

APPENDIX A
 FOREIGN LANGUAGE AND RELATED CODES
 (Officer and Enlisted)

Contents

	<u>Par.</u>
General	1
Standard Data Elements.....	1a
Background.....	1b
Language Data Elements	2
Language Identification	2a
Language Proficiency Areas	2b
Language Proficiency Level	2c
Language Evaluation Method	2d
Language Proficiency Source	2e
Proficiency Level Measurement	3
Defense Language Institute Testing/Interviewing	3a
Self Evaluated Language Proficiency	3b
Reports to the Chief of Naval Personnel	3c
Criteria for Proficiency Levels	4
Listening Comprehension (L)	4a
Reading Comprehension (R)	4b
Speaking Proficiency (S)	4c
Writing Proficiency (W)	4d
 DoD STANDARD LANGUAGE CODES	
Alphabetical Index of DoD Standard Language Codes	

APPENDIX A

FOREIGN LANGUAGE AND RELATED CODES
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1. General

a. Standard Data Elements. The foreign language and language proficiency data elements contained in this part are Department of Defense standard data elements which are published in DoD 5000.12-M. They apply to all foreign language billet requirements and personnel qualifications throughout the Navy. This includes both officer and enlisted language requirements and qualifications.

b. Background. The Defense Language Institute's language courses are leveled and each level is aimed at having the individuals attain a specific proficiency level upon completion of the course. The three fundamental courses in any given language they offer are the following. Their respective proficiency levels and the approximate maximum time necessary to complete the course when the individual has NO prior experience with that language is also given.

COURSE LEVEL	PROF LEVEL	TIME IN YEARS
Basic	20	up to 1
Intermediate	26	2
Advanced	30	3

It is important to realize that not all individuals who complete the course will actually have attained the goal level of proficiency. But the level they do acquire will be documented nevertheless.

2. Language Data Elements

a. Language Identification. The Navy officer personnel master files currently carry language proficiency data for five languages on an individual and an indicator to show they have proficiency in up to four additional languages. But the proficiency levels for the additional language will not appear on the ODC. Language identifications are two character alphabetic codes. The list of codes begin on page II-A-12.

b. Language Proficiency Areas. There are four functional skill areas identified for language proficiency. The functional areas are: Listening (L), Speaking (S), Reading (R), Writing (W).

c. Language Proficiency Level. The proficiency level codes are two position codes given in each of the four functional areas described above. The codes are further defined in paragraph 4.

<u>Code</u>	<u>Proficiency Level</u>
00	No Proficiency
06	Memorized Proficiency
10	Elementary Proficiency
16	Elementary Proficiency, Plus
20	Limited Working Proficiency
26	Limited Working Proficiency, Plus
30	General Professional Proficiency
36	General Professional Proficiency, Plus
40	Advanced Professional Proficiency
46	Advanced Professional Proficiency, Plus
50	Functionally Native Proficiency

d. Language Evaluation Method. These codes indicate the technique used to appraise the proficiency the individual has in a language.

<u>Code</u>	<u>Evaluation Method</u>
0	None
1	DoD Standardized Test
2	Self-Appraisal
3	Interview (with DLI)

e. Language Proficiency Source. These codes indicate how an individual acquired their language proficiency.

<u>Code</u>	<u>Language Proficiency Source</u>
A	Civilian School Course
B	Defense Language Institute (DLI)
C	Foreign Residence
D	Home Environment
E	Military School Other Than DLI
F	Self-Study

This data is required for those who are self-evaluating their proficiency as well as those who have taken a DLI test. It will be stored on the personnel master files but will not appear on the Officer Data Card (ODC).

3. Proficiency Level Measurement

a. Defense Language Institute Testing/Interviewing

(1) The Defense Language Proficiency Test (DLPT) is used to measure an individual's level of proficiency in the Listening and Reading areas. Up to proficiency level 30 can be granted by this test. The test can be administered at local commands throughout the Navy and is offered to individuals upon completion of a DLI language course.

(2) Proficiency levels in Speaking and Writing are not normally measured by testing. However, for special requirements and circumstances, arrangements can be made for evaluation of Speaking and Writing by DLI. These evaluations are normally conducted at the Institute using the DLPT III.

(3) Award of level 40 (Advanced Professional Proficiency) is not dependent on DLPT results with few exceptions, but it is awarded as a result of DLI special oral interviews. Therefore, Proficiency levels of 40 and above should have 3 (Interview) for Evaluation Method unless the individual has self-evaluated.

(4) Award of level 50 (Functionally Native Proficiency) is normally awarded only to individuals who have been educated in secondary schools where the subject language is the medium of instruction.

b. Self-Evaluated Language Proficiency. Personnel who have language skills, but do not take the DLPT, can evaluate themselves. Proficiency in any of the skill areas should be reported. Proficiency in five languages will be accepted. If the individual has proficiency in more than five languages they should indicate what those languages are. This self-evaluated data is reported by the individual on ODC verifications, qualification questionnaires, and by letter to Commander, Naval Personnel Command (PERS-333).

c. Reports to the Chief of Naval Personnel. When reporting language proficiency (self-evaluated or DLI tested) to the Chief of Naval Personnel, include the language by name and by the DoD two digit code; the two digit proficiency level in the four functional skill areas; the one digit evaluation method; the one digit proficiency source (which does not appear on the ODC); and the DLPT scores if applicable. For the Bureau of Naval Personnel to validate test score data, a copy of the form provided by DLI (DA 330) is required. The following format can be used:

EXAMPLE FORMAT

Language: _____ DoD Language Id Code: __

Language Proficiency Source: _

	Functional Skill Areas			
	LIST	SPEA	READ	WRIT
Proficiency Level	--	--	--	--
Evaluation Method	-	-	-	-
DLPT Test Scores	--	--	--	--

4. Criteria for Proficiency Levels. The following chart shows the conversion of DLPT scores and the codes that are entered in the personnel master files and appear on the ODC.

DLPT I Raw score	DLPT I, II, III and DLRPT Converted score	Listening Proficiency Level	Reading Proficiency Level
0 - 20	0 - 24	00	00
21 - 23	25 - 29	06	06
24 - 29	30 - 35	10	10
30 - 35	36 - 39	16	16
36 - 42	40 - 45	20	20
43 - 48	46 - 49	26	26
49 - 60	50 +	30	30

a. Listening Comprehension (L)

LEVEL SKILL

00 No Proficiency

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

06 Memorized Proficiency

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires 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 of 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 persons such 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.

10 Elementary Proficiency

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal, with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of the 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 tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas.

16 Elementary Proficiency, Plus

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding into a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands commoner 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.

20 Limited Working Proficiency

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

26 Limited Working Proficiency, Plus

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

30 General Professional Proficiency

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect, on general topics and areas of special interest. Understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, some 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.

36 General Professional Proficiency, Plus

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

40 Advanced Professional Proficiency

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

46 Advanced Professional Proficiency, Plus

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of a well-educated native listener, but still not equivalent.

50 Functionally Native Proficiency

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech.

b. Reading Comprehension (R)

00 No Proficiency

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all.

06 Memorized Proficiency

Can recognize all the letters in the printed alphabetic system and high frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above are often interpreted inaccurately. Unable to read connected prose.

10 Elementary Proficiency

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include narratives of routine behavior, highly predictable descriptions of persons, places or things, and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can identify general subject matter in some authentic texts.

16 Elementary Proficiency, Plus

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field. In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding.

20 Limited Working Proficiency

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstanding straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual are predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. He/she is typically able to answer factual questions about authentic texts of the types described above.

26 Limited Working Proficiency, Plus

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

texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning.

30 General Professional Proficiency

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

36 General Professional Proficiency, Plus

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

40 Advanced Professional Proficiency

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to the real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writer's employment of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native.

46 Advanced Professional Proficiency, Plus

Nearly native ability to read and understand extremely difficult or abstract prose. A very wide variety of vocabulary, idioms, colloquialisms, and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Is nearly that of a well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent.

50 Functionally Native Proficiency

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

c. Speaking Proficiency (S)

00 No Proficiency

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability.

Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful. Example, the individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic, that is, functors (linking words, markers and the like) are omitted, confused or distorted. An individual can usually differentiate most significant sounds when produced in isolation, but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with persons used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty.

Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even the simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The individual is unable to produce continuous discourse except with rehearsed material. Examples: structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners, but there is little precision in the information conveyed. Needs, experience, or training may vary greatly from individual to individual. For example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable simple, personal and accommodation needs. Can generally meet courtesy, introduction, and identification requirements, exchange greetings, elicit and provide, for example, predictable and skeletal biographical information. He/she might give information about business hours, explain routine procedures in a limited way and state in a simple manner what actions will be taken. He/she is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise.

Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short discrete utterances. Examples: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space, and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public.

Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations, but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled. Errors are frequent. Vocabulary use is appropriate for high-frequency utterances, but unusual or imprecise elsewhere. Examples: while these interactions will vary widely from individual to individual, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the individual can participate in personal and accommodation-type interactions with elaboration and facility, that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled. However, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding.

Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use

the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust his/her limitations in some ways. Speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas. Mistaken time, space, and person references, or to be in some way inappropriate, if not strictly incorrect. Examples: typically the individual can participate in most social, formal and informal interactions, but limitations either in range of contexts, types of tasks, or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length or in professional contexts. He/she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse is often incohesive.

30 General Professional Proficiency

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections, yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at normal rate of speech, comprehension is quite complete. Although cultural references, proverbs and the implications of nuances and idioms may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate, but stress, intonation, and pitch control may be faulty. Examples: can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policies, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures.

40 Advanced Professional Proficiency

Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references, and understanding. Language ability only rarely hinders him/her in performing any task requiring language. Yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty. Examples: can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of inter-personal official, semi-official, and non-professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks and settings). Can play an effective role among native speakers in such contexts as conferences, lectures, and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Can understand and reliably produce shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction.

46 Advanced Professional Proficiency, Plus

Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language task. However, the individual would not necessarily be perceived as culturally native. Examples: the individual organizes disclosure well, employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge. However, cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional non-native slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, cultural reference or there may be an occasional failure to interact in a totally native manner.

50 Functionally Native Proficiency

Speaking proficiency is functionally equivalent to that of a well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect.

d. Writing Proficiency (W)

00 No Proficiency

No functional writing ability.

06 Memorized Proficiency

Writes using memorized material and set expressions. Can produce symbols in an alphabetic or syllabic writing system or 50 of the most common characters. Can write numbers and dates, own name, nationality, address, etc., such as on a hotel registration form. Otherwise, ability to write is limited to simple lists of common items such as a few short sentences. Spelling and even representation of symbols (letters, syllables, characters) may be incorrect.

10 Elementary Proficiency

Has sufficient control of the writing system to meet limited practical needs. Can create by writing statements and questions on topics very familiar to him/her within the scope of his/her very limited language experience. Writing vocabulary is inadequate to express anything but elementary needs. Writes in simple sentences making continual errors in spelling, grammar and punctuation but writing can be read and understood by native reader used to dealing with foreigners attempting to write his/her language. Writing tends to be a loose connection of sentences (or fragments) on a given topic and provides little evidence of conscious organization. While topics which are "very familiar" and elementary needs vary considerably from individual to individual, any person at this level should be able to write simple phone messages, excuses, notes to service people and simple notes to friends. (800-1000 characters controlled)

16 Elementary Proficiency, Plus

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

20 Limited Working Proficiency

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

26 Limited Working Proficiency, Plus

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

30 General Professional Proficiency

Able to use the language effectively in most formal and informal written exchanges on practical, social and professional topics. Can write reports, summaries, short library research papers on current events, on particular areas of interest or on special fields with reasonable ease. Control of structure, spelling and general vocabulary is adequate to convey his/her message accurately but style may be obviously foreign. Errors virtually never interfere with comprehension and rarely disturb the native reader.

Punctuation generally controlled. Employs a full range of structures. Control of grammar good with only sporadic errors in basic structures, occasional errors in the most complex frequent structures and somewhat more frequent errors in low frequency complex structures. Consistent control of compound and complex sentences. Relationship of ideas is consistently clear.

36 General Proficiency, Plus

Able to write the language in a few prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Weakness may lie in poor control of low frequency complex structures, vocabulary or the ability to express subtleties and nuances. May be able to write on some topics pertinent to professional/educational needs. Organization may suffer due to lack of variety in organizational patterns or in variety of cohesive devices.

40 Advanced Professional Proficiency

Able to write the language precisely and accurately in a variety of prose styles pertinent to professional/educational needs. Errors of grammar are rare including those in low frequency complex structures. Consistently able to tailor language to suit audience and able to express subtleties and nuances. Expository prose is clearly, consistently and explicitly organized. The writer employs a variety of organizational patterns, uses a wide variety of cohesive devices such as ellipsis and parallelisms, and subordinates in a variety of ways. Able to write on all topics normally pertinent to professional/educational needs and on social issues of a general nature. Writing adequate to express all his/her experiences.

46 Advanced Professional Proficiency, Plus

Able to write the language precisely and accurately in a wide variety of prose style pertinent to professional/educational needs. May have some ability to edit but not in the full range of styles. Has some flexibility within a style and shows some evidence of a use of stylistic devices.

50 Functionally Native Proficiency

Has writing proficiency equal to that of a well-educated native. Without non-native errors of structure, spelling, style or vocabulary, can write and edit both formal and informal correspondence, official reports and documents, and professional/educational articles including writing for a special purpose which might include legal, technical, educational, literary and colloquial writing. In addition to being clear, explicit and informative, the writing and the ideas are also imaginative. The writer employs a very wide range of stylistic devices.

DoD STANDARD LANGUAGE CODES

<u>LANGUAGE</u>	<u>CODE</u>	<u>EXPLANATION</u>
Achinese	AF	Also Atjehnese
Acholi	AH	
Adigey	AG	
Afrikaans	AA	
Afro-Asian	TZ	Language is identifiable as Afro-Asian, other than Semitic, but cannot be classified further. (or) Language is a minor member of the Afro-Asian family and has not been assigned an individual code.
Akan	FB	Includes Twi and Fante
Akha		See Lolo
Akposso	BC	
Albanian	AB	
Amashi	CR	
Amharic	AC	
Amoy		See South Min
Ancient/Defunct	YZ	Language is identifiable as ancient or defunct but cannot be classified further. (or) Language is a minor ancient or defunct language and has not been assigned an individual code.
Annamese		See Vietnamese - Hanoi
Anyi-Baule		See Baule
Arabic	AZ	Language is identifiable as an Arabic dialect, but cannot be classified further. (or) Language is a minor Arabic dialect and has not been assigned an individual code.
Arabic-Classical	AJ	
Arabic (Eastern)	QE	
Arabic (Modern Standard)	AD	Written language only-used for all Arabic dialects.
Arabic-Egyptian	AE	
Arabic-Iraqi	DG	
Arabic-Jordanian	AK	
Arabic-Lebanese	AQ	
Arabic-Libyan	AL	
Arabic-Moroccan	BS	
Arabic-Maghrebi	AM	
Arabic-Saudi	AN	
Arabic-Sudanese	AV	Includes Sundanese
Arabic-Syrian	AP	
Arabic-Tunisian	BW	
Arabic-Yemeni	AU	
Aramaic	AT	
Armenian	AR	Includes Armenian-East and Armenian-West
Armenian-East		See Armenian
Armenian-West		See Armenian
Artificial	XZ	Language is identifiable as artificial, but cannot be classified further. (or) Language is a minor artificial language and has not been assigned an individual code.
Assamese	AS	
Atjehnese		See Achinese
Avar	AW	
Avestan	XB	Also Zend Dead Language
Aymara	AY	
Azerbaijani	AX	Also Azeri
Azeri		See Azerbaijani
Bahnar	BB	
Bakweri	BK	
Balinese	BD	
Baltic	WZ	Language is identifiable as a member of the Baltic branch, but cannot be classified further. (or) Language is a minor member of the Baltic branch and has not been assigned an individual code.

DoD STANDARD LANGUAGE CODES

<u>LANGUAGE</u>	<u>CODE</u>	<u>EXPLANATION</u>
Baluchi	BT	
Bambara		See Mandingo-Bambara
Bamilike	BJ	
Bantu	BZ	Language is identifiable as a member of the Bantu group, but cannot be classified further. (or) Language is a minor member of the Bantu group and has not been assigned an individual code.
Bashkir	BP	
Basque	BQ	
Bassa-Kru	BG	
Batak	BF	
Baule	BH	Includes Anyi-Baule
Bedawiye		See Beja
Beja	BE	Also Bedawiye
Belorussian	BL	Also Russian-White
Bemba	BM	
Bengali	BN	
Berber	BR	Includes Berber-Tamazigt, Berber-Tashelhit and Berber Zenatiya.
Berber-Tamazigt		See Berber
Berber-Tashelhit		See Berber
Berber-Zenatiya		See Berber
Bicol	CG	Also Vicol
Bihari	BV	
Bini	CU	
Bisayan		See Visayan
Breton	BX	
Buginese-Makassarese	CE	
Bulgarian	BU	
Bulu		See Fang
Burmese	BY	
Cambodian	CA	Includes Khmer
Catalan	CB	
Chamorro		See Guamanian
Chechen	CK	
Chinese	CZ	Language is identifiable as a Chinese dialect, but cannot be classified further. (or) Language is a minor Chinese dialect and has not been assigned an individual code.
Chinese-Amoy		See South Min
Chinese-Anhwei	CN	
Chinese-Cantonese	CC	Includes Yueh
Chinese-Chuang		See T'ung
Chinese-Fuchow	CQ	Includes North Min
Chinese-Fukienese	CF	Includes Min
Chinese-Hakka	CH	
Chinese-Kuo-Yu		See Chinese-Mandarin
Chinese-Mandarin	CM	Includes Chinese-Kuo-Yu and Hsiang. Used to designate written language for all Chinese dialects.
Chinese-Swatow		See South Min
Chinese-Toishan	CT	Includes Taishan and Toysan
Chinese-Wu	CS	Includes Shanghai
Ching-P'o		See Kachin
Chuang		See T'ung
Chukchi	CV	Also Chukot and Luoravetlan
Chuana		See Tswana
Chokwe	CY	Includes Cokwe and Kioko
Cokwe		See Chokwe

DoD STANDARD LANGUAGE CODES

<u>LANGUAGE</u>	<u>CODE</u>	<u>EXPLANATION</u>
Continental Eurasian	JZ	Language is identifiable as belonging to a geographic area which includes the Arctic Islands, Kurile Islands, Sakhalin Islands, and Continental Eurasia north and east of line White Sea, Dvina and Volga Rivers, Black Sea, Caucasus, Caspian Sea, Carpathians, Karakorum Desert, Amu Darya, Pamirs, Karakorum Mountains, Himalayas, and southeast borders of China, but cannot be classified further. (or) Language is a minor language within the described area, and has not been assigned an individual code.
Coptic	CL	Dead language
Cornish	CP	Dead language
Creole		See Haitian-Creole or Spanish-Creole
Croatian		See Serbo-Croatian
Czech	CX	
Danish	DA	
Dinka	DJ	
Djerma-Songhai	DB	Includes Songhai
Duala	DL	
Dutch	DU	
Dutch-Creole	DW	
E De		See Rhade
Efik	EF	Also Fi
English	EN	
Eskimo	EK	
Esperanto	EL	
Estonian	ES	
Ewe	EW	
Ewondo	EX	Includes Yaunde
Fana	GX	Includes Fanagalo
Fanagalo		See Fana
Fang	FA	Also Bulu or Fang-Bulu
Fante		See Akan
Faroese	FD	
Farsi		See Persian-Farsi
Fi		See Efik
Fijian	FG	
Finnish	FJ	
Flemish	FL	
Fon	FQ	
Formosan	FM	
French	FR	
French-Creole		See Haitian-Creole
Frisian	FE	
Fulani	FV	
GA	GB	
Gaelic	GL	
Galla	GA	Includes Oromo
Gallic	GC	Dead language
Ganda		See Luganda
Georgian	GG	
German	GM	
German-Bavarian	GT	
German-Swiss	GS	
Germanic	MZ	Language is identifiable as a member of the Germanic subfamily, but cannot be classified further. (or) Language is a minor member of the Germanic subfamily and has not been assigned an individual code.
Gerze		See Kpelle
Gondi	GQ	

DoD STANDARD LANGUAGE CODES

<u>LANGUAGE</u>	<u>CODE</u>	<u>EXPLANATION</u>
Gothic	GD	Dead language
Greek	GR	
Greek-Ancient	YG	
Greek (New Testament)	GE	Dead language
Guamanian	CJ	Includes Chamorro
Guarani	GU	
Guerze		See Kpelle
Gujarati	GW	
Haitian-Creole	HC	Includes French-Creole and Martinique-Creole
Hausa	HS	
Hawaiian	HA	
Hebrew	HE	
Hebrew-Ancient	YH	
Herero	HR	
Hiligaynon		See Visayan
Hindi	HJ	
Hindustani	HN	
Hsiang		See Chinese-Mandarin
Hungarian	HU	
I		See Lolo
Iban	JD	
Ibanag	JE	
Ibo	JB	Includes Igbo
Icelandic	JC	
Igbo		See Ibo
Ijaw	JJ	
Ila-Tonga	JF	
Ilocano	JL	
Indic	QZ	Language is identifiable as a member of the Indic branch, but cannot be classified further. (or) Language is a minor member of the Indic branch and has not been assigned an individual code.
Indo-European	RZ	Language is identifiable as a member of the Indo-European family, other than Germanic, Romance, Baltic, Slavic or Indic, but cannot be classified further. (or) Language is a minor member of the Indo-European family, other than those listed and has not been assigned an individual code.
Indonesian	JN	
Irish	GF	
Italian	JT	
Italian-Sardinian	JK	
Italian-Sicilian	JS	
Italian-Neapolitan	JM	
Japanese	JA	
Jarai	JR	
Javanese	JV	
Jingpaw		See Kachin
Kabre	KT	Includes Kotokoli and Tem
Kabyle	KY	
Kachin	KH	Includes Ching-Po, Jingpaw, Shantou and Singhpo
Khalkha-Mongol		See Mongolian
Kambatta	JG	
Kanarese	KA	Also Canarese. Includes Kannada.
Kanembu		See Kanuri
Kannada		See Kanarese
Kanuri	JH	Includes Kanembu
Karachai-Balkhar	DC	
Karen	KC	
Kashmiri	KB	
Kashubian	KR	Also Kaszub and Kashube

DoD STANDARD LANGUAGE CODES

<u>LANGUAGE</u>	<u>CODE</u>	<u>EXPLANATION</u>
Kazakh	KE	
Khmer		See Cambodian
Kherwari	KD	
Kikongo	KG	Includes Kongo
Kikuyu	KJ	
Kimbundu	KK	Includes Ndongo
Kinyarwanda	KL	
Kioko		See Chokwe
Kirghiz	KM	
Kirundi	KF	
Kissi	KS	
Kituba	KN	Also Munukutuba and Monokituba
Kongo		See Kikongo
Konkanis	KQ	
Korean	KP	
Kotokoli		See Kabre
Kpelle	KV	Includes Gerze and Guerze
Krio	KW	
Kru		See Bassa
Kuo-Yu		See Chinese-Mandarin
Kurdish	KU	
Kurukh	KX	
Ladino	LD	
Lahnda	LN	
Lamba	LL	
Landsmal	LR	
Language Family	VZ	Language is identifiable as a member of a language family other than Indo-European, Afro-Asian, or Sino-Tibetan, but cannot be classified further. (or) Language is a minor member of a language family other than those listed and has not been assigned an individual code.
Lao	LC	Also Laotian
Laotian		See Lao
Lapp	LP	
Latin	YL	
Latin (Ecclesiastic)	LH	Dead Language
Latvian	LE	Includes Lettish
Lettish		See Latvian
Lingala	LJ	Includes Ngala
Lisu	LB	
Lithuanian	LT	
Loma	LV	
Lomongo	LG	Includes Lunkundu
Lolo	LF	Includes Akha, I, Nesu, Nosu, and Yi
Luba Katanga	LQ	
Luba Kasai	LK	
Luganda	LS	Includes Ganda
Lunda	LM	
Lunkundu		See Lomongo
Luo	LU	
Lusatian		See Wendish
Macedonian	MA	
Madurese	MD	
Makua	MJ	
Malagasy	MG	
Malay	ML	
Malayalam	MN	
Maldivian		See Singhalese
Malinke		See Mandingo-Malinke
Maltese	MP	

DoD STANDARD LANGUAGE CODES

<u>LANGUAGE</u>	<u>CODE</u>	<u>EXPLANATION</u>
Mandingo		See Mandingo-Dioula
Mandingo-Bambara	BA	
Mandingo-Dioula	MB	
Mandingo-Malinke	MQ	
Manx	MK	Dead Language
Maori	ME	
Marathi	MR	
Martinique-Creole		See Haitian-Creole
Marshalese	MM	
Masai	MS	
Maya	MF	
Mbundu		See Umbundu
Mende	MT	
Meo		See Miao-Yao
Miao-Yao	MC	Includes Meo
Min		See Chinese-Fukienese
Minangkabau	MU	
Moldavian		See Romanian
Mole		See Mossi
Mongolian	MV	
Monokituba		See Kituba
Mordvin	MW	
More		See Mossi
Moro	MH	
Mossi	MY	Includes Mole and More
Mpongwe	DD	
Munukutuba		See Kituba
Muong	MX	
Ndebele	ND	Includes Sindebele
Ndongo		See Kimbundu
Nepalese	NE	
Nesu		See Lolo
Ngala		See Lingala
Niue	NB	
North African, Middle East, and South-West Asia	HZ	Language is identifiable with a geographic area including Turkey, Iran and Afghanistan, but cannot be classified further. (or) Language is a minor language of described area and has not been assigned an individual code.
North American	DZ	Language is identifiable with a geographic area including Greenland and the Aleutian Islands excluding Mexico, but cannot be classified further. (or) Language is a minor language of the described area and has not been assigned an individual code. This data item relates principally to Indian languages.
North Min		See Chinese-Fuchow
Norwegian	NR	
Nosu		See Lolo
Nubian	NV	
Nyamwezi		See Sukuma
Nyanja	NY	
Nyoro	NX	
Okinawan		See Ryukyuan
Old English	EA	Also Anglo-Saxon. Dead language.
Old French	FC	Dead language
Old High German	GH	Dead language
Old Norse	NA	Also Old Scandinavian. Dead language.
Old Slavonic	PK	Dead language
Oriya	QA	
Oromo		See Galla

DoD STANDARD LANGUAGE CODES

<u>LANGUAGE</u>	<u>CODE</u>	<u>EXPLANATION</u>
Ossetic	QS	
Otetela	QT	
Pacific Islands	LZ	Language is identifiable with a geographic area, including Australia and Japan, but cannot be classified further. (or) Language is a minor language of the described area and has not been assigned an individual code.
Pahari	PH	
Palauan	PD	
Pali	PM	Dead language
Pampangan	QV	
Pangasinan	PN	
Papuan	PP	
Papiamento	PA	
Persian-Afghan	PG	
Persian Iranian	PF	Includes Farsi
Pidgin English	PB	
Pizar Malay	PS	
Polish	PL	
Portugese-Brazilian	PQ	
Portugese-European	PT	
Ponapean	PC	
Provencal	PR	
Punjabi	PJ	
Pushtu-Afghan	PV	
Pushtu-Peshawari	PW	
Quechua	QU	
Rajasthani	RA	
Rhade	RH	Includes E De
Rhaeto-Romance	RC	Includes Romanish
Romanian	RQ	Includes Moldavian
Romance	NZ	Language is identifiable as a member of the Romance group, but cannot be classified further. (or) Language is a minor member of the Romance group and has not been assigned an individual code.
Romansh		See Rhaeto-Romance
Romany	RM	
Rundi	RN	
Russian	RU	
Russian-White		See Belorussian
Ruthenian	RT	
Ryukyuan	RY	Includes Okianwan
Samoan	SA	
Sango	SB	
Sanskrit	RG	Dead language
Santali	RB	
Sara	SE	
Sardinian		See Italian-Sardinian
Scotch-Gaelic	GN	
Sedan		See Sedang
Sedang	SQ	Includes Sedan
Semitic	SZ	Language is identifiable as a member of the Semitic subfamily, but cannot be classified further. (or) Language is a minor member of the Semitic subfamily and has not been assigned an individual code.
Sena	RF	
Serbian		See Serbo-Croatian
Serbo-Croatian	SC	Includes Croatian and Serbian
Serer	SV	
Sesuto		See Sotho
Shan	SF	

DoD STANDARD LANGUAGE CODES

<u>LANGUAGE</u>	<u>CODE</u>	<u>EXPLANATION</u>
Shanghai		See Chinese-Wu
Shantou		See Kachin
Shluh	SG	
Shona	SH	
Siamese		See Thai
Sidamo	RD	
Sindebele		See Ndebele
Sindhi	SD	
Singhalese	SJ	Includes Maldivian
Singhpo		See Kachin
Sino-Tibetan	UZ	Language is identifiable as a member of the Sino-Tibetan family, but cannot be classified further. (or) Language is a minor member of the Sino-Tibetan family and has not been assigned an individual code.
Slavic	PZ	Language is identifiable as a member of the Slavic branch, but cannot be classified further. (or) Language is a minor member of the Slavic branch and has not been assigned an individual code.
Slovak	SK	
Slovenian	SL	
Somali	SM	
Songhai		See Djerma-Songhai
Soninke	SN	
Sorbian		See Wendish
Sotho	SP	Includes Sesuto
South American	EZ	Language is identifiable as belonging to a geographic area, including Mexico and the Caribbean Islands, but cannot be classified further. (or) Language is a minor language of the described area and has not been assigned an individual code.
South Asian	KZ	Language is identifiable as belonging to a geographic area which includes the Indian sub-continent, Southeast Asia to the Straits of Malacca and the South China Sea, but cannot be classified further. (or) Language is a minor language of the described area and has not been assigned an individual code.
South Min	CD	Includes Amoy, Chinese-Amoy and Chinese Swatow
Spanish	QB	Language is identifiable as a Spanish dialect but cannot be further classified, or language is a minor Spanish dialect and has not been assigned an individual code.
Spanish-American	LA	
Spanish-Caribbean		See South American
Spanish-Castilian	SR	
Spanish-Creole	SS	
Sub-Saharan African	GZ	Language is identifiable as belonging to a geographic area which includes Africa, off-shore islands which are south of 20 degrees north latitude, and Madagascar, but cannot be classified further. (or) Language is a minor language of the described area and has not been assigned an individual code.
Sukuma	ST	Includes Nyamwezi
Sudanese		See Arabic-Sudanese
Sundanese	DE	
Susu	SU	
Swahili	SW	
Swati	SX	
Swedish	SY	
Syriac	DF	
Tagalog	TA	
Tahitian	TD	

DoD STANDARD LANGUAGE CODES

<u>LANGUAGE</u>	<u>CODE</u>	<u>EXPLANATION</u>
Taishan		See Chinese-Toishan
Tadjik	TB	Also spelled Tajik
Tamachek	TT	Includes Tuareg
Tamil	TC	
Tapachula	TK	
Tatar	TM	
Telugu	TE	
Tem		See Kabre
Temne	TF	
Thai	TH	Includes Siamese
Tibetan	TJ	
Tigre	TN	
Tigrinya	TL	
Tonga	UC	Includes Tumbuka and Zambian
Toynan		See Chinese-Toishan
Trukese	TQ	
Tshiluba		See Luba Kasai
Tsonga	TP	
Tswa	TR	
Tswana	TS	Includes Chuana
Tuareg		See Tamachek
Tulu	TV	
Tumbuka		See Tonga
T'ung	CW	Includes Chinese-Chuang and Chuang
Tungusu	TY	
Tupi	UA	
Turkish	TU	
Turkmen		See Turkoman
Turkoman	UB	Includes Turkmen
Twi		See Akan
Uighur	UJ	
Ukrainian	UK	
Umbundu	UM	See Moundu
Unspecified	ZZ	Not elsewhere classified, or unidentifiable
Urdu	UR	
Uzbek	UX	
Vai	VA	
Vietnamese-Central	VC	
Vietnamese-Hanoi	VN	Also Annamese. Used to designate written language for all Vietnamese dialects.
Vietnamese-Saigon	VS	
Vicol		See Bicol
Visayan	VY	Also Bisayan. Includes Heligaynon, Visayan-Cebuano, Visayan-Heligaynon and Visayan-Samaran.
Visayan-Cebuano		See Visayan
Visayan-Heligaynon		See Visayan
Visayan-Samaran		See Visayan
Volapuk	VQ	
Walamo	WA	
Welsh	WE	
Wendish	WB	Includes Lusatian and Sorbian
Wescos	WS	
West European	FZ	Language is identifiable as belonging to a geographic area which includes Iceland, Spitzbergen, and Europe to the Bosphorous, Volga, and Dvina Rivers and the White Sea, but cannot be classified further. (or) Language is a minor language of the described area and has not been assigned an individual code.
Wolof	WQ	
Xhosa	WH	

DoD STANDARD LANGUAGE CODES

<u>LANGUAGE</u>	<u>CODE</u>	<u>EXPLANATION</u>
Yakut	YA	
Yao (Malawi and Mozambique)	YB	
Yao (China)	YC	
Yappese	YP	
Yaunde		See Ewondo
Yi		See Lolo
Yiddish	YJ	
Yoruba	YQ	
Yueh		See Chinese-Cantonese
Zambian		See Tonga
Zenaga	XA	
Zend		See Avestan
Zerba	XE	
Zulu	XU	

**ALPHABETICAL INDEX
DOD STANDARD LANGUAGE CODES**

<u>Code</u>	<u>Language</u>	<u>Code</u>	<u>Language</u>	<u>Code</u>	<u>Language</u>	<u>Code</u>	<u>Language</u>
AA	..... Afrikaans	CL	..... Coptic	GS	..... German-Swiss	LB	..... Lisu
AB	..... Albanian	CM	..... Chinese-Mandarin	GT	..... German-Bavarian	LC	..... Lao
AC	..... Amharic	CN	..... Chinese-Anhwei	GU	..... Guarani	LD	..... Ladino
AD	..... Arabic (Modern Standard)	CP	..... Cornish	GW	..... Gujarati	LE	..... Latvian
AE	..... Arabic-Egyptian	CQ	..... Chinese-Fuchow	GX	..... Fana	LF	..... Lolo
AF	..... Achinese	CR	..... Amashi	GZ	..... Sub-Saharan African	LG	..... Lomongo
AG	..... Adigey	CS	..... Chinese-Wu	HA	..... Hawaiian	LH	..... Latin (Ecclesiastic)
AH	..... Acholi	CT	..... Chinese-Toishan	HC	..... Haitian-Creole	LJ	..... Lingala
AJ	..... Arabic-Classical	CU	..... Bini	HE	..... Hebrew	LK	..... Luba Kasai
AK	..... Arabic-Jordanian	CV	..... Chukchi	HJ	..... Hindi	LL	..... Lamba
AL	..... Arabic-Libyan	CW	..... T'ung	HN	..... Hindustani	LM	..... Lunda
AM	..... Arabic-Maghrebi	CX	..... Czech	HR	..... Herero	LN	..... Lahnda
AN	..... Arabic-Saudi	CY	..... Chokwe	HS	..... Hausa	LP	..... Lapp
AP	..... Arabic-Syrian	CZ	..... Chinese	HU	..... Hungarian	LQ	..... Luba Katanga
AQ	..... Arabic-Lebanese	DA	..... Danish	HZ	..... North African, Middle East, Southwest Asia	LR	..... Landsmal
AR	..... Armenian	DB	..... Cjerma-Songhai	JA	..... Japanese	LS	..... Luganda
AS	..... Assamese	DC	..... Karachai-Balkhar	JB	..... Ibo	LT	..... Lithuanian
AT	..... Aramaic	DD	..... Mpongwe	JC	..... Icelandic	LU	..... Luo
AU	..... Arabic-Yemeni	DE	..... Sundanese	JD	..... Iban	LV	..... Loma
AV	..... Arabic-Sudanese	DF	..... Syriac	JE	..... Ibanag	LZ	..... Pacific Islands
AW	..... Avar	DG	..... Arabic-Iraqi	JF	..... Ila-Tonga	MA	..... Macedonian
AX	..... Azerbaijani	DJ	..... Dinka	JG	..... Kambatta	MB	..... Mandingo-Dioula
AY	..... Aymara	DL	..... Duala	JH	..... Kanuri	MC	..... Miao-Yao
AZ	..... Arabic	DU	..... Dutch	JJ	..... Ijaw	MD	..... Madurese
BA	..... Mandingo-Bambara	DW	..... Dutch-Creole	JK	..... Italian-Sardinian	ME	..... Maori
BB	..... Bahnar	DZ	..... North American	JL	..... Ilocano	MF	..... Maya
BC	..... Akposso	EA	..... Okinawan	JM	..... Italian-Neapolitan	MG	..... Malagasy
BD	..... Balinese	EF	..... Efik	JN	..... Indonesian	MH	..... Moro
BE	..... Beja	EK	..... Eskimo	JR	..... Jarai	MJ	..... Makua
BF	..... Batak	EL	..... Esperanto	JS	..... Italian-Sicilian	MK	..... Manx
BG	..... Bassa-Kru	EN	..... English	JT	..... Italian	ML	..... Malay
BH	..... Baule	ES	..... Estonian	JV	..... Javanese	MM	..... Marshalese
BJ	..... Bamilike	EW	..... Ewe	KJ	..... Kikuyu	MN	..... Malayarn
BK	..... Bakweri	EZ	..... South American	JZ	..... Continental Eurasian	MP	..... Maltese
BL	..... Belorussian	FA	..... Fang	KA	..... Kanarese	MQ	..... Mandingo-Malinke
BM	..... Bemba	FB	..... Akan	KB	..... Kashmiri	MR	..... Marathi
BN	..... Bengali	FC	..... Old French	KC	..... Karen	MS	..... Masai
BP	..... Bashkir	FD	..... Faroese	KD	..... Kherwari	MT	..... Mende
BQ	..... Basque	FE	..... Frisian	KE	..... Kazakh	MU	..... Minangkabau
BR	..... Berber	FG	..... Fijian	KF	..... Kirundi	MV	..... Mongolian
BS	..... Arabic-Moroccan	FJ	..... Finnish	KG	..... Kikongo	MW	..... Mordvin
BT	..... Baluchi	FL	..... Flemish	KH	..... Kachin	MX	..... Muong
BU	..... Bulgarian	FM	..... Formosan	KJ	..... Kikuyu	MY	..... Mossi
BV	..... Bihari	FQ	..... Fon	KK	..... Kimbundu	MZ	..... Germanic
BW	..... Arabic-Tunisian	FR	..... French	KL	..... Kinyarwanda	NA	..... Old Norse
BX	..... Breton	FV	..... Fulani	KM	..... Kirghiz	NB	..... Nieuwe
BY	..... Burmese	FZ	..... West European	KN	..... Kituba	ND	..... Ndebele
BZ	..... Bantu	GA	..... Galla	KP	..... Korean	NE	..... Nepalese
CA	..... Cambodian	GB	..... GA	KQ	..... Konkani	NR	..... Norwegian
CB	..... Catalan	GC	..... Gallic	KR	..... Kashubian	NV	..... Nubian
CC	..... Chinese-Cantonese Cantonese	GD	..... Gothic	KS	..... Kissi	NX	..... Nyoro
CD	..... South Min	GE	..... Greek (New Testament)	KT	..... Kabre	NY	..... Nyanja
CE	..... Buginese-Makassarese	GF	..... Irish	KU	..... Kurdish	NZ	..... Romance
CF	..... Chinese-Fukienses	GG	..... Georgian	KV	..... Kpelle	PA	..... Papiamento
CG	..... Bicol	GH	..... Old High German	KW	..... Krio	PB	..... Pidgin English
CH	..... Chinese-Hakka	GL	..... Gaelic	KX	..... Kurukh	PC	..... Ponopean
CJ	..... Guamanian	GM	..... German	KY	..... Kabyle	PD	..... Palauan
CK	..... Chechen	GN	..... Scotch-Gaelic	KZ	..... South Asian	PF	..... Persian-Iranian
		GQ	..... Gondi	LA	..... Spanish-American	PG	..... Persian-Afghan
		GR	..... Greek			PH	..... Pahari

**ALPHABETICAL INDEX
DOD STANDARD LANGUAGE CODES**

<u>Code</u>	<u>Language</u>	<u>Code</u>	<u>Language</u>	<u>Code</u>	<u>Language</u>	<u>Code</u>	<u>Language</u>
PJ	.....Punjabi	RQ	.....Romanian	TD	.....Tahitian	VN	.....Vietnamese-
PK	....Old Slavonic	RT	.....Ruthenian	TE	.....Telugu		Hanoi
PL	.....Polish	RU	.....Russian	TF	.....Temne	VQ	.....Volapuk
PM	.....Pali	RY	.....Ryukyuan	TH	.....Thai	VS	.....Vietnamese-
PN	.....Pangasinan	RZ	.....Indo-European	TJ	.....Tibetan		Saigon
PP	.....Papuan	SA	.....Samoan	TK	.....Tapachula	VY	.....Visayan
PQ	.....Portugese-	SB	.....Sango	TL	.....Tigrinya	VZ	.....Language Family
	Brazilian	SC	.....Serbo-Croatian	TM	.....Tatar	WA	.....Walamo
PR	.....Provencal	SD	.....Sindhi	TN	.....Tigre	WB	.....Wendish
PS	.....Pizar Malay	SE	.....Sara	TP	.....Tsonga	WE	.....Welsh
PT	.....Portugese-	SF	.....Shan	TQ	.....Trukese	WH	.....Xhosa
	European	SG	.....Shluh	TR	.....Tswa	WQ	.....Wolof
PV	....Pushtu-Afghan	SH	.....Shona	TS	.....Tswana	WS	.....Wescos
PW	....Pushtu-Peshawari	SJ	.....Singhalese	TT	.....Tamachek	WZ	.....Baltic
PZ	.....Slavic	SK	.....Slovak	TU	.....Turkish	XA	.....Zenaga
QA	.....Oriya	SL	.....Slovenian	TV	.....Tulu	XB	.....Avestan
QB	.....Spanish	SM	.....Somali	TY	.....Tungusu	XE	.....Zerba
QE	....Arabic (Eastern)	SN	.....Soninke	TZ	.....Afro-Asian	XU	.....Zulu
QS	....Ossetic	SP	.....Sotho	UA	.....Tupi	XZ	.....Artificial
QT	....Otela	SQ	.....Sedang	UB	.....Tukoman	YA	.....Yakut
QU	....Quechua	SR	.....Spanish-Castilian	UC	.....Tonga	YB	.....Yao, (Malawi and
QV	....Pampangan	SS	.....Spanish-Creole	UJ	.....Uighur		Mozambique)
QZ	....Indic	ST	.....Sukuma	UK	.....Ukrainian	YC	.....Yao (China)
RA	....Rajasthani	SU	.....Susu	UM	.....Umbundu	YG	.....Greek-Ancient
RB	....Santali	SV	.....Serer	UR	.....Urdu	YH	.....Hebrew-Ancient
RC	....Rhaeto-Romance	SW	.....Swahili	UX	.....Uzbek	YJ	.....Yiddish
RD	....Siamese	SX	.....Swati	UZ	.....Sino-Tibetan	YL	.....Latin
RF	.....Sena	SY	.....Swedish	VA	.....Vai	YP	.....Yappese
RG	....Sanskrit	SZ	.....Semitic	VC	.....Vietnamese-	YQ	.....Yoruba
RH	....Rhade	TA	.....Tagalog		Central	YZ	.....Ancient/Defunct
RM	....Romany	TB	.....Tadjik			ZZ	.....Unspecified
RN	....Rundi	TC	.....Tamil				