
COVER FEATURE

The Defense Language Institute English Language Center (DLIELC): Meeting the Challenges

A World-Respected Team at the Gateway to America Leading the Way in English Language Training

DLIELC is forty years young and getting better! Over the years, DLIELC battled the image of “the little red schoolhouse”—a place where international students learned a little English, got somewhat acclimated to a fast-paced society, then moved on to “the real training.” If you hold the same or similar view, it will change after reading this article. DLIELC is an ultra-modern facility, staffed by a dedicated team of professionals employing the latest technology to teach the international medium of communication: English. In this era of coalition warfare, international forces must be able to communicate. That doesn’t mean just being able to turn to the right radio frequency. It is critical that the warriors clearly understand one another and that orders are carried out precisely as rendered. That is DLIELC’s charter: to ensure that Foreign Military Sales, International Military Education and Training, and United States students understand English to the required level.

Located on 16 acres at the southwest corner of Lackland AFB, this modern complex co-locates the headquarters and academic facilities, the library, student administration, officer and enlisted quarters, and an international dining hall. All facilities are connected by a pedestrian mall that makes it easily accessible from any point of the campus. The consolidated complex offers a true “campus” atmosphere for the students, faculty, and staff. The Headquarters and Academic facility is the “hub” of the \$39M campus. This 149,000-square-foot two-story facility houses the staff and faculty, 160 classrooms, two state-of-the-art computer-assisted instruction laboratories, seven audio labs, and a 350-seat auditorium. The classrooms are designed for eight to ten students each, and are equipped with modern furniture. The new campus also includes billeting for 475 officers and 276 enlisted personnel. DLIELC sets the world’s standard for English language training. Our influence is global—on any given day, forty thousand students worldwide use DLIELC materials.

DLIELC is a vital part of the DoD Security Assistance Program, providing the required English language expertise to ensure United States military allies can communicate, train, and work with their United States counterparts. In the last four years, DLIELC has worked to establish itself as the definitive English Language Training Center worldwide, committed to improving our responsiveness to our customers. In the changing world order, whether as an outcome of engagements in the Middle East or the dissolution of the Eastern Bloc, DLIELC has had to be flexible and responsive to rapidly evolving needs. Since 1991, we have trained international military students from over 100 countries; and although the largest group continues to come from the Middle East, we have programmed and trained students from many new countries, including those from the former Soviet Union.

A DoD school under the operational control of the United States Air Force’s Air Education and Training Command, DLIELC first began teaching English to allied pilot candidates in 1954. In 1966, the school’s mission expanded to non-rated career fields, with the United States Army as

executive agent until 1976, when it reverted to the Air Force. Under the operational control of Lackland AFB's 37th Training Wing, DLIELC formally opened its brand new campus in February 1994.

As in any profession, keeping abreast of the changes in the field of language teaching is essential, not only for individual development but to insure that the latest techniques are employed. To this end, teachers hear special professional guest speakers and lecturers that come to DLIELC. Also, instructors have the opportunity to obtain graduate level courses from the University of Texas at San Antonio at the Lackland campus. This training ensures that instructors keep current with the latest developments in the field of language instruction.

DLIELC's mission, which continues to be a challenge, is to:

- train international military and civilian personnel to speak and teach English;
- manage the English as a Second Language program for the United States military;
- provide instructors, managers, and advisors for overseas English language training programs;
- provide for the students' health, morale, and welfare; and,
- conduct the DoD Informational Program.

The mission is accomplished through the teamwork of the center's five divisions: Academic, Commandant of Troops, Resource Management, Informational Program, and Evaluation.

ACADEMICS DIVISION

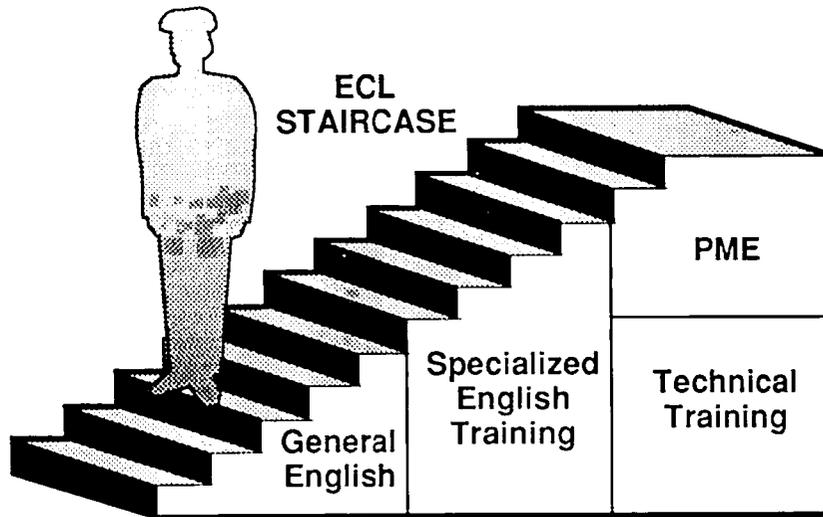
Resident English Language Training

Highly qualified professional English-as-a-Second-Language (ESL) instructors conduct English language classes and English language staff training for international and United States military and civilian personnel. The training materials and tests used in Resident Training and throughout the world reflect major efforts during the past few years to modernize and customize courses and incorporate up-to-date technology.

Classroom instruction is tough, intensive, and student-centered. It lasts six or seven hours per day (a minimum of thirty training hours per week), with at least two hours of assigned homework at night. In a typical day, a student will study four to five hours in the classroom and will work an additional two hours in an audio language lab or a computerized interactive courseware language lab. This regimen systematically builds functional English language skills for follow-on training.

In order to better develop crucial language skills, students also have at their disposal computer writing labs, closed-circuit TV systems to tape and review student language production, and cable TV programming in the classroom, with VCR and video monitors available for the study of authentic language models. The average class size ranges from six to eight students, so instructors tailor their presentations to their specific classes and students receive a great deal of individual attention using the most modern and comprehensive ESL curriculum—the *American Language Course*—and educational technology.

**SECURITY ASSISTANCE TRAINING PIPELINE
AMERICAN LANGUAGE COURSE**



Students who enter DLIELC with a "zero" ECL start with General English. After achieving the required ECL, the student advances to Specialized English Training prior to PME or technical training.

Typical Day at DLIELC		
General English	Specialized English	Instructor Development
4 hours classroom 2 hours audio/interactive courseware labs	5 hours classroom 1 hour audio lab	3 subjects/2 hours each (class/lab/video)
same teacher all day, rotating every 6-9 weeks at elementary levels; more frequently at higher levels	same teacher all day, rotating every 3 weeks, or more frequently, when necessary	2-3 different teachers each day, with as few changes as possible during course
complete book/quiz every 1-2 weeks	complete module ¹ /quiz every week	3-5 evaluations per subject in each course

¹A module is one week's worth of training in technical terminology and language skills.

Students study in one of the three Resident Training sections—General English, Specialized English, or Instructor Development—depending on the Military Articles and Services Listing (MASL) course they are programmed to attend and the English Comprehension Level (ECL) they achieve when they are tested upon entry. The entry ECL serves to confirm the score made on the ECL administered by the ECL test control officer in-country. Overseas programs may also avail themselves of the American Language Course Placement Test (ALCPT) for proficiency assessment; the ALCPT is not used in Resident Training. The following chart outlines important information about the ECL and the ALCPT.

ECL & ALCPT: DLIELC's Testing Instruments

English Comprehension Level Test

- Department of Defense standard for evaluating English language proficiency
- 120 item multiple choice test of listening and reading comprehension
- Scores of 60-90 required for international military students to enter technical training or professional military education courses
- Used worldwide at approximately 500 different locations
- Strict security required: administered only by US Government employees

American Language Course Placement Test

- Available to foreign countries for pre-screening for the ECL and placement and progress testing in English language training programs
- English language proficiency test similar to the ECL, 100 item multiple choice test of listening and reading comprehension yielding scores similar to ECL scores
- Strict security recommended to retain score validity

General English Training

Students who arrive with an ECL score below the required level start their training in General English. The mission is to develop competence in the general English language communicative skills of comprehension, speaking, reading, and writing. This task is accomplished for a student body of remarkable diversity. In any given week, the enrollment may include civilian and military students of all services and ranks, whose collective language proficiency represents the full spectrum of English language competence, from beginning speaker to accomplished communicator.

Our international students come from all points on the globe; therefore, the number of language families represented is large, and this mix of different language and ethnic backgrounds in the classroom creates a variety of teaching challenges for General English instructors. The United States Army students are also strongly represented in General English. For example, recently commissioned United States Army officers from the University of Puerto Rico Army ROTC Programs attend a special course to refine their English language skills prior to their

attendance at United States Army officer basic courses. DLIELC also trains United States Army pre-basic trainees who learned English as a second language and who need to improve English proficiency to help ensure success in their Army careers. During the last two summers, DLIELC has conducted English language enhancement classes for selected University of Puerto Rico USAF ROTC cadets attending summer field training programs.



Students in the General English Section benefit from a dynamic classroom presentation.

Language skills are taught in General English using the modernized, DLIELC-developed *American Language Course* (ALC). The General English materials in the ALC provide students with a sufficient level of fluency and communicative competence in English to achieve the ECL score required by the DoD-sponsored technical or professional military education courses they are scheduled for at other locations. Based on a communicative approach, these materials reflect state-of-the-art developments in language teaching methodology and techniques.

The curriculum is unique because it is the only ESL program designed specifically for the adult military student. Throughout the materials, military terminology and situations based on military themes are used. The students are given step-by-step instruction from basic survival English to the level of fluency and communicative proficiency necessary to succeed in follow-on training. The program is also unique because each book is really a part of the total instructional package, which includes instructor and student texts, quizzes and performance tests, audiotapes and videotapes with accompanying activity manuals, and interactive courseware.

The videotapes encompass select books within the General English phase of the ALC, making the language come alive for the students and familiarizing them with authentic American speech, gestures, and cultural customs. Classroom instructors use the videos to enhance the material presented in the books, and excerpts from the videos serve as the basis for state-of-the-art interactive courseware lessons. Each lesson, based on the vocabulary, grammar, and function objectives of each text, includes an overview (full-motion video of typical everyday situations in the United States), practice (with transcript subtext and pop-up glossary), exercises (to improve listening skills, grammar, and spelling), and a mastery check. The students control the pace and direction of the lessons, making interactive courseware a motivational medium for improving language and computer skills.



Interactive courseware lessons take advantage of the multimedia approach to language teaching.

The ALC materials are also supplemented, as needed, by selected commercially produced texts. For example, in addition to the routine development of reading skills which occurs daily throughout the ALC, a four-week special emphasis reading program is provided to all students at the ALC Book 9 and 10 levels. Flexibility and responsiveness to customer needs are two bywords of the ALC. Realizing that certain students need additional training in certain skills, a sixteen-week program designed uniquely for flying students is being developed. This course will hone students' comprehension and speaking skills to an Oral Proficiency level of "2"² in comprehension and speaking on the Interagency Language Roundtable scale and improve their communicative spontaneity and their reaction time in English.

Training duration in General English depends on entry ECL levels and end-of-course ECL requirements. General English seeks to develop student skills necessary to ensure success at the next base.

Specialized English Training

Many students enter Specialized English Training directly from overseas, while others start in General English. Whatever the case, the Specialized English Training phase of the ALC is designed to increase the students' proficiency. In addition, technical terminology related to follow-on training is introduced, using authentic contexts as appropriate. Nevertheless, it is English language training taught by ESL instructors in the Specialized English Section, not technical training taught by technical subject matter experts. The curriculum for this instruction is based on a

² Students who have attained level of "2" in comprehension can understand basic everyday speech with only occasional slowing down, repetition, and paraphrasing. Level-"2" speakers have a limited working proficiency in the language, are intelligible to native speakers not used to dealing with non-native speakers, and are able to fully participate in casual conversations about themselves and the world around them, to include describing, narrating, giving instructions and directions, and handling situations with complications. Their speech demonstrates control of basic sentence structure and concrete vocabulary.

“modular approach”³ addressing a wide range of specialty areas such as electronics, air navigation, aviation, and aircraft maintenance as well as Army officer advanced and professional military education courses of study. This modular approach allows for greater flexibility in training students whose follow-on courses vary widely. Currently the Specialized English Training curriculum inventory consists of more than 70 modules of instruction which are used with some 40 different specialty areas.

WEEK 1	2	3	4	5	6	7	8	9
BASIC SKILLS	7 WEEKS SPECIALIZED ENGLISH TRAINING							APPLIED SKILLS
M101	SKILLS CONTINUATION							M103

This chart depicts the typical student progression.

The Specialized English Training curriculum, some of which is derived directly from follow-on training courses, is supplemented by appropriate glossaries, tape materials, visual and special-purpose training aids. In an effort to increase the students' level of familiarity with the technical vocabulary associated with selected highly sophisticated weapon systems and aircraft, the Curriculum Branch has provided customized weapon-specific modules for high-flow training programs, such as those for the AH-64 Apache Helicopter, the M1A2 Abrams Tank, the Bradley Fighting Vehicle, and both the subsonic and supersonic phases (T-37B and T-38A) of Air Force Undergraduate Pilot Training. Mock-ups and various other aids, such as tabletop instrument displays for the T-38, have been procured to augment training.

In addition, an ambitious project is underway in support of pilots and maintenance personnel involved with the F-16. Customized modules will focus on F-16-related topics. Interactive courseware lessons will support the modules and address radio communications listening and speaking requirements through the use of voice recognition technology. The Specialized English Training materials developed for each of these weapon-specific projects make extensive use of authentic technical training materials and provide opportunities for practice of those English language skills required in the respective follow-on technical training programs.

In order to enter Specialized English Training, students must meet their follow-on training ECL requirements. Students who do not meet the entry requirement upon their arrival at DLIELC are assigned to a class in General English. For most students, a **70 average** must be maintained on Specialized English Training book quizzes to qualify for a DLIELC Diploma. Students bound for aviation follow-on training are required to pass all quizzes with at least a score of 70 on each, or be recycled through the failed material. This better prepares the students for the rigors of flying and provides the follow-on trainers customers with advance notification of student potential.

³ The modular approach is one module per week. One module may be used in several specialities. For example, a navigator and pilot will both study the navigator modules.



A mock-up of the AH-64 Apache Helicopter cockpit brings DLIELC students closer to follow-on training.

Some recent initiatives aimed at improving the quality of instruction and customer satisfaction in Specialized English Training include a policy which allows instructors to teach within one or two specialty areas of preference, developing their expertise in a particular technical field. In fact, units in Specialized English Training are aligned according to technical/professional interest areas, thereby creating “specialty teams” of instructors and supervisors with common goals. Moreover, instructors keep the same students for three consecutive weeks, whenever possible. This continuity increases opportunities for language problem identification and treatment, creates more positive rapport, and results in more satisfied student-customers. It also facilitates the pursuit of a coordinated effort to treat reading comprehension problems presented by some students from certain cultures.

In order to improve student-customer satisfaction, we hired one subject matter expert in the field of aviation and are recruiting two others—one in aviation and another in electronics—to bridge the gap between language training and technical training. Our resident subject matter expert (to be joined by the others) directly supports ESL language instructors and classes by teaching and acting as “guest lecturer,” and by providing in-service training to Specialized English Training instructors on a continuing basis. We are also collaborating with subject matter experts from follow-on training sites throughout the country. For example, Abrams tank subject matter experts from Fort Knox, Kentucky, come to DLIELC to teach tactics and map reading, and our students have traveled to Fort Hood, Texas, for hands-on familiarization with the Apache helicopter and Abrams tank. We are also exploring the possibility of videoteletraining for even greater contact with subject matter experts throughout the country.

Prior to graduation from Specialized Training, students attend an end-of-course critique. We rely on feedback from the student in order to continue to improve instruction and materials. We see the student as also a customer and welcome these critiques. After the student has been at his follow-on training site for approximately one month, he/she receives a direct mail questionnaire to complete, thereby providing us with additional feedback. The students' instructor will also receive a questionnaire, furnishing DLIELC with valuable input as to the linguistic competence of the DLIELC graduate.



Aviation students in Specialized English Training listen attentively as a subject matter expert describes the J-69 jet engine.

Representatives from DLIELC make six to eight trips per year to follow-on training sites where our graduates are attending training. These on-site visits are used to gather additional feedback and face-to-face interaction with follow-on training instructors. The successful specialized graduate keeps us in business, and we listen to our customers—our graduates.

Specialized Training graduates leave possessing the "technical coping skills" necessary to function alongside their United States counterparts. In this era of advanced technology warfare, those skills can mean the difference between life and death.

Instructor Development Courses

The Instructor Development Section conducts courses for professional instructors and administrators who work in English language training programs overseas. This section is a "force-multiplier," since the Instructor Development Section graduates possess the potential for affecting thousands of other international students as they return to their countries and work as English language instructors, supervisors, program managers, and language laboratory technicians.

Both new curriculum and flexible student administration techniques strive to meet the personal expectations and professional requirements of an ever changing student population. Basic and advanced courses provided for English language training program personnel are summarized in the following chart. For more detailed descriptions, course numbers, and dates, consult the FY95-96 Handbook for Security Assistance Officers.

Basic Courses for English Language Training Program (ELTP) Personnel

Instructors	<ul style="list-style-type: none"> * Basic American Language Instructor Course (BALIC) - 27 weeks - New curriculum with dual focus: <ul style="list-style-type: none"> -- prepare instructor-students to teach the ALC -- upgrade their English language skills
Supervisors Managers	<ul style="list-style-type: none"> * Management of English Language Training (MELT) Course - 8 weeks (formerly known as APELTS) - Focus on the practical aspects of managing an ELTP - Recently revised to include information on current management trends * Observer Professional Course - 1-3 weeks - Flexible: course contents individually tailored to the needs of professional - Ideal for managers/ELTP personnel who cannot attend 8-week seminar - Can be programmed for any given week
Language Lab Technicians	<ul style="list-style-type: none"> * Language Laboratory Maintenance Training Course - 6 weeks - Hands-on training on GEL IC-6 and 4M systems - Duration to be extended to eight weeks in FY96

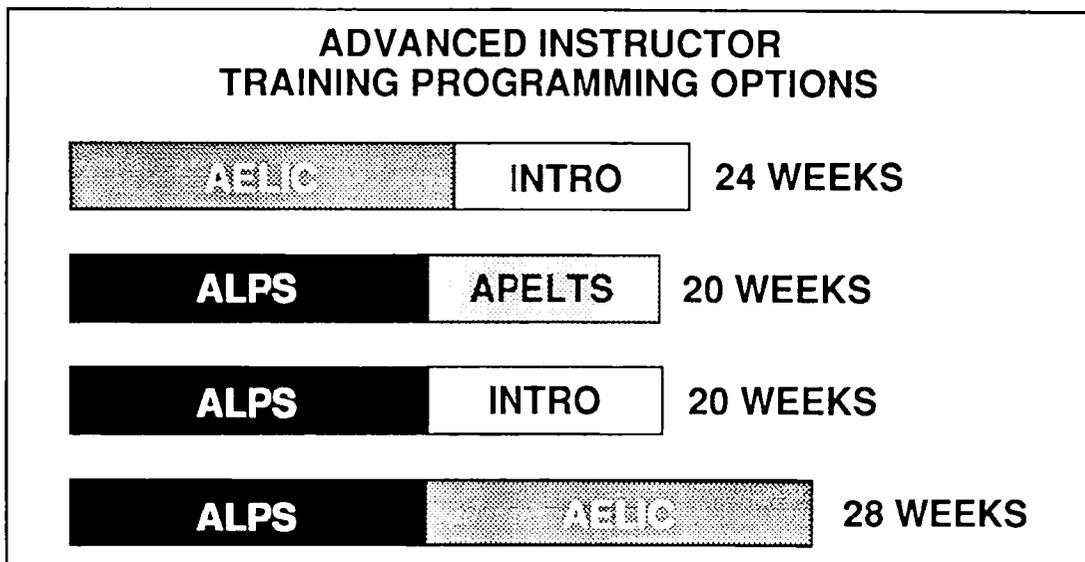
Advanced Courses for Experienced English Language Instructors

<ul style="list-style-type: none"> * Advanced English Language Instructor Course (AELIC) - 16 weeks (85 ECL required) - Enhances language communication skills, especially speaking and writing - Revised/expanded to include orientation on video/ICW and the Oral Proficiency Interview (OPI), practice teaching ALC Level VI, and techniques for non-intensive/multi-level classes
<ul style="list-style-type: none"> * Advanced Language Proficiency Skills Course (ALPS) - 12 weeks - Concentrates solely on upgrade of <i>language</i> skills (no methodology) for instructors - Ideal for translators, interpreters, or other ELTP personnel who need skills beyond the ALC
<ul style="list-style-type: none"> * Introduction to the ALC for Experienced Instructor Course (INTRO) - 8 weeks - Familiarizes experienced instructors with the focus and design of the ALC to enable them to teach the materials and train others to teach them. (For those who took BALIC before 92.) - Ideal for instructors from newly emerging democracies who have a high level of English proficiency and extensive experience teaching English with materials other than the ALC. <li style="padding-left: 20px;">(A three-week version of this course can be conducted at nonresident sites.)



A student in the Instructor Development Section polishes his teaching skills.

For those countries who wish to send their experienced instructors back to DLIELC for more than one advanced course, the schedules have been set up so that courses dovetail. Two or three consecutive courses may be programmed as illustrated below.



In response to the more stringent academic requirements for entry into postgraduate training courses, the Curriculum Branch recently developed the Test of English as a Foreign Language (TOEFL) Preparation Course. This is a sixteen-week course designed to develop the advanced English language skills necessary to reach or enhance a score of 500 on the TOEFL. In addition, the course emphasizes the development of writing skills and computer skills required by students destined for follow-on training at the Naval Post-Graduate School and the Air Force Institute of Technology.

Prior to graduation, these professional instructors and administrators attend an end-of-course critique conducted by the Evaluation Division. DLIELC relies on feedback from the student in order to continue to improve instruction and materials. DLIELC also views these professionals as customers and welcomes their feedback. Their comments provide the impetus to keep DLIELC striving to provide better instruction and materials.

Academic Resources

DLIELC has its own library on campus in addition to the Main Library on Lackland Air Force Base. It provides all types of materials—books, audio tapes, video tapes, etc.—designed for the ESL learner, as well as recreational reading materials at all levels of difficulty and interest.

The on-campus Learning Center provides a single facility for after-hours independent student study. A variety of media to aid student self-study are available, including the following: interactive courseware stations (for use with commercial as well as DLIELC-developed lessons), personal computers to be used for student writing assignments, printers, audio stations, video stations, reference materials, training aids, and commercial/military videotapes used in the specialized classes.



The Learning Center offers multimedia work stations as well as various training aids.

Nonresident Training

In addition to its highly visible resident training program, DLIELC has extensive involvement in nonresident English language training programs. The mission of Nonresident Training is to provide technical guidance and assistance to nonresident English language training programs

conducted under DoD auspices and to monitor their effectiveness. The branch is a vital component of the Defense English Language Program. The Defense English Language Program in turn serves not only the needs of the United States Security Assistance Program, but also those of United States military organizations and installations which have English language training requirements.

Since its establishment, DLIELC, in fulfilling its nonresident mission, has been providing instructors, advisors, and managers to support in-country English language training programs throughout the world. To date, DLIELC has deployed teams to provide professional services in more than 40 countries.

Over the past two years, the school has had personnel on Permanent Change of Station (PCS) or extended (30 to 179 days) Temporary Duty (TDY) assignments in the Czech Republic, Egypt, Hungary, Japan, Korea, Puerto Rico, Taiwan, Thailand, and the Ukraine. All of these English language training programs support the United States Security Assistance Program except those in Japan and Puerto Rico. The English Language Training Program in Japan provides training to Japanese workers at the United States Navy Ship Repair Facility in Yokosuka. These workers repair United States Navy ships. The English Language Training Program in Puerto Rico provides English language training to ROTC cadets who must achieve a certain level of English language proficiency to be commissioned in the United States Army.

DLIELC currently has 25 personnel serving on an extended TDY or PCS assignments in nonresident English language training programs in Egypt, Hungary, Japan, Korea, Puerto Rico, and Taiwan. Over the past year, 48 DLIELC personnel served on either an extended TDY or a PCS assignment.

Besides sending personnel on extended TDY or PCS assignments to nonresident locations, DLIELC conducts Mobile Training Team (MTT) surveys of nonresident English language training programs. There are three types of MTT English language training surveys. The table below shows the types of surveys.

During the past two years the Nonresident Training Branch has conducted several English language training MTT surveys of the contractor-conducted English language training program at Ft Bliss, TX, and also conducted either quality assurance or pre-deployment surveys in Kazakhstan, Korea, Poland, Saudi Arabia, Taiwan, Ukraine, Uruguay, and Venezuela.

Security assistance officers or United States military organizations who feel that the program could be of assistance in establishing or improving either an overseas or continental United States English Language Training Program are invited to contact the Nonresident Training Branch. (See Directory at end of this article.)

Training Operations

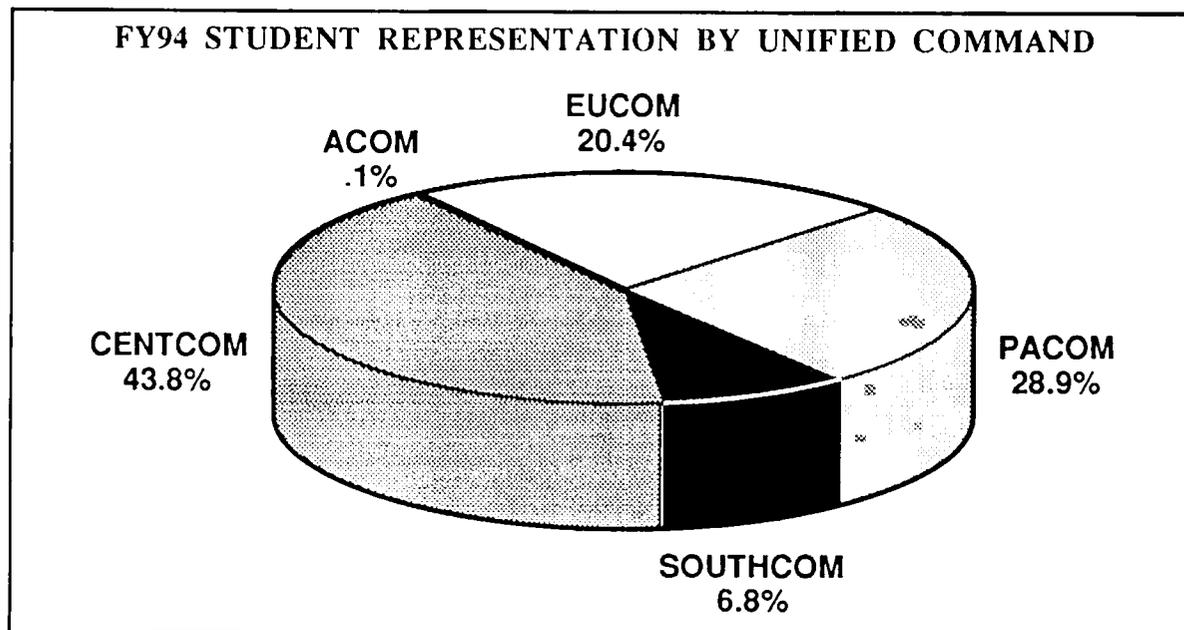
Country program managers personally meet with each international military student within the first week of class and review the entire training package, including follow-on training. Each international military student leaves this meeting knowing exactly what her/his goals are and when these goals must be met.

Student academic progress is monitored on a daily basis. To accomplish this, country program managers initiate and maintain student academic records using information from invitational travel orders, electronic messages, FAXs, Military Department Standardized Training Lists, and internal reports. Country program managers are voting members of academic boards concerned with students who are not maintaining proper ESL progress and also act as the Academics Division representatives to disciplinary boards, giving advice and recommendations on academic status and issues. The country program manager keeps the military departments advised of the status of these

issues via telephone and/or message. As a collateral function, the branch is the 37th Training Wing International Military Student Office for all international military students attending courses at Lackland AFB other than those at DLIELC.

TYPES OF ENGLISH LANGUAGE TRAINING SURVEYS

Type of Survey	Purpose	Product
Quality Assurance	Evaluate a continental United States or overseas English language training program	Outbriefings to host-country and United States government officials Detailed written report of findings and recommendations
Pre-deployment	Ensure compatibility of host-country and United States government expectations Ensure that the mission is realistic Arrange for support of DLIELC personnel	Memoranda of Agreement with host-country and United States government officials
Contractor Evaluation	Evaluate performance of English language training contractor hired under DoD auspices	Outbriefing to United States government and contractor personnel Detailed written report of findings and recommendations



Externally, country program managers keep the military departments informed of student academic progress and other issues affecting training based on academic records, instructor comments, personal interview assessment of students' academic potential for success, and follow-on-training requirements. They also make recommendations to military departments on the disposition of students.

DLIELC's success in programming and training is reflected in the student load statistics for FY94: 2322 students entered DLIELC (1891 were international, 431 United States military), an average daily population of 666. Most significantly, the academic attrition rate for international military students was 1%.

FY94 TRAINING INFORMATION

Students From 95 Countries Represented

Total of 2322

Average of 666 in class weekly

Classroom Instruction

Average 102 civilian instructors on board

Average of 15 weeks of training per student

COMMANDANT OF TROOPS

U.S. military members from all services provide the military infrastructure at DLIELC. They have the challenging job of ensuring all military requirements are met. The more than 40 United States Army, Navy, and Air Force permanent party personnel are committed to providing quality support to the international military students. Our goal is to ensure all students, from day one to graduation, get outstanding treatment, and leave with a favorable impression of the United States of America, its people, and its military.

The division focuses on serving the international and United States students. It strives to anticipate the special requirements of all students in an effort to minimize any stress that may detract them from learning, and to promote a healthy and positive experience at DLIELC.

Involvement with the students starts when they are picked up at the airport or report to the DLIELC Service Desk—a 24-hour reception desk provided to assist arriving or departing students or those needing various kinds of assistance during non-school time. Personnel initiate a computerized record by entering data from the students' orders into the Student Database Network. All incoming students are then briefed on base facilities, the in-processing schedule, and uniform requirements. Throughout the students' stay, they have almost daily contact with the 24-hour Service Desk, which provides a variety of services to them—transportation, sick call, and appointment sign-in and sign-out. In addition, a full sports program is provided, including bowling, billiards, Ping-Pong tournaments, golf lessons, and two intramural soccer leagues. A variety of athletic equipment is available for check-out at the Student Service Desk.

Common activities such as obtaining a driver's license, finding off-base housing, or opening a bank account, are routine for Americans but can be major hurdles for a newly arrived international

student. To assist with these challenges, each student is assigned a full-time counselor. Each counselor maintains a computerized record with the basic data about a student—name, rank, room number, etc.—and also includes attendance, sign in and sign out, and even athletic equipment checkout. Counselors can pull up a variety of information about one student, a group of students, or the whole student population. Counselors also advise students with attendance problems. Student attendance is tracked through the use of daily class attendance sheets which are entered into a computer database. Students who are tardy or absent from class an unacceptable number of times receive a documented counseling, a series of formalized written notices, and could meet a disciplinary board. The data is used to generate a variety of reports used by different sections for more effective student management.



Students enjoy DLIELC's soccer field and sports area.

Keeping the students “in shape” is an ongoing task. United States military instructors conduct physical training at DLIELC for all students scheduled for follow-on training that requires good physical conditioning—such as flight training or explosive ordnance. Three times a week students participate in warm-up, stretching exercises, then a two- to four-mile run. Once a month they are required to pass a fitness examination based on the United States Army physical fitness exam. In addition, a new program provides swimming instruction, from qualified Red Cross instructors, to selected students before they report to follow-on Navy Weapons Systems Officer training.

RESOURCE MANAGEMENT

This is the “nuts and bolts” division that keeps things moving. It provides support and services in such areas as manpower and personnel, supplies and equipment, facilities management, information technology, and financial management.

The basement houses “*the best little warehouse in Texas.*” The Text and Tape Storage and Distribution Center manages the day-to-day operation associated with providing materials to support the resident and nonresident training programs. The branch maintains more than 1,150 line items on-the-shelf to fill book orders from international military education and training sales, foreign military sales, and commercial sales, as well as for meeting the requirements for the resident training program. More than 300 orders are received and filled annually, with an average of seven days turn-around time. Smaller orders require less time to process and often are shipped

within 24 hours. A system of “moving shelves” (high density pallet storage system) has just been installed. This state-of-the-art system has greatly reduced the center’s processing time and provides efficient use of available space, allowing the storage of sufficient materials to meet day-to-day demands. (See last page for information on ordering materials.)

Tape reproduction is another major function within the “warehouse.” Recorded masters which support each book of instruction are used to duplicate tapes to accompany book orders. More than 150,000 cassette tapes and 25,000 reel-to-reel tapes are produced annually for exportation. Using some of the most current equipment available, 32 copies of a 30 minute tape can be reproduced in about 2 1/2 minutes. This is followed by a quality check to insure the high standards required of taped recordings have been met and then tapes are packaged for subsequent shipment.



A DLIELC warehouseman checks duplicated tapes for quality.

The newly constructed Bachelor Officer Quarters (BOQ) and Unaccompanied Enlisted Quarters (UEQ) provide housing to accommodate 835 students. The BOQ, which opened in April 1991, has 475 rooms with private baths. The UEQ opened in February 1994, and it has 360 rooms with shared baths. Each of the rooms is equipped with a TV with cable, a refrigerator, and a microwave oven. and provide the residents with a modern living environment. Satisfaction is high, as students have commented favorably on feedback forms on the clean, comfortable rooms.

The international dining hall has four serving lines with a capability of serving up to 500 students per hour. It not only provides a traditional American menu, but adds a variety of foods from the various countries. Specialty items are changed daily to offer a variety. Additionally, the lunch and dinner meals offer a standard short order food line—hamburgers, hot dogs, french fries, etc.—and is very popular with students from all countries.

DOD INFORMATIONAL PROGRAM

The sounding of the school bell at the end of the academic day does not mean the end of activities for our international students. The school has one of the most active DoD Informational Programs in the United States. During an average month, the Informational Programs office conducts more than thirty activities.

The goal of the Informational Programs is to ensure international students return to their homelands with an understanding of the responsibility of government, military, and citizens to protect, preserve, and respect the rights of every individual. The Informational Programs office not only achieves the mission but does so in a positive, creative, and "Texas friendly" manner. For many students, their memories of events and friendships with Americans will last for years.

South Texas, San Antonio, and Lackland AFB provide an unlimited source of areas of interest for the international visitor. With San Antonio's multi-cultural heritage and large military population, students quickly adjust and become comfortable in their new surroundings. Nearby is the Texas Capitol in Austin where students learn of our democratic ideals and elected government. They visit the President Johnson Library where they learn of the educational, social, and human rights issues important to our America of the 1960's through today. Some students visit Houston, home to the NASA Space Center. Some journey into the beautiful Texas hill country and visit small towns where pioneers, immigrants, and American Indians lived a lifestyle similar to movies the students have seen of the "Old West."

DLIELC AND HUMAN RIGHTS

- ❖ Approximately 354 hours of Human Rights and democratization issues incorporated into curricula
- ❖ Tours supporting Human Rights objectives
- ❖ On-going familiarization program for DLIELC staff and faculty
- ❖ Permanent Human Rights display in DLIELC library

As previously mentioned, the Informational Programs office arranges for guest speakers to discuss topics such as our judicial system, educational system, government structure, and many other basic human right topics. Tours and activities are conducted on weekdays, weekends, and holidays. Students are able to participate in an Informational Program that strives to provide a realistic, up-close yet broad spectrum look at the United States culture and society.

The Sponsorship Program introduces students to local Americans. The American Members of International Goodwill to Others (AMIGO) Program opens the door for students to attend civic organizations, such as the Lions Club, Rotary International, and Chamber of Commerce events. The American volunteers, or "Amigos," welcome students into their homes, take them sightseeing, shopping, and often relate to students as members of their family. Many friendships are formed and memorable events shared between Americans and students. Improved language skills, cultural awareness, and understanding are only a few of the many rewards of the Informational Program.

We end the article by welcoming one and all to San Antonio!

“CHAMBER OF COMMERCE” WELCOME TO SAN ANTONIO

Come and visit San Antonio, the 10th largest city in the United States. Even though we are large, we have the welcoming small town atmosphere. It's an enchanting city—the Home of the Alamo—and five military installations with a healthy business climate. We are a city of many cultures—there is a touch of Venice with the Riverwalk in the middle of the city, an old German town ambiance, and Spanish and Mexican cultural influences present downtown and in Market Square.



International students pause for a photo at the "birthplace of Texas Independence." The Alamo is just one of many popular sites to visit in San Antonio.

Residents enjoy living here because "commuting" is not difficult, prices are reasonable, and the climate is subtropical. We are a southern city, and yes, we do have that southern hospitality. Because of the mixed cultures, we enjoy entertaining international visitors.

You will not be disappointed if you visit or study in San Antonio. As the DLIELC graduates always say, "I hope to return to San Antonio for more English language training at DLIELC."

DLIELC Directory

IF YOU HAVE QUESTIONS ABOUT:	CONTACT:	PHONE NUMBERS:
<ul style="list-style-type: none"> - Programming of Students - Course Description/Availability - Student Academic progress 	Training Operations (DLIELC/LEAX)	DSN: 473-3342 FAX: 473-3700 COMM: (210) 671-3342 FAX: (210) 671-3700
<ul style="list-style-type: none"> - Arranging for International Visitors 	Public Affairs (DLIELC/CCPP)	DSN: 473-4060 FAX: 473-2890 COMM: (210) 671-4060 FAX: (210) 671-2890
<ul style="list-style-type: none"> - Getting to DLIELC from the San Antonio Airport - Other Military Support Questions 	Service Desk [Open 24 hours] (DLIELC/LET)	DSN: 473-2927 FAX: 473-4214 COMM: (210) 671-2927 FAX: (210) 671-4214
<ul style="list-style-type: none"> - ALCPT or the ECL Test 	Test and Measurement Section (DLIELC/LEACT)	DSN: 473-4889 FAX: 473-3700 COMM: (210) 671-4889 FAX: (210) 671-3700
<ul style="list-style-type: none"> - Ordering Texts and Tapes - Obtaining Course Catalogs for FMS, IMET, and the Private Sector 	DLIELC Warehouse (DLIELC/LERW)	DSN: 473-4711 FAX: 473-3063 COMM: (210) 671-4711 FAX: (210) 671-3063
<ul style="list-style-type: none"> - CONUS or OCONUS nonresident English Language Training Programs (ELTP) - having DLIELC instructors or advisors work in the English Language Training Program on an TDY or PCS basis, - English Language Training Program requirements: ALC materials/language labs 	Nonresident Training (DLIELC/LEAN)	DSN: 473-3783 FAX: 473-5362 COMM (210) 671-3783 FAX: (210) 671-5362
<ul style="list-style-type: none"> - Customer Feedback / Support 	Evaluation Division (DLIELC/LEE)	DSN: 473-3769 FAX: 473-2890 COMM: (210) 671-3769 FAX: (210) 671-2890

Mailing Address for all DLIELC Agencies: [Office Name] 2235 Andrews Avenue Lackland AFB TX 78236-5259	DLIELC IDDS Line: "DLIELC" Message Address: COMDT DLIELC LACKLAND AFB TX//Office Symbol//
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