

Army Regulation 350-16

Training

Total Army Language Program

**Headquarters
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SUMMARY of CHANGE

AR 350-16

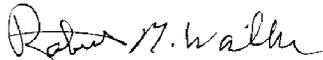
Total Army Language Program

This new Department of the Army regulation contains information necessary to regulate the Army Foreign Language Program. This regulation--

- o Establishes responsibilities (paras 2-1 through 2-7).
- o Establishes requirements for standards and training (paras 3-1 through 3-8)
- o Establishes policies of the Command Language Program (para 5-3).
- o Establishes program evaluation policy (paras 6-1 through 6-3).
- o Prescribes DA Form 7383-R (Individual Linguist Record (ILR)) (para 4-1d).
- o Describes linguist readiness reporting requirements under AR 220-1 and Requirements Control Symbol (RCS) # CSG1D-167.

Training

Total Army Language Program



Robert M. Walker
Acting Secretary of the Army

History. This is a new regulation. Joint Army Regulation (AR) 350-20 prescribes policy, procedures, responsibilities, and guidance to Department of Defense (DOD) components for the management and operation of the Defense Foreign Language Program (DFLP). The Total Army Language Program, a subset of the DFLP and the DFLP's largest component, has not been regulated. The DOD Inspector General identified this deficiency in his 17 June 1993 Inspection Report of the DFLP. Implementation of this regulation remedies this situation.

Summary. This regulation describes the Total Army Language Program. It establishes policies and procedures for the development and management of major Army command

(MACOM) and unit Command Language Programs (CLPs) conducted to accomplish foreign language refresher, remediation, sustainment, and enhancement and cross- and conversion-training of assigned linguists. It establishes responsibilities; delineates minimum proficiency standards; establishes program planning, reporting requirements, and an inspection program; and lists presently available training resources and regulatory guides.

Applicability. This regulation applies to MACOMs, agencies, and units with designated language billets in the Active Army, the Army National Guard of the U.S., and the U.S. Army Reserve. During mobilization, policies contained in this regulation may be modified by the proponent with the approval of the Secretary of the Army.

Proponent and exception authority. The proponent of this regulation is the Deputy Chief of Staff for Intelligence (DCSINT). In coordination with the Deputy Chief of Staff for Operations and Plans and, where required by AR 350-20, the Secretary of the Army, the DCSINT may grant exceptions to this regulation. With the written approval of the DCSINT and the Deputy Chief of Staff for Operations and Plans and, where required by AR 350-20, the Secretary of the Army,

approval authority for exceptions may be delegated to a division chief within the proponent agency in the grade of colonel or the civilian equivalent.

Army management control process. This regulation is subject to the requirements of AR 11-2. It contains internal control provisions and identifies key management controls for conducting internal control reviews.

Supplementation. This regulation may be supplemented by MACOMs. One copy of each supplement will be sent for approval prior to publication to Deputy Chief of Staff for Intelligence (DAMI-POD), 1061 Army Pentagon, Washington, DC 20310-1061.

Suggested Improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Deputy Chief of Staff for Intelligence (DAMI-POD), 1061 Army Pentagon, Washington, DC 20310-1061.

Distribution. Distribution of this publication is made in accordance with initial distribution number (IDN) 095518, intended for command levels A, B, C, D, and E for Active Army, Army National Guard of the U.S., and U.S. Army Reserve and to the Defense Language Institute Foreign Language Center.

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Chapter 1 General

1-1. Purpose

This regulation—

- a. Describes the Total Army Language Program.
- b. Establishes policies and procedures for the development and management of major Army command (MACOM) and unit Command Language Programs (CLPs) conducted to accomplish foreign language refresher, remediation, sustainment, enhancement, and cross/conversion-training of assigned linguists.
- c. Establishes responsibilities within the Total Army Language Program (TALP).
- d. Delineates minimum language training and language proficiency standards and establishes associated language testing requirements.
- e. Establishes program planning and reporting requirements.
- f. Lists training resources and regulatory guides.

1-2. References

References, related publications, prescribed forms, and referenced forms are listed in appendix A.

1-3. Explanation of abbreviations and terms

Expansions for and explanations of abbreviations are listed in the Glossary.

1-4. General description

The TALP is the Army's mechanism to provide personnel proficient in foreign languages to perform mission essential tasks critical to the successful accomplishment of Army missions. The TALP is encompassed within the Defense Foreign Language Program (DFLP) which is governed by joint regulation AR 350-20.

a. *The training challenge.* The TALP is faced with several major challenges. The fundamental challenge is acquiring sufficient numbers of linguists in the appropriate languages. It is increasingly difficult to predict future Army missions and deployments. This uncertainty makes it impossible to accurately forecast the nature and extent of the Army's future linguist needs. The special aptitude needed to learn foreign languages and the long duration of foreign language training further add to this training challenge. Training problems become even more complex because foreign language expertise is highly perishable. Linguist skills require constant maintenance and use to sustain proficiency. Linguist retention further adds to this challenge. Foreign language is a very marketable skill in the civilian sector; soldier-linguists often have the desire, and usually have the ability, to be successful in private enterprise. These challenges place heavy demands on Army leaders.

b. *Meeting the challenge.* Leadership at all echelons is the key to overcoming the difficulties confronting the TALP. The Deputy Chief of Staff for Intelligence (DCSINT), as the Total Army Language Program Manager, must lead the way to ensure that the TALP is adequately resourced, regulated, and administered. All MACOMs with linguists must establish MACOM CLPs tailored to their MACOM-unique training needs. Similarly, commanders must continuously exert command emphasis through their unit CLPs in order to achieve and sustain individual and unit linguist readiness and at the same time stress the retention of linguists. It is equally important that linguist supervisors give the day-to-day linguist training and utilization the attention they deserve. The final key person in the TALP is the individual soldier-linguist. Being an Army linguist places additional demands on individuals. Linguists who are not fully committed to their language will not succeed despite plentiful resources and capable leaders.

c. *Types of training.*

- (1) Mission-required training: Training of Army linguists to perform their duties in language-required positions.
- (2) Mission-related training: Training programs to meet special needs of commanders that are designed to enhance job proficiency

of non-linguist personnel or to provide area familiarization for foreign duty. Instruction is generally at the elementary proficiency level. Typical programs include—Headstart/Gateway; specialized training for military police, border patrol, or soldiers assigned to host nation units; and training of others whose duties require frequent contact with foreign counterparts.

1-5. Training relationship with Army Continuing Education System and Army Learning Centers

a. The Army Continuing Education System (ACES) will manage and support installation level mission related language training and will, upon request, support CLPs training by administering the Defense Language Proficiency Test (DLPT); providing classroom and available language laboratory facilities for the conduct of language training; and assisting Command Language Program managers (CLPMs) whenever possible with drafting and administering contracts for hiring language instructors (see AR 611-5, AR 621-5, and AR 621-6).

b. Upon request, ALCs will provide classroom and language laboratory facilities, materials, and testing for mission-required language training (see AR 621-6).

Chapter 2 Responsibilities

2-1. Heads of Army general staff agencies

a. *Deputy Chief of Staff for Intelligence.* The DCSINT, as the Service Program Manager, will—

(1) Serve as the Chairman of the Army Language Committee (ALC) in accordance with AR 611-6.

(2) Designate a member of the DCSINT staff to serve as the TALP Manager. The TALP Manager, Office of the DCSINT (ODCSINT), will—

(a) Serve as the Army Staff point of contact for mission-required foreign language issues.

(b) Develop and implement TALP policies, objectives, and guidelines designed to achieve, maintain, and improve the language proficiency of Army linguists.

(c) Develop, disseminate, and update the CLP planning and reporting guidance.

(d) Assist ODCSOPS (DAMO-TRO) in the management of the TALP Management Decision Package (MDEP) throughout the program and budget cycles.

(e) Provide ODCSOPS with program justification and related data for inclusion in the Tactical Intelligence and Related Activities (TIARA) Congressional Budget Justification Book (CJB).

(f) Coordinate with the DCSOPS and where required by AR 350-20, the ASA (M&RA) and Secretary of the Army in matters affecting the DFLP.

(g) Coordinate with the Readiness Training (REDTRAIN) Program Manager, ODCSINT, to ensure a coherent, coordinated effort in the training of Military Intelligence (MI) linguists.

(h) Approve, monitor, and ensure evaluation of MACOM CLPs.

(i) Identify prioritized requirements through Training and Doctrine Command (TRADOC) and through the Secretary of the Army to the Defense Language Institute Foreign Language Center (DLIFLC) for the development and fielding of job-specific foreign language proficiency tests, diagnostic testing, instruments for global and job-specific refresher training, training materials for resident and nonresident use, and related support.

(j) Identify prioritized requirements through the Secretary of the Army and through the TRADOC to DLIFLC for the development and fielding of exportable general foreign language training materials in support of nonresident training programs.

(k) Establish minimum foreign language proficiency standards for Army linguists.

b. *Deputy Chief of Staff for Operations and Plans.* The Deputy Chief of Staff for Operations and Plans (DCSOPS) will—

(1) Review TALP policies, objectives, and guidelines, as part of

the responsibility of a staff action officer for the executive agent, with the DCSINT and, where required by AR 350–20, the Secretary of the Army.

(2) Place TALP resource requirements in priority as part of the Training Functional Panel process.

(3) Include justification of, and resource data on, the TALP in the annual TIARA CBJB.

(4) Ensure table of organization and equipment (TOE), modification TOE (MTOE), and table of distribution and allowances (TDA) and mobilization TDA (MOBTDA) documentation is in compliance with the TALP.

c. Deputy Chief of Staff for Personnel. The Deputy Chief of Staff for Personnel (DCSPER) will—

(1) Develop policies to ensure ACES and ALC support of foreign language proficiency testing and contracting of foreign language instructors to support mission related language training programs. ACES support is one option for commanders, but the commanders may find it more efficient to do the contracting and resourcing themselves.

(2) Provide, as an ACES and ALC service, use of available classroom and language laboratory facilities for the conduct of mission required language training. Secretary of the Army approval must be obtained before resident basic foreign language instruction for DOD personnel may be administered at a non-DLIFLC or DLIFLC-designated location.

(3) Exercise general staff responsibility for management of foreign language proficiency pay (FLPP) and development of administrative policy under which the FLPP Program is conducted in accordance with AR 611–6, chapter 6.

(4) Ensure that testing policies, facilities and equipment support DLPT testing as required by this regulation.

(5) Maintain the Army Program for Individual Training (ARPRINT).

2–2. Heads of Army special staff agencies

Heads of Army special staff agencies will support the TALP at the Headquarters, Department of the Army, level as outlined below.

a. Chief, Army Reserve. The Chief, Army Reserve (CAR), will—

(1) Designate an office to monitor TALP activities within the U.S. Army Reserve. Monitoring of troop program unit (TPU) language programs for Forces Command (FORSCOM) will be coordinated through Headquarters, U.S. Army Reserve Command (USARC) (AFRC–IN). Monitoring of all other TPU language programs will be coordinated through the respective MACOM to USAR.

(2) Ensure adequate resources and facilities are available to support the foreign language training for linguists in TPUs, as well as that for Individual Ready Reserve (IRR) and Individual Mobilization Augmentation (IMA) linguists. The CAR will perform this task in coordination with Commander (CDR), U.S. Army Special Operations Command/U.S. Army, South (USASOC/USARSO); CDR, FORSCOM/USARC; and DCSINT.

(3) Report TPU, IRR, and IMA TALP activities, requirements and expenditures (see para 4–3).

(4) Ensure force structures for USAR TPUs have proper documentation and language requirements.

(5) Exercise staff supervision and management of the FLPP Program as it pertains to USAR personnel. The TPU member participation in the FLPP Program will be managed by the appropriate command (that is, USARC for FORSCOM TPUs, U.S. Army Civil Affairs and Psychological Operations Command (USACAPOC) for SOCOM TPUs, and so forth). Data will be forwarded to the Office of the CAR (OCAR) in accordance with AR 611–6, chapter 6. Management of the FLPP Program for FORSCOM will be coordinated through Headquarters, U.S. Army Reserve Command (AFRC–IN). Each MACOM that has TPUs will designate an office to monitor the FLPP Program for its subordinate USAR units.

(6) Submit projected language training requirements to the Office of the DCSPER (ODCSPER) for updating of the ARPRINT.

b. Chief, National Guard Bureau. The Chief, National Guard Bureau (CNGB), will—

(1) Assist FORSCOM in the development of training guidance and reporting programs as they pertain to the ARNG units.

(2) Provide policy guidance on TALP implementation to The Adjutants General (TAGs) of the states and territories.

(3) Provide policy guidance on ARNG linguist personnel management to the TAGs.

(4) Ensure force structures for ARNG units have proper documentation and language requirements.

(5) Submit annual prioritized training requirements updating the ARPRINT to the DCSPER, who will submit the requirements to the DCSINT for consolidation and submission to the Secretary of the Army, the executive agent of the DFLP.

(6) Ensure that adequate resources and facilities are available to support foreign language training for linguists in the ARNGUS TPUs.

2–3. The Adjutants General

The Adjutants General will—

a. Provide CLP guidance to subordinate units in accordance with this regulation.

b. Allocate resources to implement TALP plans and programs.

c. Ensure subordinate commanders, consistent with individual duty and unit mission requirements, provide their linguists opportunities to maintain their foreign language proficiency through professional development programs.

d. Report TALP expenditures to National Guard Bureau (NGB–ARO–OS), 111 S. George Mason Drive, Arlington, VA 22204–1382, with information copies to the following: FORSCOM Language Training Office (AFIN–RD), HQ FORSCOM, Fort McPherson, GA 30330–6000, and Army Language Program Manager (DAMI–POD), 1061 Army Pentagon, Washington, DC 20310–1061.

e. Report information on ARNG linguists drawing FLPP in accordance with AR 611–6, chapter 6.

2–4. Commanding General, TRADOC

The Commanding General (CG), TRADOC, performs the functions below as part of the assigned TRADOC mission. These functions also support the goals and objectives of the TALP, as well as the DFLP. The CG, TRADOC, will—

a. Develop standards, programs, and materials for training linguists. Development will address initial acquisition; general and job-specific intermediate and advanced level training; and general and job-specific training materials suitable for use in a nonresident training environment. Foreign language materials from outside DOD will not be used or developed unless DLIFLC-approved materials are not available and the DLIFLC and the Secretary of the Army have approved the development or use of such materials.

b. In accordance with AR 350–20, provide general and job-specific resident training at the basic, intermediate, and advanced level for personnel designated to fill linguist positions or for those who are in a military occupational specialty (MOS) requiring foreign language capabilities.

c. Develop measurement devices for use by the commanders and CLPMs to evaluate the general and job-specific language capabilities of Army linguists. These measurement devices should include diagnostic testing instruments.

d. Perform the functions in paragraph 2–5 as they pertain to linguists assigned to TRADOC organizations.

e. Exercise supervision and management of the FLPP Program as it pertains to linguists assigned to TRADOC organizations (see AR 611–6, chap 6).

2–5. MACOM commanders

The MACOM commanders with linguist billets will—

a. Develop systems and procedures to ensure that linguist assets are identified, appropriate command emphasis is placed on the retention of linguist personnel, and language training is given a priority equal to or higher than that of common soldier skill training.

b. Ensure that linguists are utilized in positions authorized and requiring foreign language ability.

c. Designate a MACOM CLPM responsible for all aspects of development, implementation, and management of the MACOM CLP. The MACOM CLPM also will serve as the focal point within the MACOM for coordination with the TALP Manager.

d. Develop, document, and execute a MACOM CLP within 90 days after the effective date of this regulation, in accordance with information contained in DLIFLC Pamphlet (Pam) 351-1, Evaluation Guidelines for Department of Defense (DOD) Command Language Programs, July 1990, and DLIFLC Pam 350-9, Guidelines, Policies, and Procedures for DOD Command Language Programs, November 1991. The MACOM CLP will, at a minimum, perform the following activities:

(1) Assess proficiency of all linguists (via official personnel file or DLPT administration) within 90 days of assignment to a unit. Assessing linguist proficiency for battalion level and below for USAR and ARNG personnel will be done within 180 days of assignment to the unit. Do not administer the DLPT if the last tested date is less than 6 months old.

(2) Develop an enhancement program for soldiers in language-required billets who already meet minimum proficiency standards.

(3) Develop an in-unit CLP to sustain language proficiency at TALP-required levels that are stated in paragraph 3-5.

(4) Request technical advice and assistance from DLIFLC in the development and evaluation of the MACOM CLP, specifically the process (the CLP itself), through the TALP Manager, in accordance with AR 350-20.

e. Administer the FLPP Program in accordance with chapter 6, AR 611-6.

f. Validate requests for nonresident instruction, mobile training teams (MTTs), and video teletraining (VTT) from DLIFLC as needed and inform the Service Program Manager (SPM).

g. Request DLIFLC resident training via the SPM.

h. Ensure that adequate resources and facilities are available to support in-unit foreign language training for linguists.

i. Document funding requirements through the planning, programming, and budgeting system (PPBS).

j. Inspect subordinate units for compliance with this regulation and maintain files for 2 years.

k. Identify systemic language training problems or shortfalls that require reporting through command channels to the DCSINT, the SPM, and the Secretary of the Army, who will inform the DLIFLC. The report will describe in sufficient detail the problems so that the DLIFLC can address them. Substandard performance on the part of DLIFLC graduates indicates a systemic language training problem that requires reporting.

l. Provide an annual program report of the CLP to the Department of the Army (DA) SPM as required by this regulation.

m. Request approval from DCSINT for any additions, changes, or deletions of language identification codes (LICs) in any TDA or MTOE.

2-6. Commanders at brigade, group, and battalion levels

Commanders at brigade, group, and battalion levels, as determined by the respective MACOMs, will—

a. Establish, document, and maintain a CLP in accordance with this regulation, AR 611-6, AR 220-1, AR 350-20, and other applicable regulations.

b. Establish a unit language council to coordinate language resource and training requirements.

c. Define specific training goals and objectives to meet mission requirements for authorized linguists and outline available language training opportunities for all assigned linguists.

d. Through proper channels, arrange for test administration to all soldiers with foreign language proficiency, as required by this regulation and AR 611-5.

e. Appoint a unit CLPM to assist the commander in overseeing the unit's CLP. The CLPM should be scheduled for the CLPM

Course given by DLIFLC, either in residence or by MTT if at all possible. Duties of the CLPM include—

(1) Scheduling and chairing unit language council.

(2) Coordinating resource and training requirements.

(3) Coordinating language proficiency testing in accordance with AR 611-5 and AR 611-6. Linguists must be administered the appropriate version of the test in a proper testing facility. For low density languages for which no DLPT exists, coordination must be made with the test control officer (TCO) to arrange for either an oral proficiency interview (OPI) or other alternative test approved by DLIFLC.

(4) Overseeing the FLPP Program, coordinating with the servicing personnel office to ensure that qualified personnel are awarded appropriate FLPP, and ensuring that FLPP is withdrawn when a soldier ceases to be qualified.

(5) Maintaining up-to-date records of linguist qualification status within the command.

(6) Providing an annual program report of the CLP to the MACOM CLPM, as required by this regulation.

(7) Maintaining a separate CLP hand receipt for all property purchased with MDEP Total Army Language Program funds in excess of \$25.00. Hand receipt will be maintained in accordance with existing Army regulations.

(8) For units authorized signals intelligence (SIGINT) personnel, the CLPM will also—

(a) Incorporate a technical language training program into the unit CLP for Career Management Field (CMF) 98 and related warrant officer MOSs that require linguistic proficiency.

(b) Coordinate the language training requirements with the DCSINT and the Secretary of the Army as well as the National Security Agency (NSA) and DLIFLC.

(c) Establish and manage the NSA-sponsored Adjunct Faculty Program. This program certifies SIGINT linguists and analysts to conduct training under the sponsorship of the National Cryptologic School (NCS).

(d) Designate language group leaders based upon their language proficiency level, technical competency, and seniority.

(9) For units authorized human intelligence (HUMINT) personnel, the CLPM will also—

(a) Incorporate a technical language training program into the unit CLP for CMF 96 and related warrant officer MOSs that require linguistic proficiency.

(b) Coordinate language requirements with the Defense HUMINT Service (DHS), Defense Intelligence Agency (DIA), the Secretary of the Army, and DLIFLC.

(c) Establish and manage HUMINT programs to ensure the linguistic subskills of interrogation, debriefing, interviewing, and translation are adequately addressed.

(d) Designate language group leaders based upon their language proficiency levels, technical competency, and seniority.

f. Utilize former DLIFLC military language instructors (MLIs) to the greatest extent possible within their unit CLPs. The MLIs possess instructor experience and superior language abilities and have been trained in managing CLPs. Military language instructors should provide commanders at all levels advice on how to improve their CLPs.

g. Provide remedial, sustainment, and enhancement training for linguists in their organizations.

h. Encourage personnel who display language proficiency, whether or not trained at Government expense, to maintain language proficiency. Encourage them to be evaluated via DLPT so that the appropriate activity can maintain a current data base about linguistic resources and their proficiency levels.

i. Report linguistic proficiency of their command on the appropriate forms and in accordance with AR 220-1.

j. Establish a remediation program for linguists who fall below the standard set forth in this regulation and in AR 611-6.

k. Appoint language group leaders, based upon the attainment of the highest proficiency levels within their discipline and language, with the responsibility to—

(1) Assist their discipline-specific training manager and the

CLPM in the development and implementation of language-specific materials and training aids for their language study group.

(2) Occupy a part-time position that will be reflected on their noncommissioned officer evaluation report (NCOER) as an area of special emphasis and appointed duty.

(3) Identify and submit annual program and funding requirements for maintaining the unit CLP through the appropriate chain of command to the MACOM CLPM.

2-7. Subordinate commanders

Subordinate commanders will—

a. Provide access to language training programs, instructors, and instructional materials in accordance with this regulation in the “control languages” held by all linguists assigned to their units, with the exception of Reserve Components (RC), which do not manage soldiers by control language. Subordinate commanders will monitor the status of linguist proficiency within their command, and evaluate the effectiveness of unit language programs.

b. Appoint a CLP council representative who is a linguist to coordinate language training activities within the unit.

c. Require annual reevaluation of all linguists who have been trained in one or more foreign languages at Government expense (not to include Headstart or Gateway) or are in a language-dependent MOS, regardless of the language source.

d. Provide access to remedial, refresher, sustainment, and enhancement training for all soldiers holding language-required MOSs.

e. For linguists who fail to qualify in their control language (for the AC) or primary language (for the RC), initiate reclassification or withdrawal of the MOS or language skill qualification identifier, in accordance with AR 611-6 and this regulation.

f. Schedule adequate sustainment and enhancement training on the unit training schedule/calendar. The commander is responsible for formally checking scheduled language training as part of a commander’s responsibility for scheduling.

g. Encourage personnel who display language proficiency, whether or not trained at Government expense, to maintain language proficiency. Encourage them to be evaluated via DLPT so that the appropriate activity can maintain a current data base about linguistic resources and their proficiency levels.

h. Develop an individual training plan with each linguist outlining training goals and objectives, language training opportunities, expectations for language usage during assignment to the unit, rewards, incentives, and so forth.

i. Maintain individual linguist records that document the linguist’s assignment, training, and proficiency profiles (see app B).

j. Ensure language proficiency is addressed on NCOERs and Officer Evaluation Reports (OERs) for language-dependent MOSs (98G, 97E, 97L, 352G, 351E, and so forth).

Chapter 3 Army Language Program Proficiency Standards and Training

3-1. Prerequisite for Basic Language Training Course

It takes a special talent to learn a foreign language, especially when the training is conducted at DLIFLC’s fast training pace. As a result, minimum foreign language training entry standards were established and evaluation tools were designed to ensure that prospective trainees have a realistic expectation of successfully completing their foreign language course of instruction. The DOD test to measure a person’s aptitude to learn a foreign language is the Defense Language Aptitude Battery (DLAB).

3-2. Minimum DLAB scores

The aptitude needed to learn a language varies from language to language. Each foreign language is assigned to one of four categories based on the relative amount of difficulty a native English speaker encounters when learning that particular language. Category

I languages are those that are the easiest to learn, whereas category II languages are somewhat more difficult. Category III languages are even more difficult, and category IV languages are the most difficult languages for native English speakers to learn. (See AR 611-6 for a listing of languages by difficulty category.) The minimum DLAB scores required to qualify for basic language acquisition training at DLIFLC are as follows:

- a. Category I: 85 or higher
- b. Category II: 90 or higher
- c. Category III: 95 or higher
- d. Category IV: 100 or higher

3-3. DLAB waivers

The DLAB scores are a strong indicator of an individual’s aptitude to learn a language, but they are not an absolute. Requests for DLAB waivers should be submitted to DAMI-POD for consideration. The office of DAMI-POD will issue a case-by-case approval/disapproval in writing. Any mitigating information should accompany the request for waiver. Some good examples are: a soldier who wants to study Basic Korean and whose spouse is Korean; a soldier who wants to study Russian and successfully completed multiple Russian courses in college or high school; or a Korean-American soldier who wishes to study Chinese and grew up speaking Korean at home. DLAB guidelines for specific cross/conversion-training situations will be determined on a case-by-case basis (where “case” refers to a training iteration) until enough data have been accumulated to permit establishment of reasonable parameters.

3-4. Measuring foreign language proficiency

The Department of Defense uses the DLPT to measure foreign language proficiency to ensure that linguists have the requisite global language expertise to perform their jobs. The DLPT evaluates a linguist’s skills in listening, reading, and speaking. Linguists then are assigned standardized proficiency ratings for each measured skill from 0 (no proficiency) to 5 (educated native proficiency), using the Federal Interagency Language Roundtable (ILR) (see AR 611-6) scales. Foreign language proficiency is extremely perishable and, as such, must be reevaluated regularly. Soldiers in language-dependent MOSs or in language-requiring positions and with a DLPT score in excess of 1 year old should be tested to determine their current proficiency level; these soldiers are otherwise considered non-MOS-qualified and will be enrolled in a unit remediation program.

3-5. Minimum foreign language proficiency standards

The extent of foreign language proficiency needed to successfully serve as an Army linguist varies from one duty position to another. Any position that requires at least one language skill (listening, reading, speaking, or writing) at level 2 will be annotated as a “language required” MOS for that unit. Certain MOSs require language proficiency as an integral and necessary component for the successful performance of the MOS and are deemed “language-dependent” MOSs.

a. *Minimum foreign language proficiency standard for MI linguists.* Personnel authorization documents must be annotated with both a specific language identification code (LIC) and appropriate proficiency level of 0, 1, 2, 3, 4, or 5 for each skill (L/R for listening/reading) in the LPIND column of the TAADS-R document. In order to document a language requirement, a level 2 must be required in at least one skill. The minimum foreign language proficiency standard for MI linguists is level 2 (limited working proficiency). Many MI positions require an even greater level of proficiency. All MI linguist authorizations contained in either TDA or MTOE personnel authorization documents must be annotated with a specific LIC. Minimum proficiency ratings for language-required and -dependent MOSs are as follows:

(1) *MOS 97B Counterintelligence (CI) Agent and 351B CI Technician.* MOS 97B and 351B are language-required MOSs when they have LICs documented on an authorization document. If soldiers in MOS 97B and 351B are required to have a language by an authorization document and/or they received language training at DLIFLC

or elsewhere at Government expense, the minimum proficiency standard is 2/2.

(2) *MOS 97E Interrogator and 351E Interrogation Technician.* 97E and 351E are language-dependent specialties. The minimum proficiency standard is 2/2.

(3) *MOS 97L Interpreter/Translator.* The 97L is a language-dependent specialty that is unique to the Reserve Component. The entry proficiency and minimum proficiency standard for MOS 97L is 2/2 on the DLPT, in accordance with AR 611–201 and AR 611–6.

(4) *MOS 98C Signals Intelligence Analyst and 352C Traffic Analysis Technician.* The 98C and 352C are language-required MOSs when they have LICs documented on an authorization document. When soldiers in MOS 98C and 352C are required to have a language by an authorization document and/or they receive language training at DLIFLC or elsewhere at Government expense, the minimum proficiency standard is 2/2.

(5) *MOS 98G Voice Intercept Operator and 352G Voice Intercept Technician.* The 98G and 352G are language-dependent MOSs. The minimum proficiency standard is 2/2.

b. *Minimum foreign language proficiency standard for special operations forces linguists.* All special operations forces (SOF), civil affairs (CA), and psychological operations (PSYOP) language standards will be determined by the Department of Defense Special Operations Command (USSOCOM).

c. *Minimum foreign language proficiency standard for foreign area officers and defense attaché linguists.* The minimum foreign language proficiency standard for foreign area officers (FAOs) and defense attaché linguists is level 2/2/2 (for listening/reading/speaking). This standard applies to all officers in Functional Area 48 as well as individuals who are 350L Attaché Technicians or 71LL Defense Attaché Intelligence Assistants.

3–6. Failure to achieve and sustain minimum foreign language proficiency standards

Linguists in the language-dependent MOSs of 97E, 97L, or 98G; warrant officer MOS 351E, 352G, 350L; SF CMF 18; and commissioned officers in FA 48 who fail to meet and sustain the minimum proficiency standards outlined in this regulation will be provided in-unit remedial language training as outlined in AR 611–6. These linguists will take the DLPT every 6 months to provide them the opportunity to meet the proficiency standard in accordance with AR 611–6. Career soldiers who do not meet the proficiency standard will have the language qualification withdrawn, and reclassification will be initiated if they are in a language-dependent MOS. First-term soldiers who fail to meet the standard will not be reclassified but will be ineligible to reenlist as a linguist. This standard also applies to SF MOSs 180A, 18A, and CA MOSs 38A, 39A, 39C, and 37F. Requests for exception to this policy should be submitted to: Commander, PERSCOM (TAPC–EPL&M), 2461 Eisenhower Avenue, Alexandria, VA 22331–0457.

3–7. Prerequisite for intermediate/advanced foreign language training course

The foreign language proficiency training prerequisite to attend intermediate language courses at DLIFLC is a current DLPT rating of 2/2 or higher. (Refresher courses are available at DLIFLC for soldiers who do not meet the prerequisite for intermediate language courses.) The prerequisite to attend advanced courses at DLIFLC is a current DLPT rating of 2+/2+ or higher.

3–8. Training in additional languages

a. Cross-training of proficient linguists is authorized and encouraged to enhance assignment flexibility and to meet contingency mission requirements. The minimum proficiency prerequisite to cross-train in an additional language is a current DLPT rating of 2/2 or higher in the control language for AC soldiers and original language for RC soldiers. Upon completion of cross/conversion-training, the soldier must take the DLPT. A minimum score of 2/2 is

required for an MI linguist to be MOS-qualified in the new language.

b. Results of all formal AC cross-training will be reported to PERSCOM for entry into the language master file. Changes of control language will only be allowed to balance the inventory with documented language shortfalls. However, PERSCOM will capture all foreign language proficiency data, that is, scores for as many languages as the linguist has.

3–9. Training resources

Appendix C lists three programs designed to provide foreign language training to linguist personnel. Appendix D provides a training model outlining a successful CLP.

Chapter 4 Management

4–1. Linguist identification

In order to identify the Army's total linguist capability, new recruits will be asked by guidance counselors at the Military Entrance Processing Station (MEPS) if they know any foreign languages. Unit commanders will establish similar procedures to identify foreign language capability by querying all newly assigned personnel during in-processing to their units. Soldiers identified as possessing a foreign language will be administered the appropriate DLPT(s) to verify and measure their proficiency; results will be entered in the Total Army Personnel Command (PERSCOM) data base. In languages for which a DLPT is not available, the soldiers will be asked to evaluate their own skill levels. If the soldier is not a native speaker of English, a DLPT may yield invalid results. The best alternative in such situations is an OPI conducted by DLIFLC-certified testers.

a. This process is initiated by the U.S. Military Entrance Processing Command, which interviews every applicant for active duty to determine all languages (other than English) that are spoken. Applicants are then administered the appropriate DLPT(s) in accordance with AR 611–6, paragraph 1–5e, at U.S. Army Reception Battalions. Every enlistee record is screened to ensure that all additional foreign language capability is posted in the Standard Installation/Division Personnel System (SIDPERS), in accordance with AR 611–6, paragraph 1–5f.

b. Cadets at the United States Military Academy (USMA) will be DLPT tested in the senior year. Officer personnel will be DLPT tested at the basic branch course or at their first duty stations. Officer personnel who do not attend the basic branch course will be tested at their initial duty assignments.

c. Units will survey newly assigned personnel with regard to their foreign language skills. Whenever soldiers indicate a language proficiency that previously has not been tested, they will be evaluated via DLPT, and the results will be forwarded in accordance with AR 611–6, paragraph 3–19. In addition, units will ensure that the documented foreign language skills of all assigned personnel are revalidated annually via the DLPT.

d. The DA Form 7383–R (Individual Linguist Record (ILR)) will be used to track a soldier's foreign language skills. At the MEPS, the test control officer or guidance counselor completes this form for every soldier when he or she enters the U.S. Army, and the form will be hand-carried by the soldier as he or she is making a permanent change of station (PCS). It will be maintained and filled out at the unit level by the CLPM or a designated representative if none exists. Instructions for completing the form can be found in appendix B. A blank DA Form 7383–R for reproduction purposes is located at the back of this regulation. It can be locally reproduced on 8 1/2- by 11-inch paper. The form is also approved for electronic generation.

4–2. Proficiency testing

a. Language proficiency testing and reporting of results will be done annually but no earlier than 6 months from the most recent test

date, in accordance with AR 611–6. Waivers to this policy may be submitted to DCSPER through PERSCOM if the soldier completes a significant training event, as defined by DCSPER (see *b* below).

b. Testing may be done to identify and record progress from a CLP-funded significant training event. Significant training events include total immersion in country for a duration of 6 weeks or longer; 6 weeks of full-time intensive training; or attendance at a Foreign Language Training Center, Europe (FLTCE), or a DLIFLC refresher course.

4–3. Linguist readiness reporting under AR 220–1 and Requirement Control Symbol (RCS) # CSG1D–167

a. Foreign language proficiency is a mission-critical skill. Units with documented TDA/MTOE requirements for linguists are not fully mission-capable unless assigned linguists possess adequate foreign language capability. Therefore, unit language proficiency profiles will be reported to DA in accordance with AR 220–1.

b. As evaluated in accordance with AR 611–6, linguist proficiency will be reported in the unit status report, in accordance with AR 220–1 for all applicable units.

c. The MACOMs will report MACOM linguist proficiency profiles annually to DA, ODCSINT (DAMI–POD), based upon TALP standards. Reports will cover all AC and RC units with documented linguist requirements and will provide the following information:

- (1) MACOM identification.
- (2) Brigade, group, or battalion (list inclusive unit identification codes (UICs)).
- (3) Linguist accountability and proficiency status, displayed as follows:

MOS LIC REQ ASGD # STD & ABV # BLW STD

(4) *Secondary language proficiency.*

d. The reported data will be based on current authorization documents and assigned linguist strengths in MTOE language coded positions at the end of the reporting period. The number of “on-hand qualified” linguists is the number at the end of the reporting period who met or exceeded the DA standard stated in paragraph 3–5 above in the language against which they are slotted on the TDA/MTOE. The proficiency of soldiers with more than one language should be noted in section (4) of the report. For example, a 98G who is assigned to a 98GRU slot and has an RU proficiency of 2/2 would be included in section (3) of the report as meeting the standard. The soldier’s 2/2 proficiency in German could be noted under “Secondary language proficiency” as 98GGM, STD. If this soldier’s secondary language was Korean and the proficiency level only 1+/1, the “Secondary language proficiency” section could be noted 98GKP, BLW STD.

e. To ensure that soldier proficiency has been accurately reported to PERSCOM and recorded, PERSCOM will be required to report the same proficiency data semi-annually. Language proficiency for the USAR will be reported to USARC for FORSCOM units or the appropriate MACOM for other USAR linguists. Language proficiency for the ARNG will be reported to NGB.

f. The MACOM CLPMs and PERSCOM will report the data to the TALP Manager: Deputy Chief of Staff for Intelligence (DAMI–POD), 1061 Army Pentagon, Washington, DC 20310–1061. Reports are due not later than 30 April and 31 October each year.

4–4. Annual Command Language Program report

Army Regulation 350–20, paragraph 4–3a(2)(c), requires substandard or unsatisfactory performance to be submitted through the SPM to the Secretary of the Army for review.

a. *Annual linguist authorization status.* Provide a matrix that identifies linguist authorizations for the command by brigade, group, or battalion and provide data as of the first quarter (1 October) and fourth quarter (30 September) with explanations and appropriate references for any changes exceeding 5 percent.

b. *Sustainment and enhancement training programs.* Summarize command, major subordinate command, or unit programs. Describe individual program type and length; provide enrollment data by language and number of participants; and provide approximate per capita and total costs for each program. A funding source must also be included. The USASOC funding source must be included and forwarded through MACOM to USSOCOM.

c. *Job-specific training programs.* Summarize job-specific language training programs, including use of the Trojan system, as above.

d. *Special training programs.* Provide information on programs such as the courses at FLTCE, refresher courses at DLIFLC, and DLIFLC-provided VTT/MTT. Describe course length, content, purpose of training, number of annual program iterations, number of soldiers trained per iteration and per year, and annual program costs.

e. *Program effectiveness analysis.* Provide a narrative analysis of the MACOM CLP. Discuss sustainment, enhancement and job-specific training, special programs, success and/or failures with supporting discussions, trends in overall level of proficiency within the command, and program goals for the next reporting year.

f. *Recommended Army Command Language Training Program (ACLTP) improvements.* Provide a narrative commentary from the MACOM perspective of realistic improvements. Provide specifics of systemic problems or support shortfalls that from the MACOM perspective require action by the TALP Manager in conjunction with TRADOC/DLIFLC.

4–5. Contracting for instructors and language training materials

a. Contracting for foreign language instructors to support MACOM CLPs will be done in accordance with the Federal Acquisition Regulation (FAR) and the Army Federal Acquisition Regulation Supplements (AFARS). The contractor shall be accredited or certified to conduct foreign language training; accreditation or certification is neither divisible nor transferable. (A non-accredited institution or organization does not gain accredited status solely because of an affiliation or arrangement with an accredited institution.) Assistance in preparation of contract documents/statements of work (SOWs) can be obtained from the servicing ACES in accordance with AR 621-5, local contracting office, and MACOM Language Managers. The DLIFLC can also provide assistance in writing the sections of the SOW concerning teacher qualifications and other qualitative requirements. The senior intelligence officer (SIO) or contracting officer’s representative (COR) will request or seek assistance as required from either the local/contracting office or ACES.

b. Acquisition of nonresident language training materials, to include MTT and VTT, to support MACOM CLPs will be conducted as follows:

(1) MACOMs will consolidate requirements for language materials, evaluation services, MTT, and VTT. Consolidated requirements will be submitted to Directorate of Operations, Plans, and Programs (OPP), DLIFLC, Presidio of Monterey, with information copies to the Army SPM and TRADOC. Requests should be submitted to DLIFLC not less than 120 days in advance except for contingency support requests, which should be submitted as soon as the requirement is identified.

(2) The Directorate of OPP will supply general language materials on a case-by-case basis as a funded or unfunded requirement. If DLIFLC is unable to supply these required materials, it will assist MACOM CLPMs in obtaining them from non-DOD sources, in accordance with AR 350–20.

(3) Material may be developed by DLIFLC specifically for a particular situation as long as funds are obligated for this purpose. The MACOMs should submit their requests to the Directorate of OPP, DLIFLC, Presidio of Monterey, with information copies to the Army SPM and TRADOC.

(4) The MACOMs will submit requests for non-DOD development or production of job-specific language training materials to the TALP Manager, who will coordinate with the DLIFLC and the

Secretary of the Army to authorize use of non-DOD materials only when DLIFLC-approved materials are unavailable.

4-6. Planning, programming, and budgeting system

a. The MACOMs will respond to HQDA planning, programming, and budgeting guidance on MDEP TALP. The MACOM resource requirements will be submitted through channels according to Army PPBS guidance (see AR 1-1).

b. The MACOM ACLTP requirements, determined during program development in the program objective memorandum (POM), Command Budget Estimate (CBE), Total Army Analysis (TAA), resource management update (RMU), and command operating budget (COB), will—

- (1) Be identified separately in the POM and COB.
- (2) Not be subsumed in other major programs.

c. The MACOMs will identify their ACLTP requirements by appropriation and expense level and submit them within 1 week after POM submission to: Deputy Chief of Staff for Intelligence (DAMI-POD), 1061 Army Pentagon, Washington, DC 20310-1061.

d. To satisfy intensive language training program needs, MACOMs may use university or other civilian contract training programs, such as the programs at FLTCE. All requests to establish such programs will be submitted through the TALP Manager to DLIFLC (ATFL-OPP-PP) for approval. Requests will state the requirement by language, type of training, approximate numbers of soldiers to be trained, anticipated program costs, and planned source of funding. A list of approved programs can be found in DLIFLC Pam 350-5 (Catalog of Instructional Materials), DLIFLC TC 350-15 (Training Resources for Low Density Foreign Languages), and DLIFLC TC 350-16 (Catalog of Computer Assisted Foreign Language Study Material).

e. Funds allocated by the Department of the Army will be used for approved opportunities only and will not be used for other programs or sub-account funds. Department of the Army language funds (MDEP TALP) will not be used for acquisition training.

f. Participating commands will respond to DA planning, programming, and budgeting guidance on the TALP. Their responses will be submitted through channels according to Army PPBS guidance, in accordance with AR 1-1.

g. Language funds may not be mixed with, used instead of, or used to supplement funds specifically appropriated to pay for formal educational or MOS-producing training (tuition fees at a civilian institution for the purpose of the attainment of a college degree, travel and per diem costs to attend an MOS-producing course).

h. The DA-managed TALP fund (MDEP TALP) and the SOF Language Training MDEP (307P) will be used to resource unit CLPs. REDTRAIN funds (see AR 350-3) may also be used to resource unit CLPs. This does not, however, preclude local programming of other P2 funds to support such training.

i. The above procedures are designed to allow ODCSINT sufficient time to consolidate and prioritize training developments and support requirements to submit them to the DCSOPS and the Secretary of the Army for approval. This also provides the DCSINT sufficient time to submit significant changes in training requirements through the Secretary of the Army to the DLIFLC.

j. The preparation of the budget is conducted through the DA POM process. The process begins in the first quarter of the fiscal year and is generally completed during the second quarter. The DA Program Manager participates in the POM by providing recommendations and justifications as appropriate.

k. Participating commands identify budget requirements directly to the Army Command Language Program Manager through their respective MACOMs. The DA Program Manager will coordinate the recommendations for POM budget input with the MACOMs and participating commands prior to submission. Accounting processing codes (APCs) will be established that identify language expenses to monitor execution of language dollars. All fund transfers conducted by the DA Program Manager will be coordinated with the impacting MACOM or participating command language manager.

l. Annual language budget reports on the execution of language

dollars are due to the DA Program Manager 45 days after the end of the fiscal year.

m. All unfinanced requirements (UFRs) for end-of-year funds will be submitted through the MACOM to the DA Program Manager by 1 July of the fiscal year.

Chapter 5 Establishing, Maintaining, Changing, and Documenting a CLP at the MACOM and Unit

5-1. CLP definition

A CLP is any foreign language training program or course of instruction operated by Service/agency installations or AC or RC commanders. This is applicable to the RC only after a soldier has received Initial Entry Language Training. Units that have personnel assigned to language-required positions are directed by a joint service regulation, AR 350-20 (see apps A, B, C, D, and E), to conduct language training. This training may include remedial, refresher, maintenance, sustainment, and enhancement training, with assistance from MACOMs and HQDA. Courses may be full- or part-time, on- or off-duty, group or self-study, mandatory or voluntary, and in-house or contracted.

5-2. The importance of CLPs

The successes and failures of MACOM and unit CLPs greatly impact on the TALP's effectiveness. There are many reasons why CLPs are so important. The primary reason is that foreign language proficiency is so perishable that it requires great effort and considerable resources just to maintain existing skills. Unless a CLP regularly nourishes the skills of a unit's linguists, these skills quickly deteriorate and may become so badly damaged that linguists require retraining at DLIFLC.

5-3. Establishing a CLP

Units, companies, brigades, and other organizations will establish formal CLPs to serve their linguists. Units and organizations that are collocated should establish a consolidated CLP to make best use of available resources. The MACOMs wishing to further regulate the CLPs of subordinate commands should do so by supplementing this regulation. The MACOMs will forward file copies of their MACOM CLP and MACOM supplements to this regulation to: Deputy Chief of Staff for Intelligence (DAMI-POD), 1061 Army Pentagon, Washington, DC 20310-1061.

5-4. Guidelines for establishing CLPs

The CLP is a commander's language program. As such, the commander is afforded a certain degree of latitude in establishing a CLP that is tailored to his/her unit's particular mission and supports his/her unit's unique training needs. This latitude also enables commanders to take full advantage of local language training opportunities and resources. The DLIFLC Pam 350-9 and DLIFLC Pam 351-1 should be used for planning the establishment of new unit CLPs or revamping existing unit CLPs. Some tips for a successful CLP can be found in appendix E.

5-5. Mandatory CLP requirements

At a minimum, MACOM and unit CLPs must satisfy the following criteria.

a. *Command driven.* The CLP is a commander's program and, as such, must be commander approved. CLPs also should show evidence of command emphasis, command support, and commander cognizance and involvement. Commanders' incentive programs that support linguist retention and improved proficiency are highly desirable. For example, a commander could offer a 4-day pass for each linguist scoring a 3/3 on the DLPT.

b. *Objectives.* The CLPs must have clearly stated, quantifiable objectives. A CLP's objectives should address both global and technical language skills. Ideally, these objectives should be expressed as mission essential/critical tasks.

c. *CLPM*. The MACOMs and units must have a designated CLPM. Those MACOMs and units with over 150 linguists will have a dedicated CLPM. In units and organizations with small CLPs, the CLPM's job need not be a full-time duty. Ideally, the CLPM is one of the unit's senior linguists and can also serve as a linguist mentor and advisor. The CLPM may also be a civilian, preferably with experience as a military linguist, who is knowledgeable of the CLP.

d. *The language council*. Units with 50 or more linguists will establish a standing language council. The purpose of the language council is to promote linguistic excellence, through sharing of ideas and information, and to prioritize training. Therefore, linguists from each of a unit's languages and linguist disciplines should be represented on the language council. In addition, the language council should include linguist representatives from all sub-units with linguists. The council also should have the CDR, CSM, S-1, S-2, S-3, S-4, and the resource manager on the council, for example. However, the make-up of the language council is up to the commander. The language council should meet on a regular basis at least quarterly and be chaired by the CLPM. Minutes of these meetings should be published and maintained on file for at least 1 year. Language councils need not be formed at the MACOM-level, as these functions are accomplished as normal MACOM staff operations. The creation of a language council in units with fewer than 50 linguists is a commander/unit prerogative.

e. *CLP documentation*. The CLPM is responsible for maintaining required CLP documentation (reference copies of publications listed in app A), the CLP linguist data base, and the CLP files.

(1) *Reference publications*. At a minimum, CLPs must have on hand current reference copies of all publications listed in section I of appendix A. It is highly recommended that the following publications also be on hand:

- (a) AR 220-1, Unit Status Reporting.
- (b) AR 350-20, Defense Foreign Language Program.
- (c) AR 621-5, Army Continuing Education System.
- (d) Appropriate MACOM CLP regulations.

(2) *ILR*. The ILR is a four-part form on which a service member's foreign language skills are recorded; it is authorized for local reproduction. As the service member PCS's from one station to another, clearing the CLPM will be part of out-processing; the ILR will be picked up and carried with the service member to his/her next duty station where the service member will in-process with the CLPM and surrender the ILR. (See app B.)

(3) *CLP linguist data base*. The CLP linguist data base is the most important form of CLP documentation. At a minimum, the unit CLP data base is comprised of the Individual Linguist Records of all assigned soldiers with foreign language skills. Ideally, the key elements of a unit's CLP linguist data base also will be entered on computer data base by using standard spreadsheet software. It would be helpful to have the capability to sort by different factors, such as DLPT date, language proficiency, language, FLPP level, MOS, and so forth. As the data base must be updated regularly in order to be accurate and, therefore, useful, the CLPM should develop a plan for maintaining current information in the data base.

(4) *CLP files*. The CLP files will include all CLP-related correspondence. Customarily, the CLP files will include files devoted to the DLPT and DLPT testing, FLPP and FLPP orders, foreign language training resources and opportunities, CLP funding and budgeting, and CLP training records. All CLP files should be filed in accordance with AR 25-400-2.

Chapter 6 Inspection Program

6-1. Inspection guidance

a. Inspections are the primary means by which expenditures are monitored, MACOM programs are evaluated, and problems and issues are identified.

b. Service program managers will conduct annual inspections at

the participating commands. Annual inspection schedules will be published no later than the end of the preceding fiscal year and will allow at least 30 days notice of the up-coming inspection. The SPM will use the Management Control Evaluation Checklist provided in appendix F as the basis for the inspection. Additional questions, spot inspections, or reinspection is authorized to adequately evaluate the MACOM's CLP.

6-2. Annual CLP inspection

a. The MACOMs will develop a biennial inspection program within their commands. Inspection checklists will be developed and may be reviewed by the DA SPM. Checklists may follow the format included in appendix F but should be tailored for MACOM requirements. MACOM reviews are subject to review or spot inspection by the DA SPM.

b. Participating commands may consider using the Army Management Control Program (MCP) prescribed in AR 11-2 to guide command inspection programs as appropriate.

6-3. CLP inspection requirements and penalties

a. Annual inspections will be conducted by CLP MACOMs after the first quarter and before the end of the fiscal year.

b. Penalties may be imposed at the discretion of the SPM participating commands or subordinate commands for noncompliance with the intent of this regulation. Although language funds are not fenced by DA, the clear intent is for language funds to be used for training linguists so that they can better support mission requirements. Language management personnel at all levels of command are obligated to report potential program abuses through their chain of command. Penalties may include—

- (1) Withholding or reallocation of funds.
- (2) Increased frequency of inspections.
- (3) Referral to external inspection agencies.
- (4) Withdrawal of exception to policy authority.
- (5) Other actions as deemed appropriate by the SPM.

c. Files on SPM and MACOM inspection results will be maintained for 2 years.

Appendix A References

Section I Required Publications

AR 611-6

Army Linguist Management. (Cited in paras 2-1a(1), 2-1c(3), 2-2a(5), 2-3e, 2-4e, 2-5e, 2-6a, 2-6e(3), 2-6j, 2-7e, 3-2, 3-4, 3-5a(3), 3-6, D-3b(2), and D-3b(3).)

DLIFLC Training Pamphlet 350-5

The Defense Language Institute Catalog of Instructional Material. (Cited in paras 4-6d and C-2e.) Obtain DLIFLC publications from the following address: Defense Language Institute Foreign Language Center (ATFL-OPP-PP), Presidio of Monterey, CA 93944-5006.

DLIFLC Training Pamphlet 350-9

Guidelines, Policies and Procedures for DOD Command Language Programs. (Cited in paras 2-5d, 5-4, and C-2e.) Obtain from the address above.

DLIFLC Pamphlet 351-1

Evaluation Guidelines for DOD Command Language Programs. (Cited in paras 2-5d, 5-4.) Obtain from the address above.

Section II Related Publications

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

AR 140-1

Mission, Organization, and Training

AR 220-1

Unit Status Reporting

AR 350-1

Army Training

AR 350-3

Tactical Intelligence Readiness Training Program

AR 350-12

Cryptologic/Signal Intelligence Training

AR 350-20 (OPNAVINST 1550.7B/AFM 50-40/MCO 1550.40)

Management of the Defense Foreign Language Program

AR 351-1

Individual Military Education and Training

AR 351-9 (OPNAVINST 1500.27D/AFR 50-18/MCO 1580.7C)

Inter-Service Training

AR 600-200

Enlisted Personnel Management System

AR 611-5

Army Personnel Selection and Classification Testing

AR 611-101

Commissioned Officer Classification System

AR 611-112

Manual of Warrant Officer Military Occupational Specialties

AR 611-201

Enlisted Career Management Fields and Military Occupational Specialties

AR 621-1

Training of Military Personnel at Civilian Institutions

AR 621-5

Army Continuing Education System (ACES)

AR 621-6

Army Learning Centers

DA Pamphlet 25-91

Visual Information Procedures

DA Pamphlet 611-16

Handbook of Army Personnel Tests

DA Training Circular 25-5

Unit Learning Center

DLIFLC Pamphlet 350-8

Defense Foreign Language Course Catalog. Obtain DLIFLC publications from the address following: Defense Language Institute Foreign Language Center (ATFL-OPP-PP), Presidio of Monterey, CA 93944-5006.

DLIFLC Pamphlet 350-12

DLPT III Familiarization Guide. Obtain this publication from the address above.

DLIFLC Pamphlet 350-13

Non-Resident Training Services and Materials. Obtain this publication from the address above.

DLIFLC Pamphlet 350-14

DLPT IV Familiarization Guide. Obtain this publication from the address above.

FORSCOM Regulation 350-22

FORSCOM Command Language Program. Obtain this publication from the following address: CDR, FORSCOM (AFOP-TRI), Fort McPherson, GA 30330-6000.

INSCOM Regulation 350-3

Command Language Program. Obtain this publication from the following address: CDR, INSCOM (IAOP-ORFRL), 8825 Beulah Street, Fort Belvoir, VA 22060-5246.

STP 34-97L14-5M-TG

Soldiers Manual and Trainers Guide, MOS 97L, Translator/Interpreter Specialist, Skill Levels 1/2/3/4, dtd 15 October 1993 (for Reserves only).

RCS CSG1D-167

Linguist Readiness Reporting

Section III

Prescribed Forms

DA Form 7383-R

Individual Linguist Record (ILR) (Prescribed in para 4-1d.)

Section IV

Referenced Forms

DA Form 11-2-R

Management Control Evaluation Certification Statement

DA Form 330
Language Proficiency Questionnaire

DA Form 3953
Purchase Request and Commitment

DD Form 1556
Request, Authorization, Agreement, Certification of Training and Reimbursement

DLI Form 17-R
Command Language Program Training Report

DLI Form 1054-R
Non-resident Foreign Language Program Approved Request

DLI Form 1055-R
Non-resident Foreign Language Program Training Support Requirement

Appendix B **Using DA Form 7383-R**

The DA Form 7383-R (ILR) is a four-part form that should be completed at the MEPS by the TCO or guidance counselor. At the unit level, it should be completed by the CLPM or a designated representative if no CLPM exists. Instructions for completing the form are as follows:

B-1. Part I

Record the linguist's basic biographical data in part I of the ILR, to include Name, Rank, SSN, Primary MOS, Secondary MOS, and Control Language.

B-2. Part II

Record the linguist's current/initial foreign language expertise in part II. Place the current proficiency ratings for listening, reading, speaking, and writing, together with the date of DLPT evaluation. Enter the appropriate proficiency rating by using the ILR scale (that is, 0, 0+, 1, 1+...), rather than the converted score or equivalent rating code (that is, 00, 06, 10, 16...). If any linguist skill is not DLPT evaluated, enter "not evaluated" or "NE." If no aspect of a linguist's expertise is evaluated in a particular language, place that language at the bottom of part II and annotate "Unevaluated" in the evaluation date column. Note that part II of the ILR is a record of the linguist's proficiency at the time this regulation takes effect or of the linguist's first DLPT for linguists entering the Army after the effective date of this regulation. The linguist's subsequent DLPT scores will be tracked in part IV of the ILR.

B-3. Part III

Record the linguist's foreign language experiences and assignments in part III in chronological order from initial to most recent. When a linguist is assigned to a particular unit or organization and subsequently serves in several capacities or operates a variety of different equipment systems, a separate entry should be made for each duty position and/or equipment system. Formal language training should also be recorded. Use an ILR part III continuation sheet after all entries in part III of a linguist's ILR are used. Part III continuation sheets should be lettered 1a, 1b, 1c, and so forth.

B-4. Part IV

Part IV is a chart that graphs changes in the linguist's proficiency over time. The first step is to record the appropriate language in block 16 of part IV. Use a separate part IV sheet for each language. Subsequent part IV pages for multiple languages should be lettered 3a, 3b, 3c, and so forth. No particular language order is prescribed. The second step is to record the linguist's DLPT score and test date at the bottom. Enter NE whenever a skill is not evaluated. The DLPT score should be listed as listening/reading/speaking/writing

(L/R/S/W), for example, 2/2+/1+/NE. The third step is to graph the linguist's converted scores on the scale and in the column directly above the DLPT score and test date. Mark these data entries with a circled L, R, S, or W to indicate which of the skills is indicated. The final action is connecting the new L, R, S, and W data points to the previous corresponding ratings to depict fluctuations, if any,

Appendix C **Training Resources List**

C-1. General

a. There are three distinct programs designed to provide foreign language training to linguist personnel. These three programs offer a wide range of individual, unit, institutional, and cultural language training. Depending upon the needs of the Service, a linguist may be engaged in any of the following programs:

(1) *Resident Language Program—Language training programs located at DLIFLC or at facilities maintained or approved by DLIFLC.* These programs include training conducted under contract to DLIFLC. They are designed to provide general language training requirements.

(2) *The DLIFLC Non-Resident Language Program—The language training programs conducted by DLIFLC primarily via VTT or MTT originating from DLIFLC.* Video teletraining permits soldiers to receive live interactive foreign language instruction from studios located at DLIFLC throughout the day. The courses consist of refresher, enhancement, and additional language training for linguists in a related language or dialect. The MTTs and field assistance visits (FAVs) are also available upon request.

(3) *CLPs—Language training programs directed, managed, funded, and controlled by a MACOM chain of command.* These are designed primarily to sustain or enhance the language proficiency of soldiers assigned to language-required billets.

b. In addition to the language training programs listed in this appendix, there are numerous other accepted methods of language skill improvement, including self-study, self-paced instruction, and courses offered by colleges and universities.

c. Units that are aware of foreign language training programs that are not included in this appendix are requested to provide specific information regarding those programs through their MACOMs to the TALP Manager: Deputy Chief of Staff for Intelligence (DAMI-POD), 1061 Army Pentagon, Washington, DC 20310-1061.

C-2. Language training program resources and assets

a. *Education center language programs.*

(1) In accordance with AR 621-5, the ACES is responsible for providing duty or mission related language instruction for linguists in operational positions. Education centers are able to contract for noncredit instructor-based courses that provide the language training necessary to satisfy unit requirements. Units must determine which unit language training requirements require local education center support, state the requirements in writing to the local education services officer (ESO), and request education center support in satisfying those requirements.

(2) Many education centers have language labs or language learning centers. Linguists may use these facilities to perform individual/unit language training. These facilities are equipped with texts, play-back equipment, headsets, reference materials, and so forth. These labs are designed for individual self-study and are not normally staffed with language-qualified instructors.

(3) In addition to the basic language courses commonly offered by colleges and universities under basic agreements with the education centers, the education centers contract for noncredit basic introductory language courses primarily designed to satisfy personal goals and for other basic language/cultural courses. These programs are not designed to be refresher, maintenance, or enhancement language training programs and do not provide the level of language training required to satisfy mission requirements; therefore, they should not be considered to be a part of a CLP.

b. *College courses.* Commands may be able to contract locally for foreign language training offered by universities and institutes. Only authorized contracting officers may initiate contractual agreements with non-DOD individuals and firms. However, university programs that are available to the public and have published tuition costs may be used without a contract. Normally a DD Form 1556 (Request, Authorization, Agreement, Certification of Training and Reimbursement) is used to pay for tuition costs in this case.

c. *FLTCE.*

(1) The FLTCE is a language training program located in Garmisch, Germany. Currently, FLTCE is chartered to provide refresher and enhancement language training for United States European Command (USEUCOM) linguists in seven languages. Five to seven weeks of intensive language instruction are given in Arabic, Czech, French, German, Polish, Russian, and Serbo-Croatian. Quotas are allocated annually by the Director, FLTCE, and are provided directly to USEUCOM subordinate commanders for fill. A flat rate tuition is charged to cover instruction, billeting, and messing. Non-USEUCOM units are encouraged to contact FLTCE for their language training needs; call Defense Switched Network (DSN) Europe 442-2459/2820/2636/7373 or commercial 011-49-8821-75-9459.

(2) Participation will not be limited to linguists identified as sub-proficient but will also include linguists requiring maintenance or enhancement language training. FLTCE is considered most effective in raising proficiencies of linguists from sub-level 2 to 2+ level proficiencies. While FLTCE can be effective for 3/3 linguists, coordination with the FLTCE staff must be conducted in advance to ensure appropriate training will be provided.

(3) FLTCE enjoys a great deal of flexibility in meeting the needs of individual units. FLTCE is able to tailor its faculty relatively quickly to respond to contingency or one-time training needs of a unit or a command. Most language programs within FLTCE offer the opportunity for in-country travel as an enhancement to the language learning process.

d. *National Security Agency sponsored programs.*

(1) *In-country language training.* Under the provisions of Public Law 97-89, NSA is chartered to provide refresher language training to service cryptologic linguists. In-country language training (ICLT) programs are sponsored and funded by NSA. After these programs are announced, quotas are distributed by the TALP Manager. Currently, the only NSA ICLT program is the 1-year intensive Korean culture and language study at Yonsei University in Seoul, Korea.

(2) *Summer language programs.* The NSA has offered the military services the opportunity to send cryptologic linguists to Summer Language Program (SLANG) training or courses in the U.S. and select overseas colleges and universities. The NSA pays for all costs associated with this short-term training opportunity. The TALP Manager controls attendance and announces availability of this opportunity annually.

(3) *Military linguist programs at NSA.* The NSA also sponsors several military linguist programs (MLP), most of which are 3-year work-study programs designed to produce a 3/3 professional linguist. Currently, NSA programs are available in Arabic, Chinese, Persian-Farsi, Spanish, and Russian. The programs are announced by PERSCOM annually. Selection is very competitive.

(4) *National Cryptologic School.* The NCS has developed exportable refresher, remedial, and technical language training courses that are available for CLPs. These courses may satisfy subordinate unit language training support requirements. In addition to refresher and enhancement language training, many target-oriented classified language courses are available. These courses normally require an instructor if the course is to be most effective. Units are encouraged to participate in the Adjunct Faculty Program, which certifies locally assigned individuals for teaching specific courses.

(5) *Cryptologic Language and Area Studies Program.* The Cryptologic Language and Area Studies Program (CLASP) is a program administered and funded by NCS for personnel in the 98 CMF who have proficiency in low-density languages or languages for which there is a scarcity of training opportunities. The purpose of CLASP is not only to provide language training for immediate and surge

requirements in low-density languages but also to prepare a broad foundation in these languages for future unforeseen contingencies. The Cryptologic Training Manager (CTM) is responsible for CLASP execution and has the ultimate authority to approve CLASP requests.

e. *DLIFLC materials.* As outlined in DLIFLC Training Pamphlet 350-5, the DLIFLC has produced numerous language courses or training packages to support different types of nonresident DLIFLC programs. These materials may be available at local education centers and are already integrated into existing individual/unit language training programs in some cases. Units with established CLPs are required to submit a DLI Form 17-R (Command Language Program Training Report) annually not later than 1 March. The DLI Form 17-R is prescribed by DLIFLC Pam 350-9. Units that have not established a CLP with DLI can do so by submitting DLI Form 1054-R (Non-Resident Foreign Language Program Approved Request). Units that wish to receive materials for language training from ATFL-OPP may do so by submitting the CLP Training Support Requirements (TSR) on DLI Form 1055-R (Non-Resident Foreign Language Program Training Support Requirement). This form is also required to be submitted annually not later than 31 January by units with established DLI approved programs. All of these requests must be submitted through Deputy Chief of Staff for Intelligence (DAMI-POD), 1061 Army Pentagon, Washington, DC 20310-1061, to DLIFLC, Directorate of Operations and Plans and Programs (ATFL-OPP-PP), Presidio of Monterey, CA 93944-5006. The DLI Form 1054-R and DLI Form 1055 are prescribed by AR 350-20. Some of the materials available are listed below:

(1) *Professional Development Program Extension Course.* The purpose of the Professional Development Program Extension Course (PDPEC) is to improve and expand the language skills of interrogators and other military linguists. This course applies interrogator skills and current military terminology in the context of a hypothetical interrogation. Individual modules are structured around the interrogation of a source on such topics as organization, strength, weapons, mission, tactics, and training. Materials are furnished in binders. Modules within each binder consist of cassette tapes with supporting materials. Although PDPEC was developed to satisfy language training requirements for interrogators, it is also an excellent source of general military vocabulary and subjects and should be considered applicable for all MI linguist personnel.

(2) *Foreign Language Maintenance/Refresher and Improvement Course.* The Foreign Language Maintenance/Refresher and Improvement Course (FLAMRIC) is a group of texts specifically selected from a variety of language publications that are designed to help graduates of the DLIFLC basic course (or its equivalent) to maintain and improve their language skills in areas related to their MOSs. Some of these courses are being replaced by new refresher courses.

(3) *Refresher courses.* These instructional materials have been prepared for linguists who have successfully completed the DLIFLC basic course or its equivalent. Cassette tapes accompany the texts and tests are found throughout the course. Some of this material is military-oriented.

(4) *Computer assisted study.* The DLIFLC offers a variety of computer-assisted foreign language study materials that are listed in DLIFLC Training Circular 350-16, Catalogue of Computer Assisted Foreign Language Study Materials. Units should be aware that the computer assisted study (CAS) software for foreign language training is being constantly upgraded and that technology-oriented catalogs quickly become out-of-date unless they are updated regularly.

f. *Live-environment training opportunities.* The HQ, INSCOM, REDTRAIN Office has identified numerous live-environment training (LET) opportunities offered to linguists in a wide variety of locations and languages. These opportunities are outlined in the INSCOM REDTRAIN Handbook and are available to linguist personnel.

C-3. Other available media

a. *Trojan.* If available, the Trojan system provides opportunities to work on live mission and language training. Availability of the

system is only a small part of possible successful training. The key is projecting when a target will be active and blocking that time on the unit training schedule to minimize conflicts with other requirements.

b. Satellite Communications for Learning. The Satellite Communications for Learning (SCOLA) system uses satellite television programming to make language broadcasts available. A published schedule allows units and individuals to know when specific language programming is offered. A booklet on the use of SCOLA is available through DLIFLC (ATFL-OPP-PP). This system is ideal for individual training and refresher training. The training opportunity can be expanded if the programs are video-taped, catalogued, and saved for future replay and study.

c. Mobil training teams. An MTT is one or more qualified instructors on temporary duty (TDY) to provide on-site language training, instructor training, recommendations for program planning, or assessment.

d. Video tele-training. VTT is a distance education system employed by DLIFLC to facilitate further foreign language education of military personnel not stationed at DLIFLC. It provides two-way audio and two-way video to multi-point locations via satellite. The unique capabilities of this training system enable VTT training coordinators at the Distance Education Division to tailor foreign language training programs to accommodate participating units' specific training environments as well as linguists' training needs.

e. LingNet. LingNet is an on-line information service, accessible through the Internet or through direct connection, devoted to meeting the needs of the linguist community. LingNet serves military field sites (both CLPs and individual linguists), DLIFLC students and instructors, and other Government organizations and agencies that desire foreign language information. LingNet is also available to non-DOD civilians, both as a public service and in order to broaden the information base available to the DOD users.

f. Center for the Advancement of Language Learning. The Center for the Advancement of Language Learning (CALL) is an inter-agency resource that provides support to linguists in several ways. The CALL Resource Center is a clearinghouse for information on language materials. The CALL search and referral service will conduct Internet searches for language materials from around the world. The CALL language tools service provides information on a wide range of computer-based language tools. The CALL Federal Language Training Laboratory (FLTL) develops computer-based foreign language training. Contact CALL at telephone (703) 312-5040, fax (703) 312-7057, or E-mail at "call.request.info@call.gov."

Appendix D A Training Model

D-1. Introduction

a. There are three necessary ingredients for a successful CLP: Commander interest and support, a sound program with detailed objectives and appropriate resources, and periodic evaluations to determine progress toward these objectives.

b. The key to success is the commander. The commander must recognize that language is as important to the unit's success as weapons qualifications, vehicle maintenance, or any other soldier qualification or requirement. The CLP should be an integral part of the unit training schedule.

c. There is no book solution. Creative thought and innovative methods bring the best results.

D-2. Developing a CLP

a. Step 1—Before starting. Before starting, ask the following questions:

- (1) What are the specific language requirements?
- (2) What are the training program objectives?
- (3) How many students are to be trained annually in each language?

(4) Are training facilities and equipment (for example, classrooms, language laboratories, computers and/or portable cassette-players) available?

(5) What specific language materials are on hand?

(6) Is the training to be carried out by instructors? If so, what qualifications do they have?

(7) What is the projected length of the course in hours and weeks? How many instructional hours per day and per week are anticipated? If a time requirement exists, what is the required completion date?

(8) What would be the direct operating cost of instructor salaries and the cost of instructional equipment and materials, for example, dictionaries, textbooks, and audiovisual and computer equipment?

b. Step 2—In-unit programs.

(1) *Programs.* When you develop a CLP, consider and choose programs that are right for your unit and the individual linguists assigned to the unit. Generally two levels of language training will fit most cases—one for linguists who are at 2/2 or above in foreign language proficiency levels, and the other for linguists who fall below the 2/2 foreign proficiency levels as measured by the DLPT.

(2) *Proficiency.* Newly assigned linguists will be interviewed and their records checked to ascertain the current foreign language proficiency level. DLPT scores can be found on DA Form 330 (Language Proficiency Questionnaire). The test results should not be older than 1 year. If the test scores are older than 1 year, an annual test should be scheduled within 60 days of arrival in the unit for AC soldiers; in the RC, units have 180 days to schedule an annual test.

(3) *Instructor presented language training.* This type of language training is often contracted and conducted by a qualified civilian language instructor. It should be at least 4 hours per work day over a 3- to 6-month period. When such an intensive language program is impractical, 2-week refresher or immersion programs are recommended. Immersion programs are effective and motivating training programs in which linguists are sent to specific geographical locations to study their languages in native settings. In CONUS, FORSCOM is the designated action agency for coordination with colleges and universities for 2-week language refresher programs. In Europe, FLTCE provides excellent language training in European languages. In Korea, Yonsei University provides Korean language instruction under NSA sponsorship. The key is to look around your area of operations for opportunities in which linguists may be enrolled in language enhancement programs. The RC will work out a suitable language training program that is consistent with weekend drills and 2-week AT.

(4) *Self-study language training.* Self-study training consists of supervised or self-paced language training and study accomplished by the individual soldier on his/her own time and during prime training hours. The objectives should include general language proficiency and assurance of mission performance. For maximum effect, the training supervisor should prepare an Individual Language Training Plan listing individual training objectives, tasks, performance standards, milestones, and a program schedule.

(5) *Team or section language training.* This type of training involves team/section or group training events established and conducted through the normal Army Training Management System (ATMS) schedule. The purpose of this training is to maintain and improve language proficiency and mission capability. This type of training includes general language proficiency maintenance exercises, task-oriented language drills, Language Olympic contests, classroom instruction, and soldier participation in REDTRAIN or live-mission opportunities. This program is characterized by the availability of a wide variety of training materials and methods as well as use of local-hire or other qualified language instructors.

(6) *Task oriented and job related language training.* Task oriented and job related language training consists of drills and practice organized and conducted as part of the unit training by the training supervisor or other qualified soldiers in specific job tasks, language, and knowledge required to perform in the MOS and mission. Task-oriented language training includes unit activities, exercises, and operational experience through the REDTRAIN program, Trojan, or other real-world opportunities.

c. Step 3—Contracting for language instruction.

(1) The following information concerns contracting for mission required language training. Caution: Do not attempt to contract for nonmission or individual soldier education purposes. These are Army Education Center responsibilities.

(2) The following may authorize contracting for a CLP:

(a) Corps, division/separate brigade, and installation commanders may authorize contractual foreign language instruction.

(b) Only the installation contracting officer may negotiate with civilian contractors.

(3) The following rules apply to contracting language instruction:

(a) Foreign language instruction may be contracted in the language(s) matching the unit's duty position language requirements or language of assignment. The purpose of such training should be to provide remedial, refresher, maintenance, or enhancement training to soldiers with previously acquired foreign language skills.

(b) New contract development and subsequent production of foreign language instructional materials must be authorized by DLIFLC and made known to the SPM, DCSINT. This is to ensure standardization and conformity to existing Army regulations and policies.

(c) You should follow all applicable FAR.

(d) You must prepare an SOW and quality assurance surveillance plan (QASP) in accordance with local contractual policy.

(e) The completed SOW should be attached to a DA Form 3953 (Purchase Request and Commitment) and forwarded through command channels to the servicing procurement office or contracting agency.

(f) The contract and operation costs, including equipment requirements, maintenance, printing and reproduction, and duplication of audio/video tapes or other material, are the responsibility of the unit and its chain of command.

(g) Audiovisual equipment support should be coordinated in advance of the contract through the installation Training Aids Support Office (TASO).

(h) The contractor should also certify in writing that the instructors hired to provide foreign language instruction have a foreign language proficiency level higher than any student taking part in the program. The minimum fluency level is 3.

(i) The contractor should also certify in writing that the foreign language instructors have a level 2 or higher fluency level in English.

(j) Instructors should ideally have 1 or more years of prior experience in teaching a foreign language to adult English-speaking students, unless waived by terms of the contract.

(k) If the contractor intends to use original (not approved) foreign language materials for which there may be a question on copyrights, prior approval of these materials must be obtained from the MACOM or the SPM, ODCSINT.

(l) A COR must be appointed. The COR, usually a person who has developed the SOW and has special interest in language training, prepares monthly progress reports and gives oral briefings to the commander and staff, as applicable.

(m) The RC units, while restricted by time and manning, may use a DD Form 1556 (Request Authorization, Agreement, Certification of Training, and Reimbursement) to contract small group language training.

D-3. A training model

a. Assumptions.

(1) Upon assignment to the unit, linguists should be screened to verify DLPT scores (DA Form 330 (Language Proficiency Questionnaire)).

(2) Arrangements for testing are made as required.

(3) Personal interviews are conducted to ascertain the degree of prior language training and use.

b. The model.

(1) The DLPT test results and personal interview provide the basis for two separate tracks: a refresher block of instruction or an individual/unit program. Soldiers testing below the standard 2/2

DLPT score should be placed in the refresher block; those above the 2/2 criteria should be placed in the individual/unit program.

(2) For linguists placed in the refresher group (linguists below the minimum proficiency standard in accordance with AR 611-6): The core of this training is self-paced instructional modules keyed to individual skill training identified with your unit mission. We recommend 14 hours per week of prime time language training. This is divided into 5 hours of self-paced study, 5 hours of instructor-presented training on language needs common to linguists in this group, and 4 hours reserved for team or section training on job-specific language tasks under leader/supervisor direction. As proficiency increases to the standard and above, more time can be assigned to job-specific language training and less to refresher training.

(3) For linguists placed in the unit language program (linguists above the minimum proficiency standard in accordance with AR 611-6): The core of this training is once again self-paced instructional modules, supplemented by job-specific and other appropriate materials determined by the instructor or unit leader. We recommend 10 hours per week of prime time language training. This is divided into 2 hours of supervised self-paced study, 4 hours of instructor-led training on language deficiencies common to most linguists in the group, and 4 hours of training by the unit leader on job-specific language tasks within the team or section.

c. The RC model. Paragraph *b* above describes an AC model; based on time constraints and manning, the RC will develop a model applicable to the RC-unique situation of one training week-end per month and a 2-week period of annual training (AT).

Appendix E Guidelines for a Successful CLP

E-1. Command support

One of the most salient characteristics of a successful CLP is the degree and breadth of support provided to the program at the command level and, by example, through the rest of the chain of command. The following questions address both command-level issues and the day-to-day aspects of operational support of an effective CLP.

E-2. Command-level considerations

a. Is the commander accountable for linguist proficiency?

b. Does the commander's job description contain specific functions and responsibilities regarding the CLP?

c. Does the commander receive regularly scheduled briefings and other reports on the CLP?

d. When problems arise in the CLP, is the commander receptive to the issues and willing to provide needed support?

e. Are there identifiable gaps within the chain-of-command that affect the nature or level of CLP support?

E-3. Language council

a. Does the language council consist of all unit members who have an interest in the CLP?

b. Is language council membership recognized and documented as an official duty for all members?

c. Has the language council been formally established via an appropriate unit charter/standing operating procedure (SOP)?

d. Is the chairperson selected by the language council based on the criteria of DFLP knowledge and experience versus position and rank?

e. Does the language council meet regularly (quarterly or more often)?

f. Does the language council follow by-laws or other procedural guidelines?

g. Does the language council prepare and follow an agenda?

h. Does the language council prepare and distribute meeting minutes?

i. Do language council recommendations become policy (following command endorsement)?

j. Do the rationale and the SOP for the language council provide for and promote both command-level and chain of command involvement in CLP planning and operation?

E-4. Command Language Program manager

a. Has consideration been given to using a full-time civilian CLPM with a specified job description?

b. Does the CLPM have some academic background and/or experience in foreign language education or related areas?

c. Has the CLPM attended DLIFLC's CLPM Course and annual seminar?

d. Does the CLPM take part in command quarterly/annual training briefs?

e. Is the CLPM the chairperson of the CLP Council?

f. Is the CLPM's continuous tenure assured for at least a year, preferably longer?

g. Have all substantive functions of the CLPM been adequately documented through job descriptions, SOPs, or other means?

E-5. Linguist record-keeping and tracking

a. Does the CLPM maintain a data base with the following elements for each linguist in the unit?

(1) Basic demographic data, including duty assignment and primary occupational specialty/job title; additional language training completed following DLIFLC graduation; ongoing language training; expiration term of service (ETS) and permanent change of station (PCS) dates; FLPP status;

(2) Administration dates and results of all Defense Language Proficiency Tests (DLPTs) taken, including the version of the DLPT (DLPT III, IV, and so forth);

(3) Required testing dates to prevent expiration of FLPP; and

(4) Individual training plans (ITPs), including language maintenance/improvement objectives driven by the requirements of the personnel/manning tables/authorizations?

b. Do entries in the data base match individual linguists' personnel records on file at the servicing military personnel office?

c. Are procedures in place to ensure that the data remain current and accurate?

d. Is a historical data base maintained as a point of reference for measuring changes in overall linguist proficiency from year to year and for assessing the effectiveness of the CLP?

E-6. Linguist retention and incentives

a. What percentage of the unit's linguists are eligible for FLPP?

b. Has the unit established a specific target percentage of linguists who will qualify for FLPP?

E-7. Standardizing operating procedures

a. Does the CLP SOP meet the following criteria?

(1) Is it self-explanatory?

(2) Is it specific in task assignments?

(3) Does it explain the rationale for the program, as well as outline procedures?

(4) Does it specify point-of-contact for issues not specifically addressed?

b. Is it updated on a regular basis to reflect changes in mission, personnel, procedures, and so forth?

c. Is it an integral component of the unit/command SOP?

E-8. Adequate funding

a. Are CLP budget needs adequately identified and documented on a routine basis?

b. Are CLP funding requirements explicitly addressed in annual unit budget planning?

c. Are the CLPM and other CLP Council members knowledgeable about procedures to obtain needed CLP funding?

d. Is the CLP involved with and adequately represented in long-range budget planning?

e. Are CLP funding requirements separate from other training budgets?

E-9. Access to current regulations

a. Are the appropriate regulations and information pamphlets readily available?

b. Is it clear where additional or updated regulations can be obtained?

c. Does the installation regularly receive the DLIFLC Nonresident Training Newsletter? If not, contact the Dean, Nonresident Training Division at the following address: Commandant, DLIFLC (ATFL-OPP-PP), Presidio of Monterey, CA 93944-5006. The telephone numbers are DSN 878-5112/5319 and commercial (408) 242-5112/5319.

E-10. Utilization and sustainment of unit linguist assets

a. Can linguist assets not assigned to the unit (for example, from other companies or battalions) be utilized as instructors/instructor assistants in the unit?

b. Is there a development program for linguists in the unit?

E-11. Dedicated instructional time

a. Is language training time designated regularly on the unit training schedule?

b. Does the CLPM actively participate in preparation of the training schedule?

c. Does scheduled language training take priority over competing unscheduled training?

d. Is the amount of dedicated time on task sufficient for measurable proficiency improvement?

E-12. Dedicated space and other training program resources

a. Does the unit have adequate dedicated space for the language training activities?

b. If the current language training facility is not adequate, are there specific plans to upgrade it?

c. Is the training facility conducive to learning (quiet, well-lit, comfortable, kept at proper temperature, open to linguists beyond regular training or duty hours)?

d. Are foreign language texts, supplementary materials, newspapers, magazines, and other resources available in the training facility current and appropriate to the program?

e. Is it clear where training materials can be obtained?

f. Is the furniture and equipment adequate for classroom instruction and self-study?

g. Does the language training facility have space and equipment for individual listening, reviewing, and studying?

E-13. Utilization of options

a. Is there a program of in-unit refresher maintenance platform foreign language instruction?

b. Is the use of self-study materials encouraged?

c. Can linguists check out self-study materials to use during off-duty hours?

d. If local adult education courses in the target language are available in the local area, does the CLPM receive/subscribe to the course bulletins?

e. Does the CLPM enroll the linguists in appropriate courses during the duty day and/or encourage off-duty enrollment?

f. Does the CLPM regularly afford linguists opportunities for operational readiness training as part of the CLP, that is, in Forward Area Training (FAT), Live Environment Training (LET), and Cryptologic Training and Evaluation Training Program (CTEP)?

g. Does the CLPM receive training bulletins or journals listing other continental U.S./outside continental U.S. (CONUS/OCONUS) language instructional opportunities, such as college/universities and commercial programs? If not, contact the appropriate SPM for information.

h. Do the linguists make use of these training opportunities? Does the CLPM make use of any job-specific foreign language

training and evaluation programs, such as Voice Intercept Comprehensive Evaluation (VICE), Interrogator Comprehensive Evaluation (ICE), or Technical Support Package (TSP)?

i. Are unit linguists regularly enrolled in regional resident military training programs, such as the I Corps Language Program at Fort Lewis or FLTCE?

j. Does the CLPM regularly request enrollment in the DLIFLC intermediate and advanced courses for the linguists?

k. Does the CLPM know what refresher/enhancement courses are available?

l. SIGINT only: Does the unit have a Trojan system? Are the linguists regularly scheduled to work in it?

E-14. Use of DLIFLC services

Has the CLPM identified which of the unit's requirements might be met by DLIFLC assistance with the following?

a. Advice/guidance on establishing and maintaining a language program.

b. Curriculum selection or development.

c. Availability of DLIFLC instructional materials.

d. Teacher training workshop.

e. "Train the Trainer" workshop for CLPMs and platform instructors.

f. ILR Proficiency Standards Familiarization Workshop.

f. Command Language Program Managers Course or Commanders Course.

g. On-site language training through MTTs.

h. Course-specific testing and CLP evaluation.

i. Clarification on DLAB, DLPT administration and/or interpretation issues.

j. Telephonic or face-to-face speaking proficiency interviews.

k. Information on current DLIFLC developments in training and testing materials, educational technology, and class scheduling and enrollment policies, including intermediate and advanced courses.

Appendix F Management Control Evaluation Checklist

F-1. Function

The function covered by this checklist is the Army Command Language Program.

F-2. Purpose

The purpose of this checklist is to assist MACOMs and CLPMs and management control administrators (MCAs) in evaluating/inspecting the key management controls outlined below. It is not intended to cover all controls.

F-3. Instructions

Answers must be based on the actual testing of key management controls (for example, document analysis, direct observation, sampling, and so forth). Answers that indicate deficiencies must be explained and corrective action indicated in supporting documentation. These key management controls must be formally evaluated every year. This checklist may be used for Management Control Evaluation as required. Results will be certified on DA Form 11-2-R (Management Control Evaluation Certification Statement). (DA Form 11-2-R will be locally reproduced on 8 1/2- by 11-inch paper. A copy for reproduction purposes is at the back of this publication.)

F-4. Test questions

a. Do the commander and others in the chain of command have an accurate picture of the language-mission requirements of the personnel under their control?

b. Is the commander aware of potential sources of assistance and support to the CLP through his or her reporting chain, to include requesting support from DLIFLC or other DOD agencies?

c. Does the unit have a standing CLP council that includes at

least the following unit members (or their representatives): personnel officer, operations officer, supply officer, resource manager, CLPM(s), commanders, and other members of the unit as deemed necessary by the commander?

d. Does the unit have an identified and filled CLPM position that is full-time and authorized on the personnel/manning tables/authorizations at the unit level commanded by an O-6?

e. Is the CLPM position at a level of authority within the organizational structure that is compatible with the language requirements of the unit's mission?

f. Is the CLPM responsible for the establishment and maintenance of a Linguistic Skills Data Base?

g. Is a linguist incentives and awards program in place that carries promotion points or other tangible benefits, for example, Linguist of the Year/Quarter?

h. Are linguists routinely alerted and counseled on linguist life cycle opportunities, such as the Summer Language Program (SLANG), Military Language Instructor Program, Middle Enlisted Cryptologic Career Advancement Program (MECCAP) for Signal Intelligence (SIGINT), and Intermediate and Advanced DLIFLC Courses?

i. Does the CLP offer unique opportunities such as signal intelligence operational training (SOT) or live-environment training (LET)?

j. Has the CLPM established and implemented an SOP covering all aspects of the unit CLP?

k. Does the CLP SOP make provision for using as instructors any qualified military linguists (level 2 or higher), including adjunct faculty, that may be available within the unit?

l. Does the commander require all linguists to participate in the CLP and allow and encourage linguists to provide input into curriculum development or instruction?

m. Is every linguist assured the opportunity to attend a specified amount of language training at specified intervals with specified training objectives?

n. Are self-study materials available to linguists for use at their convenience?

F-5. Comments

Help make this a better tool for evaluating management controls. Submit comments to Deputy Chief of Staff for Intelligence (DAMI-POD), 1061 Army Pentagon, Washington, DC 20310-1061.

Glossary

Section I Abbreviations

AAA

Army Audit Agency

AC

Active Component

ACES

The Army Continuing Education System

ACLTP

Army Command Language Training Program

AFARS

Army Federal Acquisition Regulation Supplement

ALC

Army Language Committee

ALC

Army Learning Center

AO

Area of Construction

APC

account processing code

ARNG

Army National Guard

ARPERCEN

U.S. Army Reserve Personnel Center

ARPRINT

Army Program for Individual Training

ASD

Assistant Secretary of Defense

ASI

Additional Skill Identifier

AT

annual training

CA

civil affairs

CALL

Center for Advancement of Language Learning

CAR

Chief, Army Reserve

CAS

computer assisted study

CBE

Command Budget Estimate

CBJB

Congressional Budget Justification Book

CDR

commander

CG

commanding general

CI

Counterintelligence

CINC

Commander In Chief

CLANG

control language

CLASP

Cryptologic Language and Area Study Program

CLP

Command Language Program

CLPM

Command Language Program Manager

CMF

Career Management Field

CNGB

Chief, National Guard Bureau

COA

Comptroller of The Army

COB

command operating budget

COE

Command Operating Estimates

CONUS

continental United States

COR

contracting officer's representative

DA

Department of the Army

DCSINT

Deputy Chief of Staff for Intelligence

DCSOPS

Deputy Chief of Staff for Operations

DCSPER

Deputy Chief of Staff for Personnel

DFLP

Defense Foreign Language Program

DHS

Defense HUMINT Service

DIA

Defense Intelligence Agency

DLAB

Defense Language Aptitude Battery

DLI

Defense Language Institute

DLIFLC

Defense Language Institute Foreign Language Center

DLP

Defense Language Program

DLPT

Defense Language Proficiency Test

DOD

Department of Defense

DSN

Defense Switched Network

EA

executive agent

ESO

education services officer

ETS

expiration term of service

FAO

foreign area officer

FAV

field assistance visits

FLAMRIC

Foreign Language Maintenance; Refresher and Improvement Course

FLPP

foreign language proficiency pay

FLTCE

Foreign Language Training Center, Europe

FORSCOM

Forces Command

FY

fiscal year

HUMINT

human intelligence

ICE

Interrogator Comprehensive Evaluation

ICLT

in-country language training

ILR

Individual Linguist Record; Interagency Language Roundtable

IMA

Individual Mobilization Augmentation

INSCOM

Intelligence and Security Command

IRR

Individual Ready Reserve

ITP individual training plan	PDCSPER Office of the Deputy Chief of Staff for Personnel	TAA Total Army Analysis
LET live-environment training	OER Officer Evaluation Report	TAG The Adjutants General
LIC language identification code	OPI oral proficiency interview	TALP Total Army Language Program
MACOM major Army command	OPP Operations, Plans, and Programs	TASO Training Aids Support Office
MCA Management Control Administrators	PCS permanent change of station	TCO test control officer
MCP Management Control Program	PDPEC Professional Development Program Extension Course	TDA table of distribution and allowances
MDEP Management Decision Package	PERSCOM Total Army Personnel Command	TIARA Tactical Intelligence and Related Activities
MECCAP Middle Enlisted Cryptologic Career Advancement Program	POM program objective memorandum	TNET TeleTraining Network (Satellite Communications Network)
MEPS Military Entrance Processing Station	PPBS planning, programming, and budgeting system	TOE table of organization and equipment
MICECP Military Intelligence Civilian Except Career Program	PSYOP psychological operations	TPU troop program unit
MLI military language instructor	QASP quality assurance survey plan	TRADOC Training and Doctrine Command
MLP military linguist programs	RC Reserve Component	TSP Technical Support Package
MOBTDA mobilization table of distribution and allowances	REDTRAIN readiness training	UFR unfinanced requirement
MOS military occupational specialty	RMU resource management update	UIC unit identification code
MTOE modification table of organization and equipment	SCOLA Satellite Communications for Learning	USACAPOC U.S. Army Civil Affairs and Psychological Operations Command
MTT mobile training team	SIGINT signals intelligence	USAR U.S. Army Reserve
NCOER Noncommissioned Officer Evaluation Report	SIO senior intelligence officer	USARC U.S. Army Reserve Command
NCS National Cryptologic School	SLANG Summer Language Program	USARSO U.S. Army, South
NSA National Security Agency	SOF special operations forces	USASOC U.S. Army Special Operations Command
OCAR Office of the Chief, Army Reserve	SOP standing operating procedure	USEUCOM U.S. European Command
OCONUS outside continental U.S.	SOT signals intelligence operational training	USMA U.S. Military Academy
ODCSINT Office of the Deputy Chief of Staff for Intelligence	SOW statement of work	USR unit status reporting
	SPM Service Program Manager	USSOCOM DOD Special Operations Command

VICE
Voice Intercept Comprehensive Evaluation

VTT
video tele-training

Section II **Terms**

Acquisition language training
Initial language training conducted at an accredited institution of higher learning (DLIFLC, college, and so forth) with the express purpose of learning a foreign language.

Army Continuing Education System (ACES)
Integrated system of educational opportunity, academic and non-academic.

Command Language Program
Language training programs directed, managed, funded and controlled by a MACOM chain-of-command. A CLP is designed to satisfy individual linguist proficiency requirements.

Control language (CLANG)
The language determined by PERSCOM to be an individual's primary (control) language based on completion of training, bonus entitlement and the needs of the U.S. Army.

Defense Language Institute Foreign Language Center (DLIFLC)
The primary location for resident foreign language acquisition training and for a variety of nonresident programs such as MTTs and VTT.

DLPT I and II
Proficiency testing devices which evaluate the listening and reading skills using the rating scale of 0, 1, 2, and 3.

DLPT II Renormed
The DLPT II re-calibrated and scored using the ILR developed language skill level descriptions that employ the rating scale 0, 0+, 1, 1+, 2, 2+, and 3.

DLPT III
A DOD proficiency test that is designed to evaluate linguists in the listening, reading, and speaking skills using the ILR rating scale 0, 0+, 1, 1+, 2, 2+, and 3.

DLPT IV
The latest DLPT test, which differs from previous forms by its use of only authentic, adult language materials. The test makes extensive use of newspaper, television, and radio excerpts. Only the most recently developed DLPT is valid; if a DLPT IV is available to the field, an earlier test cannot be used.

Diagnostic language test
A testing device designed to specifically identify linguistic strengths and weaknesses

as a first step in structuring individual remedial training.

Enhancement language training
Training which improves the general language skills and proficiency of already qualified linguists.

Executive agent (EA)
The Military Department designated by the Secretary of Defense to be responsible for the management of common Service activities on a DOD-wide basis. Secretary of the Army is EA for the DFLP. The Staff action office is Deputy Chief of Staff for Operations and Plans (DAMO-TR), 450 Army Pentagon, Washington, DC 20310-0450.

Government expense
Training which is paid for by the U.S. Government, to include the U.S. Military Academy, DLIFLC, other DOD, or other Government agency training. Also, training conducted through colleges, universities, or contractors and reimbursed or paid for directly by the U.S. Government.

Language identification code (LIC)
The two digit alpha codes used to designate a particular language as described in AR 611-6. An individual may hold as many LICs as qualified in.

Language functional skill
Ability to perform specific language activities, for example, speaking, listening comprehension, writing, reading, transcribing, translating.

Linguist
Anyone who has been awarded the special qualification indicator "L" in accordance with AR 611-6, Army Linguist Management.

Maintenance language training
Training which prevents skill deterioration through periodic general language review and frequent practice but does not necessarily improve skills.

Non-Resident Language Program
Training requested from and approved by the DLIFLC, ATFL-OPP, to satisfy specified mission-related or job-related requirements for language skills.

Proficiency level
Quantitative statement of the degree of overall ability in using a language, based on the ILR skill level descriptions and associated 0 to 5 level scale.

Refresher language training
Training intended to improve foreign language proficiency in linguists whose language skills no longer meet minimum proficiency standards.

Remedial language training
Training intended to help linguists meet minimum proficiency standards.

Resident Language Program
Training conducted by the DLIFLC at any of their facilities in which the soldier's primary responsibility is to learn a language. Also, training conducted under contract to the DLIFLC.

Special qualification indicator
The special qualification indicator (SQI) of "L" is awarded to linguists who score at least 2/2 on the current DLPT.

Sub-proficient linguist
An individual who scores below the Army minimum standard on any testable DLPT language skill.

Sustainment language training
See maintenance language training.

Tactical Intelligence Readiness Training (REDTRAIN)
An Army-wide program conducted by national level intelligence agencies and activities designed to maintain and improve the technical and foreign language skills of tactical intelligence personnel.

Target language
The foreign language in which one is being trained, sustained, tested, and so forth.

Section III **Special Abbreviations and Terms** This section contains no entries.

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RESERVED

MANAGEMENT CONTROL EVALUATION CERTIFICATION STATEMENT

1. REGULATION NUMBER

2. DATE OF REGULATION

For use of this form, see AR 11-2; the proponent agency is ASA(FM).

3. ASSESSABLE UNIT

4. FUNCTION

5. METHOD OF EVALUATION *(Check one)*

a. CHECKLIST

b. ALTERNATIVE METHOD *(Indicate method)*

APPENDIX *(Enter appropriate letter)*

6. EVALUATION CONDUCTED BY

a. NAME *(Last, First, MI)*

b. DATE OF EVALUATION

7. REMARKS *(Continue on reverse or use additional sheets of plain paper)*

8. CERTIFICATION

I certify that the key management controls in this function have been evaluated in accordance with provisions of AR 11-2, Management Control . I also certify that corrective action has been initiated to resolve any deficiencies detected. These deficiencies and corrective actions *(if any)* are described above or in attached documentation. This certification statement and any supporting documentation will be retained on file subject to audit/inspection until superseded by a subsequent management control evaluation.

a. ASSESSABLE UNIT MANAGER

(1) TYPED NAME AND TITLE

b. DATE CERTIFIED

(2) SIGNATURE

INDIVIDUAL LINGUIST RECORD (ILR)

For use of this form, see AR 350-16; the proponent agency is ODCSINT

1. SHEET NO.

DATA REQUIRED BY THE PRIVACY ACT

AUTHORITY: U.S. Code, Title 37, Section 101 and following.
PRINCIPAL PURPOSE: Used by unit personnel in accordance with AR 350-16 to record soldier's foreign language proficiency.
ROUTINE USES: To track a soldier's foreign language proficiency and formal language training.
DISCLOSURE: Voluntary. Failure to provide social security number may result in a delay or error in processing applicable favorable personnel actions.

PART I - BIO/DEMOGRAPHIC

2. NAME			3. RANK	
4. SSN	5. PMOS	6. SMOS	7. CONTROL LANGUAGE	

PART II - FOREIGN LANGUAGE EXPERTISE

8. LANGUAGE/DIALECT <i>(Record control language in block 7)</i>	9. CURRENT PROFICIENCY RATING				10. EVALUATION DATE	
	a. Listening	b. Reading	c. Speaking	d. Writing	a. Month	b. Year
1.						
2.						
3.						
4.						
5.						
6.						
7.						

PART III - FOREIGN LANGUAGE EXPERIENCES AND ASSIGNMENTS

11. UNIT/ORGANIZATION	12. DATES		13. DUTY POSITION/ FUNCTION	14. ASSOCIATED EQUIPMENT/ SYSTEM	15. CLPM INITIALS
	a. START	b. END			

NAME	RANK	SSN	SHEET NO.
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PART IV - FOREIGN LANGUAGE PROFICIENCY CHART

16. LANGUAGE *(Use a separate page for each language)*

3	DLPT SCORE	60																		
		59																		
		58																		
		57																		
		56																		
		55																		
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		34																		
		33																		
		32																		
		31																		
	30																			
0 +		29																		
		28																		
		27																		
		26																		
	25																			
17. SCORE																				
18. DATE (YYYYMM DD)																				

19. COMMAND LANGUAGE PROGRAM MANAGER COMMENTS

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