Defense (Command, Communications, Control and Intelligence) within 120 days.



W. Graham Claytor, Jr.
Deputy Secretary of Defense

Figure C-4. DOD Cryptologic Training



Department of Defense **DIRECTIVE**

July 20, 1984
NUMBER 3305.2

USDR&E

SUBJECT: DoD General Intelligence Training

- References:
- (a) DoD Directive 5105.21, "Defense Intelligence Agency," May 19, 1977
 - (b) DoD Directive 3305.1, "Defense Intelligence College," January 28, 1983
 - (c) DoD Directive 5010.10, "Intelligence Career Development Program," August 9, 1972
 - (d) DoD Directive 5100.1, "Functions of the Department of Defense and Its Major Components," January 26, 1980

A. PURPOSE

Under reference (a) this Directive:

1. Provides policies, prescribes standards and procedures, and assigns responsibilities for conducting general intelligence training.
2. Establishes the General Intelligence Training Council (GITC) which is chartered at section F., below.

B. APPLICABILITY AND SCOPE

1. This Directive applies to the Office of the Secretary of Defense (OSD), the Military Departments, the Organization of the Joint Chiefs of Staff, the Unified and Specified Commands, and the Defense Agencies (hereafter referred to collectively as "DoD Components"). The term "Military Services," as used herein, refers to the Army, the Navy, the Air Force, and the Marine Corps.

2. Its provisions cover all DoD elements engaged in institutional general intelligence and general intelligence-related training that support operations contained in the General Defense Intelligence Program (GDIP), Tactical Intelligence and Related Activities (TIARA), and other noncryptologic intelligence support commitments.

3. It does not apply to those nontraining missions and functions conducted by the general intelligence schools.

C. DEFINITIONS

The terms used in this Directive are defined in enclosure 1.

Figure D-1. DOD General Intelligence Training

D. POLICY

It is DoD policy to ensure that adequate and responsive intelligence training shall be carried out within and among DoD Components and to ensure that intelligence training implications and requirements are included in programing and budgeting actions.

E. RESPONSIBILITIES

1. The Assistant Secretary of Defense (Command, Control, Communications, and Intelligence)(ASD(C3I)) shall provide guidance on intelligence training to all DoD Components, review and make comments on those programs, and ensure preparation of items for the Defense budget and presentation to Congress.

2. The Director, Defense Intelligence Agency (DIA), as intelligence advisor to the Secretary of Defense and the Joint Chiefs of Staff, under DoD Directive 5105.21 (reference (a)), shall establish policies and procedures to ensure adequate general intelligence training is provided, and shall:

a. Submit requirements to the ASD(C³I) for inclusion in the Defense Guidance (or Intelligence Annex thereto) for the direction of planning, programing, and budgeting for DIA and Military Department general intelligence and general intelligence-related training programs, and provide GDIP guidance for appropriate general intelligence training.

b. Review and make recommendations regarding Military Department and Defense Intelligence College program submissions on general intelligence and general intelligence-related training.

c. Establish a GITC (see section F., below).

d. Operate the Defense Intelligence College, consistent with DoD Directive 3305.1 (reference (b)).

e. Monitor and advise on the adequacy of general intelligence course content.

f. Approve, in cooperation with the Military Services, all new requirements and major changes to executive agent training programs.

g. Approve, when requested by the participating Military Service or Services, all new requirements and major changes to joint general intelligence training programs.

h. In cooperation with the Military Services and the Defense Intelligence College, ensure that policies, objectives, standards, and types and sources of training are established that will satisfy requirements for joint general intelligence and executive agent training.

Figure D-2. DOD General Intelligence Training

i. Provide guidance and support to ensure general intelligence training programs are compatible with and supportive of the objectives and requirements of DoD Directive 5010.10 (reference (c)), and are responsive to valid general intelligence training requirements.

j. In cooperation with the Military Services or at the direction of the ASD(C³I) or both, provide for the periodic review and analysis of general intelligence training curricula to determine the potential for inter-Service or inter-Component consolidation or collocation.

k. Establish, in coordination with the Military Services and the Defense Intelligence College, a training evaluation system that incorporates existing evaluation methods and procedures.

l. Prescribe procedures and provide appropriate guidance and support to permit Sensitive Compartmented Information (SCI) access on a need-to-know basis for key personnel involved with general intelligence training and curriculum development.

3. The Secretaries of the Military Departments shall:

a. Incorporate guidance from the ASD(C³I) and the Director, DIA, in the development of general intelligence training planning, programing, and budgeting actions.

b. Assemble and maintain a current record of all general intelligence training requirements and programs under their cognizance.

c. Establish, maintain, and operate general intelligence training schools, in accordance with DoD Directive 5100.1 (reference (d)).

d. Provide unique general intelligence training, including instructional material and proficiency training for their respective active and reserve component students.

e. Provide facilities for the use of DoD Components for training to be conducted on a collocated basis.

f. Coordinate with and obtain approval from the Director, DIA, on proposed major changes to all executive agent training requirements and courses; and obtain approval from the Director, DIA, and ASD(C³I) on all executive agent training responsibilities.

g. Coordinate with and, when requested by any of the participating Military Service or Services, obtain approval from the DIA on proposed changes to all joint general intelligence training responsibilities, requirements, and courses.

h. Coordinate actions with the DIA and maintain liaison with other DoD Components and appropriate government agencies on matters that affect the conduct and development of assigned general intelligence training programs.

Figure D-3. DOD General Intelligence Training

i. Provide for the periodic review and analysis of Military Service-unique general intelligence training curricula to determine the potential for inter-Service consolidation or collocation.

F. GENERAL INTELLIGENCE TRAINING COUNCIL (GITC)

1. Organization and Management

a. The Director, DIA, or designee, shall appoint a chair and one member to serve on the GITC. The heads of Military Services, or designees, each shall designate one member to serve on the GITC.

b. The chair also shall serve as the principal executive for the Director, DIA, in matters related to general intelligence training.

c. The GITC shall meet at the call of the chair.

2. Functions. The GITC functions are to provide a forum in which policy matters, training issues, and other related topics may be addressed.

G. PROCEDURES

1. Personnel shall be assigned to the staffs and faculties of the general intelligence training schools by their respective DoD Components.

2. Manpower authorizations for joint Service staffs and faculties shall be prorated among the Military Services, based upon participation in terms of student load.

3. Using the existing planning, programing, and budgeting procedures, the Military Departments and the DIA shall program and budget for all expenses incidental to operations and maintenance, research, development, and acquisition of training systems, construction, and base-operating support of their respective general intelligence training schools.

4. The pay and allowances and permanent-change-of-station travel and per diem costs of DoD Component personnel assigned as faculty or staff of the general intelligence training schools shall be borne by the parent DoD Component.

5. The operational procedures and requirements for general intelligence training shall be developed in cooperation with the Military Services and defined in DIA regulations.

6. Requests for SCI access for key personnel involved with general intelligence training and curriculum development shall be submitted with complete justification of need to know in accordance with existing SCI security regulations.

Figure D-4. DOD General Intelligence Training

Jul 20, 84
3305.2

H. EFFECTIVE DATE AND IMPLEMENTATION

This Directive is effective immediately. Forward two copies of implementing documents to the Assistant Secretary of Defense (Command, Control, Communications, and Intelligence) within 180 days.

Enclosure - 1
Definitions



William H. Taft, IV
Deputy Secretary of Defense

Figure D-5. DOD General Intelligence Training

DEFINITIONS

1. Executive Agent Training. Institutional training conducted under the authority assigned to the executive agent that is designed to satisfy specific skill requirements common to two or more DoD Components.
2. General Intelligence. The product resulting from the collection, evaluation, analysis, integration, interpretation, and management of information concerning one or more aspects of foreign countries or areas that is immediately or potentially significant to the development and execution of plans, policies, and operations and that is excluded from the purview of cryptology and signals intelligence.
3. General Intelligence Training. Institutional training in skills unique to or in direct support of the general intelligence mission. Except when specifically excluded, general intelligence-related training shall be included within this term.
4. General Intelligence-Related Training. Institutional training that is a prerequisite for, or an adjunct to, general intelligence training and job performance when the subject matter is not in itself intelligence but is of overriding importance to conducting intelligence operations.
5. Joint General Intelligence Training. Institutional training in a general intelligence or intelligence-related discipline, system, or subject area that is used by more than one DoD Component on a scheduled and recurring basis. Joint training normally is presented at one location under the management and administration of one of the participating organizations.
6. Unique General Intelligence Training. Institutional training in a general intelligence or intelligence-related discipline, system, or subject area that is unique to one DoD Component for the purpose of skill, career development, and mission accomplishment.

Figure D-7. DOD General Intelligence Training

Appendix E

Mobile Training Teams (MTT) and Language Training Detachments (LTD)

E-1. Mobile Training Teams (MTTs)

Deployable teams, made up of one or more subject matter experts (SMEs) from the faculty and staff of DLIFLC, can be constituted for temporary duty assignment to meet specific requirements of an ESO or unit commander. The overall mission of a MTT is to provide guidance, assistance, and training in the establishment, operation, and evaluation of nonresident language program when it is considered more expeditious, practical and economical to bring that assistance to the field. Specifically, MTTs may be tasked to provide-

1. Assistance to commanders in surveying and assessing training support requirements (TSR), and training development requirements (TDR).
2. Job/task analysis and/or evaluation studies as required.
3. Instructor/staff training.
4. On-site language training. Such training should be an exceptional mission of a MTT and will be undertaken only to meet urgent requirements for which normal nonresident instruction materials are unsuitable or resident training is unfeasible. All such requests must be processed through the SPM prior to submission to DLIFLC.
5. On-site assistance for establishment of NRLPs.
6. On-site evaluation of NRLPs.
7. On-site course development.
8. Field testing/trials of new course materials.
9. Other services as required/authorized.

E-2. A Language Training Detachment (LTD)

An LTD may consist of one or more subject matter experts from the faculty and staff of DLIFLC who are especially trained to advise and support CONUS or OCONUS major area commanders or commanders of CONUS or OCONUS major DOD installations in all matters relating to nonresident language programs. An LTD is assigned to the field on permanent change of station (PCS) orders without permanent change of assignment (PCA) orders for a tour of duty as limited by the JTR. The members of the LTD are under the operational control of the commander requesting the LTD and maintain technical liaison directly with DLIFLC, as appropriate. The overall mission of a LTD is to provide operational stability and continuity in the establishment, management, and overall operation of large NRLPs. Specifically, LTDs may be constituted and tasked to provide:

1. Temporary language training coordinators at unified command headquarters, major overseas commands, major NATO headquarters, and major subordinate commands as authorized.
2. Job/task analysts.
3. Course development project officer(s) or specialists.

Appendix F DLIFLC Language Skill Level Descriptions

Section INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS SPEAKING

Preface

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.

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

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

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is 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.

Speaking 0 (No Proficiency)

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

Speaking 0+ (Memorized Proficiency)

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

Examples: The individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functors (linking words, markers, and the like) are omitted, confused, or distorted. An individual can usually differentiate most significant sounds when produced in isolation, but, when 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. (Has been coded S-0+ in some nonautomated applications.)[Data Code 06]

Speaking 1 (Elementary Proficiency)

Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge

to understand even simple statements/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.

Examples: Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience, or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; 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. (Has been coded S-1 in some nonautomated applications.)[Data Code 10]

Speaking 1+ (Elementary Proficiency, Plus)

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

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

Speaking 2 (Limited Working Proficiency)

Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not 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.

Examples: 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. (Has been coded S-2 in some nonautomated applications.)[Data Code 20]

Speaking 2+ (Limited Working Proficiency, Plus)

Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/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.

Examples: Typically the individual can participate in most social, formal, and informal interactions; but limitations either in range of contexts, types of tasks, or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He/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 incohesive. (Has been coded S-2+ in some nonautomated applications.)[Data Code 26]

Speaking 3 (General Professional Proficiency)

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/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.

Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. can use the language as

part of normal professional duties such as 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. (Has been coded S-3 in some nonautomated applications.)[Data Code 30]

Speaking 3+ (General Professional Proficiency, Plus)

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

Examples: Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort, or errors which limit the range of language-use tasks that can be reliably performed. Typically there is particular strength in fluency and one or more, but not all, of the following: breadth of lexicon, including low- and medium-frequency items, especially sociolinguistic/cultural references and nuances of close synonyms; structural precision, with sophisticated features that are readily, accurately, and appropriately controlled (such as complex modification and embedding in Indo-European languages); discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned errors occur in low frequency and highly-complex structures. (Has been coded S-3+ in some nonautomated applications.)[Data Code 36]

Speaking 4 (Advanced Professional Proficiency)

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

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

Speaking 4+ (Advanced Professional Proficiency, Plus)

Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of

any language-use task. However, the individual would not necessarily be perceived as culturally native.

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

Speaking 5 (Functionally Native Proficiency)

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

INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS LISTENING

Preface

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

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

Unless otherwise specified, the term 'native listener' refers to native speakers and listeners of a standard dialect.

'Well-educated,' in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is 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.

Listening 0 (No Proficiency)

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

Listening 0+ (Memorized Proficiency)

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

Listening 1 (Elementary Proficiency)

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These most often be delivered more clearly than normal at a rate slower than normal, with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and

still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

Listening 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding 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. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

Listening 2 (Limited Working Proficiency)

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events, and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts, i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) [Data Code 20]

Listening 2+ (Limited Working Proficiency, Plus)

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

Listening 3 (General Professional Proficiency)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has

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

Listening 3+ (General Professional Proficiency, Plus)

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

Listening 4 (Advanced Professional Proficiency)

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

Listening 4+ (Advanced Professional Proficiency, Plus)

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

Listening 5 (Functionally Native Proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number

of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS READING

Preface

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.

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

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

Unless otherwise specified, the term 'native reader' refers to native readers of a standard dialect.

'Well-educated,' in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is 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.

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

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

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

Reading 0 (No Proficiency)

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

Reading 0+ (Memorized Proficiency)

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or 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. (Has been coded R-0+ in some nonautomated applications.) [Data Code 06]

Reading 1 (Elementary Proficiency)

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

structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of 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. (Has been coded R-1 in some non-automated applications.) [Data Code 10]

Reading 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level 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. (Has been coded R-1+ in some nonautomated applications.) [Data Code 16]

Reading 2 (Limited Working Proficiency)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read 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. (Has been coded R-2 in some nonautomated applications.) [Data Code 20]

Reading 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about

unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. (Has been coded R-2+ in some nonautomated applications.) [Data Code 26]

Reading 3 (General Professional Proficiency)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation, and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas, and 'read between the lines,' (that is, understand the writers' implicit intents in texts of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. (Has been coded R-3 in some nonautomated applications.) [Data Code 30]

Reading 3+ (General Professional Proficiency, Plus)

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

Reading 4 (Advanced Professional Proficiency)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to 'read beyond the lines' (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that

of a well-educated native reader. (Has been coded R-4 in some nonautomated applications.) [Data Code 40]

Reading 4+ (Advanced Professional Proficiency, Plus)

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

Reading 5 (Functionally Native Proficiency)

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

INTERAGENCY LANGUAGE ROUNDTABLE LANGUAGE SKILL LEVEL DESCRIPTIONS WRITING

Preface

The following proficiency level descriptions characterize written 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.

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

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

Unless otherwise specified, the term 'native writer' refers to native writers of a standard dialect.

'Well-educated,' in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is 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.

Writing 0 (No Proficiency)

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

Writing 0+ (Memorized Proficiency)

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

Writing 1 (Elementary Proficiency)

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

people and simple notes to friends. (800-1000 characters Controlled.) (Has been coded W-1 in some nonautomated applications.) [Data Code 10]

Writing 1+ (Elementary Proficiency Plus)

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

Writing 2 (Limited Working Proficiency)

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

Writing 2+ (Limited Working Proficiency, Plus)

Shows ability to write with some precision and in some detail about most common topics. Can write about concrete topics relating to particular interests and special fields of competence. Often shows surprising fluency and ease of expression but under time constraints and pressure language may be inaccurate and/or incomprehensible. Generally strong in either grammar or vocabulary but not in both. Weaknesses or unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness range from simple constructions such as plurals, articles, prepositions and negatives to more complex structures such as tense usage, passive constructions, word order and relative clauses. Normally controls general vocabulary with some misuse of everyday vocabulary evident. Shows a limited ability to use circumlocutions. Uses dictionary to advantage to supply unknown words. Can take fairly accurate notes on material presented orally and handle with fair accuracy most social correspondence. Writing is understandable to native speakers not used to dealing with foreigners' attempts to write the language, though style is still obviously foreign. (Has been coded W-2+ in some nonautomated applications.) [Data Code 261]

Writing 3 (General Professional Proficiency)

Able to use the language effectively in most formal and informal written exchanges on practical, social and professional topics. Can write reports, summaries, short library research papers on

current events, on particular areas of interest or on special fields with reasonable ease. Control of structure, spelling and general vocabulary is adequate to convey his/her message accurately but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader. Punctuation generally controlled. Employs a full range of structures. Control of grammar good with only sporadic errors in basic structures, occasional errors in the most complex frequent structures and somewhat more frequent errors in low frequency complex structures. Consistent control of compound and complex sentences. Relationship of ideas is consistently clear. (Has been coded W-3 in some non-automated applications.) [Data Code 30]

Writing 3+ (General Professional Proficiency, Plus)

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

Writing 4 (Advanced Professional Proficiency)

Able to write the language precisely and accurately in a variety of prose styles pertinent to professional/educational needs. Errors of grammar are rare including those in low frequency complex structures. Consistently able to tailor language to suit audience and able to express subtleties and nuances. Expository prose is clearly, consistently and explicitly organized. The writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipsis and parallelisms and subordinates in a variety of ways. Able to write on all topics normally pertinent to professional/educational needs and on social issues of a general nature. Writing adequate to express all his/her experiences. (Has been coded W-4 in some none stomated applications.) [Data Code 40]

Writing 4 (Advanced Professional Proficiency, Plus)

Able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional/educational needs. May have some ability to edit but not in the full range of styles. Has some flexibility within a style and shows some evidence of a use of stylistic devices. (Has been coded W-4+ in some non-automated applications.) [Data Code 461]

Writing 5 (Functionally Native Proficiency)

Has writing proficiency equal to that of a well-educated native. Without non-native errors of structure, spelling, style or vocabulary can write and edit both formal and informal correspondence, official reports and documents, and professional/educational articles including writing for special purposes which might include legal, technical, educational, literary and colloquial writing. In addition to being clear, explicit and informative, the writing and the ideas are also imaginative. The writer employs a very wide range of stylistic devices. (Has been coded W-5 in some nonautomated applications.) [Data Code 50]

These descriptions were approved by the Interagency Language Roundtable, consisting of the following agencies.

Department of Defense
Department of State
Central Intelligence Agency
National Security Agency
Department of the Interior
National Institutes of Health
National Science Foundation
Department of Agriculture
Drug Enforcement Administration
Federal Bureau of Investigation
ACTION/Peace Corps
Agency for International Development
Office of Personnel Management
Immigration and Naturalization Service
Department of Education
US Customs Service
US Information Agency
Library of Congress

July 1985

Appendix G Personnel Foreign Language Training Requirements

G-1. General

a. Service/Agency Program Managers will project their Resident Training Language Requirements for 5 fiscal years, in individual year increments on an annual basis, to arrive at DLIFLC not later than 15 August of each year. A subsequent submission specifically addressing the Program year will be submitted in conjunction with DLIFLC's Annual Program Review, but not later than 15 February of each year.

b. To ensure uniformity of terminology in the requirement projection cycle, the following descriptive terms will apply.

(1) EXECUTION YEAR: The current year (e.g. Fiscal Year 1986).

(2) BUDGET YEAR: The Execution Year +1 (FY 1987).

(3) PROGRAM YEAR: The Budget Year +2 (FY 1988).

(4) PLANNING YEARS: The Program Year +3, +4, and +5 (FY's 89, 90, and 91).

c. A thorough understanding of the entire resourcing cycle concerning the requirements submitted will assist the Service/Agency Program Managers in planning their program for the next five year cycle and emphasize the importance of meeting each suspense date.

Table ERR

Suspense Date	Action
1 May (85)	Service Program Managers receive from field commanders their statements of training requirements, in individual year increments, for the Budget Year (FY 1987), Program Year (FY 1988) and three Planning years (FY 1989, 1990, and 1991).
1 Jun-30 Jul (85)	TRM/TDA Manpower resource processes occur for the already scheduled Budget Year (FY86), which is about to enter into its Execution Year phase.
1 Jul (85)	Requirements statements covering 5 years, in individual year increments, are submitted on DD Forms 2155 and 2155c to Service Program Managers for final approval and transmittal to DLI, ATTN: ATFL-DIN-ROS.
15 Aug (85)	Approved requirements statements for the 5 fiscal years arrive at DLI. The Budget Year (FY87) requirements statements will provide all details required for scheduling. Specific directions for completing the form is printed on the reverse side of DD Form 2155-1. DLI collates the requirements received from all Services/Agencies forming the master list for each of the fiscal years, arriving at total figures for each course and language and for the entire list and accomplishes other statistical analyses.
1-15 Sep (85)	DLI updates the ATRRS requirements files with new information and initiates the data for the new fifth year (Planning Year #FFY 1991) file in ATRRS.
15 Sep (85)	DLI commences the scheduling process to meet the next Budget Year requirements (FY 1987).

Table ERR
—Continued

Suspense Date	Action
15 Oct-1 Nov (85)	DLI publishes and distributes the Master Schedule of Classes to meet the next Budget Year (FY 1987) requirements. HQ DA publishes and distributes the October ARPRINT. This is the basic resourcing document which lists all requirements for each fiscal year by language and by course itemized for each active Service, for civilian requirements and in the case of Army, further itemization includes identifying the various Reserve Component status.
1 Nov (85)-1 Feb (86)	Services/Agencies review the Master Schedule for the Budget Year and submit to DLI (ATTN: ATFL-DIN-ROS) all known increases/decreases in the training requirements or other scheduling changes that are needed. These requests for change will be submitted as they are identified.
15 Feb (86)	DLI conducts the Annual Program Re-view, and at that time receives from SPMs their approved final update of the Program Year (FY 88) requirements. DLI distributes an updated copy of the Budget Year (FY 87) Schedule.
1-15 Mar (86)	DLI collates the requirements for the Program Year (FY 88), arrives at new totals, performs other analyses and enters the revised requirements into the ATRRS.
15 Mar (86)	DLI receives Budget/Manpower Guidance (BMO) from HQ, TRADOC, for management of the Budget Year (FY 87) schedule.
15 Apr (86)	DA publishes the April ARPRINT which includes all requirements for FY 87-91.

G-2. Submission of training requirements projections

a. Full 5-year submission:

(1) Service/Agency Program Managers will ensure their approved requirement statements for all 5 years arrive at DLI by 15 August of each year.

(2) Projections of training requirements will be submitted in individual year increments on DD Forms 2155 and 2155c in accordance with the instructions on the reverse side of each form. Each update will be prepared as an entirely new submission.

(3) DLI will be responsible for the entry of all training requirements into the Department of the Army Training Requirements and Resources System (ATRRS) in accordance with instruction contained in the System's manual.

b. DLI will collate and analyze the requirements statements, compile master lists for each year's projections and prepare a schedule of classes to meet the Budget Year requirements of each participating Service/Agency.

G-3. Master schedule of resident training

a. The Master Schedule of Classes for the Budget Year will be published in two volumes.

(1) Volume I will list classes by language and by course within each language.

(2) Volume II will list classes by training facility (i.e. DLI, Presidio of Monterey, California; FSI, Washington, DC, etc) with the classes of each facility listed in the same order as Volume I.

(3) A third listing by training facility for each month's schedule can be furnished upon request.

b. Distribution of the two-volume schedule will be made by DLI on or about 1 November of each year.

c. A complete list of Service/Agency requirements to include all identifying data and the class number in which each requirement was placed, will be distributed along with the two-volume schedule.

d. Service Program Managers are responsible for managing the utilization of their class space allocations. After the initial review of the Master Schedule, all requests for change, addition or deletion of requirements or re-scheduling of allocated spaces, will be submitted directly to DLI, ATTN: ATFL-DIN-ROS as soon as they are known. (See para 4 and 6 below for additional instructions.)

e. In February of each year DLI will publish the first update of the Budget Year Master Schedule. Distribution will be made at the Annual Program Review.

G-4. Execution year changes

a. Request for changes in scheduled requirements are to be submitted directly to DLI ATTN: ATFL-DIN-ROS as soon as they are known. This should be done by telephone for routine scheduling changes or the addition/deletion of small numbers of requirements to the schedule. (AUTOVON 92W8413/8404). Changes to the schedule will only be accepted from Service Program Managers or their designated representative.

b. Services/Agencies are reminded that verbal responses by DLI Scheduling Branch are interim replies only. All schedule changes will be confirmed by DLI on DLI Form 709

c. DLI will confirm in writing all requests for routine changes within one week.

d. Requests to increase or decrease scheduled requirements by 2S or more requirements for a given language or to add a language not already scheduled will require approval by the Executive Agent(HQ DA, ATTN: DAMO-TRI). These requirements must be submitted through the appropriate Service Program Manager.

G-5. Reports

a. DLI and the Service/Agency Program Managers share the responsibility of submitting several reports each month. The required reports and due dates are:

Table ERR

Due Date	Report
25 Aug and on the 25th of each month throughout the year	The SPMs will confirm their input by class for the second month hence: Example: 25 Aug 85 to confirm the October 85 input. This will be submitted on DD Form 2157 (Confirmation of student input to Resident Foreign Language Training) supported by a roster of students who are due to report for each class that month. The roster will carry the information required on DLI Form 2157. In the case of Army reports (including USAR and NGUS) the Quota Source and Component Codes required by the ATRRS will be entered in the REMARKS.

**Table ERR
—Continued**

Due Date	Report
2nd Week of Sep and each month thereafter	DLI (ATFL-DIN-ROS) will publish an update of the Schedule for the remainder of the Fiscal Year and for the particular month under consideration. The September edition will be the only time the whole year's schedule will appear on this update system. Each month, the preceding month's schedules will have been dropped from the file.
15 Oct and each month thereafter	DLI will publish and distribute a copy of the DLI Training Report Phase A, Student Input, which includes a statistical recapitulation of each class's input.
2nd Week of each month	DLI will publish and distribute a three part DLI Training Report, Phase B. This report is by training facility as of the last day of a month. Part I is a recapitulation of the month's activity showing: carry-over enrollment, new input, attrition, the graduate output, the average enrollment and a bottom-line accounting of the current enrollment. All figures are itemized by Service/Agency, with Officer and Enlisted columns. Part II shows the enrollment in each class session. Part III provides the attrition, by name, that occurred during the month. The graduate output, by class, is accounted for at this time on the individual Class Output, DLI Training Report Phase C. It includes a statistical recapitulation of the activity of the class and is supported by a roster of all students who were ever enrolled in the class to include final grades and DLPT scores, and when appropriate, the details of when and why certain students were disenrolled during the class session. Separate reports pertaining only to Reserve Component students are also prepared and distributed to appropriate offices. DLI (ATFL-DIN-ROS) prepares a statistical analysis of the preceding month's input, output, average enrollment, fill rates, etc. including cumulative information for the year to date.
30 September	DLI commences preparation of the Annual Statistical Report.
1-15 November	DLI publishes and distributes the Annual Statistical Report Distribution includes all Federal government agencies and DOD offices and services having an interest in the Defense Foreign Language Training Program. To be included on the distribution list contact DLI Resident Training Management (ATFL-DIN-ROS) by telephone(AUTOVON: 929 8404/8413; Commercial: 408 242-8404/8413)

Glossary

Section I Abbreviations

APR

annual program review

CG

commanding general

CTM

Cryptologic Training Manager

DALASP

Defense Advanced Language and Area Studies Program

DFLP

Defense Foreign Language Program

DIA

Defense Intelligence Agency

DLAB

Defense Language Aptitude Battery

DLI

Defense Language Institute

DLPT

Defense Language Proficiency Test

DOD

Department of Defense

DTM

Defense Intelligence Agency Training Manager

EA

executive agent

GOSC

General Officer Steering Committee

LTD

language training detachment

MTT

mobile training team

PFS

primary functional sponsor

SPM

Service Program Manager

TASA

Television Audio Support Agency

TRADOC

U.S. Army Training and Doctrine Command

Section II Terms

Annual Program Review

A working level conference hosted by DLI for EA, SPMs, CTM, DTM, PFS and user commands as appropriate. The purpose is to

review the accomplishments of the last completed FY, provide status of ongoing activities/projects, and discuss recent/future developments in foreign language training.

Cryptologic Training Manager

The Training Director, National Security Agency/Central Security Service/Commandant, National Cryptologic School (TDNC/CNCS) on behalf of the Director, National Security Agency/Chief, Central Security Service, is the management authority for all cryptologic and cryptologic-related training as specified in paragraph 1-8c and DOD Directive 5210.70. (See app D.)

Defense Foreign Language Program

All DOD foreign language programs or courses, (to include training development, training support, and testing) conducted directly by, or under contract for, the DOD Components for the training of DOD or DOD-sponsored personnel, (except as excluded in para 1-3) their dependents, and for training conducted for foreign military personnel under the Foreign Military Sales (FMS) program.

Defense Intelligence Agency Training Manager

The Assistant Deputy Director for Training (OT), Defense Intelligence Agency, is the DTM for language training as specified in paragraph 1-8d and DOD Dir 3305.2. (See app J.)

Defense Language Aptitude Battery

A standardized test instrument designed to provide a quantitative estimate of an individual's aptitude to learn a language in an appropriate training program.

Defense Language Institute

Presidio of Monterey, CA 93944-5006. The primary location for foreign language training.

Defense Language Proficiency Test

A standardized instrument or measurement technique to determine the degree of language functional skill attained through experience or training. DOD Components The military departments and all Defense agencies.

Executive Agent

The Military Department designated by the Secretary of Defense to be responsible for the management of common Service activities on a DOD-wide basis. Secretary of the Army is EA for the DFLP. Staff action office is HQDA, ODCSOPS (DAMO-TRI) Wash D. C.20310-0450.

5-year plan

The DLI documents which describe personnel foreign language training, training support, training development requirements, and mobile training teams projected by fiscal year. Satisfaction of these requirements will be accomplished through normal Planning,

Programming, Budgeting, and Execution System (PPBES).

General Officer Steering Committee

Chaired by Director of Training (DAMO-TR), Headquarters, Department of the Army, Office of Deputy Chief of Staff for Operations and Plans, GOSC meets at least annually, normally in September, to review the DFLP, and provide guidance and recommendations for overall operation and management of DFLP. Charter is at appendix C.

Language Coordinator

Major service commands will appoint a foreign language coordinator who has the responsibility of monitoring unit training programs and nonresident programs conducted within their respective commands. The coordinator also serves as focal point within the service command for coordination with SPM.

Language Functional Skill

Ability to perform specific language activities, (for example, speaking, listening comprehension, writing, reading, transcribing, translating).

Language Training Detachment

An organizational activity of the DLI consisting of one or more language training specialists dispatched to an OCONUS or CONUS location on permanent change of station (without permanent change of assignment orders) to provide foreign language training services.

Mobile training team

One or more language training specialists (temporary duty) who provide onsite language training support services to include instructor training, program planning, implementation, and assessment. (See app E.)

Nonresident Language Program

Selected training conducted by Service commands or installations to satisfy specified mission-related or job-related requirements for foreign language skills.

Personnel Language Training Requirement

A statement of the number of personnel to be provided resident foreign language training listed by language, training objective, and course (app G.)

Primary Functional Sponsor

The agency designated to review the Defense Foreign Language Program to determine the need for improving the quality and efficiency of the program, and to recommend changes to policy, levels of resources, and specific types or content of training to meet DOD requirements most economically, uniformly, and effectively. Assistant Secretary of Defense (Command, Control, Communications, and Intelligence), ASD (C3I), is the PFS for the DFLP.

Proficiency Level

Qualitative statement of the degree of skill in using a language. Foreign language proficiency levels 0 through 5 are described in appendix F.

Resident Language Program

Training conducted by the DLIFLC at any of its facilities as well as training conducted under contract to the DLI.

Service Program Manager

Each military department is represented by an SPM for the DFLP. SPMs serve as focal points for all service matters and are identified as follows:

1. Army HQDA, OACSI (DAMI-ISI)
Wash DC 20310-1063 Message Address:
HQDA WASH DC//DAMI-ISI//

2. Navy CNO (OP-132C;) Wash DC
20350-2000 Message Address: CNO OP
ZERO ONE WASH DC//OP-132//

3. Air Force HQ USAF/DPPE Wash DC
20330- 5060 Message Address: HQ USAF
WASH DC //DPPE//

4. Marine Corps HQMC (Code INT)
Wash DC 20380 Message Address: CMC
WASH DC// CODEXINT//

Sustainment training

Training designed to sustain a previously achieved level of language proficiency.

Technical control

The authority to approve foreign language training methodologies, instructor qualifications, texts, materials and media, course content based on approved objectives, tests, and test procedures for resident, nonresident, and contracted foreign language training. The purpose of this authority is to establish and maintain quality control of the program and includes the authority to establish standards or criteria for:

1. Screening applicants for foreign language training, including aptitude, educational requirements, and startpoint for those students with prior language knowledge.

2. Tests, measurement and evaluation devices, scoring, and interpretations of scores, including their validations.

(3) Text material and training aids.

(4) Determining attainment of required proficiency and/or competencies.

(5) Maintenance of foreign language skills.

(6) Determining changes in course objectives in coordination with the primary functional sponsor.

Training Development Requirement

A statement of requirements for development or modification of foreign language training courses, materials or tests.

Training Support Requirement

A statement of user requirements for DLI course material, MTT's, LTD's or training aids.

Section III**Special Abbreviations and Terms**

This section contains no entries

INSTRUCTIONS FOR COMPLETING DD FORM 2155
REQUIREMENTS FOR RESIDENT FOREIGN LANGUAGE TRAINING

1. **General.** The initial three year forecast of Resident Foreign Language Training Requirements and each subsequent annual up-date will be submitted on DD Form 2155. There is also a continuation page, DD Form 2155c. The reverse side of both forms has headings for footnote information pertinent to any line item on the obverse side of the page.

2. **Instructions.**

BLOCK TITLE

FROM Indicate the name of the office actually compiling the Service requirements and preparing this submission. The block should be signed by the person who is responsible for the preparation of the report and who can be contacted for clarification of any item on the report.

THRU Indicate any required approving office in the chain of command between the preparing office and the Commandant, Defense Language Institute, Foreign Language Center. This item should also be signed by the person who is responsible for transmitting the submission report to DLIFLC.

SERVICE/AGENCY STATUS Check appropriate space(s).
 1. Active military services must submit their officer and enlisted requirements on separate pages identifying each with an X in the appropriate space of this block.
 2. Requirements for Military Department civilian employees will be identified by checking "Civ" under the respective Department. The requesting office must be clearly identified.
 3. Reserve Components of the military services must submit their officer and enlisted requirements on separate pages identifying each status with an X in the appropriate space of the block. Requirements for Reserve and National Guard personnel will be on separate reports.

SUBMISSION DATE
 1. On the initial submission, indicate 1 October 1978.
 2. On the annual up-date submissions indicate 1 October of the calendar year of submission.
 3. Reports that amend an annual up-date will use the actual date of the amendment submission.

FISCAL YEAR Identify the year of the report, using the year's number, i.e., 1980, 1981, etc. Then check with an X the name of the year under consideration, i.e., Budget Year, Program Year or Planning Year.

LINE NO. Each line item of this report must be assigned a consecutive line number by the reporting agency.
 1. In the case of military Service submissions, the line number sequence should continue from officer through enlisted requirements.
 Example: The report submitted for active Navy requirements could include Lines 1 through 52 for officer requirements and lines 53 through 239 for enlisted requirements, giving a total 239 line items for the active Navy requirements.
 2. Requirements submitted for Reserve components will follow the same pattern as indicated above.
 3. DIA requirements will use the officer and enlisted line number system as for other military requirements.
 4. Agencies submitting requirements for civilian employees will number their line items to correspond with the alphabetical order of the language and the subordinate elements of each requirements.
 5. Any variation in the element of a given requirement requires a separate line entry.

Example: In the Planning year, Army had 16 officer requirements for basic German, with Training objectives for Intelligence Investigator, and proficiency objectives of 3-level in all four linguistic skills. This submission requires one line entry. An Army Officer requirement for the same language and Training Objective, but for 2-level proficiency objective would require a second line entry.

COLUMN TITLE

a	LANGUAGE	Write out the name of the language and dialect if it is an essential part of the requirement.
b and c	TRAINING OBJECTIVE <i>(See TABLE 2)</i>	These columns express the level and nature of the duty assignment element of the training objective. In column b indicate the numeric code of the level of the assignment, and in column c indicate the alpha code of nature of the assignment.
d, e, f and g	PROFICIENCY LEVEL	These columns express the proficiency objective numerically as level 1, 2, 3, 4 or 5 in each of the 4 linguistic skills as described in TABLE 5-1, Joint Service Regulation. If the level descriptions are not appropriate to a requirement, a statement of skill criteria will be included as a footnote <i>(ref instruction for Column n)</i> . Submitting agencies are cautioned to be realistic in itemizing this element of a requirement, stating the required level for each skill, not "S3/R3", for every basic course language requirement. Units in the field that initiate requirements must be advised to give serious attention to this item on their feeder reports.
h	ENTRY MONTH	Use the standard 3-unit alpha abbreviation to indicate the desired month of input to training for this requirement. In scheduling these requirements DLIFLC will give this item close attention, but Services and Agencies are cautioned to recognize that the volume of the total requirements received from all agencies in a particular language might be greater than available facilities to accommodate it at the particular time, thus some compromise of this element might be required. It should also be noted that <u>no classes</u> will be scheduled to enter in the month of December.
i	NUMBER OF REQUIREMENTS	Using a 3-digit number, to include preceding zero's when appropriate, indicate the volume of requirements requested to meet all elements of that language requirement line item.
j	LOCALE OF TRAINING	This item needs to be completed only when it is desired that the training be accomplished at a facility other than DLIFLC, Presidio of Monterey, California. Training to be conducted at the Foreign Service Institute of State Dept for DIA requirements should indicate the ALPHA "F". Should other training facilities be established an alpha code will be designated. <i>(As in the past, this locale code will be incorporated into the class number)</i> .
k, l and m	COURSE: <i>(Type Standard language Code and course length in weeks)</i>	The descriptive information for this element of a requirement can usually be found in DLI Pamphlet 350-8, Catalog of DLI Resident Foreign Language Courses. If the requirement is for a new language or a new course not listed in the Catalog, include the data required for columns k and l; omit the training weeks in column m, but mark column n for a footnote reference. (1) Column k, use a two digit numerical code to indicate the course type <i>(See TABLE 3)</i> . (2) Column l, use the two digit alpha code of the government-wide list of language abbreviations <i>(See DOD Manual 5000.12M)</i> . (3) Column m, use the two digit numerical code, with preceding zero's if appropriate, to indicate the stated length <i>(training weeks)</i> of the desired course as indicated in the DLIFLC Catalog of Resident courses.
n	FOOTNOTE REFERENCE	Assign a chronological sequence number in this column as a footnote reference for the line entry that has any variation from the normal, warrants discussion or clarification. Space has been specifically arranged on the reverse side of each page of the submission form for the Service/Agency to discuss, describe or justify any unique element of a requirement.
o	RESERVED <i>(For DLIFLC use)</i>	Insertion of Block C information into Computer's Scheduling file.
p	RESERVED <i>(For DLIFLC Sequence Code No.)</i>	A numerical code assigned by DLIFLC to provide a reference indicator to each requirement received from all Services/Agencies for a given year's requirements. This sequence number will identify to the Service the placement of each requirement on the Budget Year's schedule.
q	RESERVED	Blank space left for expansion purposes.

TRAINING OBJECTIVES

LEVEL AND NATURE OF UTILIZATION/ASSIGNMENT	GENERAL CATEGORY	REPORT CODES	SPECIFIC USE
DIPLOMATIC/INTERNATIONAL MILITARY POLICY MAKING	1		
Defense/Army/Naval/Air Attache or Asst Attache			A
Chiefs of U.S. Missions/MAAGs/Military Groups or Military Training Missions			B
Members of International Military Commands, Boards or Commissions			C
U.S. MILITARY MISSIONS/MAAGs/MILITARY GROUPS/FOREIGN MILITARY UNITS AT THE OPERATIONAL LEVEL	2		
Advisors for foreign military operational or training unit commanders and/or staff officers			A
Advisors to foreign military operational or training units field elements			B
Personnel Exchange Programs with foreign Services			C
Aviators attached to U.S. Embassies			D
Aviators attached to U.S. Military Missions/MAAGs or Military Groups			E
Aviation Control Tower Operators			F
SECURITY (NCTS)	3		
Voice Processors			A
Translators			B
INTELLIGENCE	4		
Investigators			A
Interrogators			B
Interpreters			C
Translators			D
Counterintelligence Agents			E
Intelligence Specialists of Attache Offices at U.S. Embassies			F
STUDENTS IN CERTAIN TRAINING PROGRAMS OR PREPARING TO BE STUDENTS IN FOREIGN INSTITUTIONS	5		
Foreign Area Officer/Area Expert Programs			A
National Security Affairs - Area Specialist Programs			B
Foreign Military, Air Force, Naval Colleges			C
Foreign Military, Air Force, Naval Service or technical training institutions			D
Olmsted Scholar Program			E
Foreign Language Instructors in U.S. Service Academies			F
Foreign Universities under programs not itemized above (Clarify in footnote on report)			G
INSTRUCTORS IN FOREIGN MILITARY INSTITUTIONS	6		
Military subjects (To include Army, Naval, Air Force)			A
Technical Subjects (Examples: medical, aeronautical, space, computer technology)			B
Subject area to be clarified in footnote			B
English as a foreign language			C
U.S. MILITARY OPERATIONAL UNIT	7		
Commanders/Staff members of major U.S. Overseas commands			A
Commanders/Staff members of U.S. Divisions and subordinate unit, or activities, to include Navy, USMC and U.S. Air Force units of comparable level			B
Special Forces Units, SEAL Teams			C
COMMUNITY RELATIONS	8		
Military/Air or Naval Shore Patrol Police			A
Legal officers and specialists			B
U.S. Military Community Activity Assignments			C
Claims officials			D
Ethnic/Race/EEO personnel			E
Border guards liaison			F
Customs police liaison			G
OTHER	9		
Medical/Dental officer or technician			A
Scientific Research (Specify field in footnote)			B
Aide-de-camp			C

Should there be no suitable "Specific Use" code for any requirement, Services and Agencies should indicate the appropriate "General Category" code and describe the specific nature of the utilization/assignment in a footnote. Due attention to such a requirement will be given in reports pertaining to the Planning Year or originating in a Program Year. If the situation arises only in a Budget Year submission, DLIFLC will assign a suitable alpha code for scheduling processing. If the requirement is recurring, a permanent "Specific Use" code will be assigned and published.

NONRESIDENT FOREIGN LANGUAGE PROGRAM APPROVAL REQUEST

DATE:	<input type="checkbox"/> ESTABLISHMENT <input type="checkbox"/> CHANGE	
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TO: COMMANDANT DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER, (DLI) ATTN: ATFL-DIN-N PRESIDIO OF MONTEREY, CA 93944-5006 AUTOVON: 878-5319/5112	THRU: MACOM/MAJCOM THRU: SPM	FROM: AUTOVON: COMMERCIAL:
---	-------------------------------------	---

1. LANGUAGE:	2. # STUDENTS STARTING TRAINING	3. START DATE	4. TRAINING TIME			5. TO BE TRAINED	
			HRS. A DAY	HRS. A WEEK	# WEEKS	THIS FY	NEXT FY

6. FACILITIES, MATERIALS AND EQUIPMENT AVAILABLE.
 (CLASSROOMS, CASSETTE PLAYERS/LANGUAGE LAB, ETC.):

7. INSTRUCTOR QUALIFICATIONS:

8. OBJECTIVES(S) OF EACH LANGUAGE TRAINING PROGRAM:

9. COMMANDER'S NAME	10. RANK	11. SIGNATURE	12. DATE
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NONRESIDENT FOREIGN LANGUAGE PROGRAM TRAINING REPORT			PERIOD ENDING 19 _____	REPORT CONTROL SYMBOL DLIFLC-14		
TO			FROM			
1. MISSION/OBJECTIVE(S)						
2. TRAINING						
LANGUAGE <i>a</i>	LENGTH (Hours) <i>b</i>	PERSONNEL TRAINED <i>c</i>	LANGUAGE <i>a</i>	LENGTH (Hours) <i>b</i>	PERSONNEL TRAINED <i>c</i>	
(1)			(8)			
(2)			(9)			
(3)			(10)			
(4)			(11)			
(5)			(12)			
(6)			(13)			
(7)			(14)			
3. TESTING						
a. TEST			b. NUMBER ADMINISTERED			
1. DEFENSE LANGUAGE APTITUDE BATTERY (DLAB)			_____			
2. DEFENSE LANGUAGE PROFICIENCY TEST (DLPT)			_____			
4. COSTS (Semi-Annual Direct Operating Costs)						
INSTRUCTOR SALARIES, MATERIALS \$ _____						
5. REMARKS/PROBLEM AREAS						
6. DATE		7. NAME			8. GRADE	
9. TITLE OF REPORTING OFFICIAL				10. SIGNATURE		

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