



USAID
FROM THE AMERICAN PEOPLE

Foreign Language Program

A Mandatory Reference for ADS 436

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FOREIGN LANGUAGE PROGRAM

4A. Purpose

This chapter establishes the policies, regulations and procedures for AID's foreign language program and supercedes 3 FAM 870.

4B. Applicability

This chapter applies to AID U. S. citizen Foreign Service (FS); Senior Foreign Service (SFS); General Schedule (GS); Participating Agency Service Agreement (PASA), and contract employees, and spouses and dependents.

4C. Authorities and References

- o Foreign Service Act of 1980, as amended, Sect. 101, 701, 702, 704, 705
- o 5 USC 4101-4118

4D. Definitions

1. Adult Family Members. Family members, 18 years or older, expected to accompany the employee to post.
2. AID Incentive Languages (Att. 4A). AID-useful primary and primary-alternate languages except for Italian and Category A languages.
3. Category A Language (Att. 4B). French, Spanish and Portuguese.
4. Language Designated Position (LDP). A position officially designated by the Agency as requiring a specific level of language competence essential for the successful performance by the incumbent.
5. Incentive Language Payment. A monetary payment to an employee who achieves specific FSI-tested proficiency in an AID incentive language and is assigned to an incentive language post.
6. Modern Language Aptitude Test (MLAT). A test designed to indicate an individual's probable degree of success in learning a foreign language.

4D

7. Primary-Alternate Language. A nonindigenous language officially or widely used by a government to conduct internal and foreign affairs and by educated circles whether or not an indigenous language also is used officially or generally by the people. Examples: French in Tunis, English in New Delhi.
8. Primary A Language. An indigenous language that is the sole and official national language of the area, or an indigenous language used officially on a coequal basis, nationally or regionally, with a primary-alternate language. Examples: French in Paris, Urdu in Karachi, Tamil in Madras.
9. Primary B Language. An indigenous language used by a significant segment of the population but not used officially by the government. Examples: Lingala in Kinshasa, Pashto in Kabul, Visayan in Cebu.
10. Proficiency Test. A structured interview examination administered by a certified Foreign Service Institute Language Examiner. The grades are stated in Speaking/Reading (S/R) terms and are officially recorded.
11. Secondary Language. Any language other than a primary or primary-alternate language used to communicate with a substantial segment of the population or with a politically, economically or culturally significant minority group. Examples: Chinese in Bangkok, Quechua in La Paz, French in Ankara.

4E. Policies

1. FS employees will be provided language training as required and will be eligible for language incentive pay without regard to political affiliation, race, color, religion, national origin, sex, marital status, age or handicapping condition.
2. FS employees must meet the language requirement of their assignments. To be tenured, FS employees must reach a minimum Foreign Service Institute-tested language proficiency level of S-2/R-2 (R-0) in an AID tenuring language.
3. FS employees are expected to acquire a courtesy level knowledge of the host country language even if their particular assignments do not require a job-related language proficiency.

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4. Language incentive payments will be paid to a qualifying employee only for the time the employee is in the country in which the language is an AID incentive language. Statutory and Chief of Mission pay caps do not affect the language

incentive payment.

4F. Responsibilities

1. Director, Office of Personnel Management (M/PM/OD)

- a. Administers and evaluates AID's Foreign Language Program.
- b. Approves curtailment, termination or postponement of language training.
- c. Approves waivers of language training in the United States.
- d. Makes final decision on disputes concerning applicability of incentive language payments.

2. Training Division (M/PM/TD)

- a. Oversees training aspects of AID's Foreign Language Program and coordinates language program activities.
- b. Plans, develops and reviews budgets for AID language training activities.
- c. Approves, in consultation with appropriate offices/bureaus, changes in language designated positions as recommended by Mission Directors, Principal AID officers and Regional Inspectors General.
- d. Reviews and evaluates language training programs. Assembles data and prepares periodic reports on AID's compliance with policies, language proficiency requirements and issuance of waivers of language training in the United States.
- e. Approves and arranges AID employee enrollment in the Foreign Service Institute (FSI) and other language training facilities.
- f. Makes arrangements for the Modern Language Aptitude Test and proficiency tests.

4F2

- g. Provides relevant information and makes recommendations concerning requests for termination, curtailment or postponement of language training for career candidates and waivers of language training in the United States.
- h. Provides technical advice and handles inquiries and correspondence related to the operational aspects of language training.

- i. Forwards FSI performance reports and other pertinent information for employees enrolled in full-time language training to the appropriate office (M/PM/EPM, M/PM/FSP or IG/ADM).
- j. Codes employees' language aptitude and proficiency test scores and completion of language training courses for inclusion in RAMPS and makes certain that records are current and complete.
- k. Provides advance notice of scheduled visits by FSI Language Examiners to posts.
- l. Coordinates with M/PM/PP to add or delete languages from AID's tenuring and/or incentive language list and notifies bureaus/offices and overseas posts of changes.

3. Executive Personnel Management Staff (M/PM/EPM), Foreign Service Personnel Division (M/PM/FSP), Inspector General (IG/ADM), as appropriate

- a. Provides potential appointees written information regarding the Agency's language program, language proficiency requirements for tenuring, and language training performance standards and retention/termination criteria. Sends a copy of the Memorandum for Language Training Performance Standards and Reporting Procedures (Att. 4D) to M/PM/TD, the administrative file of the employee's Official Performance File (OPF) and the employee.
- b. Determines needs and requests M/PM/TD to schedule applicants or new hires for MLAT or language proficiency tests before appointment or no later than 30 days after appointment. Informs applicants and employees of test results.
- c. Coordinates with overseas posts and M/PM/TD to arrange training for career candidates who do not meet language requirements.
- d. Forwards employees' and dependents' training application to M/PM/TD at least three weeks in advance of desired training.
- e. Reviews language performance reports on AID employees enrolled in full-time language training, counsels employees who have not met the performance standards, and prepares appropriate documentation. Informs AID/W bureaus/offices and overseas posts of employees' progress; makes certain that copies of all performance reports are placed in the evaluation file of the employee's OPF.

4F3

f. Notifies overseas posts of employees' FSI-tested language proficiency, eligibility for incentive pay and percentage of base salary for which they qualify. Makes certain that copies of test results are placed in the evaluation file of the employee's OPF.

g. Provides backstopping/administrative support in language training when the training relates to an assignment action.

4. Mission Directors, Principal AID Officers and RIGs

a. Annually review language proficiency requirements for existing and proposed language-designated positions and certify that positions conform to established criteria or recommend changes.

b. Make certain that employees' language testing/training needs are stated in communications (including departure notices) regarding consultation, R&R and/or home leave in the United States.

c. Make certain that employees who do not meet required proficiency levels for tenuring or of their positions are provided training opportunities.

d. Monitor post language training for employees and advise M/PM/EPM, M/PM/FSP or IG/ADM (with a copy to M/PM/TD and the employee) when the post language officer determines that further training will not result in achieving the required level of proficiency and that post language training is being terminated. Include in the advisory statement the employee's achieved proficiency level and the expected communications effectiveness.

e. Make certain that employees who are not in compliance or who may qualify for language incentive pay or for a higher percentage of language incentive pay are tested when FSI Language Examiners visit the post.

4F4

f. Make certain that timekeepers record required information to start and terminate language incentive payments on Time and Attendance Reports.

g. Recommend waiver of language training scheduled in the United States.

5. Executive Management Staff (EMS), Regional Bureaus and IG

a. Review language requirements report recommended by overseas posts or Regional Inspectors General. Send reports, through M/PM/TD, to the Director, M/PM.

- b. Review and approve/disapprove applications for language training.
- c. Initiate or complete overseas post requests for waivers of language training in the United States. Send requests to M/PM/EPM or M/PM/FSP for decision by the Director, M/PM, or IG/ADM for decision by the IG, as appropriate.

6. Office of Procurement (M/SER/OP)

- a. Contacts M/PM/TD to schedule MLAT and/or proficiency tests to determine compliance with language requirements specified in PASA agreements or contracts, need for language training, and/or eligibility of PASA employees for language incentive payments.
- b. Coordinates with bureau project managers to make certain PASA and contract employees have the required language competence specified in underlying agreements and contracts before departure for post.

7. Supervisors

- a. Support employees' efforts to meet basic language requirements of their positions and to improve language proficiency.
- b. Make certain employees' interests and efforts in job-related language learning and usage are reflected in performance evaluations. When an employee does not have the required language proficiency, discuss how to overcome the deficiency and note progress in the employee's performance evaluation.

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8. Employees

- a. Acquire and maintain required levels of language proficiency in an AID Category A or incentive language.
- b. FS employees assigned overseas and coming into or reassigned to AID/W should contact M/PM/EPM, M/PM/FSP IG/ADM to discuss language-related issues, such as the need for MLAT and/or proficiency testing, the need for language training or eligibility for language incentive pay at a new post.

4G. Procedures to Establish Language Designated Positions

AID designates for all overseas FS positions the foreign language proficiency required for the adequate accomplishment of the duties of the position. Only those positions

for which language proficiency is essential will be designated.

1. New Positions

Language designations for new overseas positions are set by the Mission Director or IG, as appropriate.

2. Annual Review

a. Mission Directors, Principal AID Officers and Regional Inspectors General (RIGs) annually review language designations. They must certify (no later than March 31) to the Director, M/PM or to the Inspector General, through M/PM/TD, that established requirements are adequate or, if duties and responsibilities have changed significantly, recommend modification (see Att. 4F). Recommended modifications must be fully justified. A copy of the certification or recommended changes must be sent to the appropriate EMS.

b. Changes in position language requirements will be made only at the time of the annual review. Language requirements will not be changed to avoid delays in recruitment or assignment.

4H. Language Proficiency Requirements

1. Tenuring

FS career candidates (except for backstops 05 and 07) appointed on or after February 15, 1981, must have an FSI-tested proficiency of at least an S-2/R-2(R-0) in an AID tenuring language to be tenured.

2. Promotions

There are no specific language proficiency requirements for promotion in the FS or for entry into the SFS. However, proficiency in a foreign language, especially one related to an FS employee's assignment, will be an important factor in evaluating career members for promotion, particularly at the Senior Threshold level.

3. Language Designated Positions

LDPs should not be designated above the S-3/R-3 or below the S-2/R-2 level. Most LDPs in French, Spanish, Portuguese and Italian would be designated at the S-3/R-3 level.

4I. Language Testing

1. M/PM/FSP, M/PM/EPM or IG/ADM will contact M/PM/TD at least two weeks before the desired test date to schedule a test at the Foreign Service Institute (FSI) for an employee going to post. The post executive officer will make arrangements for testing at post through M/PM/TD. Retesting may only be requested six months after a previous test, or after 100 hours of formal language training.
2. The Modern Language Aptitude Test (MLAT) is required for all FS employees and for all other persons scheduled for language training. The MLAT is taken during the oral interview phase of hiring or not later than 30 days after appointment.
3. FSI testing of foreign language proficiency is required to determine eligibility for tenuring review, compliance with position requirements, training needs and eligibility for incentive pay. Testing also may be required for PASA and contract employees to determine compliance with language requirements of the basic underlying agreement or contract.
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4. FS applicants who indicate a proficiency in French or Spanish will be tested prior to entrance on duty. Successful applicants who do not have an FSI-tested S-2/R-2(0) or above in an AID-useful language will be assigned to language training.
5. FSI test scores are used to make assignments. Except for incentive payment purposes (see 403. Payment Levels), an FSI-tested proficiency level of S-4/R-4 or above is valid indefinitely; a proficiency level of S-3/R-3 or below is valid for five years. An employee who previously scored at the proficiency level required by the prospective position but whose test date does not meet the aforementioned validity dates shall be retested.
6. Language proficiency tests will not be scheduled for an employee who has received or has given notice of separation. Proficiency tests for persons other than AID FS employees will be scheduled only to determine language training needs and eligibility for incentive pay.
7. The spouse and adult family members of an FS employee with an overseas assignment may be given language proficiency tests in AID Category A or the incentive language of the employee's country of assignment.
- 4J. Priorities for Language Training in Washington

Language training will be scheduled as follows:

Priority 1. FS employees assigned to LDPs and career candidates who do not meet AID language requirements for tenuring.

Priority 2. FS employees assigned to nonlanguage-designated positions at posts where English is not the primary language.

Priority 3. FS employees who need training in languages determined by M/PM to be in critically short supply within the employees' respective backstops.

Priority 4. FS employees who need to acquire proficiency in an AID-useful language to prepare for future assignments.

Priority 5. GS/GM employees in positions requiring language proficiency.

Priority 6. Spouses and adult family members of employees assigned to posts where English is not the primary language.

4K. Language Training

Training may be on a full-time or part-time basis in Washington and/or at post, and usually is not continued beyond the S-3/R-3(R-0) proficiency level. For special service-related needs for a higher level, training may be authorized by M/PM/TD in Washington and/or at post.

1. In Washington

Language training in the United States usually is provided by the Foreign Service Institute (FSI) or at an AID-contracted training facility.

a. FS Career Candidates

(1) Career candidates (except for backstops 05 and 07) with proficiency in a foreign language will be tested by the FSI no later than 30 days after appointment. Candidates who do not achieve an FSI-tested proficiency for meeting tenuring requirements will be scheduled for language training in an AID-useful language.

(2) Candidates usually will be enrolled in language training after formal and on-the-job training programs, and immediately prior to departure for post.

(3) If the candidate is assigned to an LDP and does not have the required tested level of language proficiency, training will be scheduled in the required language for the appropriate amount of time to achieve the proficiency

level.

(4) Full-time language training will be curtailed or postponed only when there is no reasonable alternative for meeting urgent Agency staffing needs. Curtailments or postponements must be approved by the Director, M/PM, or IG, as appropriate.

(5) Requests for curtailment or postponement of career candidate language training must be submitted by the overseas post through the Assistant Administrator of the geographic bureau to the appropriate PM office (M/PM/FSP or M/PM/EPM). For career candidates initially assigned to AID/W, requests must be submitted by the bureau/office.

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The request must include:

- o specific programmatic reasons for the curtailment or postponement;

- o proposal for an alternate plan providing language training;

- o Mission Director's, AA's or AID/W office head's certification that if the necessary language proficiency is not reached at the end of the first tour or assignment, the employee will remain in the United States following home leave until the required proficiency is achieved;

- o a statement signed by the employee indicating agreement with the request and the alternate training plan, and acknowledging possible consequences including separation from the service for failure to meet language requirements for tenuring.

If the employee does not agree with the alternate training plan, he/she will remain in AID/W language training for the time required to meet proficiency requirements for tenuring but not to exceed permissible training time (see 4L), after which the employee may proceed to the overseas assignment or may be released from the service subject to Agency needs.

Career candidate language training for employees in the International Development Intern Program (IDIP) will not be postponed or curtailed. Training will be completed prior to assignment to overseas post.

b. Career FS Employees

(1) Reassignment

Employees assigned to AID/W positions who are being reassigned to LDPs and require intensive training are put on the Language Training Complement and enrolled in language training until they reach the required level of proficiency, unless training in whole or in part is waived, terminated, curtailed or postponed.

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(2) Home Leave, TDY in AID/W and R&R to the United States

Employees on home leave/transfer or home leave/return to post orders who do not have the designated proficiency requirements shall be assigned to language training in the United States or at a designated overseas training facility for the scheduled training period unless training in whole or in part is waived, terminated, curtailed or postponed. Whenever feasible, employees on TDY or R&R to the United States who do not have the designated proficiency requirements may be assigned to language training.

(3) Direct or Midtour Transfer

(a) Employees reassigned to LDPs through a direct or midtour transfer who do not have the required proficiency level of the position may be enrolled in training in the United States at the request of the receiving post.

(b) Employees who proceed directly to post will be given training at the new post of assignment through the post language program or other resources. If post training is selected, the employee will be scheduled for a language test in AID/W at the beginning of home leave.

If required proficiency is not achieved, additional training will be arranged in the United States before the employee returns to post.

(4) Assignment to Nonlanguage Positions

If an employee is assigned to a nonlanguage position, language training relevant to the country or area may be approved for the employee.

(5) Anticipated Assignment Needs

An employee with no immediate assignment may be reassigned to the Language Training Complement for full-time language training in a language determined by M/PM to be a language shortage skill for the employee's particular or prospective backstop(s). Employees with an AID/W assignment may be

trained in such languages, on a part-time, as-available basis.

c. Spouses and Adult Family Members

Language training is encouraged for spouses and adult family members of employees with overseas assignments (see HB 28, Ch. 2).

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d. Non-FS Employees

Non-FS employees with a language need may be enrolled, subject to the availability of funds and required approvals (see form AID 4-470), in language training.

2. At Post

Overseas language training usually is provided through the interagency part-time program administered by the Foreign Service Institute (FSI). For special circumstances, M/PM/TD may authorize language training through other training facilities. If FSI language training programs do not meet operational needs, overseas post, in consultation with M/PM/TD and the geographic bureau or IG, may use operating expenses to train employees under other programs.

a. Employees Without Required Proficiency

Employees who do not have the required language proficiency designated for their position usually will be enrolled in the post language training program. If the required proficiency is not achieved within the planned training period, the Mission Director, Principal AID Officer or RIG, may, after consulting the employee and in conjunction with the post language officer, terminate training. The employee is responsible for subsequent training or self-study unless adequate progress justifies being reinstated in AID-financed training.

b. Individual Instruction

Individual instruction will be provided under an overseas post-funded language training program only if the employee needs it to meet tenuring requirements or is being assigned to a language designated position, but does not meet the proficiency requirement, and if the employee cannot be grouped with other students because of differences in level or because the employee's duties conflict with the class schedule.

Individual training is terminated when either of these two conditions no longer exists.

c. PASA and Contract Employees

Language training may be provided to PASA and contract employees only if language training was authorized and funds are available in the underlying agreement/contract.

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d. Spouses and Adult Family Members

(1) Spouses and adult family members of FS employees may attend post language training classes subject to funding and space availability.

(2) Spouses and adult family members of PASA and contract employees may receive language training only if language training was authorized and funds are available in the underlying agreement/contract.

4L. Training Performance Standards and Retention/Termination Criteria

The Foreign Service Institute (FSI) and AID-contracted training facilities regularly assesses the performance and progress of employees in language training classes.

1. Applicability

a. FSI performance standards and retention/termination criteria are applicable to all employees assigned to full-time language training at FSI. Similar periodic reviews and appraisals will be applied to employees trained in AID-contracted training facilities and testing by FSI will be used to determine retention/termination for marginal students.

2. Performance Reviews

a. After four weeks: If FSI determines that the student will not reach the required proficiency level by the end of the planned training period, FSI will send an "Individual Report" to M/PM/TD. M/PM/TD will send the report to the appropriate office (M/PM/FSP, M/PM/EPM or IG/ADM). The student signs the report and receives a copy from FSI.

b. During the eighth week: For students whose performance was judged in the four-week report as below average in language training, and whose performance has not progressed to a level that indicates possible successful completion by the end of the planned training period, training will be terminated. FSI will administer a test for the record.

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For students whose performance has improved to a level to indicate a possibility that the required proficiency may be reached by the end of the planned training period, training will continue and FSI will prepare regular performance reports.

Students sign the reports in either case and receive copies from FSI. M/PM/TD will send the reports to M/PM/FSP, M/PM/EPM or IG/ADM, as appropriate.

3. Limitations

a. AID Category A Languages

(1) Beginners whose language requirement is S-2/R-2 are enrolled for 20 weeks of training and are tested during the 20th week. If the S-2/R-2 level is not achieved, training may be extended for four weeks.

For nonbeginners (FSI-tested language proficiency S-1 or higher) who do not achieve the S-2/R-2 level by the end of the planned training period, training may be extended for four weeks.

(2) Beginners whose language requirement is S-3/R-3 are enrolled for 30 weeks of training and are tested during the 20th week. If the S-2/R-2 level is not achieved, training may be extended for four weeks.

If S-2/R-2 is not achieved by the end of 24 weeks, training is terminated.

If the S-2/R-2 level is reached, training is continued and FSI prepares regular performance reports. The Director, M/PM, must approve an extension beyond 24 weeks.

If S-3/R-3 is not achieved upon completion of the originally scheduled training period of 30 weeks, training may be extended for a maximum of six more weeks. The Director, M/PM, must approve an extension beyond 36 weeks.

For nonbeginners who do not achieve the S-3/R-3 level by the end of the planned training period, training may be extended for four weeks.

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b. AID Incentive Languages

For employees who do not achieve S-2/R-2 (R-0) by the end of the planned training period, training may be extended for four weeks. If S-2/R-2

(R-0) is not achieved by the end of the extension, training is terminated. If the employee is pursuing an S-3/R-3(R-0) proficiency level, FSI will establish planned training and extension periods.

c. Language-Designated Positions

An employee assigned to an LDP who does not possess the required tested level of language proficiency will be assigned for a suitable length of training to enable him/her to gain the proficiency prior to assuming duties at post.

If the required level of proficiency is not attained at the end of the training period, the employee is expected to continue training at the post at the highest level of intensity consistent with job requirements, until the designated proficiency is reached.

4M. FSI Performance Reports

1. In addition to regular monthly reports, if at any point during training FSI determines that the required proficiency level will not be attained by the end of the planned training period, FSI will prepare a special report. FSI may recommend an extension or termination; continued training may be authorized within training limitations or further training may be waived. Students sign the report and receive a copy from FSI. M/PM/TD ends copies of all performance reports to M/PM/FSP, M/PM/EPM or IG/ADM, as appropriate.
2. FSI also determines and reports that the required proficiency level may be attained earlier than the planned training period. If so, an early test will be scheduled and, if proficiency is demonstrated, training may be completed early. Students sign the report and receive a copy from FSI. M/PM/TD will send the report to M/PM/FSP, M/PM/EPM or IG/ADM, as appropriate.

4N. Waivers of Language Training in the United States

1. Mission Directors, Principal AID officers or Assistant Administrators requesting a waiver under emergency conditions must provide detailed written justification. An employee's language competence usually will take precedence over staffing needs.

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2. Upon receipt of written justification, M/PM/FSP, M/PM/EPM or IG/EMS, submits a Request for Waiver of Language Training (Att. 4G) in the United States to M/PM/TD for review and recommendations before transmittal to the Director, M/PM, or the IG. M/PM/FSP or M/PM/EPM informs the post or the appropriate bureau/office of the waiver decision and forwards a copy of the signed waiver to

M/PM/TD. The original is filed in the employee's Official Performance File. RIGs forward justifications to IG/ADM for review and recommendations before transmittal to the IG.

3. M/PM/TD prepares an Annual Waiver Report citing the reasons and justifications for requesting the waivers. Annual reports covering waivers processed in a calendar year are completed by the end of January and forwarded to the Director, M/PM. Information from this report may be used in the annual Professional Development Report submitted to Congress.

40. Language Incentive Payments

Language incentive payments will not alter the waiting period of the next regular earned step increase.

1. Testing

a. FS employees who believe they have the required proficiency level to qualify for language incentive pay should request a proficiency test through M/PM/TD. Tests for language incentive pay may be administered at post when authorized by FSI, and are evaluated by FSI-certified examiners.

b. Appeals concerning qualifications for language incentive payments may be made to the Director, M/PM, whose decision is final.

2. Eligibility

FS employees may receive language incentive payments if they have a current (less than five years old) FSI-tested proficiency of S/3-R/3 (R-O) or higher in an incentive language of the post of assignment.

3. Payment Levels

a. For S-3/R-3 (R-0): 10% of base salary.

403

b. For S-4/R-4 (R-0) or better: 15% of base salary. An employee with an S-4/R-4 (R-N) or higher that is more than five years old upon arrival at post will receive 10% of base salary. If subsequently tested at the S-4/R-4 (R-N) level or better, he/she will receive an additional payment of 5% of base salary.

c. An employee who receives two test scores of S-4/R-4 (R-0) at least two years apart, or one test score of S-5/R-5 (R-0), is not required to take additional

tests in that language to qualify for a language incentive payment.

4. Effective Dates of Payment

a. Language incentive payments will be effective at the beginning of the first full pay period after the member's arrival at post and will continue for the duration of the tour of duty. Payment will continue during periods of R & R and Home Leave, or other authorized leave or duty away from post, so long as the member returns to the same post.

b. When a qualifying language test rating is achieved after arrival at post, payment will be effective at the beginning of the first full pay period after the employee passes the test.

c. When a language is added to the incentive language list, payment for qualifying employees will begin at the beginning of the first full pay period after the language is added to the list.

d. An incentive payment will terminate at the end of the pay period during which the employee departs the post for which the incentive is made.

USAID Incentive Languages

(paid at language designated posts as indicated)

This list may be revised as dictated by changes in Agency language and program needs and the opening and closing of Missions. Changes and additions to the list must be approved by the Deputy Assistant Administrator for Human Resources (DAA/HR) or designee.

Albanian (Albania, Kosovo, Macedonia)	Malagasy (Madagascar)
Amharic (Ethiopia)	Mandingo (Gambia, Guinea, Mali)
Arabic (Egypt, Iraq, Jordan, Lebanon, Mauritania, Morocco, Oman, Sudan, Tel Aviv, Tunisia, West Bank, Yemen)	Nepali (Nepal)
Armenian (Armenia)	Pashto (Afghanistan)
Bengali (Bangladesh)	Persian Dari (Afghanistan)
Bosnian (Bosnia)	Pilipino/Tagalog (Philippines)
Bulgarian (Bulgaria)	Romanian (Romania, Moldova)
	Russian (Russia, Armenia, Kazakhstan, Ukraine, Moldova)
Cambodian/Khmer (Cambodia)	Serbian (Serbia)
Creole (Haiti)	Sinhala/Singhalese (Sri Lanka)
Croatian (Croatia)	Slovak (Slovakia)
Ga (Ghana)	Somali (Somalia)
Georgian (Georgia)	Sotho/Sesotho (Lesotho)
Hausa (Niger, Nigeria)	Swahili (Kenya, Uganda, Tanzania)
Hindi (India)	Urdu (Pakistan)
Hungarian (Hungary)	Ukrainian (Ukraine, Russia)
Indonesian (Indonesia)	Vietnamese (Vietnam)
Japanese (Japan)	Wolof (Senegal, Gambia)
Kazakh (Kazakhstan)	Yoruba (Nigeria)
Lithuanian (Lithuania)	
Macedonian (Macedonia)	

ATTACHMENT 4B

AID TENURING LANGUAGES**AID Category A Languages (S-2/R-2 or better)**

French
Spanish
Portuguese

**Other Languages Qualifying
for AID Tenuring****A. S-2/R-2 or better**

Afrikaans
Akan (Twi)
Albanian
Baule
Bemba/Cibemba
Cachiquel/Cakchiquel
Creole (Haiti)
Creole (Martinique)
Croatian
Czech
Danish
Djerma-Songhai
Dutch/Flemish
Estonian
Ewe
Ewonda
Fang-Bulu
Finnish
Fijian
Fon
Ga

Bulgarian
Burmese
Byelorussian
Chinese
Georgian
Greek
Gujarati
Hausa
Hebrew
Hindi
Japanese

Malay
Malagasy
Maltese
Mandingo
More
Motu
Norwegian
Nyanja/Chinyanja

Kazakh
Khmer/Cambodian
Kirgiz
Korean
Lao
Macedonian
Marathi
Moldavian
Mongolian
Nepali/Nepalese
Pashto
Persian-Dari Afghan
Persian-Farsi Iranian
Russian
Serbian

B. S-2/R-0 or better

Amharic
Arabic
Armenian
Bengali

Gaelic
German
Hausa
Hungarian
Icelandic
Indonesian (Bahasa)
Italian
Kinyawanda/Ruanda
Kirundi/Rundi
Kituba/Manukataba
Krio
Latvian
Lingala
Lithuanian

Papaiamento
Pidgin (New Guinea)
Pilipino/Tagalog
Polish
Quechua
Romanian
Sango
Slovak
Slovenian
Somali
Sotho/Sesutho
Susu
Swahili/Kiswahili
Swati/Siswati
Swedish
Tsonga
Tswana/Setswana
Turkish
Visayan
Wescos
Wolof
Yoruba

Singhalese/Sinhala
Tamil
Tajik/Tadzhik
Taki-Taki/Surinam
Thai
Turkish
Turkmen
Ukrainian
Urdu
Uzbek
Vietnamese

NOTE: TENURE IN ABOVE LANGUAGES IS SUBJECT TO FSI TESTING CAPABILITY

Attachment 4C

LANGUAGE SKILL LEVEL DESCRIPTIONS

Interagency Language Roundtable (ILR)

SPEAKING

PREFACE

The following descriptions of proficiency levels 0, 1, 2, 3, 4 and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+1+, 2+, etc. will be assigned when proficiency substantially exceeds one skills level and does not fully meet the criteria for the next level. The "plus-level" descriptions, therefore, are subsidiary to the "base-level" descriptions.

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

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

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

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a persons meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance of insufficient generality to be included here.

S-0 NO PROFICIENCY

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

S-0 MEMORIZED PROFICIENCY

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

Examples: The S-0+'s vocabulary usually is 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 S-0+ usually can differentiate most significant sounds 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. usually are quite faulty.

S-1 ELEMENTARY PROFICIENCY (Base Level)

Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase or a combination to be understood by an S-1. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from the S-1. An S-1 speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the S-1 is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The S-1 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 S-1 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, S-1's may have encountered quite different vocabulary areas. However, the S-1 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. An S-1 might give information about business hours, explain routine procedures in a limited way, and state in a simple manner what actions will be taken. The S-1 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 generally are poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise.

S-1+ ELEMENTARY PROFICIENCY (Higher Level)

Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. The S-1+ may, however, have little understanding of the social conventions of conversation. The interlocutor generally is required to strain and employ real-world knowledge to understand even some simple speech. An S-1+ may hesitate and have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances. Examples: An S-1+ is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchanges 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 commoner 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 S-1+ 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 often are incorrectly used. 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 usually will be labored. Frequently has to repeat utterances to be understood by the general public.

S-2 LIMITED WORKING PROFICIENCY (Base Level)

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 S-2 can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The S-2's utterances are minimally cohesive. Linguistic structure usually is 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 from individual to individual, an S-2 typically can ask and answer predictable questions in the workplace and give straight-forward instructions to subordinates. Additionally, the S-2 can participate in personal and accommodation 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 typically are 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.

S-2+ LIMITED WORKING PROFICIENCY (Higher Level)

Able to satisfy most work requirements with language usage that is often, but not always acceptable and effective. An S-2+ shows considerable ability to effectively communicate 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 typically is nearly complete. An S-2+ may miss cultural and local references and may require a native speaker to adjust to his/her limitation in some ways. Native speakers often perceive the S-2+'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, an S-2+ can participate in most social, formal and informal interactions, but limitations in range of contexts, types of tasks or level of accuracy hinder effectiveness. The S-2+ may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. An S-2+ generally is strong in structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse often is incohesive.

S-3 GENERAL PROFESSIONAL PROFICIENCY (Base Level)

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, an S-3's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. An S-3 uses the language acceptably, but with some noticeable imperfections; errors virtually never interfere with understanding and rarely disturb the native speaker. An S-3 speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs, and the implications of nuances and idiom may not be fully understood, the S-3 can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate, but stress, intonation and pitch control may be faulty. Examples: Can typically discuss particular

interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, an S-3 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.

S-3 GENERAL PROFESSIONAL PROFICIENCY (Higher Level)

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

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

S-4 ADVANCED PROFESSIONAL PROFICIENCY (Base Level)

Able to use the language fluently and accurately on all levels normally pertinent to professional needs. An S-4's language usage and ability to function are fully successful. Organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. Language ability rarely hinders him/her in performing any task requiring language; yet, an S-4 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 that do not bear directly on a professional specialty.

Examples: Can discuss in detail concepts that are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, an S-4 can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of interpersonal official, semi-official and non-professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks, and settings). Can play an effective role among native speakers in such contexts as conferences, lectures and debates on matters of disagreement. Can advocate a position at length, 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.

S-4 ADVANCED PROFESSIONAL PROFICIENCY (Higher Level)

Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, an S-4+ would not necessarily be perceived as culturally native.

Examples: An S-4+ organizes discourse well employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge. However, cannot sustain that performance under all circumstances. While an S-4+ has a wide range and 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.

S-5 FUNCTIONALLY NATIVE PROFICIENCY

Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. An S-5 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 typically is consistent with that of well-educated native speakers of a non-stigmatized dialect.

LANGUAGE SKILL LEVEL DESCRIPTIONS
Interagency Language Roundtable (ILR)
READING

PREFACE

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

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

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

R-0 NO PROFICIENCY

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

R-0+ MEMORIZED PROFICIENCY

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

R-1 ELEMENTARY PROFICIENCY (Base Level)

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

R-1+ ELEMENTARY PROFICIENCY (Higher Level)

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, an R-1+ may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding.

R-2 LIMITED WORKING PROFICIENCY (Base Level)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The R-2 can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence that 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 an R-2 is predominantly in straight-forward/ high-frequency sentence patterns. The R-2 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, the R-2 is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above.

R-2+ LIMITED WORKING PROFICIENCY (Higher Level)

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 R-2+ is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The R-2+ is able to get the gist of main and subsidiary ideas in texts that could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning.

R-3 GENERAL PROFESSIONAL PROFICIENCY (Base Level)

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 an R-3 can comprehend thoroughly subject matter that is highly dependent on cultural knowledge or that is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation, and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas, and "read between the lines," (that is, understand the writers' implicit intents in texts of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms.

R-3+ GENERAL PROFESSIONAL PROFICIENCY (Higher Level)

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many socio-linguistic 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 S-3+ typically is able to read with facility, understand and appreciate contemporary expository, technical or literary texts that do not rely heavily on slang and unusual idioms.

R-4 ADVANCED PROFESSIONAL PROFICIENCY (Base Level)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The R-4's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all socio-linguistic and cultural references. Able to "read beyond the lines" (that is, to understand

the full ramifications of texts as they are situated in the wider cultural, political or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. An R-4 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 professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of well-educated native reader.

R-4 ADVANCED PROFESSIONAL PROFICIENCY (Higher Level)

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 socio-linguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent.

R-5 FUNCTIONALLY NATIVE PROFICIENCY

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

ATTACHMENT 4D

SAMPLE MEMORANDUM
(for use by M/PM/FSP, M/PM/EPM and IG/ADM)

TO:

FROM:

SUBJECT: Language Training Performance Standards and Reporting Procedures

The Foreign Service Institute (FSI) regularly assesses the performance and progress of employees in language training. FSI performance standards and reporting procedures, including language retention/termination criteria, are as follows:

1. After 4 weeks instruction: If it is FSI's judgment that performance is below average in language training and that the student will not reach the required proficiency level within the scheduled training period, FSI will complete an "Individual Report" to inform AID (M/PM/TD). The student signs the report and receives a copy from FSI. M/PM/TD sends the report to M/PM/FSP, M/PM/EPM or IG/ADM.

2. During the 8th week of training: For students whose performance was judged in the fourth week report as below average in language training, FSI will report that the student's performance:

a. basically is unchanged since the fourth week of training, in which case language training is discontinued at the end of the eighth week of training with an FSI test given for the record. The student signs the report and receives a copy from FSI. M/PM/TD sends the report to M/PM/FSP or IG/ADM, as appropriate, or

b. has sufficiently improved to indicate the possibility that the required proficiency may be reached during the training period scheduled, in which case training continues and FSI reports regularly on performance thereafter.

3. Training Limitations in AID Category A Languages

a. Beginners whose language requirement is S-2/R-2 are enrolled for 20 weeks of training and are tested during the 20th week. If the S-2/R-2 level is not achieved, training may be extended by a maximum of four weeks. For

nonbeginners (FSI-tested language proficiency S-1 or higher) who do not achieve the S-2/R-2 level within the training period established by FSI, training may be extended for a maximum of four weeks. If S-2/R-2 is not achieved upon completion of training extensions(s), language training is terminated (see 6a).

b. Beginners whose language requirement is S-3/R-3 are enrolled for 30 weeks of training and are tested during the 20th week. If the S-2/R-2 level is not achieved during the 20th week, language training may be extended for a maximum of four weeks. If S-2/R-2 is not achieved during the four-week extension, language training is terminated (see 6a). If the S-2/R-2 level is reached, language training continues and FSI regularly reports on performance thereafter. If S-3/R-3 is not achieved upon completion of the originally scheduled training period (30 weeks), training may be extended up to six more weeks for a maximum total of 36 weeks. Additional extensions require the approval of the Director, Personnel Management. For nonbeginners who do not achieve the S-3/R-3 level upon completion of the FSI-established training period, training may be extended for a maximum of six weeks. If S-3/R-3 is not achieved upon completion of training extensions(s), language training is terminated (see 6a).

4. Training Limitations in AID Incentive Languages

For employees who do not achieve S-2/R-2 (R-0) within the FSI-established training period, training may be extended for a maximum of four weeks. If S-2/R-2 (R-0) is not achieved upon completion of training extensions(s), language training is terminated (see 6a). If the employee is pursuing an S-3/R-3 (R-0) proficiency level, scheduling shall be as specified by FSI with extensions and terminations (see 3b).

5. Career Candidates

When language training is terminated for career candidates, including SFS candidates, they may be retained in the Service under limited appointment providing them the opportunity to meet language requirements for tenuring through self-study or AID parttime group programs, e.g., early morning, noontime or post language programs. However, such a continuation of service shall not in any way restrict the rights of the Agency to terminate the employee's limited appointment at any time.

6. FSI Performance Reports

a. In addition to regular monthly reports, if at any point during training FSI determines that the required proficiency level will not be attained at the end of the planned training period, FSI will issue a special

report. An extension or termination of training may be recommended. Continued training may be authorized within training limitations (see 3 and 4) or further training may be waived. Actions with respect thereto shall be denied upon by M/PM.

Students sign the FSI report and receive a copy from FSI. M/PM/TD send copies of all performance reports to M/PM/FSP, M/PM/EPM or IG/ADM.

b. FSI also determines and reports that the required proficiency level may be attained earlier than the planned training period. If so, an early test will be scheduled and, if proficiency is demonstrated, training may be completed early. Students sign the report and receive a copy from FSI. M/PM/TD sends a copy of the report to M/PM/FSP, M/PM/EPM or IG/ADM.

c. For all direct-hire employees enrolled in full-time language training, M/PM/FSP is responsible for including the final FSI performance report in the Employee's Performance File (EPF).

I have read and I understand the policy outlined in this document.

signature

date

ATTACHMENT 4E

GUIDELINES

Language Designations of Overseas AID Positions

1. Mission Directors, Principal AID Officers and the Inspector General (IG) annually designate and review the foreign language and level of proficiency requirements for each overseas FS position and certify that it conforms to established criteria (para. 2). All language designations will relate to position needs. Recommendations for changes to existing language-designated positions are made through submission of a SPAR, which includes a statement justifying changes. A memorandum (App. 4F) of certification signed by the Mission Director, Principal AID officer or IG, together with SPARs, as appropriate, is forwarded to PM/TD no later than March 31. Changes in proficiency requirements during the year, i.e. between annual reviews, should be avoided, especially in the case of positions to be included in the next vacancy announcement of AID's Foreign Service Assignment System. Positions created after the annual exercise will be reviewed for language designation on an ad hoc basis.

2. In conducting the review and arriving at language proficiency designations, Mission Directors/Principal AID Officers/IG will consider:
 - program responsibilities of the overseas post;
 - job content and contacts expected of incumbent;
 - representative/social contacts;
 - extent of the use of English in the country;
 - host country requirements for proficiency in English by its officials who serve in counterpart positions (this judgment is not to be based on an individual's knowledge of English);
 - host country's attitude and acceptance of the use of English in the local setting;
 - conduct of official business and development of useful working relations with host country officials and other significant AID contacts;
 - direct supervision of foreign national employees with less than good working knowledge of English;
 - dealing with the general public on a continuing basis, including conduct of interviews;
 - reading written materials in a local language;
 - monitoring translations made by foreign national employees or translating documents in the local language whose sensitivity requires handling by U.S. personnel.

3. LDP requirements will be assigned an S-2 or S-3 level and R-0 to R-3 level, as appropriate. S-3/SR-3 is the highest proficiency level usually accorded an AID position.

ATTACHMENT 4F

SAMPLE MEMORANDUM

TO: M/PM/TD

FROM:

SUBJECT: Annual Review of Position Language Requirements

After reviewing each of the positions in the Mission, I certify that, in my judgment, the foreign language proficiency levels required, as indicated in the current staffing pattern (together with any changes recommended in the attached SPARs) conform to the principles set forth in Handbook 28.

(If no changes are recommended, use the same form eliminating phrase in parentheses.)

(If changes are recommended, provide justification on each attached SPAR.)

Mission Director signature

ATTACHMENT 4G

Date:

TO : M/PM/OD
THRU : M/PM/TD
FROM : M/PM/FSP
SUBJECT: Request for Waiver of Language Training in the United States (Handbook 28, Chapter 4)

TYPE OF EMPLOYEE (check one): Career Career Candidate
EMPLOYEE NAME: _____ MLAT SCORE: _____
COUNTRY OF ASSIGNMENT: _____ POSITION LANGUAGE REQUIREMENT: _____
S- _____
POSITION TITLE: _____ POSNO: _____

JUSTIFICATION:

PM/TD RECOMMENDATION:

PM/OD DECISION

Waiver Approved
 Waiver Disapproved

SIGNATURE:
TITLE:

DATE:

cc: M/PM/TD (after signature by M/PM/OD)

AID 4-397 (6-87)

ATTACHMENT 4H

APPLICATION FOR LANGUAGE TRAINING

The following statement is required to be attached to the subject form by the Privacy Act of 1974 (Public Law 93-579; 88 Statute 1896).

The information requested on the attached form is necessary for and prerequisite to consideration of your application for language training. The Foreign Service Act of 1946, as amended, constitutes authority for requesting this information. If any training is authorized to be given by an organization outside the Agency, the information you provide may be disclosed to such outside organization to allow it to evaluate your qualifications and to plan the training program. Disclosure of information provided also may be made without your written consent outside the Agency, if required, (a) pursuant to any other applicable routine use under AID's Training and Orientation Records System, AID Regulation 13, Notice of Systems of Records, for implementing the Privacy Act as published in the Federal Register, or (b) when disclosure without the consent of the individual concerned is authorized by the Privacy Act and provided for in AID Regulation 15.

A copy of the Regulation and Notice of Systems of Records is available from AID Distribution.

You are requested, but not required, to enter your social security number in Box 1.A. Social security numbers are used to enter in and retrieve information from the Agency's computerized personnel records. This procedure antedates the passage of the Privacy Act.

Form AID 4-470 (6/87)

Attachment 4I APPLICATION FOR LANGUAGE TRAINING
(sample)

Page 1