



Foreign Language Programs Guidebook

The Office of the Under Secretary of Defense
for Intelligence

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Foreign Language Programs Guidebook

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Table I. Document Sections

Section 1: Describes how foreign language is governed within the Enterprise.

Section 2: Describes the DoD foreign language occupations including a basic description and common occupational tasks.

Section 3: Addresses how Commanders can source foreign language occupation needs.

Section 4: Describes language related proficiencies and how they are tested.

Section 5: Provides details on foreign language acquisition and maintenance/enhancement training and how to obtain training.

Section 6: Discusses regional expertise and culture evolution in the community.

Section 7: Provides the current reference materials.

Section 8: Provides familiarization on some of the organizations external to the Enterprise and DoD that have an impact on the foreign language community.

Appendices A – C: Interagency Language Roundtable (ILR) Descriptions for Listening, Reading, and Speaking; for Interpretation; and for Translation contain the proficiency levels for the respective modalities or specialty.

Appendices D and J: ILR for Audio Translation and ILR for Intercultural Communications contains the descriptions of the proficiency levels for these two language related specialties.

Appendix E: Comparison of the ILR Foreign Language Proficiency Skill Descriptions and the ACTFL Proficiency Guidelines compares these two scales.

Appendices F – I: Regional proficiency (expertise) guidelines from DoD Instruction (DoDI) 5160.70; Commander, Joint Chiefs of Staff Instruction (CJCSI) 3126.01; Doctrine, Organization, Training, Material, Leadership, Personnel and Facilities (DOTmLPF) Change Recommendation (DCR); and the Revised DOTmLPF guidelines from the Capabilities Based Requirements Identification Process (CBRIP).

Appendix K: Listing of the sources cited in this report.

Purpose

The purpose of this document is to provide a high level description of foreign language governance and activities for those who do not deal with foreign language matters on a daily basis. This guidebook is not all encompassing and may be updated as foreign language events policy and initiatives change.

The events of 9/11 and the warfighting environment of the 21st century highlight the need for understanding our adversaries. In comparison to the Cold War era, when the U.S. was predominantly concerned about communist countries, the enemies of the 21st century are diverse and use irregular warfare tactics. Therefore, it is vital that we understand the languages, backgrounds, cultures, mentalities and geographic terrain of our adversaries.¹

The information in this document is a compilation of research materials and study reports conducted as part of a series of Military Intelligence (MI) specialty studies conducted for the Office of the Secretary of Defense for Intelligence (OUSD(I)). It condenses current Department of Defense (DoD), Military Department, and Agency policy and doctrine to provide a reference on the governance and management of foreign language capabilities employed in Defense Intelligence in the context of the overall DoD and Director of National Intelligence (DNI) foreign language programs. This document also strives to explain how foreign language is managed within the Defense Intelligence Enterprise (Enterprise), and provides basic descriptions of the foreign language related occupations and other foreign language related information, issues and concerns currently facing the foreign language community. The table on the left provides a brief description of the sections and topic areas contained in this document.

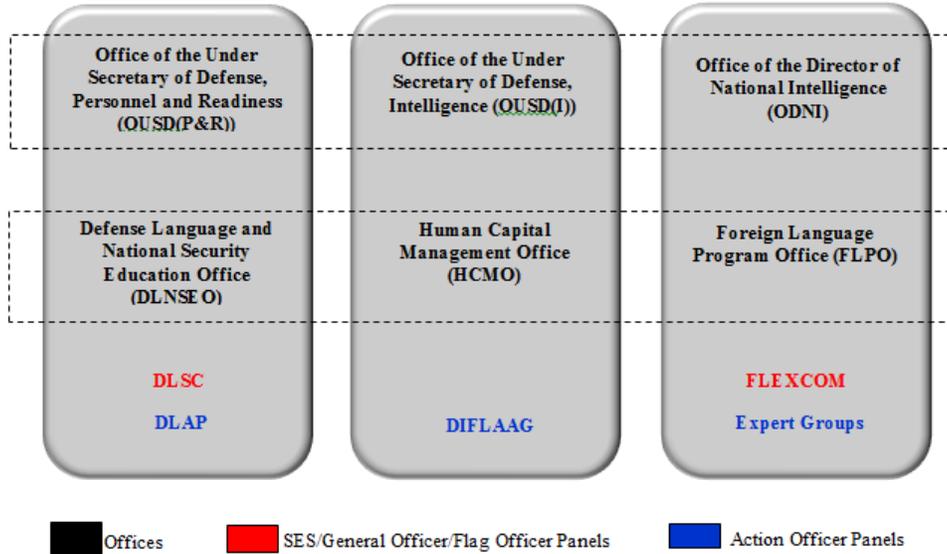
1. Foreign Language Governance

Foreign language within the Enterprise is governed by the policies of the Office of the Secretary of Defense (OSD) and Office of the Director of National Intelligence (ODNI). Table II depicts the foreign

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language and area oversight roles of the different components. Each of the roles will be described in further detail following the table.

Table II. Foreign Language and Area Oversight Roles



Office of the Under Secretary of Defense for Personnel and Readiness (OUSD(P&R))

The Under Secretary of Defense for Readiness (USD(P&R)) is responsible for providing overall policy guidance for the Defense Language Program. The USD(P&R) appoints the DoD Senior Language Authority (SLA) who chairs the Defense Language Steering Committee (DLSC). The various responsibilities of the USD(P&R) and other organizations within the Defense Language Program are contained in DoD Directive 5160.41E: Defense Language, Regional Expertise, and Culture Program.

Defense Language Steering Committee (DLSC)

The Defense Language Steering Committee (DLSC) is comprised of General/Flag Officer or Senior Executive Service (or equivalent) designated SLAs and representatives from OSD, CCMDs, Military Departments and Defense Agencies depicted in Table III below:

The DLSC recommends and coordinates overall foreign language policies for the DoD and serves as an advisory board to the USD(P&R) for the Defense Language Institute Foreign Language Center (DLIFLC) and Defense Language Institute English Language Center (DLIELC).

Organizations that serve as advisors to the DLSC include: ODNI, DLIFLC, DLIELC, National Security Education Program (NSEP), Partner Learning Training Center Europe, Office of the Under Secretary of Defense Civilian Personnel Policy (OUSD(CPP)), Defense Manpower Data Center and Service Academies.

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Table III. Organization SLAs and Representatives to the DLSC

❖ OUSD(P&R)	❖ JCS	❖ STRATCOM	❖ OUSD(I) *
❖ DIA	❖ Army	❖ EUCOM	❖ DUSD(PLANS)*
❖ DSCA	❖ Navy	❖ PACOM	❖ OUSD(P&A/MPP)*
❖ DTRA	❖ Air Force	❖ SOCOM	❖ OUSD(AT&L)*
❖ NGA	❖ Marine Corps	❖ TRANSCOM	❖ OUSD(P)*
❖ NSA/CSS	❖ CENTCOM	❖ SOUTHCOM	❖ OUSD(Compt)*
	❖ NORTHCOM	❖ AFRICOM	* Denotes Representatives

Senior Sub Committee (SSC)

The DLSC Chair may appoint select SLAs from the DLSC membership to lead a deep dive of issues facing a particular occupational specialty. The SSC organizes and directs relevant subject matter experts to develop solutions and implementation instructions that address the particular issues. To date, SSCs have been formed for the Cryptologic Language Analyst (CLA) and the Foreign Area Officer (FAO) occupations.

Defense Language Action Panel (DLAP)

The Defense Language Action Panel (DLAP) supports the activities, functions, and responsibilities of the DLSC. The membership of the DLAP mirrors and supports the roles and functions of the DLSC.

Defense Language and National Security Education Office (DLNSEO)

The Defense Language and National Security Education Office (DLNSEO) was established in December, 2011 when the Deputy Assistant Secretary of Defense for Readiness directed the merger of the Defense Language Office (DLO) and the National Security Education Program (NSEP) office to ensure a strategic focus on meeting present and future requirements for language and regional expertise among military personnel and civilian employees of the Department. The office establishes and oversees policy regarding the development, management, and utilization of civilian employees as well as members of the armed forces; monitors the promotion, accession and retention of individuals with these critical skills; explores innovative concepts to expand capabilities; and establishes policies to identify, track, and maximize the use of these critical skills to meet requirements for language and regional expertise.²

The Under Secretary of Defense for Intelligence (USD(I))

The USD(I) is the focal point for all Defense Intelligence-related foreign language and area issues. Additional responsibilities include:

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- Designate a General/Flag Officer or Senior Executive Service representative to the DLSC.
- Oversee all Enterprise language programs^{§3}
- Oversee research, development, testing, evaluation, and acquisition of multi-language technology employed by the Enterprise
- Identify Enterprise foreign language and area current and emerging needs
- Ensure language and regional proficiency execution of Military Intelligence Program (MIP) and the defense portions of National Intelligence Program (NIP) are aligned with Defense Language Program goals and objectives
- Develop intelligence policies which maintain strategic relevance of DoD language and regional proficiency capabilities

Defense Intelligence Foreign Language Area Advisory Group (DIFLAAG)

The Defense Intelligence Foreign Language Area Advisory Group (DIFLAAG) is operated under the guidance of the USD(I) and serves as the advisory group to the DoD SLA for policy coordination and oversight of Defense Intelligence foreign language, cultural, and regional requirements, policy and programs.⁴ The DIFLAAG crafts policy to further enhance management and use of foreign language, and regional and cultural capabilities of personnel involved in Defense Intelligence.⁵

The DIFLAAG provides a forum to vet, coordinate, and collaborate on issues related to Defense Intelligence foreign language and foreign area oversight and policy guidance. Efforts enable transparency in development of capability and efficiencies in processes, management, and governance to assure the interests and equities of Defense Intelligence components.

The objective of the DIFLAAG is to seek greater collaboration across Defense Intelligence components to develop effective foreign language and foreign area capabilities that meet requirements of commanders, staffs, and policymakers at all levels of the DoD. Members of the DIFLAAG include: Office of the USD(I) – Chair, Military Departments, and Defense Agencies (DIA, NGA, and NSA). Efforts of the DIFLAAG support the development of appropriate concepts and procedures, to enhance the various foreign language and area programs, and enable Defense Intelligence to achieve the following:

- Alignment of foreign language and foreign area initiatives with those of larger DoD and the National Intelligence Community (IC)
- Synchronization of foreign language and foreign area programs of Defense Intelligence components

[§] Functional Managers for intelligence disciplines set training and tradecraft standards. Directors of NGA and NSA are functional managers within DoD.

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- Coordination in the development of Defense Intelligence foreign language skills, foreign area knowledge with the efforts of the Under Secretary of Defense for Personnel and Readiness, the ODNI, and the Joint Chiefs of Staff.
- Unifying Defense Intelligence foreign language and area planning efforts.
- Leveraging community expertise to develop and champion solutions in response to and in anticipation of Defense Intelligence needs.
- Coordination with Under Secretary of Defense for Acquisitions, Technology and Logistics (USD AT&L) on research, development and acquisition of human language technology.⁶

The organizations listed below are advisory organizations to the DIFLAAG. Their purpose is to provide subject matter expertise to the DIFLAAG on DoD and IC level policies and initiatives, and serve as the body to facilitate and coordinate Defense Intelligence foreign language and area initiatives with those of larger DoD and IC to further promote foreign language proficiency and area knowledge across the Defense Intelligence workforce.

- Office of the Director of National Intelligence
- The Joint Staff
- Office of the Under Secretary of Defense for Personnel and Readiness OUSD(P&R)

Military Department and Agency Governance Structures

Each Military Department, CCMD, and Defense Agency has designated SLAs. The organization within the component to which these representatives are subordinate depends on the organizations, the current leadership, and the best fit for foreign language related issues. The majority of SLAs serve under the direction of personnel (manpower – i.e. A1, G1, N1) organizations. Table IV reflects the current assignment of some of the SLA positions within each organization.

Table IV. Assignment of Senior Language Authority Responsibilities

Organization	SLA
Office of the Secretary of Defense	Deputy Assistant Secretary of Defense (Readiness)
Joint Chiefs of Staff	Director, Manpower and Personnel
United States Army	Director of Training, G3
United States Navy	Director, Military Personnel Plans and Policy (N13)
United States Air Force	A1
United States Marine Corps	HQMC Director of Intelligence

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Organization	SLA
Combat Support Agencies	Varies
Combatant Commands	Varies

In addition to serving as SLAs for the DLSC, each Military Department has a structure in place to manage the foreign language, regional expertise and culture (LREC) needs for their respective Department. The structure includes both Foreign Language Program Offices and Culture Centers. These offices represent and support the entire force (i.e. General Purpose Forces (GPF) and Special Operations Forces (SOF)) and are not exclusively related to Intelligence. The foreign language program offices are responsible for developing the vision, strategy, policies and guidance related to LREC for their Department. The Culture Centers are responsible for implementing the guidance issued by their respective Departments related to LREC for the general Department population. This is accomplished through providing training opportunities via various venues (online, mobile training teams, etc.). This structure is continually being reviewed to ensure efficiencies are being garnered while still meeting the current needs of the Department. This structure may be revised as necessary.

Table V. Military Department Foreign Language Offices and Culture Centers



Command Language Program (CLP) Management

Command Language Programs (CLPs) are a vital part of foreign language management supporting the Commander at the unit level in providing a qualified, linguistically proficient workforce. A CLP is any foreign language training program, or course of instruction, operated by Service/Agency installations, and active duty or reserve component Commanders. Units with personnel assigned to language-required positions are directed by the Joint Service Regulation, Management of the Defense Foreign Language Program to conduct language training.⁷ Training may include remediation, refresher, maintenance, sustainment, and job enhancement training.

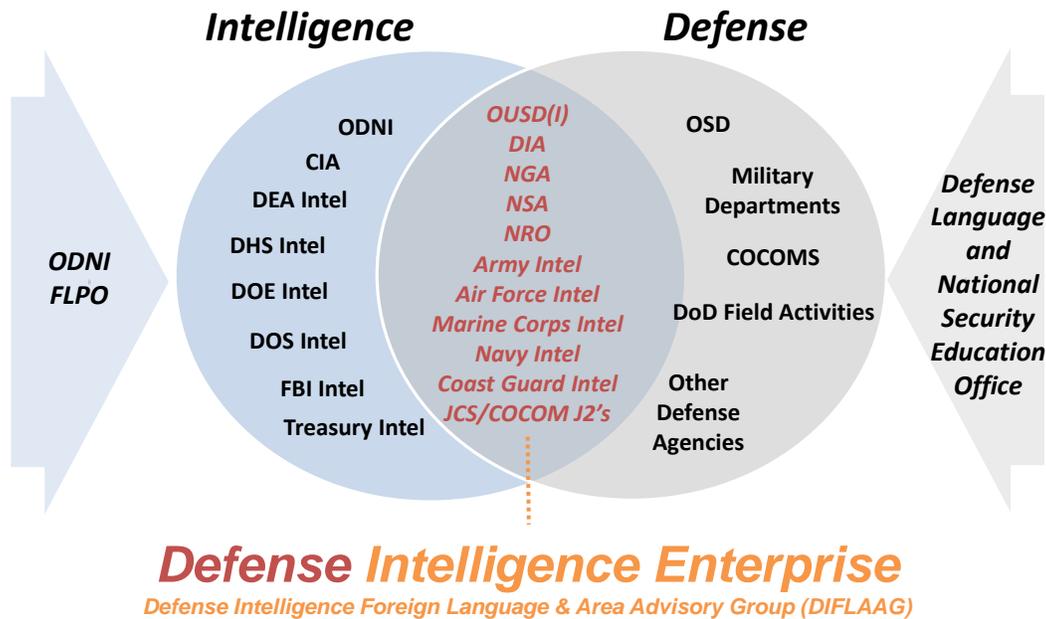
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Training assistance can be obtained through the DLIFLC and the respective Service Program Manager (SPM). Courses vary by organization and may be full or part-time, on- or off-duty, group or self-study, mandatory or voluntary, in-house or contracted. The CLP plays a vital role in maintaining unit readiness. Having a healthy functioning CLP is to the advantage of the Commander. On a unit level, language proficiency cannot be maintained without the support of the Commander.

Organizations typically appoint a Command Language Program Manager (CLPM) to track the training needs and progress of each individual linguist as well as evaluating training effectiveness. The CLPM is responsible for ordering and preparing training material, scheduling training, and contracting for instructors. The CLPM should be a full-time job in any command with more than 50 linguists to effectively manage the myriad of duties associated with the position. The CLPM may require administrative assistance for support in running an effective program.⁸ DLIFLC supports the CLP by offering resident CLPM certification courses and hosting an annual CLPM conference to discuss the current issues and concerns of the foreign language community.

Office of the Director of National Intelligence (ODNI)

Components within the Defense Intelligence Enterprise answer to both the ODNI and the DoD.



Foreign Language Executive Committee (FLEXCOM)

The Foreign Language Executive Committee (FLEXCOM) is the senior advisory board to the Director of the ODNI Foreign Language Program Office (FLPO) on foreign language issues for the Intelligence Community (IC). The FLEXCOM leverages NIP resources of the IC and other elements of the United States Government (USG), academia, and the private sector for foreign language activities. To this end, the FLEXCOM provides a senior-level bridge between the IC’s foreign language substantive experts and IC executives on matters of foreign language readiness

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and modernization pertinent to the challenges of the 21st century. FLEXCOM membership comprises the SLAs, or an equivalent level senior executive manager, from members in the IC, Defense Intelligence, and other elements of the USG.⁹ The FLEXCOM sets the agendas of and drives activities of expert advisory groups that support FLEXCOM initiatives. The five expert advisory groups are: the *Education and Instructional Technology Expert Group*; the *Operations Expert Group*; the *Technology Expert Group*; the *Testing and Assessment Expert Group*; and the *Culture and Regional Knowledge Expert Group*.¹⁰

Foreign Language Program Office (FLPO)

The Director of the ODNI FLPO chairs the FLEXCOM and oversees the expert groups.

Additional roles and responsibilities include:

- Advocates and strategizes for greater collaboration in workforce and workload sharing
- Integrates IC technology and translation/document exploitation processes to maximize employment of resources
- Manages NIP community language initiatives to increase capacity and capability
 - Advocates for and supports IC Agency needs to increase training opportunities for IC language professionals.
 - Requests and allocates funds for human cognitive skill and human language technology research and development
- Defines, measures and tracks IC language capabilities and readiness against mission objectives

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2. Foreign Language Occupations

Introduction of Terms

The IC and DoD use several terms interchangeably when talking about the foreign language skill set and capabilities. The term *linguist* is often used in both communities. The Merriam Webster Dictionary defines linguist as a person accomplished in several languages.¹¹ American Society for Testing and Materials (ASTM) International defines linguist as a student or practitioner of linguistics -- the science of language -- and as a person proficient in more than one language.¹² These definitions do not define which modalities (listening, reading, speaking, and writing) one is proficient in or the level of language proficiency.

Within the DoD, there are numerous terms that are used to describe an individual's language abilities, including:

- *Bilingual speakers* - Those who speak or are able to use two languages with equal fluency.
- *Native speakers* - Those who speak a language learned from birth; this is usually the language the person speaks best and is often the basis for sociolinguistic (cultural) identity.
- *Heritage speakers* - Those who are raised in a home where a non-English language is spoken, who speak or merely understand the heritage language, and/or who are to some degree, bilingual in English and the heritage language.
- *Acquisition speakers* - Those who acquire their foreign language skills in an academic environment.
- *Language enabled/skilled individual or personnel* - A person who possesses a foreign language capability in one or more foreign languages.¹³ Language enabled personnel occupy positions where a language capability enriches the quality of analysis, collection, operations and mission support. In brief, language capability can make analysts and collectors more effective within their respective positions by *enabling* them to do their job better.¹⁴
- *Language Professional* - A person who possesses a foreign language capability, as defined in Interagency Language Roundtable (ILR) Skill Level Descriptions, in one or more foreign languages and requires a foreign language to perform his or her primary function.¹⁵ Language professionals occupy positions that require high-proficiency levels to deal with and process the volume, variety, and velocity of collected foreign language material. Language professionals include transcribers, translators, interpreters, cryptologic language analysts and instructors.¹⁶

The number of terms used to describe someone with foreign language ability demonstrates the wide spectrum of types of foreign language speakers and array of foreign language skills in the Enterprise. A bilingual speaker, heritage speaker and acquisition speaker may all be able to speak the same foreign language, but do so at varying proficiency levels. While language

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proficiency may provide a preliminary indication of an individual's potential, other skills may be necessary to accomplish the occupational tasks successfully.

The spectrum of language used to describe foreign language proficiencies in relation to occupations and positions is just as varied, adding to the confusion about the occupations in the community. These definitions include:

- *Language dependent* -An occupation (or position) that requires a language capability in order to complete the duties required of the occupational specialty. Personnel in these occupations are assigned to duties that stress progressive acquisition and use of higher-level language skills.
- *Language capable* - A Military Occupational Specialty (MOS) or occupation that does not have a mandatory foreign language requirement, but often has foreign language capability listed as ancillary or additional *qualifications*. Such occupations benefit from having an individual, who possesses a language capability. This individual is ideally assigned to positions that stress progressive acquisition and use of higher-level language skills; however, their level of proficiency will not block or hinder their career development or progression.
- *Non-Language dependent MOS* – A MOS that, as a general rule, does not require foreign language capability. Personnel, trained in a foreign language in preparation for a specific assignment, can continue to be identified as linguist assets after their initial assignment and be considered for linguist assignments.¹⁷ For example, a civil affairs specialist who learned French in order to support a civil affairs team in Canada would still be considered a French linguist asset after the assignment. This individual could be called upon to use the foreign language skills in other capacities in the future.

Given the variety of terminology used for the individuals and the occupations (positions), the term “linguist,” within the DoD, is commonly mistaken to be synonymous with the Cryptologic Language Analyst (CLA) occupation. For the purpose of this report, the term “Cryptologic Language Analyst (CLA),” refers to both military and civilian personnel engaged in the Cryptologic Language Analysis profession as a whole. The Military Departments may use different occupation titles. CLAs supporting a military unit are expected to be individuals trained and equipped to perform a variety of linguist and analyst functions as part of a cryptologic mission. Each foreign language occupation requires a high degree of proficiency and a great deal of specialized training. A commander would not want to use any pilot to conduct landings on an aircraft carrier without that pilot having the particular skill set or experience. Having the wrong professional without the necessary competencies to perform the required tasks effectively could be to the detriment of the unit's mission. Commanders can use Table VI below and information provided on each foreign language occupation (or skill set) to ascertain which occupation (or skill set) will best fit the Commander's needs.

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Table VI. Snapshot of Foreign Language Occupations within DoD

Occupation	Primary Language Modalities*	Occupational Specialty
Cryptologic Language Analyst	Listening and Reading	USA - 35P USN – Cryptologic Technician (Interpretive) USMC - 26XX USAF - 1N3 or 1A8 NSA GS 1400 & 3000 series [~] Contractor
HUMINT Collector	Listening, Reading, and Speaking	USA – 35F, 35M, 351M USN – IS, 3913, 3H1/3H3* USMC – 0211, 0210, 0204 USAF – 14N, 8D000** GS 0132 ^f
Interpreter	Listening and Speaking	USA - 09L USAF - 9L*** USN - 9520**** GS1040 IA 1040 Contractor
Translators	Reading and Writing	Contractor
Instructors	Listening, Reading, Speaking and Writing	GS 1701 Contractor
Counterintelligence Collectors	Listening, Reading and Speaking	USA -35L USN – 9545, 9556 USMC – 0210, 0211 USAF – 7S0X1 GS - 0132

*Note – chart only reflects primary language skill modalities and does not include other skill sets such as analytical interpretation, target knowledge, technology or other occupation related skills.

[~] There are numerous language related occupations in both of the NSA 1400 and 3000 series occupations. The OPM series did not cover adequate descriptors for a large number of cryptologic occupations (including Language and Intelligence Analysis); thus NSA has a special series of occupational designators for language professionals within the OPM series code.

* Additional Qualification Indicator

** Special Duty Identifier

^f GS-0132 is an intelligence generalist/specialist that covers a multitude of jobs in the civilian intelligence domain

*** Special Reporting Identifier

**** Assignment at a variety of organizations such as Defense Threat Reduction Agency, POW/MIA, and Inter-American Forces Academy

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Cryptologic Language Analysts (CLA)

Basic Description

Cryptologic Language Analysts (CLA) are military enlisted service members from the active or reserve components, and civilians that work with either a DoD service or Combat Support Agency (CSA) in support of tactical or strategic missions. The CLA's primary mission is to support, on an operational level, the National Intelligence Strategy and Defense Intelligence Strategy through the exploitation and analysis of foreign communications using signals intelligence/electronic warfare (SIGINT/EW) systems. The Army and Marine Corps have a small cadre of warrant officers in this occupation. The Marine Corps warrant officers can perform CLA duties, but language is not a requirement for a SIGINT/EW officer.

The CLA profession is a language dependent career field. Therefore, all CLAs must have a foreign language capability. In the majority of cases, CLAs are new military recruits. In some rare cases, CLAs are laterally reassigned from other military specialties because of existing language skills or the desire to learn a new language. In addition, all CLAs must have and be able to maintain a Top Secret/Sensitive Compartmented Information security clearance.

Even though CLAs concentrate on the listening and reading modalities, the occupational description includes requirements for numerous other skills and abilities. Referred to as the "Ten Dimensions of a CLA", the additional skills and abilities for a CLA include cultural, target, SIGINT and technology expertise, linguistic research, analytical interpretation, adaptive performer, customer relations and teacher/mentor.¹⁸

Common Tasks

Table VII: Common Task List for CLA Occupation¹⁹

Common Tasks for CLA Occupation
<ul style="list-style-type: none"> • Detection, acquisition, geolocation, identification, and analysis of foreign communications using SIGINT/EW systems.
<ul style="list-style-type: none"> • Copying, translating, transcribing, gisting and producing summaries of foreign communication transmissions.
<ul style="list-style-type: none"> • Performing analysis and Intelligence, Surveillance and Reconnaissance (ISR) synchronization to support mission requirements.

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Human Intelligence (HUMINT) Collectors

Basic Description

HUMINT or human intelligence is the collection of foreign information through human sources. HUMINT collectors are appropriately trained and certified individuals (military service members and civilians) authorized to conduct Defense HUMINT operations. HUMINT collectors use a variety of methods to gather information to satisfy intelligence requirements, including foreign military and military-related intelligence. These methods include, but are not limited to: direct reconnaissance, observation, use of recruited agents, strategic debriefing and interrogation.

The HUMINT collector occupation is considered to be a language capable (rather than language dependent) occupation within DoD. The Army changed a portion of the HUMINT collectors (interrogators) to a language dependent occupation. A small number of HUMINT collectors undergo language training and use foreign language skills. Those HUMINT collectors that are not language capable use interpreters to conduct HUMINT activities and exploit foreign language documents and recordings. In addition to knowing a foreign country's language, interpreters are familiar with the area, the customs and traditions of its people.

Common Tasks

Table VIII: Common Task List for HUMINT Collector Occupation²⁰

Common Tasks for HUMINT Collector Occupation
<ul style="list-style-type: none"> • Develop and produce HUMINT collection requirements, collection and exploitation plans; prioritize sources for exploitation; maintain source registry; and write HUMINT appendices.
<ul style="list-style-type: none"> • Conduct an interrogation or debriefing; process a walk-in.
<ul style="list-style-type: none"> • Exploit HUMINT source related materials; analyze documents and material for intelligence value; develop a source profile and dossier; coordinate and conduct Military Source Operations; and case for operational sites.
<ul style="list-style-type: none"> • Prepare Intelligence Information Reports (IIR) and other HUMINT reports, notices and summaries; conduct intelligence dissemination to appropriate consumers.

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Interpreters

Basic Description

Interpreters convey one language to another language verbally. This activity often requires the interpreter to remember entire passages of the speaker and determine the appropriate terminology and contextual needs to relay the information effectively to the other party.²¹ Non-interpreters can understand the nuances of interpreting by listening to a commentary or advertisement on the radio and then trying to immediately restate the information in English, ensuring not to lose the context or tone of the speaker. The rapid process of absorbing the spoken passages, translating them in one's mind and effectively conveying that information in a foreign language, and in a timely manner, is a skill set that even native speakers can struggle with without the proper training.

There are three general modes of interpretation: simultaneous, consecutive and sight translation. All involve highly complex cognitive activity, inasmuch as the interpreter must immediately comprehend, analyze, and convert the source message into the target language spoken equivalent.

Simultaneous interpreting requires the interpreter to convey continuously the full and accurate meaning of what is said in the source language into speech in the target language, lagging just slightly behind the original message. Simultaneous interpretation takes place in settings where no pauses or interruptions are possible, and is typically delivered using specialized equipment in a sound-proof booth such as used at the United Nations.²² Technology improvements have recently made wireless systems available, making simultaneous interpretation possible in other settings.

Whispered interpretation can be viewed as simultaneous interpretation without the use of technology. It requires the interpreter to whisper the interpretation into the ear of the listener concurrent with the speaker. It is used when it is not possible to conduct consecutive or simultaneous interpretation. For example, this technique is used in medical situations where the doctor and patient do not speak the same language or in the field when interpretation technology is not available.

Consecutive interpretation requires the interpreter to convey the full and accurate meaning of speech from the source language into the target language after the speaker has concluded speaking. Depending on the setting, the speaker may pause periodically to allow for interpreting to take place or continue until the entire speech has been delivered. Interpreters generally take notes as memory aids to reconstruct the message and seek clarification if the request will not disrupt the event.²³ Consecutive interpretation is more typically employed in the field where there is no access to technology and two languages are being spoken. Interpreters may be required to interpret for both halves of the conversation or there may be two interpreters, one for each speaker. Consecutive interpretation takes more time than simultaneous.

Sight translation requires the interpreter to immediately convey the meaning of a document written in the source language into the spoken target language.²⁴

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Common Tasks

Table IX: Common Task List for Interpreter Occupation²⁵

Common Tasks for Interpreter Occupation
<ul style="list-style-type: none">• Prepares for an interpreting event by assessing the interpretation venue and technology, meets with principal(s) to prepare, and conducts subject matter research.
<ul style="list-style-type: none">• Conducts simultaneous, whispered or consecutive interpretation by determining the accurate meaning of words and phrases within the context of the passage, rapidly and efficiently finds congruent meaning in the target language, and conveying the meaning of the message completely and accurately in the target language.
<ul style="list-style-type: none">• Applies knowledge of the cultural, historical, and geopolitical makeup of the regions of both source and target language into the translation as well as knowledge of world affairs, subject matter, specialized vocabulary and grammar.
<ul style="list-style-type: none">• Listens with high level of concentration, uses note taking system that is specific to the task of interpretation, speaks clearly and audibly and verifies interpretation.
<ul style="list-style-type: none">• Provides foreign language and cultural support to other personnel.

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Translators

Basic Description

Translators convert written communication from one language into another. A translation begins with a source text and results in the creation of a target text (translation) in another language. The translation corresponds to the source text according to the criteria agreed upon in advance.²⁶ There are several modes of translation: summary translation, gist, full translation, hybrid translation, sight translation and audio translation. All involve highly complex cognitive activity, inasmuch as the translator must comprehend, analyze, and convert the source message into the target language written equivalent.

Complete summary is a detailed summary of the entire source.²⁷

Targeted summary is a rendering that summarizes the parts of the source relevant to requirements; limited selections may also be rendered in full/verbatim form.²⁸

Gist is a brief description of the most important topics covered in the source, usually accompanied by basic information about when, by whom, and for whom the source was created.²⁹ A gist provides the end user with a general idea of the original, but without emphasis on details or stylistic elegance. Gists are sometimes used synonymously with summary translations; however, gists provide fewer details than summary translations and may read less smoothly. Machine translations are sometimes used for gisting purposes. Translators can provide targeted gists regarding a particular topic or information sought after in the foreign language material.

Full (or verbatim) translation is a full and complete rendering of either the entire source or a specific portion of the source. A full/verbatim rendering of audio material may include hesitation particles, pauses, coughs, etc.³⁰

Hybrid translation is a combination of two (or more) of the above types (e.g. a translation in which most of the material is summarized or gisted, but significant portions are rendered in full form).³¹

Sight translations are oral translations of written text from one language to another in the presence of the end user or customer with little or no prior examination on part of the translator. Sight translations are conducted by both interpreters and translators and are often done as a triage function to identify relevant information needed by the customer.³²

Audio translation is the process of rendering live or recorded speech in the source language to written text in another language. It is a cross between interpretation (speech-to-speech) and translation (written text-to-written text).³³

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Common Tasks

Table X: Common Task List for Translator Occupation³⁴

Common Tasks for Translator Occupation
<ul style="list-style-type: none"> • Conducts subject matter research, conducts original research of foreign language materials of interest to the customer and maintains subject matter expertise and specialized vocabulary associated with a topic.
<ul style="list-style-type: none"> • Translates foreign language into the appropriate mode (summary, gist, full, hybrid, sight and audio) according to customer needs.
<ul style="list-style-type: none"> • Determines the accurate meaning of words and phrases within the context of the passage and determines the accurate meaning of words and phrases within the context of the passage.
<ul style="list-style-type: none"> • Applies knowledge of the cultural, historical, and geopolitical makeup of the regions of both source and target language into the translation as well as knowledge of world affairs, subject matter, specialized vocabulary and grammar.
<ul style="list-style-type: none"> • Uses translation tools and resources to find the appropriate term for the translation and applies knowledge of target language correspondence procedures to compose the translation.

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Instructors

Basic Description

Foreign language instruction is an established profession within the Enterprise. The ASTM International Standard Guide for Use-Oriented Foreign Language Instruction (F1562-95) sets forth minimum requirements for foreign language instructors. Language instructors should have native or near-native proficiency, a bachelor's degree or equivalent, two years of teaching experience, recent exposure to the language and culture, and pedagogical knowledge and skills to teach the language as a foreign language.³⁵

Native or near-native proficiency for language instructors has been defined by DLIFLC and NSA as ILR Level 3 language proficiency. The exception to this is the DLIFLC MLIs who are expected to arrive at DLIFLC at a proficiency level of L2/R2. However, they are expected to reach a proficiency level of L3/R3/S2+ by the end of their DLIFLC tour. Additionally, the Government's foreign language schoolhouses expect a working grasp of English, resulting in most requiring an ILR Level 2 in English. However, DLIFLC and NSA will waive this requirement for instructors of critical languages, as well as for instructors from countries that have educational challenges. Both DLIFLC and NSA offer English development courses for instructors with lower than desired English proficiency.

In addition to meeting entry-level requirements, foreign language instructors are expected to be current in the new research, development, and trends of the foreign language instruction profession, as well as applying what is learned to their teaching. Instructors from all the Government's foreign language schoolhouses are expected to participate and contribute to the profession by attending workshops and conferences, speaking at such events, conducting research, reading articles about recent pedagogical developments, collaborating with other instructors, and sharing materials, methods, and approaches. Foreign language instructors who are serious about the profession should be constantly growing in their instructional approaches and understandings in an effort to further the learning of their students.³⁶

Foreign Language Programs Guidebook

Common Tasks

Table XI: Common Task List for Foreign Language Instructor Occupation³⁷

Common Tasks for Foreign Language Instructor Occupation
<ul style="list-style-type: none"> • Designs and develops course curricula, effective lesson plans, and instructional materials; supplements course textbooks/materials with authentic materials; and tailors teaching materials and instruction to meet student need.
<ul style="list-style-type: none"> • Teaches foreign language skills to a wide range of adult learners using primarily the foreign language; teaches the culture, history, politics, and economy of the region in which the foreign language is used; implements activities that are level appropriate, learner-centered and task-based; and uses technology in a pedagogically sound manner in the classroom and homework assignments.
<ul style="list-style-type: none"> • Develops and/or revises appropriate tests for a unit or module of language instruction; evaluates student progress; and suggests learning strategies for the student to improve language skills.
<ul style="list-style-type: none"> • Evaluates course effectiveness and makes improvements to course content, instructional materials, and delivery methods.
<ul style="list-style-type: none"> • Keeps current in the foreign language and culture; stays abreast of current foreign language teaching theories and techniques; takes advantage of professional development opportunities; applies latest teaching techniques and methods and shares proven teaching techniques and course materials with other instructors.
<ul style="list-style-type: none"> • Mentors less experienced instructors.

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Counterintelligence (CI) Collectors

Basic Description

CI or Counterintelligence activities are undertaken as part of an integrated DoD and national effort to detect, identify, assess, exploit, penetrate, degrade and counter or neutralize espionage, intelligence collection, sabotage, sedition, subversion, assassination, and terrorist conducted for or on behalf of foreign powers, organizations or persons, or their agents directed against U.S. national security interests or DoD and its personnel, information, materiel, facilities and activities³⁸. CI collectors are appropriately trained and certified individuals (military service members and civilians) authorized to conduct CI operations. CI operations can be both offensive and defensive in nature. These operations can include, but are not limited to, information sharing, coordination, and collaboration with law enforcement, special operations, and other intelligence agencies.

The CI collector occupation is currently considered to be a language capable (rather than language dependent) occupation within DoD. A small number of CI collectors undergo language training and use foreign language skills. Those CI collectors that are not language capable use interpreters to conduct CI activities and exploit foreign language documents and recordings. In addition to knowing a foreign country's language, interpreters are familiar with the area, the customs and traditions of its people.

Common Tasks

Table XII: Common Task List for Counterintelligence Collector Occupation

Common Tasks for Counterintelligence Collector Occupation
<ul style="list-style-type: none"> • Prepare and conduct an investigation, using specialized investigative techniques and equipment • Conduct interviews • Identify, collect, preserve physical evidence • Recognize espionage indicators

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3. Sourcing Options

Military Personnel

According to CJCSI 3126.01A, military personnel are the desired primary and essential source of employable foreign language and regional expertise capabilities in combat operations. The advantages of employing military personnel are that they bring with them an understanding of the military way of life, knowledge of its structure and missions, values, and a clear understanding of the chain of command concept. However, possessing a foreign language capability means that some personnel, although skilled in a foreign language, may be assigned to primary duties that do not employ their language skills. Planners must recognize that tapping into foreign language skills and regional expertise resources may impact other missions requiring other trained specialty skills. When determining assignment of personnel, planners should also consider the skill sets and knowledge required in accomplishing the desired tasks.

Another factor affecting employment of military personnel with language and regional expertise is that it takes two to three years to develop a person with the necessary level of proficiency in a language, and up to five years for someone to obtain a certain knowledge level of the region or area of operations. There is no such thing as “just-in time” training that produces proficient language skills and extensive regional expertise. Therefore, foreign language and regional expertise requirements must be identified two to five years in advance so the Services can project the required training and funds to build the capability. Support and sustainment operations in Operations IRAQI FREEDOM and ENDURING FREEDOM have led to extensive reliance on contractors who have become the source of primary expertise rather than military personnel. Services and commanders in particular must weigh and stress the importance of language skills and regional expertise as core competencies that are an integral part of the warfighter’s skill set.

Government Civilian

According to CJCSI 3126.01A, government civilians provide continuity within the military workforce. A strategic focus must be considered when placing civilians with a foreign language and/or regional expertise into positions at higher echelons or at military headquarters. Civilians could easily fill foreign language and regional expertise positions at these levels. In turn, military personnel could be released to support operations requiring foreign language and regional expertise capabilities at the tactical level. However, civilians are subject to different rules and regulations and may be unsuited for employment in support of certain military operations. Civilians are also afforded certain freedoms generally not offered to military personnel and can easily decide to terminate their employment without a breach of contract. Additionally, special considerations and planning must be taken to allow civilians to work in excess of the traditional 40-hour week.

Contractor

According to CJCSI 3126.01A, contractors offer commanders another pool of foreign language and regional expertise to support military operations. Unlike military and government civilian personnel, contractors can provide foreign language and regional expertise support as defined by contractual arrangements and can be rapidly withdrawn when the requirement no longer exists. Although contractors can be seen as a quick response to fill the need, they do present some

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drawbacks. Contractor support is expensive, and they may not have the necessary clearance to fill certain requirements. Although some may be native to the area of operations, they may not have the English proficiency required to communicate with military personnel. In a non-permissive environment, local hires obtained through host-nation contracts may not provide the level of trust required to achieve the desired results during execution of military operations.

Extensive background investigations of contractor personnel may be required for employment in sensitive military operations. Contractors are generally at will employees and as such they “volunteer” to support the military in combat zones. Like government civilians, contractors can easily terminate their employment rather than go on risky missions. In addition, contractors are usually bilingual but may not have the necessary skill sets to meet mission requirements, especially in the military terminology domain.

The Secretary of the Army is designated as the Executive Agent (EA) for all contracts specifically for foreign language support provided to deployed forces except for personal services contracts by in-theater personnel, intelligence and counterintelligence organizations and U.S. Special Operations Command. As the EA, the Secretary of the Army is responsible for establishing policy and procedures for the DoD Components to submit their requirements for contract language support. DoD policies for counterintelligence and security screening shall be followed for all language services contracted, as appropriate.³⁹

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4. Language Related Proficiencies

Language Proficiency

Generally, four modalities are used when referring to language proficiency; Listening (L), Reading (R), Speaking (S), and Writing (W). Foreign language proficiency scores are expressed in listening, reading and speaking (L/R/S) format with the associated score (or just the score – 2/2/2). For example, a foreign language proficiency score of L2/R2/S2 represents an ILR Skill Level 2 for listening, reading, and speaking modalities. Scores for each modality are in six levels (0 through 5) with a “plus” sign to express proficiency between the levels.

The *ILR Skill Level Descriptions for Listening, Reading and Speaking* (Appendix A) is used as a guideline measurement of an individual’s performance for a given modality in government settings. The Interagency Language Roundtable descriptions for the listening, reading and speaking modalities are the officially recognized criteria for assigning proficiency scores within the DoD and are used in conjunction with the Defense Language Proficiency Test (DLPT) discussed in the next section.

Interpretation Proficiency

While proficiency in English and another foreign language are necessary, they are not sufficient to produce a successful interpretation. The interpreter must also be able to 1) comprehend two languages as spoken and written (if the language has a script), 2) speak both of these languages, and 3) choose an expression in the target language that fully conveys and best matches the meaning of the source language. From the standpoint of a customer, a successful interpretation is one that faithfully and accurately conveys the meaning of the source language orally, reflecting the style, register, and cultural context of the source message, without omissions, additions or embellishments on the part of the interpreter.⁴⁰

The *ILR Skill Level Descriptions for Interpretation Performance* (Appendix B) is used as a guideline measurement of an individual’s interpretation performance in government settings. They are separate and distinct from the ILR Foreign Language Proficiency Skill Level Descriptions for listening, reading, speaking and writing (Appendix A); they are meant to describe only an individual’s interpretation skills and ability. The ILR Skill Level Descriptions for Interpretation Performance is a tool for someone to understand what an interpreter at a particular level would be able to accomplish. Professional Performance Skill Level 3 is considered the level in which an interpreter has all the necessary skills to produce a reasonably accurate and reliable interpretation.⁴¹

Translation Proficiency

While proficiencies in foreign language and English are necessary, they are not sufficient to produce a successful translation. The translator must also be able to 1) read and comprehend the source language, 2) write comprehensibly in the target language, and 3) choose the equivalent expression in the target language that fully conveys and matches the meaning intended in the source language (referred to as congruity judgment). In addition, the translator must have familiarity with the subject matter and with the socio-cultural aspects that backdrop the passage,

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have analytical and research skills, as well as strong writing skills in the target language, and have the adeptness to use translation tools and resources.⁴²

The *ILR Skill Level Descriptions for Translation Performance* (Appendix C) is used as a guideline measurement of an individual's translation performance in government settings. They are separate and distinct from the ILR Foreign Language Proficiency Skill Level Descriptions for listening, reading, speaking and writing; they are meant to describe only an individual's translation skills and abilities. It must be noted that language tasks often associated with translation, such as gisting and summarizing a text, are not included in this performance descriptions, since such tasks require skills distinct from translation skills. The ILR Skill Level Descriptions for Translation Performance is a tool for someone to understand what a translator at a particular level would be able to accomplish. Professional Performance Skill Level 3 is considered the level in which a translator has all the necessary skills to produce a reasonably accurate and reliable translation.⁴³

Other Language Related Proficiencies

ILR has developed skill level descriptions for audio translation performance. Audio translation is the process of rendering live or recorded speech in the source language to a written text in the target language. It is a cross between interpretation (speech-to-speech) and translation (written text-to-written text), and requires a skill set that includes not only language but also the ability to overcome input interference. They are prepared from recorded speech, and are often used for legal purposes by many government agencies, particularly courts, which require either certified translations based on the transcripts, or transcripts and translations side by side. A successful audio translation is defined as one that fully and accurately conveys the content and meaning of the source language in a script format, and reflects the style, register, and cultural content of the source message, without additions and omissions. From the standpoint of the user, the translation must also meet the prescribed specifications and be completed in a timely manner. The ILR Skill Level Descriptions for Audio Translation is a tool for someone to understand what an interpreter at a particular level would be able to accomplish. Professional Performance Skill Level 3 is considered the level in which a translator has all the necessary skills to produce a reasonably accurate and reliable translation.⁴⁴

Also, the ILR has developed the *ILR Skill Level Descriptions for Competence in Intercultural Communication* (discussed in Section 7 below and contained in Appendix J). This scale was approved on May 18, 2012.⁴⁵

Language Proficiency Skills Testing

The Defense Language Testing Program covers the Defense Language Aptitude Battery (DLAB), the DLPT System, the foreign language Oral Proficiency Interview (OPI), OPI (English) (OPI-E), the DoD English Language Proficiency Test (ELPT), and the English Comprehension Level (ECT).⁴⁶ Only those tests specific to foreign language will be discussed below.

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Defense Language Proficiency Test (DLPT)

The DLPT System is the DoD standardized approved system to measure language proficiency and for determining qualification for receiving a Foreign Language Proficiency Bonus for military personnel pursuant to DoD Instruction 7280.03 or Foreign Language Proficiency Pay for civilian personnel pursuant to DoD 1400.25-M. For Director, NSA authorities, see Public Law 86-36, National Security Agency Act of 1959 (as amended), Sec 10 (b) (1).⁴⁷

The DLPT measures the two basic modalities of listening and reading. The score is based on the ILR skill levels listed in Appendix A. The writing modality is not measured by the DLPT System at this time. Additionally, the DLPT system does not measure translation, transcription or interpretation and measures proficiency through comprehension and requires an equally strong command of English.

Oral Proficiency Interview

An OPI⁴⁸ is a standardized procedure for the assessment of functional speaking ability across the entire ILR scale. The test measures how well a person speaks a language by assessing their performance of specific language tasks against specified criteria. The OPI is administered in person, by telephone, or other approved means, by an accredited tester upon completion of any resident language training course completed at the DLIFLC. The test is also completed annually for certain positions that mandate oral proficiency testing. In some instances, the OPI is used to measure the listening and speaking proficiencies in languages for which a DLPT does not exist.

OPIs are offered by several organizations including: DLIFLC, CIA, State Department and the American Council on the Teaching of Foreign Languages (ACTFL). DLIFLC completes the preponderance of the testing using DLIFLC Instructors trained and certified by DLIFLC to conduct OPIs in accordance with the ILR descriptions for speaking. ACTFL also provides OPI testing for DoD personnel in cases when DLIFLC is unable to accommodate the test, either due to capacity or lack of availability of a certified tester in certain languages. In these circumstances, the testing of DoD personnel is conducted in accordance with the ILR scale even though ACTFL has different criteria and proficiency levels. The ACTFL criteria for each of ten proficiency levels are described in the ACTFL Proficiency Guidelines and are contained in Appendix E.

Interpretation and Translation Testing

The ILR Skill Level Descriptions for Interpretation Performance, the ILR Skill Level Descriptions for Translation Performance, the ILR Skill Level Descriptions for Audio Translation Performance, and the ILR Skill Level Descriptions for Competence in Intercultural Communication currently do not have standardized tests to measure the respective proficiencies.

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Contractor Language Proficiency Testing

Testing of language proficiencies for contractors is usually the responsibility of the individual contract organizations. In most cases, contractor organizations are not authorized to use the DLPT system. Any use of the DLAB or DLPT in non-DoD agencies, except the Coast Guard, or the use of any method of delivering the computer-based and/or Web-delivered Defense Language Testing Program tests outside the Defense Manpower Data Center channels of delivery requires the express written approval of OUSD(P&R). The DLPT System of tests can be administered to DoD contractor personnel when deemed appropriate and necessary by the Heads of Defense Agencies and DoD Field Activities and approved by OUSD(P&R).⁴⁹

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5. Language Training

The two basic tenets of language proficiency are a solid foundation of basic language skills and continual language maintenance and enhancement of skills through training and active utilization of the skills on a consistent basis. Many professionals in the language community consider language proficiency to be a life-long pursuit and liken it more to education rather than training. Within the DoD, this responsibility is borne by both the Department and the Military Departments through the DLIFLC resident courses and maintenance/enhancement courses offered at the unit level. The National Cryptologic Schools (NCS), as the responsible training authority, provides intermediate and advanced cryptologic language education, and serves as the primary language school for civilian CLAs. Working in close partnership with DLIFLC, the learning objectives and standards at DLIFLC and elsewhere are provided by the functional managers of the intelligence disciplines for which the students are being prepared.

DLIFLC is the primary basic language acquisition training facility and is mandated to provide foreign language education and operational training needs for the DoD. DLIFLC should be the first stop for organizations requiring foreign language training. It is imperative that Commanders define and plan for organizational language requirements in advance to allow for proper programming and planning. This process is explained in further detail in the “Obtaining Training” section below.

Basic Language Acquisition Program at DLIFLC

Most *basic acquisition courses* (Code 0)^f are conducted at the DLIFLC in Monterey, California. Training may also be conducted at the Defense Language Institute, Washington, where specific low-enrollment languages are typically taught through a contract administered by DLIFLC. The requirement to attend the basic course at DLIFLC may be waived if a person has demonstrated proficiency in the language on a DLPT. Table XIII depicts four categories of languages taught at DLIFLC. Category I languages are usually the easiest for English speakers to learn and include French, Italian, Portuguese and Spanish. Category IV languages are usually the most difficult for English speakers to learn and include Arabic, Korean and Japanese.

Each student takes the DLAB before qualifying to study a language at DLIFLC. The DLAB measures an individual’s aptitude to learn a foreign language and assists in determining the eligibility to attend a specific language course (Table XIII). Minimum DLAB scores were determined based on what it takes for an individual whose first language is English to be successful in learning a new language. Minimum DLAB scores may be waived by the Military Departments to meet its own needs, especially in critically undermanned languages. For example, a Military Department is critically undermanned at 60% manning in Chinese; the Service may choose to waive the required score. The specific service may take other attributes in consideration such as the age, maturity or previous education of the individual and allow the student to enroll in the Chinese course. In 2014, the minimum DLAB score for all languages was raised to 110, and the ability to waiver the DLAB score was severely restricted by the DLIFLC EA, the Army.

^f Codes used throughout this section refer to codes in DLIFLC course catalog

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Table XIII: Minimum DLAB Score Required and Course Lengths per Language Category⁵⁰

Category	Minimum DLAB Score	Representative Languages	Course Length
I	110	French, Italian, Portuguese, Spanish	26 weeks
II	110	German	35 weeks
III	110	Dari, Hebrew, Hindi, Persian, Punjabi, Russian, Serbo-Croatian, Tagalog, Thai, Turkish, Urdu, Uzbek	48 weeks
IV	110	Arabic, Chinese, Japanese, Korean, Pashto	64 weeks

DLIFLC offers initial language acquisition training in 24 languages including the major six languages - Arabic, Persian Farsi, Chinese Mandarin, Korean, Russian and Spanish, as well as other Afghanistan/Pakistan languages such as Pashto and Urdu. DLIFLC teaches basic acquisition courses in Iraqi, Levantine, and Sudanese dialects, in addition to courses in Modern Standard Arabic. Basic acquisition courses may concentrate on the particular dialect required by the mission to which the student will be assigned.

A Basic Special Projects (*Code 15*) course is another basic acquisition course offered by DLIFLC designed to develop listening, reading, and speaking skills for educational, governmental, political and social environments. Participants for this course are normally limited to officers, senior enlisted and high-grade civilians that will be entering a foreign education program or occupying security assistance, embassy, attaché or Foreign Area Officer positions. These courses are usually more intense in nature and less lengthy than the standard Code 01 Basic Acquisition courses.

The minimum DLIFLC basic acquisition course (Codes 01 and 15) graduation requirement is L2/R2/S1+ as measured by the DLPT and OPI. A Proficiency Enhancement Program (PEP) initiative was proposed with a goal to increase graduation requirements to L2+/R2+/S2. The raising of the graduation standard to L2+/R2+/S1+ is being implemented in a phased approach, and is expected to be completed by 2022. The community realized the PEP standard of L2+/R2+/S2 may be unattainable by 2022 and therefore voted to only increase the listening and reading modalities at this time. Most linguists begin their careers at a level L2/R2 and need three to eight years to build enough knowledge of the language and culture to become a L3/R3 linguist.^{51**} Achieving this level can be difficult and is achieved by serving in several language related assignments, exposure to a wide variety of media (Internet and web, radio, television, movies, newspapers, and books), language training opportunities at regular intervals, and interactions in-country or with native speakers.

^{**} Based on statistics from NSA's new hire language analysis development program, it is possible to accomplish language proficiency at the professional level within three years. The additional five years is what makes the CLAs deep level subject matter experts.

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Enhancement and Maintenance Programs at DLIFLC

All of the basic acquisition courses discussed above are programmed for and funded through the DLIFLC EA Structured Manning Decision Review (SMDR) process discussed below. However, DLIFLC enhancement and maintenance courses fall under two categories; resident *non-reimbursable* and non-resident *reimbursable*. Resident *non-reimbursable* courses are funded through the SMDR process similar to the basic acquisition courses. Organizations requesting non-resident *reimbursable* courses must pay (reimburse DLIFLC for the courses). The different programs are described below.

Resident Non-reimbursable Programs

DLIFLC offers basic enhancement (*Code 32*), intermediate (*Code 06*) and advanced (*Code 07*) language enhancement, refresher (*Code 41*) and End-of-Training (*Code 42*) curricula through resident programs to support organizations in meeting a variety of language needs. In addition to requirements for basic language acquisition courses, Commanders should plan as much as possible in advance to take full advantage of programs offered through the DLIFLC.

In-residence basic, intermediate, and advanced language enhancement courses, as well as sustainment and refresher programs are offered through the DLIFLC on a non-reimbursable basis (see “Obtaining Training” section for further information). Intermediate and advanced language courses (Codes 06 and 07) usually require permanent change of station orders as the course lengths are longer than other offered courses. The length of these courses varies according to the specific language difficulty.

Table XIV: Course Prerequisites and Graduation Skill Level Expectations⁵²

Course	Course Length	Prerequisite ^{††}	Skill Level Anticipated at Graduation
Basic Enhancement	4 - 6 weeks	Completion of a formal language course and a Level 1+ in two modalities	No expected increase in score, linguistic skills should increase
Intermediate	18 – 47 weeks	Level 2 in listening and one other modality (reading, writing or speaking)	L2+/R2+/S2+
Advanced	18 – 47 weeks	Level 2+ in listening and one other modality (reading, writing or speaking)	L3/R3/S3 with increase in overall proficiency in speaking and writing modalities
Refresher	6 – 16 weeks	L1/R1/S1	One half level increase in modality where proficiency has declined below L2/R2/S1+ levels
End-of-Training	8 – 16 weeks	Completed basic course within four months prior to course date and not achieved level 2 in one of the modalities required for graduation.	L2/R2/S1+

^{††} Test must have been administered within 12 months prior to the scheduled start date of the course.

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DLIFLC Non-resident Reimbursable Programs

DLIFLC also has an extensive non-resident foreign language program providing non-acquisition training for professional and non-professional language groups. Trainings described below are usually tailored to the organization that is requesting the program/course, the organizational needs and the unique needs of the students participating in a given course. These courses are usually offered on a reimbursable basis. Therefore, Commanders should work with the CLPM to determine the best way to meet their training needs.

- ***Language Training Detachments (LTDs)*** – There are currently 26 LTDs supporting professional and non-professional language needs in 24 locations worldwide. Increasing in number from four LTDs in 2003, these teams are able to quickly respond to growing needs to equip service members with basic language and cultural awareness. LTDs are located at military installations with recurring language familiarization, enhancement, and cultural awareness requirements. The LTDs are under the guidance of DLIFLC’s Operational Unit Support Program and provide instructors on a permanent basis to support the individual LTD programs.
- ***Distance Learning*** – Training opportunities offered through the Broadband Language Training System (BLTS), Video Tele-Training (VTT), and Mobile Training Teams (MTT) are offered in 19 languages and six program areas. Courses are designed to provide distance learners at every proficiency level with a variety of products and services to enhance foreign language skills regardless of where the student is located in the world. Curriculum is dependent on the level, modality emphasis, content, and length of instruction as detailed by the educational objectives determined in conjunction with the unit CLPM.

Online Training Resources

The two largest technology-delivered resources are provided by the Joint Language University (JLU) and Global Language Online Support System (GLOSS).

- JLU is a government sponsored website that hosts multiple data resources and courses for language maintenance and enhancement opportunities. JLU provides thousands of hours of free online training in 80+ languages and 100+ countries and regions. Additional services offered include (not all inclusive list): DLPT5 assessments and study guides, pre-deployment briefs, 38 language keyboards and daily global newspapers.
- GLOSS is a DLIFLC program that can be accessed via DLIFLC’s website and contains online language lessons developed for independent learners to provide them with tools for improving their foreign language skills. Reading and listening lessons are based on authentic materials (articles, TV reports, and radio broadcasts) and consist of four to six activities. The activities are accompanied with in-depth feedback that provides learners with thorough explanations and tutoring.

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There are numerous additional online training resources available to enhance and maintain foreign language skills. The below table is an example of a few of these resources (including the two largest mentioned above) and corresponding website addresses.

Table XV: Online Training Resources

Office/Resource	Contact Information/Website
Defense Language Institute Familiarization Modules	http://fieldsupport.dliflc.edu/
Joint Language University	http://jlu.wbtrain.com/sumtotal/jlu2.0/HOME/index.asp
SCOLA	http://www.scola.org/Scola/Default.aspx
CL-150 Technology Matrix for Critical Languages	http://usg.transparent.com/cl/downloads.pl
Global Language Online Support System	http://gloss.dliflc.edu

* This is not an all-inclusive listing

Diagnostic Assessment (DA)

Diagnostic Assessments (DA) are often used by instructors or CLPMs to determine the curriculum for distance learning courses or for individual learning plans. DAs provide more specific information on the strengths and weaknesses of an individual across three modalities: listening, reading and speaking. In contrast to the DLPT which provides only a score relative to the ILR scale, the DA provides detailed information specific to each of the modalities. Speaking feedback could be related to correct usage of grammar (i.e. subject-verb agreement, verb aspect, past present participles, etc.), fluency or providing contextual background. Reading weaknesses identified could include: ability to read mainstream articles or books, but has difficulties with abstract ideas and concepts. Feedback for listening might be that the individual can understand the language when spoken clearly at a normal pace, but has difficulties with understanding news broadcasts or understanding colloquialisms used in conversation with a local factory worker. DAs can also ascertain vocabulary deficiencies across all the modalities. Faculty, CLPMs, and students then use this information to develop an individualized learning plan which is adapted to the specific student's needs and aptitudes.⁵³

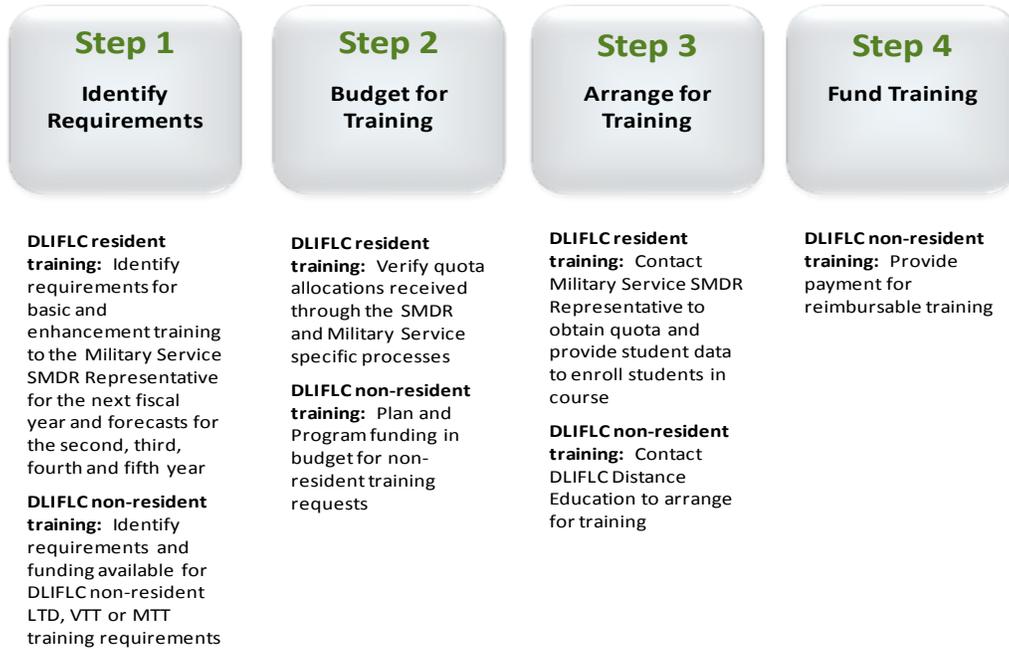
Obtaining Training through DLIFLC

All of the DLIFLC resident courses are funded by the SMDR process described below. It is critical that the military departments coordinate to adequately identify and forecast future language requirements to allow DLIFLC to program for and obtain funding from Congress through the Planning, Programming and Budget Execution process. Any requirements not stated through this process will have to be funded by the individual organizations and can result in not being able to obtain the requisite training.

Organizations can work through the CLPMs to obtain DLIFLC non-resident courses (LTD, MTT, VTT) specific to the needs of the organization. These courses require reimbursement to DLIFLC.

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Table XVI: Obtaining Training from DLIFLC



Structured Manning Decision Review (SMDR) Process

The Secretary of the Army, as the DoD EA for DLIFLC, provides annual budget and staff resource requirements for the full range of DLIFLC needs and to meet the foreign language education and training needs of the DoD Components. The Secretary of the Army works with Congress to obtain the necessary funding using the SMDR process to facilitate the annual requirement for future year plans (usually a 5-year plan) (Future Years Defense Plan).

DLIFLC conducts a SMDR on an annual basis (usually in July or August) to confirm organization training requirements. Training Quota Managers (or other similar titles, dependent on Military Department) should gather language requirements for the current fiscal year and forecasts for the next four fiscal years from the Total Force, to include General Purpose, Special Operations and Intelligence elements, in advance of the SMDR. The Quota Manager can then represent the Military Department’s language requirements during the review.

During the SMDR, the representatives discuss the total DLIFLC training requirements, on a by-course basis, for a given fiscal year, and compare the requirements against the training capability of the DLIFLC.⁵⁴ Generally, requirements are more loosely defined for the second through fourth out years and are refined each year based on revised and validated current and first year requirements.

The SMDR process includes the following (FY representations presume current fiscal year:

1. Discuss and program high level language requirements for each Military Department stating their high level language requirements for the third and fourth Program Objectives Memorandum (POM) year.

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2. Validate SMDR programmed requirements stated last year for second POM year.
3. Re-examine and fine-tune programmed requirements for first POM year. At this point in the process the requirements really should be more refined as funding will be allocated based on these numbers and will determine course schedules, hiring/releasing of instructors, identification of facility requirements, etc.

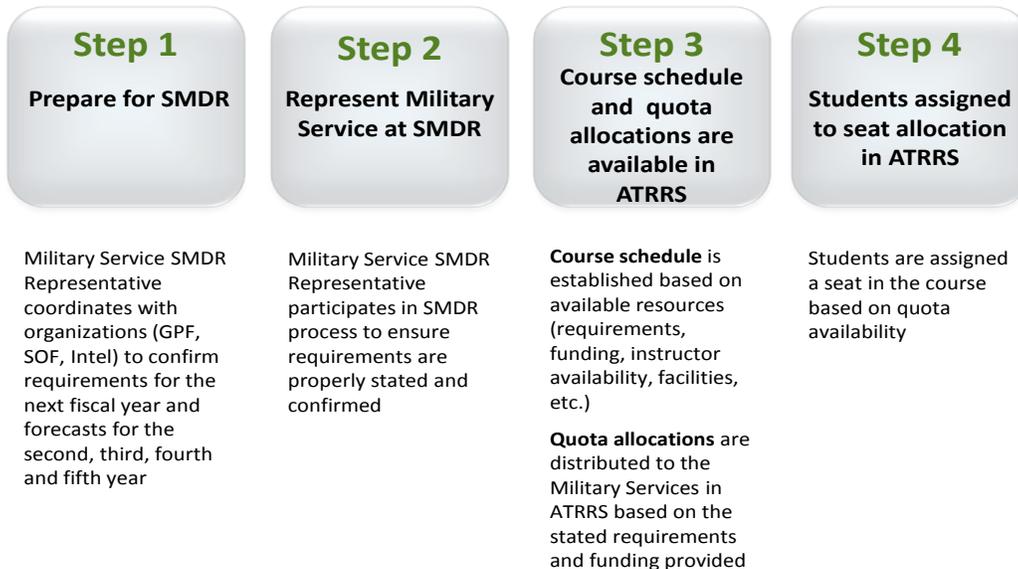
Training Resources Arbitration Panel (TRAP) process

Execution year changes are not addressed at the SMDR but are addressed through the Training Resources Arbitration Panel (TRAP) process. The TRAP process is used to document execution year changes. Often referred to as the “horse trading” sessions, these panels are conducted quarterly during the execution year to assist with meeting the needs of the Military Departments.

Army Training Requirements and Resources System (ATRRS)

The Army uses the Army Training Requirements and Resources System (ATRRS) for managing DLIFLC training. Based on the requirements and funding received through the SMDR process, course schedules are established in the system, and seat quotas are allocated against those courses. Seat quotas in each course are allocated according to Military Department. Once the seat quotas are allocated by Military Department, reservations can be made against the respective seat quotas in ATRRS, thereby confirming a seat in the course.

Table XVII: Obtaining a Seat in a DLIFLC Resident Training course



Organization Sponsored Programs

If unable to get seat quotas for DLIFLC resident enhancement programs, CLPMs can work with DLIFLC to obtain reimbursable training through many of the available DLIFLC non-resident course offerings described above (LTD, MTT, VTT, BLTS) or establish contracts with other vendors to provide local language training. Table XVIII provides some examples of other courses or opportunities Commanders can arrange, provided funding is available.

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Table XVIII: Additional Courses

Examples of Other Types of Courses	
Partnership Language Training Center, Europe (Germany)	Immersion Courses
Summer Language facilities: - University of Pittsburgh - University of Wisconsin - Middlebury College - University of Texas at Austin - University of Guadalajara (San Antonio, TX) Yonsei University (Korea)	Isolation-Immersion Courses
External Contract Vendor Language Training	University Courses

Immersion and isolation-immersion are examples of non-traditional courses or opportunities available to improve foreign language skills.

- Immersion training can vary in length and is conducted in a foreign country that speaks the target language. Students are totally immersed in the language and culture of the country and usually receive classroom instruction (20 – 30 hours per week) at a university in the host country.
- Isolation-immersion language courses also vary in length but are not conducted in the country in which the target language is spoken. Rather, these language courses are conducted in an isolated environment where students are required to communicate in the target language only.

Several universities, colleges and organizations/corporations offer six-to-eight week programs, and the NCS conducts isolation-immersions of varying lengths.

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6. Regional Expertise and Culture

Another aspect connected with foreign language within DoD is regional expertise and culture. The 2005 Defense Language Transformation Roadmap (DLTR) was the first step towards establishing regional expertise and culture as a capability with an implementation timeline between 2005 and 2008. The DLTR contained four goals with 43 specific actions and the first goals specifically addressed creating foundational language and cultural expertise in the officer, civilian, and enlisted ranks for both Active and Reserve Components.⁵⁵ The implementation of this document was the driving force behind many DoD initiatives surrounding foreign language, regional expertise and culture (LREC), resulting in the creation of culture centers, formalization of policies and development of foreign language strategies and methodologies to capture valid capability requirements.

Culture Centers

With the introduction of the DLTR and the emphasis placed on regional expertise and culture, each of the Military Departments immediately implemented action plans to establish this capability within their respective service. Over the course of the next two years, each of the Military Departments stood up culture centers; the Marine Corps Center for Advanced Operational Culture Learning (CAOCL) was established in 2005 and the remaining Military Department Centers in 2006.⁶

The *Marine Corps CAOCL*'s primary mission is to "ensure the Marine Corps is a force that is globally prepared, regionally focused, and effective at navigating and influencing the culturally complex 21st Century operating environments in support of USMC missions and requirements."⁵⁶ The Center predominantly provides regional, culture and language familiarization courses for deploying forces.

The *Army Training and Doctrine Command (TRADOC) Culture Center* was established in February 2006 and provides cross-cultural training, education, research, and collaboration among military and civilian scholars. The purpose of the center is to support Army Cultural Awareness (CA) development and training and to disseminate relevant cultural training, knowledge, and products across the Army to enhance military operations. Cultural knowledge is offered at four different levels of understanding; from instruction for baseline Soldiers at the lowest level to key military decision makers at the highest.⁵⁷

The *Air Force Culture and Language Center* was originally established under the purview of the Air Force Air University in 2006. It was stood up as a separate entity in December 2007. This reorganization allowed for consolidated management of all of the service's language and culture training and education programs. The Center's mission statement is to "support the Expeditionary Air Force by providing Airmen at all ranks with the best available understanding of foreign cultures and the competencies to communicate and collaborate effectively with the members of foreign societies." To this end, the Center provides numerous language and culture courses at various bases with centralized management of the curricula being offered.⁵⁸

⁶ The Military Department Culture Centers predominantly are concerned with basic foreign language familiarization in contrast to the basic acquisition courses taught at DLIFLC.

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The *Navy Center for Language, Regional Expertise and Culture's* mission is to align language skills, regional expertise and cultural awareness with operational requirement to support joint and Navy missions. The Center provides cultural awareness and foreign language training solutions for all Sailors. Foreign language skill sustainment and enhancement training is provided for Foreign Area Officers and Cryptologic Technicians (Interpretive) as well as language familiarization tools for non-language professional Sailors.⁵⁹

Table XIX: DoD Language, Regional Expertise and Culture Offices

Office/Resource	Contact Information/Website
Army TRADOC Culture Center	TRADOC Culture Center 550 Cibique, Rm 106 Fort Huachuca, AZ 85613 (520) 538-8275 www.ikn.mil
Air Force Culture and Language Center	Director of Public Affairs Air Force Culture and Language Center Maxwell AFB, AL 36112 Email: AFCLC PA (accessible via website link) http://www.culture.af.edu/
Navy Center for Language, Regional Expertise and Culture	Center for Language, Regional Expertise and Culture CID-N01L 6400 Roberts Avenue Pensacola, FL 30251 (850)452-6736 Website located on NKO Portal
Marine Corps Center for Advanced Operational Culture Learning (CAOCL)	Center for Advanced Operational Culture Learning Center of Excellence (COE) Marine Corps Education Command 2076 South Street, Bldg 711 Quantico, VA 22134 Phone: (703)432-1504 Fax: (703)432-1463 Email: caocladmin@usmc.mil http://www.tecom.usmc.mil/caocl/

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Formalization of Foreign Language Program Policies and Strategies

DoD Directive 5160.41E (Change 1), Defense Language, Regional Expertise, and Culture Program

DoD Directive 5160.41E, Defense Language, Regional Expertise, and Culture Program (DLREC Program) followed shortly after the release of the DLTR, October 21, 2005. The instruction updated the Defense LREC Program policy and responsibilities for foreign language governance within the Enterprise.⁶⁰ The Directive was released on February 9, 2016 .

DoD Instruction 5160.70, Management of Defense Language, Regional Expertise and Culture Proficiency Capabilities

DoD Instruction 5160.70, Management of Defense Language, Regional Expertise, and Culture Proficiency Capabilities, was released on June 12, 2007. The instruction further establishes policies and responsibilities in accordance with the Defense LREC Program instruction and the DLTR for the management of DoD foreign language and regional proficiency capabilities. In addition, the instruction established foreign language proficiency goals for language professionals, identified language and regional proficiency as a mission critical skill, and published regional proficiency skill level guidelines (see Appendix F: DoDI 5160.70 Regional Proficiency Level Guidelines).⁶¹

DoD Instruction 5160.71, DoD Language Testing Program (Ch1)

DoD Instruction 5160.71, DoD Language testing Program (CH1) was released on March 26, 2014. This instruction implements policies and assigns responsibilities for the DoD language testing programs, including the administration of the Defense Language Aptitude Battery, the Defense Language Proficiency Testing System (DLPT), the foreign language and English Oral Proficiency Interview, the DoD English Language Proficiency Test, the English Comprehension Level test, and other tests proposed for future development and promulgation. The DLPT System is the only test battery authorized for assessing an individual's proficiency in a foreign language and for determining qualifications for receiving Foreign Language Proficiency Bonus for military personnel and foreign language proficiency pay for civilian personnel.

DoD Instruction 1340.27, Military Foreign Language Skill Proficiency Bonuses

DoD Instruction 1340.27, Military Foreign Language Skill Proficiency Bonuses (FLPB) was released on May 21, 2013. This instruction establishes policy, assigns responsibilities and prescribes procedures for the foreign language proficiency bonus and the Senior Reserves Officers' Training Corps foreign language skill proficiency bonus. It is DoD policy that the Defense Language Program increase foreign language and dialect capabilities across the DOD, and FLPB awards increase strategic foreign language and dialect capabilities.

DoD Instruction 1400.25 Volume 2016, Administration of Foreign Language Pay for Defense Civilian Intelligence Personnel System Employees

DoD Instruction 1400.25 Volume 2016, Administration of Foreign Language Pay for Defense Civilian Intelligence Personnel System (DCIPS) Employees, was released on April 28, 2015. This instruction establishes policies, assigns responsibilities and provides procedures for administering foreign language pay to DoD civilians working in intelligence. It is DoD policy

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that Foreign language proficiency is a critical competency of the DoD mission, and the study, maintenance, and employment of DCIPS employees in languages will be encouraged with a provision for special pay, and time for language training.

CJCSI 3126.01, Language and Regional Expertise Planning

The CJCSI 3126.01A provides language and regional expertise planning guidance to the CCMDs. The purpose of the instruction is to provide procedural guidance on how to identify language and regional expertise requirements in operational and contingency plans and provided three goals:

- Familiarize the Joint Planning and Execution community with foreign language and regional expertise capabilities
- Identify and integrate foreign language and regional expertise capabilities in all force planning activities in support of joint military operations
- Obtain warfighter requirements for foreign language and regional expertise capabilities to support language transformation

CJCSI 3126.01A contains five enclosures that provide the background on DoD transformation in the foreign language and regional capabilities arenas; delineates the responsibilities of the Joint Staff, CCMDs, Combat Support Agencies and Military Departments; defines the language and regional expertise planning process; discusses language and regional expertise capabilities; and provides the procedures and tables to be used in the process. The regional expertise levels used in this instruction are identified as interim guidance until development of all skill levels is complete. Appendix G contains the table as used in CJCSI 3126.01A.

Of particular note, these instructions were developed early in the transformation process before the community had fully defined what “regional expertise” and “culture” means to the DoD. Other terms often floated throughout the community include “regional proficiency” and “cultural awareness.” As a result, there are multiple descriptions (by levels) to define “regional proficiency or expertise” and the terms “culture” and “cultural awareness” are used interchangeably. For example, CJCSI 3126.01A uses the term “regional expertise” in contrast to the term “regional proficiency” used in DoDI 5160.70 and the regional expertise level descriptions contained in CJCSI 3126.01A differ from those in DoDI 5160.70. Adding more confusion, the processes and terminology for defining language and regional expertise capabilities are evolving and presented in other documents such as the Doctrine, Organization, Training, Material, Leadership, Personnel and Facilities (DOTmLPF) DCR which is discussed below.

Measuring Regional Proficiency Levels

Regional Proficiency Assessment Tool (RPAT)

In response to this aspect of the GAO report, DLNSEO is collaborating with the Center for Advanced Study of Language (CASL) to develop a Regional Proficiency Assessment Tool (RPAT). The purpose of the RPAT is to provide the DoD the ability to meet regional proficiency requirements by documenting regional proficiency levels of military personnel with a goal to enable tracking and management of these skills.

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The RPAT uses the six regional proficiency guidelines and five domains (see Table XX) contained in DoDI 5160.70 to assess regional proficiency. In contrast to the DLPT, the RPAT will not be a test but will be a mathematical algorithm based on military and personal experiences.

Table XX: RPAT Factors Used to Determine Regional Proficiency Level

Regional Proficiency Levels Guidelines	Domains
0 Pre-Novice	Language
1 Novice	Training and Education
2 Associate	Knowledge
3 Professional	Performance
4 Senior Professional	Experience, including time in country
5 Expert	

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7. Current Reference Materials

The listing in Table XXI contains the most current versions of DoD directives, instructions or resources applicable to the foreign language, regional expertise and culture environment as of the writing of this document.

Table XXI: Current Reference Materials

Reference	Purpose
DoD Directive 5160.41E, Defense Language, Regional Expertise, and Culture Program (Defense LREC Program), February 9, 2016	Establishes SLAs and the DLSC, formerly titled the Foreign Language Steering Committee. DLSC is responsible for publishing the Strategic Language List and updating it annually. Also responsible for establishing the language readiness reporting index to measure language capabilities within DoD Components.
DoD Instruction 5160.70, Management of DoD Language and Regional Proficiency Capabilities, June 12, 2007	Establishes policy and assigns responsibilities for the management of DoD foreign language and regional proficiency capabilities. Establishes the DoD language proficiency goal for language professionals. Identifies foreign language and regional proficiency as a critical skill. Publishes regional proficiency skill level guidelines.
DoD Instruction 3115.11, DoD Human Capital Management Operations, January 22, 2009	Establishes policy, prescribes procedures, and assigns responsibilities for the development and execution of the DoD Intelligence Human Capital Programs. Establishes the DIFLAAG as the advisory body on behalf of the OUSD(I) for policy coordination and oversight on DoD intelligence foreign language, cultural, and regional requirements, policy, and programs in support to DoD SLA.
DoD Instruction 3305.06, Special Operations Force Foreign Language Policy, November 19, 2008	Establishes policy and assigns responsibilities for determining SOF foreign language policy.
DoD Instruction 1340.27, Military Foreign Language Skill Proficiency Bonuses, May 21, 2013	Establishes policy on the payment of foreign language proficiency bonuses to military personnel.
DOD Instruction 1400.25 Administration of Foreign Language Pay for DCIPS Employee April 28, 2015	Establishes policy on the payment of foreign language proficiency bonuses to civilian personnel.
DoD Instruction 5160.71, Language Testing Program (Change 1) March 26, 2014	Establishes policy on testing of foreign language proficiencies.
CJCS Instruction 3126.01A,	Establishes policy and procedural guidance that supports the Secretary of Defense Language Transformation Roadmap to

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Reference	Purpose
Language and Regional Expertise Planning	Joint Staff, Services, CCMDs and Defense Agencies responsive to Chairman for joint operation planning and execution.
Interpreter Operations Handbook	Provides techniques for the effective use of interpreters. Assists planners, staffs, units, and individuals in dealing with interpreters, interpreter requirements, and managing interpreters in this limited resource environment. Also provides helpful proven techniques that may alleviate previously identified problems that have not previously been covered in joint and multi-service publications.
Language and Regional Expertise and Culture Capability Requirements DOTmLPF Change Recommendation	Describes the challenges facing the DoD in regards to defining requirements for LREC and recommends a process for determining these requirements.
DoD Instruction S-5200.42, Defense Human Intelligence and Related Intelligence Activities, December 9, 2009	Establishes policy, assigns responsibilities, and provides instruction for the management and execution of DoD HUMINT operations and related intelligence activities pursuant to DoDD S5200.37 and in accordance with the authority in DoDD 5143.01.
DHE-M 3301.002, Defense Human Intelligence Enterprise Manual Volume II: Collection Operations, November 23, 2010	Implements procedures, assigns responsibilities, and provides guidance for HUMINT operations within the DoD.

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8. External Organizations

The following are organizations, external to the Enterprise and DoD that were interviewed or researched during the conduct of a series of studies related to foreign language issues and concerns within the Enterprise. There are numerous other external organizations that have an impact on the foreign language occupations and issues that are not included in this version of the guidebook.

The *Interagency Language Roundtable (ILR)* is an unfunded Federal interagency organization established for the coordination and sharing of information about language-related activities at the Federal level. It serves as the premier way for departments and agencies of the Federal government to keep abreast of the progress and implementation of techniques and technology for language learning, language use, language testing and other language-related activities. The ILR was formally institutionalized in 1973 based on a recommendation by the GAO.⁶²

The *American Translators Association (ATA)* is a professional association for translators and interpreters within the United States. ATA strives to promote recognition of translators' and interpreters' societal and commercial value, facilitating communication among all its members, establishing standards of competence and ethics, and educating both its members and the public. Members of ATA can advertise their services worldwide in ATA's online directory; network with other translators and interpreters; participate in professional development conferences and seminars; get current news regarding terminology, software, and business practices; and are a part of advocating for greater public awareness of translator and interpreter professions.⁶³

The *Federation of Interpreters and Translators (FIT)* is an international grouping of associations of translators, interpreters and terminologists. More than 100 professional associations are affiliated, representing over 80,000 translators in 55 countries. FIT endeavors to link and bring together existing associations of translators, interpreters and terminologists; provide member associations with information about conditions of work, technological tools, and initial and ongoing training; promote the recognition of the professions of translator, interpreter and terminologist; enhance the status of translators in society; and promote translation as a science and an art. Individuals cannot join FIT, as it is a federation of associations; the ATA is a member of FIT.⁶⁴

The *International Association of Conference Interpreters (AIIC)* is a worldwide association for conference interpreters. It brings together more than 2800 professional conference interpreters in over 90 countries to promote the profession of conference interpretation in the interest of both users and practitioners by setting high standards, promoting sound training practices and fostering professional ethics. The association aims to represent the profession as a whole and to act on behalf of all conference interpreters. Membership in AIIC is achieved by peer review through a system of sponsorship, and members make a commitment to respect AIIC's stringent Code of Ethics and Professional Standards. By expanding membership, especially in parts of the world where the profession is now growing rapidly and by staying abreast of relevant developments, AIIC aims to contribute to the overall good of the community of interpreters.⁶⁵

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The American Association of Language Specialists (TAALS) is a professional association that represents language specialists (interpreters and translators) working at the international level, either at conferences or in permanent organizations, and determines their qualifications and standards. Membership in TAALS implies adherence to strict ethical standards and confidentiality, years of experience, and having met rigorous requirements for peer sponsorship.⁶⁶

The *National Association of Judiciary Interpreters & Translators (NAJIT)* is another professional association dedicated to a specific segment of the interpreting industry, legal and judicial interpretation. NAJIT’s mission is to promote quality services in the field of court and legal interpreting and translating by ensuring due process, equal protection and equal access for non-English or limited English proficient individuals who interact with the judicial system.⁶⁷

Table XXII: External Organizations

Office/Resource	Contact Information/Website
American Translators Association	http://atanet.org/
Federation of Interpreters and Translators	http://fit-ift.org
Interagency Language Roundtable	http://www.govtilr.org/
International Association of Conference Interpreters	http://aiic.net/ViewPage.cfm/article8
National Association for Judiciary Interpreters and Translators	http://www.najit.org/about/about.php
The American Association of Language Specialists	http://www.taals.net/about.php

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Appendix A: ILR Descriptions for Listening, Reading and Speaking

The ILR descriptions for the listening, reading and speaking modalities are the officially recognized criteria for assigning proficiency scores within the DoD and are used in conjunction with the DLPT.

Table XXIII. Interagency Language Roundtable Descriptions for Listening, Reading and Speaking Modalities⁶⁸

Score	Description
0	No Proficiency
1	Elementary Proficiency L – Able to understand very simple statements, questions and face-to face conversations concerning some familiar situations and many basic needs. Repetition and slower speech are necessary for understanding.
	R – Able to understand very simple printed material. Able to get a main idea of short, frequently encountered materials, such as invoices, and charts. S - Able to satisfy minimum courtesy requirements and maintain very simple conversations on familiar or rehearsed topics. Experiences frequent misunderstandings.
2	Limited Working Proficiency L – Able to understand most routine conversations spoken at a normal pace relating to social and occupational situations. Some difficulty understanding common structures and vocabulary remains; occasional repetition is still needed.
	R – Able to read with some misunderstanding straightforward familiar factual material. S - Able to handle routine daily interactions that are limited in scope. Able to handle confidently, but not fluently, most social conversations on such topics as current events, work, and family.
3	General Professional Proficiency L - Able to understand almost all conversations spoken at a normal pace without repetitions, including discussions within the individual's occupation; readily understands phone conversations and broadcasts, but still experiences some difficulty with very fast speech, slang, and cultural references.
	R - Able to read with almost complete comprehension a variety of prose material on familiar and unfamiliar topics. Can typically understand news stories similar to wire service reports, routine correspondence, general reports, and technical material in the reader's professional field. Can get the main idea of more sophisticated texts, but may not perceive subtlety and nuance. S - Able to speak the language with sufficient fluency and accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. However, there are noticeable linguistic and cultural imperfections that

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Score	Description
	limit the individual's ability to participate in more sophisticated interactions such as high-level negotiation. Can typically discuss particular interests and special fields of competence with ease.
4	<p>Advanced Professional Proficiency</p> <p>L - Able to understand all the discussions, no matter how complex, within the listener's experience; able to understand most cultural references as well as manipulations of the language including persuasion, negotiation, conjecture, and humor.</p> <p>R - Able to read fluently and accurately all styles and forms of language pertinent to professional needs.</p> <p>S - Able to use language fluently and accurately on all levels pertinent to professional needs.</p>
5	Educated Native Proficiency

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Appendix B: ILR Descriptions for Interpretation Performance

The ILR descriptions for the interpretation performance are distinctly different from the ILR for the listening, reading and speaking modalities. The ILR Skill Level Descriptions for Interpretation Performance is a tool for someone to understand what an interpreter at a particular level would be able to accomplish when interpreting (speech – to – speech).

Table XXIV: Interpretation Performance Skill Level Descriptors⁶⁹

ILR Skill Level	Description
1+	<p>Minimal Performance Plus</p> <p>Unable to transfer information reliably, even if familiar with the subject matter</p>
2	<p>Limited Working Performance</p> <p>Unable to transfer information reliably in most instances. May communicate some meaning when exchanges are short, involve subject matter that is routine or discourse that is repetitive or predictable, but may typically require repetition or clarification. Expression in the target language is frequently faulty.</p>
2 +	<p>Limited Working Performance Plus</p> <p>Able to transfer information, not always accurately and completely, during routine, every day, repetitive exchanges in informal settings, but unable to perform adequately in the standard interpretation modes. May falter, stammer, or pause, and often resort to summarizing speech content. Idiomatic or cultural expressions may not be rendered appropriately in most instances. Language may be stilted or awkward.</p>
3	<p>Professional Performance</p> <p>Able to interpret consistently in the mode (simultaneous, consecutive, and sight) required by the setting, provide renditions of informal as well as some colloquial and formal speech with adequate accuracy, and normally meet unpredictable complications successfully. Can convey many nuances, cultural allusions, and idioms, though expression may not always reflect target language conventions. Adequate delivery, with pleasant voice quality. Hesitations, repetitions or corrections may be noticeable but do not hinder successful communication of the message. Can handle some specialized subject matter with preparation. Performance reflects high standards of professional conduct and ethics.</p>
3+	<p>Professional Performance Plus</p> <p>Able to interpret accurately and consistently in the mode (simultaneous, consecutive, and sight) required by the setting and provide generally accurate renditions of complex, colloquial and formal speech, conveying most details and nuances. Expression</p>

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ILR Skill Level	Description
	will generally reflect target language conventions. Demonstrates competence in the skills required for interpretation, including command of both of the working languages, their cultural contexts, and terminology in those specialized fields in which the interpreter has developed expertise. Good delivery, with pleasant voice quality, and few hesitations, repetitions, or corrections. Performance reflects high standards of professional conduct and ethics.
4	<p>Advanced Professional Performance</p> <p>Able to interpret in the mode (simultaneous, consecutive, and sight) required by the setting and provide almost completely accurate renditions of complex, colloquial, and idiomatic speech as well as formal and some highly formal discourse. Conveys the meaning of the speaker faithfully, including most if not all details and nuances, reflecting the style, register, and cultural context of the source language, without omissions, additions or embellishments. Demonstrates mastery of the skills required for interpretation, including command of both working languages and their cultural context, expertise in some specialized fields, and ability to prepare new specialized topics rapidly and routinely. Very good delivery, with pleasant voice quality and only occasional hesitations, repetitions or corrections. Performance reflects the highest standards of professional conduct and ethics.</p>
4+	<p>Advanced Professional Performance Plus</p> <p>Able to interpret in the mode (simultaneous, consecutive, and sight) required by the setting and provide accurate renditions of informal, formal, and most highly formal discourse. Conveys the meaning of the speaker faithfully and accurately, including virtually all details and nuances, reflecting the style, register, and cultural context of the source language, without omissions, additions or embellishments. Demonstrates mastery of the skills required for interpretation, including command of both working languages and their cultural context, expertise in a number of specialized fields, and ability to prepare other specialized topics rapidly and routinely. Excellent delivery, with pleasant voice quality and rare hesitations, repetitions or corrections. Performance reflects the highest standards of professional conduct and ethics.</p>
5	<p>Master Professional Performance</p> <p>Able to excel consistently at interpreting in the mode (simultaneous, consecutive, and sight) required by the setting and provide accurate renditions of informal, formal, and highly formal discourse. Conveys the meaning of the speaker faithfully and accurately, including all details and nuances, reflecting the style, register, and cultural context of the source language, without omissions, additions or embellishments. Demonstrates superior command of the skills required for interpretation, including mastery of both working languages and their cultural context, and wide-ranging expertise in specialized fields. Outstanding delivery, with pleasant voice quality and without hesitations, unnecessary repetitions, and corrections. Exemplifies the highest standards of professional conduct and ethics.</p>

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Appendix C: ILR Descriptions for Translation Performance

The ILR descriptions for the translation performance are distinctly different from the ILR for the listening, reading and speaking modalities. The *ILR Skill Level Descriptions for Translation Performance* is a tool for someone to understand what a translator at a particular level would be able to accomplish in completing a translation (written text – to – written text).

Table XXV. ILR Skill Level Description for Translation Performance⁷⁰

ILR Skill Level	Description
1	<p>Minimal Performance</p> <p>Able to make word by word transfers, not always with accuracy. May be able to identify documents by their label or headings and scan graphic materials, such as charts and diagrams, for items of specific interest. Constant oversight and review of the product are necessary.</p>
1+	<p>Minimal Performance</p> <p>Able to scan source language texts for specific categories, topics, key points and/or main ideas, generally rendering an accurate report on these but often missing supporting facts and details. Can to some extent render factual materials, such as records or database entries, often relying on real world knowledge or familiarity with the subject matter. Oversight and review of the product are necessary.</p>
2	<p>Limited Performance</p> <p>Able to render into the target language some straightforward, factual texts in the standard variety of the source language. Can typically render accurately uncomplicated prose (such as that used in short identification documents, simple letters, instructions, and some narrative reports) that does not contain figurative language, complex sentence structures, embedding, or instances of syntactic or semantic skewing. Can normally rely on knowledge of the subject matter to operate within one given subject field, consisting of a narrow body of material that is routine, repetitive, and often predictable. Expression in the target language may be faulty, frequently reflecting the structure and word order of the source language. To the extent that faulty expression may obscure or distort meaning, accuracy will suffer. The resulting product is not a professional translation and must be submitted to quality control.</p>
2+	<p>Limited Performance</p> <p>Can render straightforward texts dealing with everyday matters that include statements of fact as well as some judgments, opinion, or other elements which entail more than direct exposition, but do not contain figurative language, complicated concepts, complex sentence structures, or instances of syntactic or semantic skewing. In these types of texts, the individual can read source language</p>

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ILR Skill Level	Description
	materials and render them accurately into the target language, conveying the key points and/or main ideas, supporting facts, most of the details, and some nuances. Can usually operate in more than one narrowly defined subject field, using both linguistic knowledge of the languages involved and familiarity with the subject matter. A tendency to adhere to source language structures may result in target language expressions that may appear to be correct but are awkward or perhaps unidiomatic. Such expressions may sometimes obscure meaning. The resulting product is not a professional translation and must be subject to quality control.
3	<p>Professional Performance</p> <p>Can translate texts that contain not only facts but also abstract language, showing an emerging ability to capture their intended implications and many nuances. Such texts usually contain situations and events which are subject to value judgments of a personal or institutional kind, as in some newspaper editorials, propaganda tracts, and evaluations of projects. Linguistic knowledge of both the terminology and the means of expression specific to a subject field are strong enough to allow the translator to operate successfully within that field. Word choice and expression generally adhere to target language norms and rarely obscure meaning. The resulting product is a draft translation, subject to quality control.</p>
3+	<p>Professional Performance</p> <p>Can generally translate a variety of texts, such as many scientific or financial reports, some legal documents and some colloquial writings. Can convey the meaning of many socio-cultural elements embedded in a text as well as most nuances and relatively infrequent lexical and syntactic items of the source language. Expression reflects target language norms and usage. May be able to operate in fields outside areas of specialty. The resulting product is a draft translation, subject to quality control.</p>
4	<p>Professional Performance</p> <p>Can successfully apply a translation methodology to translate a wide variety of complex texts that contain difficult, abstract, idiomatic, highly technical, and colloquial writing. Able to capture subtleties, nuances, and tone and register (such as official, formal, and informal writing). Such texts range from commentary reflecting a specific culture to analysis and argumentation. Linguistic knowledge and familiarity with source language norms enable an individual at this level to translate handwritten documents and other texts that represent spontaneous expression characteristic of native speakers. Expression reflects native usage and consistent control of target language conventions. Can translate materials outside the individual's specialties, but may not reach the absolute subject matter accuracy of the specialist in the given field. The resulting product is a professional translation which may be subject to quality control.</p>
4+	<p>Professional Performance Plus</p> <p>Can successfully apply a translation methodology to translate texts that contain highly original and special purpose language (such as that contained in religious sermons, literary prose, and poetry). At this level, a successful performance requires not only conveying</p>

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ILR Skill Level	Description
	content and register but also capturing to the greatest extent all nuances intended in the source document. Expression is virtually flawless. Can produce fully accurate translations in a number of subject fields. When the need arises to perform in areas outside of specialization, a translator at this level is able to reach a successful level of performance given the time necessary for acquiring the relevant knowledge of the subject matter. The resulting product is a professional translation which may be subject to quality control.
5	<p>Professional Performance</p> <p>Can successfully translate virtually all texts, including those where lack of linguistic and cultural parallelism between the source language and the target language requires precise congruity judgments and the ability to apply a translation methodology. Expression is flawless. At this level, the translator consistently excels in a number of specialties, and is generally regarded as one of the arbiters of translating very high level language by persons competent in dealing with such material. Nonetheless, the resulting product may be subject to quality control.</p>

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Appendix D: ILR Descriptions for Audio Translation Performance

Audio translation is the process of rendering live or recorded speech in the source language to a written text in the target language. It is a cross between interpretation (speech-to-speech) and translation (written text-to-written text), and requires a skill set that includes not only language but also the ability to overcome input interference. .

Table XXVI: Interagency Language Roundtable Descriptions for Audio Translation⁷¹

Proficiency Level	Description
Level 0 No Performance	<ul style="list-style-type: none"> No functional ability to transfer information from one language to another.
Level 0+ Memorized Performance	<ul style="list-style-type: none"> Able to transfer isolated words and/or phrases from very clear recordings.
Level 1 Elementary Performance	<ul style="list-style-type: none"> Able to transfer short and very simple routine conversations, delivered in the variety of the language with which the individual is familiar. Recordings must be clear and without any factors impeding comprehension. Accuracy is haphazard.
Level 2 Limited Working Performance	<ul style="list-style-type: none"> Able to render with some accuracy straightforward everyday conversations on concrete matters, and topic-specific information if familiar with the subject matter. Can sometimes overcome sporadic unfavorable conditions, such as background noise, after listening repeatedly to the recording.
Level 3 Professional Performance	<ul style="list-style-type: none"> Able to produce reasonably accurate translations of conversations that exhibit some complexity and deal with topics outside everyday matters. Can usually render jargon, slang, and speech that is colloquial, substandard, or regional. Able to capture most nuances, idioms, and cultural allusions, reflecting the source register appropriately. Can often, but not always, overcome many unfavorable conditions and other factors impeding comprehension of the source. Completes assignments in a timely
Level 4 Advanced Professional	<ul style="list-style-type: none"> Able to produce full and accurate translations of audio materials, generally reflecting style, register, and cultural context in most respects. Can overcome, to the extent possible, most unfavorable conditions and other factors impeding comprehension of the source. Except for passages that may be particularly unclear, repeated listening of the recording is

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Proficiency Level	Description
Performance	often not necessary, which enables the individual to proceed at a fast pace and normally meet deadlines.
Level 5 Superior Professional Performance	<ul style="list-style-type: none"> <li data-bbox="428 350 1854 412">• Able to produce fully successful translations of audio materials consistently and reliably. Can overcome, to the extent possible, virtually all factors impeding comprehension of the source.

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Appendix E: Comparison of the ILR Foreign Language Proficiency Skill Descriptions and the ACTFL Proficiency Guidelines

In 1986, ACTFL developed the ACTFL Proficiency Guidelines, global descriptions of linguistic performance in speaking, listening, reading and writing. They are based in large part on the language skill level descriptions used by ILR, but adapted for use in academic environments.⁷² The guidelines attempt to assess what individuals can and cannot do with the target language regardless of what curriculum was used to teach it. They serve as a common yardstick by which to measure students' progress.

While the U.S. Government does not use the ACTFL Proficiency Guidelines, they are worthy to mention as they are widely used in the U.S. education system to measure language proficiency. Table XXVII depicts the ILR and the comparable ACTFL proficiency ratings.

Table XXVII: ILR and Comparable ACTFL Language Proficiency Ratings⁷³

ILR Rating	ACTFL Proficiency Levels	Description
0 - 0+	Novice-Low Novice-Mid Novice High	No Functional Proficiency Memorized Proficiency
1 - 1+	Intermediate-Low Intermediate-Mid Intermediate-High	<i>Elementary Proficiency:</i> Able to satisfy routine courtesy and travel needs and to read common signs and simple sentences and phrases.
2 - 2+	Advanced-Low Advanced-Mid Advanced-High	<i>Limited Working Proficiency:</i> Able to satisfy routine social and limited office needs and to read and understand short printed or typewritten straightforward texts.
3 - 3+	Superior	<i>General Professional Proficiency:</i> Able to speak accurately and with enough vocabulary to handle social representation and professional discussions with special fields of knowledge; able to read most materials found in newspapers.
4 - 4+	Distinguished	<i>Advanced Professional Proficiency:</i> Able to speak and read the language fluently and accurately on all levels pertinent to professional needs.
5	(N/A)	<i>Functionally Equivalent to a Well-Educated Native Speaker</i>

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Appendix F: DoDI 5160.70 Regional Proficiency Level Guidelines

The following guidelines were developed by USD(P&R) to provide a basic description of an individual’s awareness and understanding of the region and culture of a foreign country or specific region of the world. Knowledge of U.S. strategic and operational objectives in the region and ability to conduct critical analysis across military operations are inherent at the higher levels of proficiency. The purpose of the guidelines are three-fold: provide benchmarks for assessing regional proficiency needs; developing regional proficiency curricula; and assessing DoD-wide regional proficiency capabilities.

Table XXVIII: DoDI 5160.70 Regional Proficiency Level Guidelines⁷⁴

Level	Description
<p>0+ Pre-novice</p>	<p>Aware of very basic facts about the country, region, or culture: location, size, neighboring countries, what language is primary, some facts about the government, major personalities, religion(s), some recent history. Knows some facts about the relationship between the region and the United States. Knows major social norms (e.g., "do's and don'ts"). May have received familiarization training about the area. Total exposure to learning about the country, region, or culture is likely to have been brief, possibly immediately prior to assignment or arrival to the region. May have briefly visited the country or region, or have known someone from the culture. Needs assistance in understanding or dealing with nearly every situation involving the country or culture. May have basic communication skills such as a few common greetings in the primary language of the region and some other words or phrases such as: "How much?" or "Where is?" Will have difficulty understanding responses in the language if not accompanied by gestures and drawings.</p>
<p>1 Novice</p>	<p>Establishes policy and assigns responsibilities for the management of DoD foreign language and regional proficiency capabilities. Establishes the DoD language proficiency goal for language professionals. Identifies foreign language and regional proficiency as a critical skill. Publishes regional proficiency skill level guidelines.</p>
<p>2 Associate</p>	<p>Has 1 to 2 years of experience working in an area of specialization or focused on a country or region at least 50 percent of the time. Has a basic understanding of the region or country. May possess in-depth knowledge that is narrowly defined within a region. Unlikely to understand how specialized knowledge fits with larger regional issues (i.e., knows military threat, but does not understand economic and political infrastructure and implications). Can identify important events, but cannot explain why the event occurred or what might happen because of the event. Writes summaries and may present focused briefings on a narrow area of specialization. Knowledge comes from a combination of education, military experience, area studies courses, in-country assignments, travel, and other educational or professional experience. Has a limited understanding of culture(s). May have elementary communication skills including basic conversation ability in a language spoken in the country or region.</p>
<p>3 Professional</p>	<p>Typically, 2 to 4 years of experience working in an area of specialization or focused on a country or region at least 75 percent of the time. Viewed as a knowledgeable and valuable resource for issues and trends particular to a region or area of specialization.</p>

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Level	Description
	Demonstrates in-depth understanding of a specific subject area and directly related factors that affect or influence that area. Has enough knowledge of the area to make judgments about it and back them up with arguments. Writes and presents overviews or focused briefings based on area of specialization. Knowledge comes from a combination of education, military experience, area studies courses, in-country assignments, travel, mentoring, and specialized professional experience. Cultural experience reflects the knowledge of someone who has lived in a region or country for 1 year or more; has been immersed in the culture. Likely to have ILR level 2+ to level 3 proficiency in at least one language spoken in the country or region.
<p style="text-align: center;">4 Senior Professional</p>	Typically, 4 to 7 years in a specialized area, in addition to general experience in a broader subject area. Has a deeper knowledge and understanding of most of the components of a region or country than many or even most natives of the country. Can create and defend novel viewpoints regarding the subject matter; knows the pros and cons of these viewpoints. Consistently identifies deficiencies that affect knowledge of the subject area; designs, advises, or implements appropriate solutions. Has experience initiating the development or drafting of requirements-related documents and takes the lead in responding to requirements levied by others. Has experience developing or drafting policy-related documents or providing major input to such documents. Has experience working directly with senior U.S. military officers or directly with senior U.S. country or regional policy officers on programs that significantly affect U.S. policy in a country or region. Routinely writes and delivers substantive briefings on aspects of the region or country. Knowledge comes from a combination of advanced graduate education, seminars, research, teaching, publishing, area studies courses, in-country assignments, travel, mentoring, and specialized professional experience. Cultural knowledge and experience allows the individual to blend easily in the culture. Almost always has ILR level 3 or higher proficiency in at least one of the languages spoken in the country or region.
<p style="text-align: center;">5 Expert</p>	Has an in-depth, broad understanding of all aspects of the subject area with typically more than 7 years of specialized experience. Demonstrates deep understanding of issues and trends particular to an area of specialization. Anticipates problems or issues and develops solutions. Knows more than most educated people about the country or region and has a specialized knowledge of regional or country topics. Can discuss the political structure of the country in the context of abstract political theories, and can apply these theories to explain or assess behavior, or knows things about the structure most educated natives of the country would not know. Routinely writes and delivers authoritative papers and briefings to high-level officials on substantive and detailed subject areas. May have experience as a team leader or major contributor to a National Intelligence Estimate or a Theater Security Cooperation Plan related to a region or country. May have experience leading a national-level country team or serving as the DoD senior member of a national-level country team developing policy related to a country or region. Knowledge comes from a combination of advanced post-graduate education, advanced research, teaching, publishing, seminars, in-country assignments, travel, and specialized professional experience. Has the cultural knowledge of someone who is treated like a native by natives of the country; is considered very close to being their equal. Only a few, obscure, infrequent, or out-of-the way practices would be unknown. Would probably function as a member of the educated elite of that country or region. Almost always has ILR level 4 or higher proficiency in at least one of the languages spoken in the country or region.

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Appendix G: CJCSI 3126.01 Regional Expertise Levels

The regional expertise levels contained in the table below are those provided in the Enclosure to CJCSI 3126.01 to assist CCMDs in identifying the regional expertise required for a particular mission capability. The descriptions were identified as interim guidance until final guidance is determined. Final guidance will be distributed when the development of all skill levels is complete.

Table XXIX: CJCSI 3126.01 Regional Expertise Levels⁷⁵

Regional Expertise Level	Description *	Background Criteria		
		Civilian Education	Military Education **	Experience
0	<ul style="list-style-type: none"> No proficiency required 	None	None	
0+	<ul style="list-style-type: none"> Can identify basic geographic facts of the region Can identify the major religion and social customs of the region Must have knowledge of basic survival phrases of dominant language or lingua franca of the region 	Secondary School	Preassignment/deployment***	
1 Novice	<ul style="list-style-type: none"> Can describe the security situation in one or more countries in the region Can describe elements of the culture, geography, government, history, economics, and religion of one or more countries in the region Can describe key aspects of the military¹ of one or more countries in the region May have Level 0+ or Level 1 proficiency in a language spoken in a country or region, as defined by the ILR 	Secondary School	Preassignment/deployment***	6 months to 1 year in the region working on issues related to the region
2 Associate	<ul style="list-style-type: none"> Can describe US national security interests for one or more countries in the region Can describe most elements of the culture, geography, government, history, economics, and religion of one or more countries in the region Can describe in detail the military¹ of one or more countries in the region May have Level 1+ or Level 2 proficiency in a language spoken in a country of the region, as defined by the ILR 		Preassignment/deployment*** PME-Basic graduate (e.g., Service basic NCO course)	1 to 3 years in the region working on issues related to the region
3	<ul style="list-style-type: none"> Can assess US national security interests for most countries in the region 		Preassignment/	3 to 5 years

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Regional Expertise Level	Description *	Background Criteria		
		Civilian Education	Military Education **	Experience
Professional	<ul style="list-style-type: none"> • Can assess the national security interests for more than one countries in the region • Can assess the effects of military operations and forward basing on the culture, geography, government, history, economics, and religion of more than one country in the region • Can assess in detail the military posture¹ of more than one country in the region • Can assess US military courses of action considering perspective of more than one countries in the region • Can describe and assess likely courses of action of the military of more than one country in the region • Can describe and assess the current political, economic, and social dynamics in more than one country in the region • Can describe and assess the current political, economic, and ethnic dynamics between of the countries in the region and its neighbors • Can assess the military leadership of more than one country in the region • May have Level 2 or 3 proficiency as defined by the ILR, in a major language or lingua franca spoken in the region 		deployment*** PME-Intermediate graduate (e.g., Service advanced NCO course or command and staff college)	in the region or working on issues related to the region
4 Senior Professional	<ul style="list-style-type: none"> • Can assess US national security interests for most countries in the region • Can assess the national security interests of most countries in the region • Can assess the effects of military operations and forward basing on culture, geography, government, history, economics, and religion of most countries in the region • Can assess the military¹ of most countries in the region • Can assess US military courses of action considering perspective of most countries in the region • Can describe and assess likely courses of action of the military of most countries in the region • Can describe and assess the current political, economic, and social 		Preassignment/deployment*** PME-Intermediate level education graduate (e.g., Service or joint sergeants major academy or war	Combination of at least 2 years in the region and 10 years working on issues related to the region

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Regional Expertise Level	Description *	Background Criteria		
		Civilian Education	Military Education **	Experience
	dynamics in most countries in the region <ul style="list-style-type: none"> • Can describe and assess the current political, economic, and ethnic dynamics among countries in the region and other countries inside and outside the region • Can assess the military¹ and political leadership of most countries in the region • May have L3/R3/S3 or higher proficiency as defined by the ILR, in a major language or lingua franca spoken in the region 		college)	
5 Expert	<ul style="list-style-type: none"> • Can assess US national security interests for all countries in the region • Can assess the national security interests of all countries in the region • Can assess the effects of military operations and forward basing on the culture, geography, government, history, economics, and religion of all countries in the region • Can assess in detail the military of most countries in the region • Can assess US military courses of action considering perspective of all countries in the region • Can describe and assess likely courses of action of the military of all countries in the region • Can describe and assess the current political, economic, and social dynamics in all countries in the region • Can describe and assess the current political, economic, and ethnic dynamics between all countries in the region and other countries inside and outside the region • Can assess the military and political leadership of all countries in the region • May have L3/R3/S3 or higher proficiency as defined by the ILR, in a major language or lingua franca spoken in the region 		Preassignment/ deployment*** Graduate of a US Senior- Service college	Combination of at least 5 years in the region and 15 years working on issues related to the region

¹ Includes doctrine, organization, training, equipment, logistics, history, and traditions
 * Planners can expect personnel to possess the preponderance of the traits listed except where noted.
 ** Applies to all DOD personnel deploying to the region
 *** CCMD-directed standards

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Appendix H: DOTmLPF Regional Expertise Level Descriptions

Planners found that the regional expertise and culture capabilities descriptions provided in CJCSI 3126.01 and DODI 5160.71 seemed to be complex, unclear, and geared towards professionals rather than applicable at the operational level, particularly for the lower levels of cultural proficiency. In order to apply the descriptions in an operational environment, the descriptions below were developed to support the CBRIP process.

Table XXX: Regional Expertise and Culture Level Descriptions from DOTmLPF DCR⁷⁶

Operational Term	Level Descriptions
Culture Specific (CS)	<ul style="list-style-type: none"> • <i>CS1 (GPF1) - All Deployers.</i> Basic instruction/orientation on the region and associated culture. • <i>CS2 (GPF2) – Significant Interaction.</i> Significant interaction with those of other foreign cultures (coalition, allies, indigenous populations, etc.). Includes more in-depth training (regional knowledge, customs, and attitudes) than CS1. Training more focused on basic knowledge and “survival” skills. • <i>CS3 (GPF3) – Leaders and Planners.</i> More in-depth than CS2 and focus on the economic, political, historical, geographic and cultural issues of specific region. Could include some level of self-study.
Specialists (SP)	<ul style="list-style-type: none"> • <i>SP1 – Initial Assignment.</i> Typically operates at a tactical level. Will have Regional focused Master’s degree or equivalent experience. Has the cultural knowledge to professionally represent US interests. Possesses cultural understanding of country, possibly region. Understands basic military concepts of respective service. Typical billets include: assistant attaché or component desk officer in plans/policy directorate. Typically O3/O4 level rank. • <i>SP2- Prior Experience.</i> Typically operates at an operational level. Has had significant interaction during one or two tours in country/region. Understands and capable of operating in a joint environment. Typical billets include: DAO attaché, section chief in Office of Defense Cooperation. Typically O4/O5 level rank. • <i>SP3 – Senior Advisor.</i> Typically operates at advanced operational or strategic level in a cross-command environment. Ability to liaise, communicate and negotiate with foreign partner equivalents. Advises senior leaders. Understands second and third order effects of actions. Has had multiple tours in region. Understands US interests in region across agencies. Has used formal regional education operationally in theater. Typical billets include: POLAD, CCMD plans/policy officer. Typically O5/O6 level rank.
Flag General (FG)	<ul style="list-style-type: none"> • <i>FG – Flag Level.</i> Knowledge and experience gained through senior level billets in region. May also include formal education and training, to include a PME.

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Appendix I: Revised DOTmLPF Regional Expertise Level Descriptions

As the CBRIP process was being conducted at the various CCMDs, regional expertise and culture level descriptions were revised to reflect how planners felt the capability was applied in context of a given mission scenario. In addition to the redefined proficiency levels, competencies were developed to more accurately describe the operational environment.

Table XXXI: Revised Regional Expertise and Culture Competencies Currently Utilized for CBRIP⁷⁷

Competencies	Competency Descriptions
<p>Core</p>	<p>The cluster of competencies that is relevant and required by all personnel in an organization, regardless of job series or rank, to effectively perform in cross-cultural environments. Core competencies provide consistency and common language to describe the requirements needed for successful performance.</p> <ul style="list-style-type: none"> • <i>Understanding Culture.</i> Understands the different dimensions of culture, how cultures vary according to key elements such as interpersonal relations, concept of time, attitude towards interpersonal space, thinking style, tolerance and authority as well as values, beliefs, behaviors and norms; uses this information to help understand similarities and differences across cultures. • <i>Applying Organizational Awareness.</i> Understands own organization’s mission and functions, particularly within the context of multi-cultural, multi-actor environments; is knowledgeable about own organization’s programs, policies, procedures, rules, and regulations, and applies this knowledge to operate effectively within and across organizations. • <i>Cultural Perspective-taking.</i> Demonstrates an awareness of own cultural assumptions, values, and biases, and understands how the U.S. is viewed by members of other cultures; applies perspective-taking skills to detect, analyze, and consider the point of view of others, and recognizes how own actions may be interpreted. • <i>Cultural Adaptability.</i> Gathers and interprets information about people and surroundings and adjusts behavior/appearance in order to interact effectively with others; integrates well into situations in which people have different beliefs, values, and customs and develops positive rapport by showing respect for the culture; understands the implications of one’s actions and adjusts approach to maintain appropriate relationships.
<p>Technical (Regional)</p>	<p>Those competencies required by military personnel operating in a specific region of the world or in a certain job and that are needed for effective performance. These competencies provide greater detail about the requirements needed to operate in a particular region of the world or in a particular position/job.</p> <ul style="list-style-type: none"> • <i>Applying Regional Information.</i> Is knowledgeable about the components of culture for a specific region; understands key

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Competencies	Competency Descriptions
	<p>cultural values, behaviors, beliefs, and norms for the area. Applies knowledge about a country/region's historical and current social, political, and economic structures to the operational mission.</p> <ul style="list-style-type: none"> • <i>Operating in a Regional Environment.</i> Can describe, assess, and apply country/region-specific information about the population, enemy and other relevant forces, U.S. national security interests, U.S. command relationships, and commander's intent; understand and keeps up-to-date on local, national, and regional events, policies, and trends that effect U.S. interests; effectively incorporates this information into plans, actions and decisions. • <i>Utilizing Interpreters.</i> Effectively conveys the intended message through the use of an interpreter; recognizes and monitors interpreter's delivery of message to ensure it is being communicated as intended, both in terms of content and emotion; conducts appropriate interpreter selection and preparation for a given job or mission.
<p>Leader</p>	<p>The additional competencies required by military personnel in leadership positions in order to effectively perform in cross-cultural environments.</p> <ul style="list-style-type: none"> • <i>Building Strategic Networks.</i> Builds alliances and develops collaborative information-sharing networks with colleagues in own organization and counterparts across other host/foreign nation/private organizations; works effectively with diverse others as a representative of own organization to accomplish mission requirements and achieve common goals. • <i>Strategic Agility.</i> Makes strategic decisions and assesses the impact and secondary/tertiary effects of U.S. actions in the region by using logic, analysis, synthesis, creativity, and judgment to gather and evaluate multiple sources of information; establishes a course of action to accomplish a long-range goal or vision in the region/country, effectively anticipating future consequences and trends. • <i>Systems Thinking.</i> Understands how joint, coalition, non-state actors and other variables in the regional system interact with one another and change over time; applies this understanding to conduct analysis, planning, decision making, and problem solving. • <i>Cross-Cultural Influence.</i> Applies influence techniques that are consistent with local social norms and role expectations in order to establish authority, change other's opinions or behavior, and convince them to willingly follow own leadership or guidance; understands how cultural values, behaviors, beliefs and norms impact cross-cultural negotiations. • <i>Organizational Cultural Competence.</i> Assesses cultural capabilities of own organization; develops the cultural competence required of personnel in order to support the organization's mission; ensures that the organization's cross-cultural competence is sustained and improved to meet future mission requirements.

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Table XXXII: Revised Regional Expertise and Culture Proficiency Levels Currently Utilized for CBRIP⁷⁸

Proficiency Level	Description
Basic	<ul style="list-style-type: none"> • Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.
Fully Proficient	<ul style="list-style-type: none"> • Demonstrates through understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.
Master	<ul style="list-style-type: none"> • Demonstrates the extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in complex and ambiguous situations within and across cultures. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource.

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Appendix J: ILR Descriptions for Intercultural Communications

Descriptions of Competence in Intercultural Communication incorporate both linguistic and extralinguistic elements at each skill level. Values, beliefs, traditions, customs, norms, rituals, symbols, taboos, deportment, etiquette, attire, and time concepts are some of the extralinguistic elements that typically shape the form and content of interactions. These elements are often the source of expectations regarding behavior, such as gestures, body language, physical distance between speakers, and deference due to status, age, and gender.

Table XXXIII: Interagency Language Roundtable Descriptions for Intercultural Communications⁷⁹

Proficiency Level	Description
Level 0 No Competence	<ul style="list-style-type: none"> • Unable to adjust when faced with cultural differences, and shows little or no awareness that such exist.
Level 0+ Memorized Competence	<ul style="list-style-type: none"> • Able to use rehearsed behavior and memorized utterances to engage in a few routine interactions serving basic survival needs. Shows awareness of obvious differences between the culture and the individual's own, and avoids some of the most critical and noticeable taboos, although not consistently. • Can use appropriate posture and behavior when acknowledging and delivering short polite exchanges, such as greetings, farewells, and expressions of thanks and apology, but can rarely cope with deviations from the routine. May often miss cues indicating miscommunication and is almost always unable to repair misunderstandings when they occur.
Level 1 Elementary Competence	<ul style="list-style-type: none"> • Able to participate in some everyday interactions, though not always acceptably. Recognizes that differences exist between behaviors, norms and values of the individual's own culture and those of the other culture, but shows little understanding of the significance or nature of these differences. • Avoids well known taboo topics and behavior, and normally observes basic courtesy requirements in encounters with individuals of different gender, age, or status. • Can generally conform to culturally prescribed practices during interactions, such as those regarding posture, eye contact, and distance from others, and observe rules governing personal appearance and attire. Exhibits emerging ability to participate in some social media activities. • Usually responds appropriately to the most commonly used cultural cues but may exhibit confusion when faced with

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Proficiency Level	Description
	<p>unfamiliar ones and can rarely cope if misunderstandings arise. Typically experiences difficulties with less predictable and spontaneous interactions, such as open-ended conversations or bargaining.</p>
<p>Level 2 Limited Working Competence</p>	<ul style="list-style-type: none"> • Able to participate acceptably in many everyday social and work-related interactions. Shows conscious awareness of significant differences between the individual's own culture and the other culture and attempts to adjust behavior accordingly, although not always successfully. • Can typically avoid taboos and adhere to basic social norms and rules of etiquette, such as in accepting and refusing invitations, offering and receiving gifts, and requesting assistance. May sometimes misinterpret cultural cues or behave inappropriately for the culture, but is usually able to recognize and repair misunderstandings. • Normally functions as expected in predictable and commonly encountered situations, including public events and large gatherings, but may have difficulty when faced with less familiar circumstances. Able to participate in various social media activities. In a work environment, can appropriately issue straightforward directions and instructions, give or receive orders, whether in person, on the telephone, or in writing, and may be able to address some job-related problems. In some instances, demonstrates recognition of and makes appropriate reference to issues and topics that are customarily the subject of conversation, such as historical, cultural or current events.
<p>Level 3 Professional Competence</p>	<ul style="list-style-type: none"> • Able to participate successfully in most social, practical, and professional interactions, including those that may require a range of formal and informal language and behavior. • Can adapt to a variety of individuals and groups without being misconstrued and transition smoothly from informal to formal styles of communication. Controls nonverbal responses, such as gestures, and handles unfamiliar situations appropriately, including those involving taboos or emotionally-charged subjects. Rarely misreads cultural cues, and can almost always repair misinterpretations. • Can understand and make appropriate use of cultural references and expressions, and can usually discuss a variety of issues and subject matter that refer to the culture, such as history, politics, literature, and the arts. Can interpret reading materials and recognize subtleties, implications, and tone. • Able to communicate via social media. In professional contexts, the individual can interact appropriately during meetings and provide detailed explanations or reports both in person and in writing. Social behavior and interactions reflect significant knowledge and understanding of cultural expectations.
<p>Level 4 Advanced Professional</p>	<ul style="list-style-type: none"> • Able to participate successfully in virtually all social, professional, and official interactions, including those where leadership is required. Controls the full range of formal and informal styles of language and behavior.

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Proficiency Level	Description
Competence	<ul style="list-style-type: none"> • Responds effectively to verbal and nonverbal forms of communication, and almost always correctly interprets visual cues, cultural allusions, nuance, tone, and subtle manifestations of underlying values. Can effectively employ, both in person and in writing, a wide variety of sophisticated communicative strategies to command, argue, persuade, dissuade, negotiate, counsel, and show empathy. • Can take part successfully in public discourse, such as presentations, conferences, speeches, and media interviews. Can use intercultural communicative skills to facilitate information exchanges in a variety of situations. Makes frequent and appropriate use of cultural references, literary allusions, quotations from literature and other significant documents, and can discuss in depth the culture's traditions, beliefs, history, national policies, and public issues.
Level 5 Superior Professional Competence	<ul style="list-style-type: none"> • The individual has mastered and controls virtually all forms of intercultural communication. Can deal skillfully with a very extensive range of circumstances, including high-stress situations. Recognizes and understands the intended meaning of a very wide variety of colloquialisms, regionalisms, slang, and pertinent cultural references. • Able to analyze, debate, and synthesize the most creative expressions of language and aesthetics, as well as the concepts, values and standards that constitute the fundamental underpinnings of the culture.

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Appendix K: References

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