

DEPARTMENT OF THE ARMY
B Company, 341st Military Intelligence Battalion (Linguist)
Building 33, Camp Murray, Tacoma, WA 98430

SOP Command Language Program (CLP)

27 February 2001

1. **PURPOSE:** To provide guidance and assign responsibilities for unit leaders and unit linguists in the planning, execution and documentation of linguist training as directed by the CLP to ensure maximum linguist readiness.

2. **SCOPE:** Applies to all leaders and linguists of B Company, 341st MI Bn (Ling).

3. **OBJECTIVE:** To maintain and enhance individual and unit linguist proficiency.

4. **CONCEPT:** Will describe command philosophy, provide direction for unit leadership and provide flexibility for individual linguist needs.

5. DUTIES AND RESPONSIBILITIES:

a. COMMANDER:

1. Commands, directs and supervises the Command Language Program.
2. Appoints a Command Language Program Manager (CLPM).
3. Provides access to language training programs, instructors and instructional material in control language held by the linguist.
4. Requires annual reevaluation of all linguists trained at government expense or who are in a language-dependent military occupational specialty (MOS), regardless of language source.
5. Provides access to refresher, sustainment and enhancement training.
6. Evaluates the effectiveness of unit language programs.
7. Promotes self-study.
8. When required, initiates reclassification or withdrawal of the MOS or language skill identifier from linguists who fail to qualify in their control language IAW 611-6.
9. Provides incentives for linguist achievements in language maintenance, language improvement and superlative performance of linguistic capabilities in support of military missions.

b. CLP MANAGER:

1. Monitors the status of linguist proficiency and reports to Commander.
2. Evaluates the effectiveness of program(s).
3. Serves as a member on the Command Language Program Council.
4. Assists leaders in development of individual linguist plans.
5. Attends CLP seminars and conferences.
6. Advises the Commander on CLP issues.
7. Calls CLP council meetings at quarterly basis at minimum.
8. Responds to CLP council.
9. Maintains CLP reference and document library, including all CLP correspondence.
10. Appoints CLP council recorder for publication of meeting minutes.
11. Prepares agenda and facilitates CLP council meetings.
12. Maintains CLP database, sorted by varying factors per command guidance.

c. CLP COUNCIL MEMBER:

1. Knows the Command Language Program.
2. Attends CLP council meetings.
3. Advises the CLPM on program issues and suggested improvements.
4. Disseminates CLP information.

5. Represents and responds to needs of unit, platoon, section, squad or language group as appointed as has one representative per language in B Company.
6. Fills an official duty position and will be recognized.

d. FIRST LINE LEADER:

1. Knows the Command Language Program.
2. Promotes self-study.
3. Tracks individual linguist performance using DA form 7383-R.
4. Addresses linguist performance during quarterly counseling.
5. Ensures all sub 2/2 linguists participate in enhancement training.
6. Ensures all scores 2/2 and over are annotated on linguist's evaluation reports.
7. Maintains required documents in leader book IAW B Company CLP.
8. Responds to the needs of the linguist.

e. LINGUIST:

1. Knows the Command Language Program.
2. Is committed to self-study for language maintenance and enhancement.
3. Takes full advantage of language classes and refresher training.
4. Assists other linguists in maintenance, enhancement and identifying specific resources unique to language.
5. Requests resources through first line leader.
6. Maintain language binder.
7. Accepts full responsibility for individual performance.

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Commanding

ANNEXES:

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ANNEX A – CLP Intent and Principles

1. The objective of the Command Language Program is to ensure that B Company soldier-linguists can perform language tasks to peacetime and wartime mission standards. It is designed to assist the linguist and leaders in improving language proficiency and unit readiness IAW AR 220-1 and AR 611-6. B Company CLP includes all foreign language training conducted for, by, or under contract to B Company or 341st Military Intelligence Battalion (Linguist) for the purposes of refreshing, maintaining or improving mission-related language skills and tasks.

2. It is the intent of B Company that the CLP be a tool for linguists to map out a successful, self-study language experience. Although success will be determined in a large part by individual motivation, B Company first line leaders will play a key role. Leaders will help define success by:

- a. Providing specific objectives.
- b. Providing high quality study materials.
- c. Following up with performance feedback.
- d. Assisting with the continual growth and improvement of the B Company CLP.

3. This unit is committed to providing quality language training and maintenance assistance. The CLP will be guided by the following principles:

a. Language training is conducted to satisfy readiness requirements and the responsibility of the commander.

b. Regular proficiency testing and maintenance monitoring is essential to an effective language training program.

c. Individual soldier participation in foreign language training is mandatory for the achievement of readiness objectives.

d. Access to qualified instructors must be an integral part of every language program.

e. Language training should include access to current foreign language printed media, broadcast media, a wide variety of reference materials and MOS-related subject matter.

f. Language training, language maintenance and language enhancement is ultimately the personal responsibility of each soldier-linguist in B Company.

4. The B Company CLP will be a necessary tool and an evolving program designed to fit the needs of leaders and linguists alike. B Company encourages its leaders to continue to build and refine on the CLP, communicate successes and opportunities and explore new techniques to meet the demand of successful language maintenance and enhancement.

ANNEX B – CLP Reference List

1. AR 611-6 Army Language Management
2. AR 350-16 Linguist Readiness Management and Training
3. AR 350-20 Management of Defense Foreign Language Programs
4. AR 611-5 Army Personnel Selection and Classification
5. AR 220-1 Unit Status Reporting
6. DA Pam 611-16 Handbook of Army Personnel Test
7. DLIFLC Pam 350-9 Guidelines, Policies and Procedures for DOD Command Language Programs
8. DLIFLC Pam 351-1 Evaluation Guidelines for DOD Command Language Programs

ANNEX C – Linguist Testing

1. Testing Procedures.

a. Annual testing with the DLPT will be accomplished within 30 days prior to the expiration of the previous DLPT date.

b. Control and administration of the DLPT will be by the Battalion TCO IAW AR 611-6 and the Test Control Handbook.

c. Language proficiency testing and results reporting will be done annually, but no earlier than six months from the most recent test date IAW AR 611-6. A request for waiver to this policy may be submitted to DCSPER if the soldier completes a significant training event as defined by DCSPER.

d. Testing may be accomplished to identify and record progress from the CLP-founded significant training event. Such events included, but are not limited to, total immersion in country for a duration of six weeks or more, full time intensive training of six weeks or more with a minimum of 150 hours, attendance at DLIFLC, attendance at MIFLC or other recognized and accredited refresher courses.

e. Annual testing for 341st Battalion (Linguist) personnel is conducted routinely by the Bn TCO Saturday mornings at Fort Lewis testing facility, building 3203. DLPTs are not conducted during unit FTX and CPX drills. B Company readiness and training NCO will coordinate with Bn TCO for monthly linguist testing. B Company linguists will be notified of upcoming DLPTs by their first line leader, as well as in the company drill letter.

f. The Bn TCO will forward each DLPT examinee's DA 330 to B Company. B Company training and readiness NCO will forward copies of DA 330 to first line leaders and update unit linguist proficiency record as well as linguists' IPFs.

2. Oral Proficiency Interviews (OPI).

a. When a DLPT is not available in a specific language, the Bn TCO may request an OPI. OPIs are accomplished through DLI and usually take several weeks to schedule. Upon completion of an OPI, DLI will contact the TCO for DA 330 distribution instructions.

3. Testing from other units or agencies.

a. If a B Company linguist is tested outside of 341st MI Bn (Ling), the examinee will instruct the administering TCO to forward a copy of the DA 330 to Commander, B Company, 341st MI Bn (Ling), Building 33, Camp Murray, Tacoma, WA, 98430.

ANNEX D – Documentation and Counseling

1. Upon receipt of DA form 330, B Company Training and Retention NCO will record linguists' DLPT scores into the unit database. The DLPT results will then be forwarded to the CLPM and first line leaders for inclusion in each linguist's ILR.
2. The first line leader will be responsible for creating and updating linguists' data with DA Form 7383-R. It is for the most part self-explanatory and divided into four parts:
 - a. Linguist's biographical data
 - b. Linguist's current/initial foreign language expertise.
 - c. Linguist's foreign language experiences and assignments in chronological order.
 - d. Linguist's proficiency over time, creating a line graph denoting listening/reading/speaking/writing/NE (Not Evaluated). Additional entries include DLPT score and date. Use one sheet for each language, if necessary.
3. The first line leader will determine what course of action is necessary based on the linguist's DLPT scores, as well as score trending. The first line leader will be, at a minimum, responsible for:
 - a. Defining specific objectives for the linguist, i.e. vocabulary list, colloquialisms, grammar improvement, etc. utilizing the linguist development plan and linguist contract.
 - b. Defining specific suspense dates for completion on the linguist development plan.
 - c. Ensuring work completed.
 - d. Communicating impact of inferior performance.
 - e. Annotating successes on linguist's evaluation reports.
4. The success of the Command Language Program lies for the most part at the level of the first line leader. It is more than just another program to provide additional statistics, it is a required program that provides the additional thrust and motivation needed to not only assist B Company linguists in language maintenance, but assist in language improvement to better meet the needs of our customers worldwide.

ANNEX E – Incentives

1. Incentives will be provided to those linguists who excel on a continual basis or achieve exemplary results in language proficiency improvement. Incentive options include, but shall not be limited to:

- a. Linguist of the Year Award.
- b. NCOER/OER bullet comments reflective of language achievement, sustainment or attainment.
- c. Letter of recognition or commendation.
- d. Overseas deployment in control language.
- e. Special ADT/ADSW tours.
- f. Foreign Language Proficiency Pay (FLPP).
- g. Participation in the annual Language Olympics at DLIFLC, Monterey, California.

ANNEX F – Resources

1. B Company is committed to providing realistic, task-oriented and MOS-related language training to its linguists during IDTs and most certainly during the annual FTX, Raven's Crest. With the limitations of weekend drills and the continuous threat of proficiency loss without an ongoing program for language maintenance, the military linguist must devote personal time to this endeavor.

2. The growth and globalization of the World Wide Web has opened many doors to those seeking language proficiency enhancement. Many websites not only offer print and real-time broadcast media for reading and listening comprehension, but are interactive as well. The following is a list of only a very small fraction of the websites available to the linguist for language training and also serve to provide additional links:

- a. DLI - <http://dli-www.army.mil>
- b. Lingnet - www.lingnet.org/home.htm
- c. Military Intelligence Center (USAICS) Language Center-Soldier-Linguist Homepage – <http://huachuca-usaic.army.mil/contlearning/ais/index.htm>
- d. Voice of America – www.voanews.com
- e. Deutsche Welle – www.dw.com
- f. British Broadcasting Company (BBC) – www.bbc.co.uk/home/today/
- g. SCOLA – www.scola.org
- h. Multilingual Computing & Technology – www.multilingual.com/

ANNEX G – Acronyms and Terms

Section I: Acronyms

ARTEP

Army Training and Evaluation Program

CLP

Command Language Program

CLPC

Command Language Program Council

CLPM

Command Language Program Manager

DLIFLC

Defense Language Institute Foreign Language Center

DLPT

Defense Language Proficiency Test

DOD

Department of Defense

HQDA

Headquarters, Department of the Army

IAW

In accordance with

MELT

Mission Essential Language Training

MOS

Military occupational specialty

NLT

No later than

OCONUS

Outside continental United States

ODT

Overseas duty for training

PM

Program Manager

SOW

Statement of Work

TCO

Test Control Officer

Section II: Terms**Control Language**

The language most recently trained at government expense or the language designated by HQDA as the management or duty position coding for a particular assignment.

Language Education

Instruction conducted strictly for the purpose of voluntary personal development or obtaining academic credit.

Maintenance Training

A program of language use and drills in grammar, syntax, vocabulary and job-related tasks designed to strengthen linguistic abilities.

Mission-related Training

Language training not essential to performing tasks of the military job or specified on the Job Book, Soldier's manual or Army Training and Evaluation Program (ARTEP), although helpful in performing the military mission. An example is the provision of survival-level language skills and cultural orientation to soldiers prior to OCONUS deployment.

Mission-required Training

Language training essential to performing tasks specified by the Job Book, Soldier's Manual, ARTEP or mission.

Refresher Training

Instruction and study designed to improve general proficiency in the foreign language. Although the term can apply to any level of second language learning, refresher training predominantly targets linguists below DLPT score of 2/2.

Sustainment

A generic term that involves refresher, remedial and maintenance training to prevent loss or degradation of foreign language skills.

Task-oriented Language

Language that emphasizes vocabulary, jargon, phraseology, technical terms, procedures and other content specific to performing the military job or mission as specified by the Job Book, Soldier's Manual, ARTEP or mission.

ANNEX H – CLP Compliance Inspection Checklist

1. Command Language Program (CLP).

GO

NO GO

N/A

a. Has the unit established a Command Language Program (CLP) (DLIFLC Pam 350-9)?

b. Does the unit have an identified and filled Command Language Program Manager position?

c. Are pertinent regulations and information pamphlets readily available?

(1) AR 611-6 Army Language Management

(2) AR 350-16 Linguist Readiness Management and Training.

(3) AR 350-20 Management of Defense Foreign Language Programs

(4) AR 611-5 Army Personnel Selection and Classification

(5) AR 220-1 Unit Status Reporting

(6) DA Pam 611-16 Handbook of Army Personnel Test

(7) DLIFLC Pam 350-9 Guidelines, Policies and Procedures for DOD Command Language Programs

(8) DLIFLC Pam 351-1 Evaluation Guidelines for DOD Command Language Programs

d. Does the CLPM have a specific orientation program for a CLPM successor to ensure continuity?

2. Command Language Program Council.

a. Does the unit have a standing CLP council?

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

c. Does the council meet at least quarterly?

d. Does the council prepare and follow an agenda?

e. Does the council prepare and distribute meeting minutes?

3. Standing Operating Procedures (SOP).

a. Has the unit established a SOP covering all aspects and standards for the CLP?

GO NO GO N/A

b. Does the SOP meet the following criteria?

(1) Is it specific in task assignments?

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

(3) Does it specify points-of-contact for issues not specifically addressed?

(4) Is it updated on a regular basis to reflect changes in mission, personnel, procedures, etc.?

(5) Is it an integral component of the command SOP?

4. Linguist Database and Record Keeping.

a. Has the unit established a database to track individual language performance?

b. Does the database track raw DLPT scores?

c. Does the database track at least 3 years of DLPT scores (AR 611-5)?

d. Does the database track primary occupational specialty/job title?

f. Does the database track administration dates and results of all DLPTs taken?

g. Is a historical database 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?

h. Does the unit have a current DA Form 330 for each linguist (within 6 months of sub-2/2 linguists and within 12 months for 2/2 and above)?

5. Test Control.

e. Does the database track Foreign Language Proficiency Pay (FLPP) status?

a. Are the unit Alternate Test Control Officers designated by orders?

b. Are quarterly inventories of all language testing materials taking place and being documented using DA Form 5159?

c. Are language testing materials kept in a locked container inside a locked room?

6. Instructional Objectives, Curriculum, and Testing.

GO NO GO N/A

- a. Has the unit developed and promulgated a detailed set of instructional course objectives for the CLP in which the intended linguistic performance outcomes are clearly and operationally defined?
- b. Have achievement- testing instruments, directly based on and embodying the instructional objectives, been developed, either locally or through an outside contractor?
- c. Are these achievement tests routinely administered on completion of the instructional courses?
- d. Do students, instructors, and others involved in the language course receive feedback obtained from the achievement tests?
- e. Does the CLPM regularly use the results of the end-of-training testing to track and document deficiencies or improvements in the training over time?
- f. Is the curriculum regularly revised to incorporate “lessons learned” from previous iterations of the instruction?

7. Individual Linguist Training.

- a. Has the unit established an Individual Language Training Program and a Remedial Language Training Program?
- b. Does the commander require all linguists to participate in the Individual Language Training Program?
- c. Are all sub-2/2 linguists actively participating in the remedial program and being counseled monthly?
- d. Are diagnostic and remedial procedures established to assist individual students with their particular learning problems?
- e. Does the CLPM have a current DA Form 7383-R (Individual Linguist Record (ILR)) for each soldier?

8. Language Instructors.

- a. Does the CLP have a detailed instructor job description, including performance standards?
- b. Do program instructors have the following qualifications:
 - (1) At least ILR level 3 proficiency in the target language?
 - (2) Direct and detailed knowledge of the operational language—use requirements at issue in the linguists’ field assignments?

GO NO GO N/A

(3) A sufficient level of English to communicate adequately with English-speaking students?

(4) Demonstrated successful foreign language teaching experience and/or formal education in foreign language teaching?

c. Does the CLP provide pre- and in-service training for the instructors?

d. Do instructors work with the CLPM in planning the curriculum, sequence and scheduling of instruction, and developing of individual training plans?

e. Are lesson plans routinely prepared, and are they operating documents?

f. Are contract instructors monitored for contract compliance?

g. Do instructors receive periodic performance review or contract compliance feedback?

9. Command Emphasis.

a. Do unit training schedules reflect at least 96 hours of language training per year?

b. Is a mechanism in place to effectively protect language training time from interference?

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

d. Is a linguist incentives program that carries tangible benefits in place and being used?

e. Does the commander ensure that language proficiency is addressed on Non-Commissioned Officer Evaluation Reports (NCOERs) and Officer Evaluation Reports (OERs) for language-dependent MOSs and language-required positions?

10. Accountability.

a. Does the battalion ensure that units submit required annual CLP reports?

b. Does the battalion ensure that units maintain a separate hand receipt of items purchased with TALP funds?

ANNEX I – DLPT Score Overview

READING COMPREHENSION

LEVEL O+

Can recognize all the letters in the printed version of an alphabetic system and high frequency elements of a syllable or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. Examples of types of reading passages: weather maps, schedules, programs, menus, numbers, any text in which meaning is conveyed only via lexicon.

LEVEL 1

Can comprehend very simple connected written material in a form equivalent to usual printing or typescript. Examples of types of reading passages: Newspaper announcements, sales ads, bulletin board information, invitations, tourist information.

LEVEL 1+

Sufficient comprehension to understand simple discourse in printed form for informative social purposes....Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Examples of text types: see level 1 and level 2.

LEVEL 2

Sufficient comprehension to read simple authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Examples of text types: Factual descriptions, narrative reporting where the author is invisible or neutral, general schema, instructions, directions, materials addressed to less experienced native speakers.

LEVEL 2+

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Examples of text types: see level 2 and level 3.

LEVEL 3

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects.

LISTENING COMPREHENSION

LEVEL 0

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

LEVEL 0+

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

LEVEL 1

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics. Can understand simple questions and answers. Simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, police/security forces , etc.). Understands main ideas.

LEVEL 1+

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding into a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features, e.g., pronouns, verb inflections, but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts.

LEVEL 2

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

LEVEL 2+

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

LEVEL 3

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