

# **Defense Language Institute English Language Center**

## **English Language Training Support for Security Assistance Offices**

### **FOREWORD**

Since 1954, the Defense Language Institute English Language Center (DLIELC) has performed its mission to support the policies and objectives of the US Government and the US Department of Defense (DoD). DLIELC started as the US Air Force Language School; our primary mission was to teach English to allied pilot candidates. In 1966, our mission expanded to include other career fields, and our school moved under the DoD, with the US Army as the executive agent. DLIELC assumed its present form in 1976 when the USAF became the executive agent.

The resident campus, located at Lackland AFB, Texas, includes headquarters and academics facilities, a learning resources center, dining hall, officer and enlisted quarters, student administration building and a conference center. Small classrooms, equipped with the latest in training technology, are specifically designed to support student-centered instruction. In addition, the DLIELC curriculum meets the diverse needs of the adult military population with tailored courses that address the specific language requirements of the students' career fields.

This guide, published annually, is a reference for planning, scheduling and conducting English language training in support of the Security Assistance Training Program (SATP). This publication supersedes the *English Language Training Support for Security Assistance Offices*, FY 04-05.



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## **PART I**

# **OVERVIEW**



**DOD POLICY  
ON  
SECURITY ASSISTANCE SPONSORED  
ENGLISH LANGUAGE TRAINING (ELT)**

- DLIELC has responsibility for, and exercises operational and technical control over, the Defense English Language Program (DELP) that encompasses all DoD English Language Programs or courses conducted for US personnel or for international students under the International Military Education and Training (IMET) Program and Foreign Military Sales (FMS) in CONUS and OCONUS.
- As a matter of policy, all Security Assistance sponsored ELT is conducted by DLIELC unless unusual conditions exist that would warrant exceptional ELT arrangements under FMS funding. No exceptions are permitted for IMET-funded ELT. In those cases where exceptions are requested under FMS funding, written request for an exception to this policy must be submitted by the military departments (MILDEPs) to DEFENSE SECURITY COOPERATION AGENCY (DSCA)-PLANS-PGM prior to submission of letters of agreement (LOA) or LOA amendments to DSCA for countersignature.
- Such requests must include the following information
  - Written DLIELC position on the proposed ELT exception
  - Explanation of the unusual conditions that would warrant training outside of DLIELC
  - Complete information on the ELT to be conducted to include location, description of training facilities, number of students, training objectives, duration of the overall ELT program, estimated cost, etc.
  - Statement that DLIELC will coordinate and approve the ELT curriculum, teaching materials, instructor qualification standards; monitor the ELT to ensure that DLIELC technical standards are being met; and perform a DLIELC certification visit every six months
  - Statement that the LOA will contain an appropriate line item for DLIELC to monitor and provide quality control of the proposed ELT
- If a DSCA waiver is granted, the waiver applies strictly to the scope of the proposed ELT program justified in the exception request. No change to the LOA will be made to increase the student load or extend the duration of the ELT program without submitting a revised request to DSCA-PLANS-PGM as indicated above
- References
  - DoD Directive 5160.41, Defense Language Program (DLP), 7 Apr 88
  - Air Force Joint Instruction 16-103, Managing the Defense English Language Program, 31 Aug 94
  - Joint Security Assistance Training (JSAT) Regulation, 5 Jun 00
  - DoD 5105.38-M, Security Assistance Management Manual (SAMM), Chapter 10, 3 Oct 03

## ENGLISH COMPREHENSION LEVEL (ECL) TEST: OVERVIEW

- Primary DoD measurement tool for assessing the general English language proficiency of nonnative English speakers scheduled for training in US
- Policy and procedures governed by DLIELC Instruction 1025.15, ECL Test Guidelines
- Solely issued to and administered by Test Control Officers (TCOs), designated on a Memorandum for Record (MFR) of TCO Appointment. TCOs must be US citizens who work for the US government
- Four-option, multiple-choice test of listening and reading comprehension
- Emphasis on informal (not academic or technical) English, the kind of language used in a military training environment
- Scored on a scale of 100
  - Required ECL score for course entry set by school conducting course
  - Most course requirements fall between 65 and 85
- Paper-and-pencil version used outside of DLIELC
  - 66 listening items on cassette tape or audio compact disc (CD)
  - 34 reading items
  - Test administration takes 75 minutes
  - Scored by hand, using an answer key
  - Number of answers correct is student's score
- DLIELC mails new ECL test forms annually to properly appointed TCOs after they complete the annual ECL Questionnaire
  - Overseas TCOs test International Military Students (IMS) to determine CONUS training requirement needs
  - CONUS TCOs test all direct entry students to verify course entry qualification
  - DLIELC tests all entry students for ECL status and Follow-on Training (FOT) course prerequisite fulfillment
  - TCOs mail answer sheets to DLIELC monthly
  - DLIELC analyzes all ECL answer sheets
- Computer-adaptive (CAT) version in use on DLIELC campus
  - User-friendly format, as students need hit only *A*, *B*, *C*, *D*, and *Enter* keys
  - Students receive hands-on orientation through a video and a tutorial prior to taking the test
  - Each student gets *own* version of test

- Computer determines appropriate item difficulty level based on student's responses
- Advanced students don't waste time answering easy items
- Beginning students don't need to struggle with items beyond their level
- Better discrimination among students at higher levels
- Test administration takes, on average, 17 minutes
  - Approximately 20 reading items
  - Approximately 20 listening items
  - Reading part precedes listening part

### **ECL TESTING: IN-COUNTRY PROCEDURES**

- IMS identified as candidate for training
- Country administers ALCPT as screening test prior to ECL
- TCO administers ECL as final language qualification assessment to a maximum of three candidates per training slot
  - If selected candidate makes required score and is within 105 days of CONUS course entry date
    - The Invitational Travel Order (ITO) is processed and ECL score, test form, and date are provided on ITO
  - If candidate makes required score but is more than 105 days from CONUS course entry date, candidate
    - should be entered in language training in order to maintain language proficiency, and
    - must be retested when within 105 days of CONUS course entry date
  - If candidate does not make required score
    - candidate is entered in language training and can be retested after 30 days, or
    - another candidate is selected, or
    - course is rescheduled or canceled
- TCO forwards all ECL test answer sheets on a monthly basis to:

DLIELC/LECT  
2230 ANDREWS AVENUE  
LACKLAND AFB TX 78236-5207

## **ECL TESTING: US SERVICE SCHOOL PROCEDURES**

- Students are administered the ECL test on entry at first US training location only. Students arriving directly from DLIELC are not tested
- If student achieves required ECL score, student is entered into training
- If student does not achieve required ECL score
  - Student is retested in 1-2 working days
  - DLIELC and MILDEP are advised if retest not successful
  - MILDEP has responsibility to
    - Waive prerequisite score, or
    - Cancel training and assess penalty charges
  - A second retest (third ECL) can be given if a waiver to do so is obtained from the MILDEP and from DLIELC/LECT
- TCO forwards all ECL test answer sheets on a monthly basis to:

DLIELC/LECT  
2230 ANDREWS AVENUE  
LACKLAND AFB TX 78236-5207

## **ECL TESTING: DLIELC PROCEDURES**

- Students take a CAT ECL during their first week in training
- Students receive a CAT ECL orientation on Thursday of their in-processing week. They view an instructional video and take a hands-on CAT ECL tutorial in the laboratory
- Students programmed under Military Articles and Services List (MASL) Item Identification Number (IIN) 177008, Specialized English Training (SET)
  - Must achieve required ECL score to go to SET
    - If not, they are entered into General English (MASL IIN 177009) and MILDEP is contacted
    - MILDEP either reprograms or waives SET
- Students programmed under 177009
  - Are placed in language training IAW entry ECL
    - If entry ECL is 11 points or more higher or lower than in-country score, a discrepancy message is transmitted to MILDEP, Unified Command, and country
    - Student's progress is monitored
    - If indications are that student will not qualify, conditions (attitude, motivation, application, etc.) are investigated and a recommendation is sent to MILDEP/country for action

## ECL STUDENT PROFILE

ECL TEST SCORE	EXAMPLES OF FOT COURSES	SKILL LEVEL DESCRIPTION	VOCABULARY	READABILITY STATISTICS
60 - 65	Sheet metal worker Light-wheeled vehicle mechanic Construction equipment operator	The student in this range has a good understanding of basic sentence structures and can understand simple questions and answers. The student can understand written text consisting of very simple sentences on familiar topics.	Approx 3000 words (high-frequency words and military-oriented terminology)	Reading grade Level 5.5 (Flesch-Kincaid)
70	Medical service technician Supply Basic electronics	The student at this level has an understanding of most verb tenses, questions and answers, and statement forms, but is inconsistent and has problems when these structures/patterns are used in unfamiliar situations. The student can read paragraphs but will commonly misinterpret basic grammatical structures in unfamiliar context.	Approx 4000 words	Reading Grade Level 7.4
80	Professional military education (PME) courses Undergraduate flying courses Hazardous courses (explosive ordnance, underwater demolition, diving)	The student at this level can recognize present, past, and future tenses as well as the use of the perfect tenses. The student can read uncomplicated texts and is able to use contextual clues to comprehend texts of a complex or technical nature.	Approx 5000 words	Reading Grade Level 10.5
85-90	Some advanced flying courses Safety engineering courses Intelligence courses	The student in this range demonstrates considerable ability in understanding general topics and those topics relating to specialized interests; can understand conversation and announcements when spoken at normal speed. The student is able to comprehend texts on a variety of material, relate ideas from one sentence and paragraph to another, and grasp some inferences.	Approx 6000 words	Reading Grade Level 11.6

## FY05 SERIES ECL QUESTIONNAIRE

Please provide the information requested below. Please use the MEMORANDUM FOR RECORD on the next page to indicate any TCO or ATCO additions/changes. If TCO is scheduled to rotate, please inform DLIELC/LECT. If there is no requirement for ECL testing, annotate below and return this form with a Certificate of Destruction (AF Form 1565) for all ECL materials.

SITE NUMBER:

TEST CONTROL OFFICER:

ALTERNATE TEST CONTROL OFFICERS:

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MAILING ADDRESS:

ACTIVITY:  
STREET:  
CITY/STATE/ZIP:

PHYSICAL ADDRESS (if different from mailing address):

ACTIVITY:  
STREET:  
CITY/STATE/ZIP:

COMM PHONE:

DSN PHONE:

COMM FAX:

DSN FAX:

E-MAIL:

MESSAGE ADDRESS:

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### FY05 ECL TEST MATERIALS REQUIREMENTS

NUMBER OF ECL FORMS REQUIRED: \_\_\_\_\_

NUMBER OF TEST BOOKLETS PER FORM: \_\_\_\_\_

NUMBER OF CASSETTE TAPES PER FORM: \_\_\_\_\_ **OR** AUDIO CD REQUESTED: \_\_\_\_\_

NUMBER OF ECL ANSWER SHEETS (FORM 6748) REQUIRED FOR FY05: \_\_\_\_\_

IS THE ECL ADMINISTERED IN A LANGUAGE LAB? YES \_\_\_\_\_ NO \_\_\_\_\_

IF SO, HOW MANY POSITIONS ARE IN THE LAB? \_\_\_\_\_

REMARKS: \_\_\_\_\_

PERSON COMPLETING THIS FORM: \_\_\_\_\_

DATE: \_\_\_\_\_



## **ORAL PROFICIENCY INTERVIEW (OPI): OVERVIEW**

- Some international students entering CONUS training must take the OPI
  - US services/schools establish the OPI requirement for their courses
  - Students must be ECL-qualified before taking the OPI
- The OPI tests interactive listening comprehension and speaking ability by means of an interview
  - The interview is conducted by two certified OPI raters/testers in a face-to-face setting or by phone and is recorded for quality assurance
  - Students will be asked to talk about various topics, ask and answer questions, verbally handle situations, etc.
  - When the interview is finished, the two testers rate the student individually and then compare ratings
  - If the ratings are not the same, the raters discuss the interview and come to a resolution
  - If the raters cannot reach a consensus on the score, a rater trainer listens to the tape and makes a decision
- Ratings, based on the Interagency Language Roundtable (ILR) skill level descriptions, range from 0 to 5 (0, 0+, 1, 1+, etc.) with 0 indicating no functional proficiency and 5 the proficiency of a well-educated, native speaker
- A qualifying OPI score is valid for six months
- OPI interviews are conducted and verified by OPI-certified DLIELC personnel only
- OCONUS candidates who have taken a telephonic OPI must wait 90 days before being re-interviewed, unless a waiver is granted by DLIELC/LECT. Waivers will normally not be granted before a 30-day wait-period has elapsed.
- Students who are programmed for OPI-required aviation training and who do not meet OPI requirements must be programmed for MASL 177026, Oral Proficiency Skills for Aviation Training (OPSAV)
- Students who require a qualifying OPI and have not received one in-country will be tested upon arrival at DLIELC or their first training site

## **OPI TESTING: IN-COUNTRY PROCEDURES**

- TCO/SAO
  - Ensures candidate is ECL-qualified before setting up an OPI
  - Arranges OPI schedule with DLIELC by FAX, Internet, telephone or message one week in advance (see addresses, and telephone numbers below)
    - Allows 60 minutes per candidate
    - Schedules no more than two consecutive OPIs on one date
    - Provides the following information: date, time, sponsor service, rank, name (Last, First, MI.), country service number or WCN, FMS case or IMET year, ECL score, FOT MASL requiring OPI, TCO's phone number and information about prior OPIs, if applicable

- Obtains DLIELC confirmation of date and time when it is less than 7 days from the scheduled OPI date
- Establishes private room as test site
  - Free of noise/distractions
  - With chair, table/desk, telephone
  - With paper/pencil for candidate to use during Information Gathering Task (IGT) portion of interview
- Identifies candidate (photo ID) on the day of the test
- Calls DLIELC, at the number below, using a normal phone line (not a speaker phone or cell phone)
- Remains in the testing room (off to side) during session to preclude test compromise; does not allow any one else to enter the room
- Does not allow candidate to read or write anything except during the IGT
- Does not discuss OPI questions or responses with candidate during or after test, or permit such discussions of OPI questions between candidates.
- DLIELC staff verifies clarity of connection and candidate information; assign a DLIELC code number
  - Ask for a re-call if there is a bad connection (no more than two call-backs on a given date)
  - Cancel OPI session if call to DLIELC is more than 20 minutes late
  - Notify TCO/SAO of OPI rating by e-mail/FAX, usually within two US workdays
  - Send message with OPI score and DLIELC code number, etc. to MILDEP/Unified Command/country
- TCO/SAO
  - Informs appropriate in-country personnel of candidate's OPI rating after notification by DLIELC
  - Maintains OPI log book, noting candidate's name, rank, date of OPI rating and DLIELC code number

MESSAGE ADDRESS: COMDT DLIELC LACKLAND AFB TX//LEXP//

E-MAIL: [OPI@LACKLAND.AF.MIL](mailto:OPI@LACKLAND.AF.MIL)

TELEPHONE: COMM: (210) 671-3342  
 DSN: 473- 3342

FAX: COMM: (210) 671-3700  
 DSN: 473-3700

# OPERATING FACTOR GRID

	Interactive Comprehension	Structural Control <i>Texts Produced</i>	Lexical Control	Delivery	Sociolinguistic Competence	Global Tasks and Functions
<b>0+</b>	The individual understands a number of short, memorized utterances in areas of immediate needs; frequent, long pauses and repeated requests for repetition.	No control. Can only use memorized structures.  <b>Individual words and phrases.</b> Structural accuracy is random or severely limited. Almost every utterance has errors in basic structures. Time concepts are vague. Can formulate some questions.	Memorized words and phrases related to immediate survival needs.	Even in memorized speech, stress, intonation, and tone usually quite faulty.	Severely limited. Any knowledge of cultural appropriateness has a nonlinguistic source.	Can make statements and ask questions using memorized material.
<b>1</b>	A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction.	Structural accuracy is random or severely limited. Almost every utterance has errors in basic structures. Time concepts are vague. Can formulate some questions.  <b>Discrete sentences.</b> Discourse is minimally cohesive. Grammatical structures are usually not very elaborate and not thoroughly controlled; errors are frequent. Simple structure and basic grammatical relations are typically controlled.	Very limited. Covers courtesy expressions, introductions, identification, personal and accommodation needs, daily routine.	Often speaks with great difficulty. Pronunciation, stress, intonation generally poor.	Uses greetings and courtesy expressions. Can interact with native speakers used to dealing with non-natives.	Can create sentences; begin, maintain, and close short conversations by asking and answering simple questions; satisfy simple daily needs.
<b>2</b>	The individual can get the gist of most everyday conversations, but has some difficulty understanding native speakers in situations that require a specialized or sophisticated knowledge. (May require a native speaker to adjust to his/her limitations in some way).	Discourse is minimally cohesive. Grammatical structures are usually not very elaborate and not thoroughly controlled; errors are frequent. Simple structure and basic grammatical relations are typically controlled.  <b>Full paragraphs.</b>	Sufficient to discuss high frequency concrete topics such as work, family, personal background and interests, travel, current events. Imprecise for less common topics.	Speaks with confidence but not facility. Can usually be understood by those not used to dealing with non-natives.	Satisfies routine social demands and limited work requirements. Can interact with native speakers not used to dealing with non-natives; native speakers may have to adjust to limitations.	Can describe people, places, and things; narrate current, past, and future activities in full paragraphs; state facts; give instructions or directions; ask and answer questions in the work place; deal with non-routine daily situations.
<b>3</b>	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 individual can easily repair the conversation.	Effectively combines structure and vocabulary to convey meaning. Discourse is cohesive. Use of structural devices is flexible and elaborate. Errors occur in low frequency and highly complex structures; but structural inaccuracy rarely causes misunderstanding.  <b>Extended discourse.</b>	Broad enough for effective formal and informal conversations on practical, social, and professional topics. Can convey abstract concepts.	Speaks readily and fills pauses suitably. Pronunciation may be obviously foreign. Flaws in stress, intonation, pitch rarely disturb the native speaker.	Uses cultural references. When errors are made, can easily repair the conversation.	Can converse extensively in formal and informal situations; discuss abstract topics; support opinions; hypothesize; deal with unfamiliar topics and situations; clarify points.
<b>4</b>	Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction. Can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Understands shifts of both subject matter and tone.	Organizes discourse well, using appropriate rhetorical devices and high-level discourse structures.  <b>Speeches, lectures, debates, conference discussions.</b>	Precise for representational purposes within personal and professional experience. Can elaborate concepts freely; choose appropriate words to convey nuances of meaning.	Speaks effortlessly and smoothly, but would seldom be perceived as a native speaker.	Uses and understands details and ramifications of target cultural references. Can set and shift the tone of exchanges with a variety of native speakers.	Can tailor language to fit the audience; counsel; persuade; represent an official point of view; negotiate; advocate a position at length; interpret informally.
<b>5</b>	(No gaps in comprehension, including all details and nuances.)	Functionally equivalent to a highly articulate, well-educated native speaker.  <b>All texts controlled by a highly articulate, well-educated native speaker.</b>	Breadth of vocabulary and idiom equivalent to that of a highly articulate, well-educated native speaker.	Functionally equivalent to a highly articulate, well-educated native speaker of a standard dialect.	Speech reflects the cultural standards of country where language is natively spoken.	Functionally equivalent to a highly articulate, well-educated native speaker.

## **DETERMINING COUNTRIES EXEMPT FROM ENGLISH LANGUAGE TESTING**

- DSCA, DLIELC, MILDEPs and Unified Commands evaluate countries annually based on
  - Use of English as a first language
  - Literacy rate
  - Socioeconomic standards
  - CONUS training success/fail rate by service
- DLIELC will maintain
  - ECL/OPI track record by country/service
  - Record of ECL/OPI TCO appointments
  - Record of ECL/OPI test administrations by test site (TCN)
- DLIELC will coordinate on requests for new waivers, continued waivers, and removal of waivers
- DSCA has final approval authority and will initiate SECDEF message listing exempted countries annually

### **ENGLISH LANGUAGE TESTING EXEMPTIONS (REFERENCE SECDEF USDP - DSCA MSG DTG 302157Z OCT 03)**

#### **COUNTRIES EXEMPT FROM ALL ENGLISH LANGUAGE TESTING (ECL, OPI, AND Test of English as a Foreign Language [TOEFL])**

ANTIGUA	GRENADA	SINGAPORE
AUSTRALIA	GUYANA	ST KITTS
BAHAMAS	INDIA	ST LUCIA
BARBADOS	IRELAND	ST VINCENT
BELIZE	JAMAICA	TRINIDAD
BRUNEI	MALTA	UNITED KINGDOM
CANADA	MAURITIUS	
DOMINICA	NEW ZEALAND	

#### **COUNTRIES EXEMPT FROM IN-COUNTRY OPI TESTING**

AUSTRIA	GERMANY	NORWAY
BELGIUM	GREECE	PORTUGAL
BOTSWANA	ISRAEL	SPAIN
DENMARK	ITALY	SWEDEN
FINLAND	LUXEMBOURG	SWITZERLAND
FRANCE	NETHERLANDS	

## **COUNTRIES EXEMPT FROM IN-COUNTRY ECL TESTING**

AUSTRIA	ITALY	SOLOMON ISLANDS
BANGLADESH	KENYA	SOUTH AFRICA
BELGIUM	LUXEMBOURG	SRI LANKA
BOTSWANA	MALAWI	SURINAME
DENMARK	MALAYSIA	SWAZILAND
FIJI	NETHERLANDS	SWEDEN
FINLAND	NIGERIA	SWITZERLAND
FRANCE	NORWAY	TONGA
GAMBIA	PAKISTAN	UGANDA
GERMANY	PAPUA NEW GUINEA	VANUATU
GHANA	PHILIPPINES	ZAMBIA
ICELAND	SAMOA	ZIMBABWE
ISRAEL	SIERRA LEONE	

## **IMET COUNTRIES WITH 55-ECL EXEMPTION**

AFGHANISTAN	CONGO (KINSHASA)	MAURITANIA
ALBANIA	EAST TIMOR	MONGOLIA
ALGERIA	ERITREA	MOZAMBIQUE
ANGOLA	ETHIOPIA	NIGER
ARMENIA	GABON	RUSSIA
AZERBAIJAN	GEORGIA	RWANDA
BENIN	GUINEA	SAO TOME
BOSNIA	GUINEA-BISSAU	SERBIA-MONTENEGRO
BULGARIA	HAITI	TAJIKISTAN
BURKINA FASO	IRAQ	TOGO
BURUNDI	KAZAKHSTAN	TURKMENISTAN
CAMBODIA	KYRGYSTAN	UZBEKISTAN
CAPE VERDE	LAOS	VIET NAM
CENTRAL AFRICAN REP	MACEDONIA	YEMEN
COMOROS	MADAGASCAR	
CONGO (BRAZZAVILLE)	MALI	

## PROGRAMMING GUIDANCE

TO GRADUATE WITH	60 ECL	65 ECL	70 ECL	75 ECL	80 ECL	85 ECL	90 ECL
<u>IF ECL IS:</u>	<u>THEN PROGRAM TRAINING FOR THE FOLLOWING NUMBER OF WEEKS:</u>						
29 or less	29	31	33	36	43	55	69
30 to 34	14	16	18	21	28	40	54
35 to 39	12	14	16	19	26	38	52
40 to 44	9	11	13	16	23	35	49
45 to 49	6	8	10	13	20	32	46
50 to 54	4	6	8	11	18	30	44
55 to 59	2	3	5	8	15	27	41
60 to 64		2	4	7	14	26	40
65 to 69			2	5	12	24	38
70 to 74				4	11	23	37
75 to 79					6	18	32
80 to 84						11	25
85 to 89							12

### NOTES:

1. One week of training = 30 hours of instruction.
2. This guidance DOES NOT include nine weeks for the SET phase of the ALC. Therefore, to estimate the amount of time needed to achieve a certain ECL exam score and complete SET, add nine to the number of weeks shown on the chart. For example, someone with an ECL score of 60-64 could be expected to reach a 70 ECL and complete SET after approximately 13 weeks of intensive training.
3. The ECL test is not designed to discriminate within a score range of 0 to 29. Based on DLIELC experience, the average student will progress from zero proficiency level to a score of 30 in about 15 weeks. The ECL test is of no value in tracking growth during this period. Progress in an in-country training program should be measured with the American Language Course Placement Test (ALCPT), not the ECL.
4. Progress in an in-country training program should be measured with the American Language Course Placement Test (ALCPT), not the ECL. Kept secure and properly administered, the ALCPT renders results comparable to those of the ECL.
5. Students lacking the required OPI rating, as determined by FOT MASL, will be programmed for MASL IIN D 177026, which includes nine weeks of SET. Aviation Leadership Program Scholarship students lacking the required OPI rating will be programmed for MASL IIN D177028, which includes nine weeks of SET.



**PART II**

**RESIDENT  
ENGLISH LANGUAGE  
TRAINING PROGRAM**



## **RESIDENT ENGLISH LANGUAGE TRAINING PROGRAM**

This section provides information on DLIELC's resident English language training (ELT) program conducted by the Academics Division. Specifically, this part covers the American Language Course (ALC), Instructor Development courses, and FY05 and FY06 ELT course programming information.

### **AMERICAN LANGUAGE COURSE**

The ALC, published by DLIELC, is designed to teach English as a foreign language (EFL). The objective of the course is to provide students with a sufficient level of fluency and communicative proficiency in English to enable them to successfully pursue technical or professional training in schools conducted by the DoD. The ALC materials are geared for students from a wide variety of linguistic and cultural backgrounds. The materials are available for nonresident purchase and are currently used in more than 70 countries worldwide. Information on how to obtain the materials can be found in the DLIELC *Catalog of Materials, Courses, and Support*, or on DLIELC's web site, [www.dlielc.org](http://www.dlielc.org).

The ALC is divided into two phases: General English Training (GET) and Specialized English Training (SET). Students may enter GET only, SET only, or a combination of GET and SET. Those who enter SET must first meet all language proficiency requirements, including required ECL score and OPI ratings, either in their countries before coming to DLIELC or through their GET course. Following graduation, students proceed to their follow-on training (FOT).

### **GENERAL ENGLISH TRAINING**

The purpose of GET is to raise a student's English language proficiency to the level required to enter SET or other FOT programs, such as DLIELC Instructor Development courses.

The GET of the ALC consists of materials designed to conform to classroom group learning and individualized interactive multimedia laboratory instruction. Small classes at DLIELC ensure that students have ample opportunity to participate in classroom activities. Students are grouped homogeneously according to their ECL scores. Achievement tests (book quizzes and performance evaluations) and the ECL are administered on a regular basis to evaluate the students' mastery of the objectives and their progress in the language. Students are expected to demonstrate progress at a rate determined by their required ECL score and the time allotted to their training. They are also expected to complete all classroom assignments and two or more hours of homework each evening. Students experiencing academic problems are provided counseling and supplementary language training as warranted. When students do not meet their ECL requirements, DLIELC recommends to the sponsoring service that their training time be extended or the students be returned to their country. When students progress at a rate above expectations, DLIELC advises the sponsoring services so that their FOT schedule can be adjusted to accommodate an anticipated early graduation from DLIELC.

The General English materials consist of 34 books divided into 6 levels. Levels I through V consist of six books each; Level VI has four books. The Placement Guidelines Chart on page 20 contains end-of-book ECL/ALCPT scores.

**GUIDELINES FOR PLACEMENT IN ENGLISH LANGUAGE TRAINING  
AND ADVANCEMENT IN THE ALC BOOKS, 1-34**

<b>ALCPT and ECL RANGE FOR:</b>
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<b>BOOK</b>	<b>PLACE- MENT SCORE</b>	<b>ADVANCE- MENT SCORE</b>
1	0*	0*
2	0*	0*
3	0*	0*
4	0* - 29	0*
5	0* - 29	0*
6	0* - 29	25
7	25 - 33	29
8	29 - 37	33
9	33 - 41	37
10	37 - 45	41
11	41 - 49	45
12	45 - 51	49
13	49 - 53	51
14	51 - 55	53
15	53 - 57	55
16	55 - 59	57
17	57 - 61	59

<b>BOOK</b>	<b>PLACE- MENT SCORE</b>	<b>ADVANCE- MENT SCORE</b>
18	59 - 63	61
19	61 - 65	63
20	63 - 67	65
21	65 - 69	67
22	67 - 71	69
23	69 - 73	71
24	71 - 74	73
25	73 - 75	74
26	74 - 76	75
27	75 - 77	76
28	76 - 78	77
29	77 - 79	78
30	78 - 81	80
31	79 - 82	80+
32	80 - 83	80+
33	81 - 84	80+
34	82 - 85	80+

\* ALCPT and ECL scores of 29 or below cannot be considered valid indicators of a student's proficiency. Students at this level should be placed in appropriate books based on instructor evaluation.

Books 1-30 focus on four areas: functions, grammar, skills, and vocabulary. Functions are the ways we use a language to communicate. There are exercises in the lessons that show the student how and when to use certain words, phrases, and sentences in particular situations. The grammar structures in the lesson are the forms the student needs in order to communicate correctly. Skills exercises are designed to improve the student's listening, speaking, reading, and writing skills. Finally, the vocabulary section provides the words and expressions the student will need to accomplish the functions and the grammar exercises. Each instructional package for Books 1-30 consists of the following materials:

Student Text

Instructor Text

Language Laboratory Activities Student Text

Language Laboratory Activities Instructor Text

16 cassette tapes or 8 audio CDs

Book quizzes

Books 31-34 focus on the development of language skills. Each of these books is centered around a specific theme which acts as the framework for the teaching of vocabulary and grammar and provides the content for higher language skills development in the areas of listening comprehension, speaking, reading, and writing. The materials include readings, audiotapes, and videotapes which have been selected from commercially published sources as well as from professional military education course material. Each instructional package for Books 31-34 is composed of the following materials:

Student Text

Instructor Text

Audiotape/videotape kit

Book of Idioms

## **ALC VIDEO INSTRUCTION**

There has been a growing movement towards the use of audio/visual media in second language teaching. Videos, in particular, have been effective in motivating students and providing an important link between classroom practice and language usage in real-life situations. Videos present language in context and show students subtle aspects of language such as facial expressions, gestures, and body language. In addition, videos provide an excellent forum for introducing culture in a natural way.

DLIELC has furthered the concept of incorporating video into language instruction by writing and producing videos that supplement existing ALC materials and complete the total instructional package. These videos are intended for use by both resident and nonresident student populations. Each video is a separate presentation of the vocabulary, grammar, and function objectives presented in corresponding lessons. In addition to reinforcing the lesson objectives, the videos offer students a chance to see the diversity of American life, as the majority of the videos are shot on location at American homes, schools, stores, theaters, etc. Furthermore, the videos support the ALC materials by incorporating military topics and showing the interaction between civilians and members of the military.

DLIELC has completed development of videos for Level III (Books 13-18) and Level IV (Books 19-24). The videos for Level III each contain two to three vignettes (short stories). Voice-over explanations of language objectives are incorporated throughout, and graphics provide visual cues whenever new vocabulary words or grammar structures are used. In addition, students are provided opportunities to hear and practice pronouncing new vocabulary terms. Each of the videos for Level IV is approximately 15 to 20 minutes long and is divided into two parts. In the first part, the story is presented without interruption. In the second part, the story is broken up into different sections. Each section includes graphics and voice-over explanations of the language objectives.

Each presentation is geared toward students working within their own particular proficiency level and offers instructors a good deal of flexibility, as different segments of the videos can be shown at different times. Accompanying activity guides contain a variety of activities which are centered around the videos. Many of the activities are interactive; students need to watch the videos in order to complete the exercises.

The videotapes are in *NTSC VHS* 1/2" format. *PAL* and *SECAM* are available upon request at an additional charge.

## **ALC INTERACTIVE MULTIMEDIA INSTRUCTION (IMI)**

In the field of ELT, multimedia computer platforms and computer-assisted language learning methodologies are rapidly evolving. Interactive Multimedia Instruction (IMI), as the name suggests, employs multimedia—full-motion video, graphics, text, animation, and sound—to support the classroom language objectives.

DLIELC has developed and integrated IMI as part of the total instructional package for its training materials, and it is replacing audiotapes in the traditional language laboratory setting. Because students totally control the pace and direction of the lessons, they can concentrate on exercises that improve their own weakest areas.

Currently, students studying in Level II (Books 7-12), Level III (Books 13-18) and Level IV (Books 19-24) attend IMI labs four periods a week. In addition, IMI lessons for Level I (Books 1-6) have been developed to substitute for the Language Laboratory Activities. IMI has also been developed for several SET codes.

As more and more nonresident locations install computer labs for language training, it becomes more important for the SAOs to provide information on compatible computer lab systems. DLIELC recommends that ELT programs first purchase and use videos in their training before moving on to more sophisticated training such as IMI.

The hardware systems for IMI are a standard multimedia personal computer (MPC3-compliant), minimum 700 MHz Pentium processor with at least 32 MB RAM, 1 GB hard drive (or better), super VGA color monitor, 12X (or better) CD-ROM player; 32-bit audio card, Microsoft Windows 95, 98, ME, 2000, or XP, headsets, keyboard, mouse or pointing device, I/O ports: Serial, Parallel, MIDI, and Intel Video CODECs IV4.0 and IV5.0 (packaged with IMI).

## SPECIALIZED ENGLISH TRAINING

SET is designed for students who already have a strong proficiency in general English. The materials emphasize the language skills necessary for, and the technical terminology of, a particular military occupational specialty such as flying, ordnance, or electronics.

The SET phase of the ALC consists of modular materials designed to meet the English language skills needs of students scheduled to attend training in a variety of specialties. Nearly all SET students study Module 101, Basic Skills, during their first week, concentrating on broad language skills necessary in any FOT environment—reading, effective listening, note taking, using reference materials, etc. The next seven weeks of training depend on the scheduled FOT. In addition, there are materials addressing reading comprehension, specific speaking, and formal writing skills for those scheduled for mid- and senior management training, and integrated live radio communication tape practice for aviators. Specific FOT language skills—test taking, note taking, following instructions, etc.—are included for everyone in the ninth week of SET in Module 103, Applied Skills.

### SET PROGRESSION

WEEK 1	2	3	4	5	6	7	8	9
BASIC SKILLS	7-WEEK SPECIALIZED CORE							APPLIED SKILLS
MOD 101	SKILLS CONTINUATION							MOD 103

NOTE: 7-week core depends on scheduled FOT.

Various combinations of the SET materials are used to meet a wide variety of FOT requirements. In each specialty, there are one to seven specific modules supplemented by modules from other specialties. For example, after Module 101, a student scheduled for Air Traffic Control would study English Language Skills for Communication, English Language Skills for Aviation, and English Language Skills for Navigation. A medical officer studies Module 102, Technical Reading, and Module 656, Computer Assisted Composition and Presentation, in addition to medical material. Scheduling decisions depend upon such factors as experience, military service, FOT site, and educational background. SET materials—designed for use in an intensive language training program—are taught in classes of six to eight students.

Students in language-critical and flight-related training (e.g., undergraduate pilot, advanced flying, instructor pilot, experimental test pilot, public affairs officer, staff judge advocate, etc.) have oral proficiency requirements (determined by the FOT) ranging from 2/1+ to 3/3. These students are given an OPI before entering SET. The purpose of this assessment is to rate the students' overall listening comprehension and speaking proficiencies and identify areas in need of improvement in order to meet rigorous FOT requirements. The OPI requirements must be met before entering SET.

## **INSTRUCTOR DEVELOPMENT TRAINING**

In addition to General English and Specialized English training, DLIELC offers a number of courses for international students who are (or will be) English language instructors and/or English language training program managers. Instructor Development courses are designed to provide training and practice in English-as-a-Foreign Language (EFL) methodology for novice as well as experienced instructors. Instructor Development courses also provide advanced instruction in grammar and phonology and are designed to improve an individual's proficiency in listening comprehension, speaking, reading, and writing. Familiarization with American culture is an important part of most Instructor Development courses, and students have an opportunity to observe experienced DLIELC instructors in the classroom as well as in the interactive multimedia labs. Students in the management courses meet with experienced DLIELC managers and administrators. In the Instructor Development courses, a combination of theoretical discussion and practical experience ensures students the opportunity to build on and improve their instructional and/or managerial skills.

## **PROGRAMMING INFORMATION FOR FY05/06 ELT COURSES**

### **American Language Course, MASL IIN D177009**

The course is variable in length (minimum 10 weeks), includes General English Training (GET) and Specialized English Training (SET) may be scheduled to start any week.

### **American Language Course (GET only), MASL IIN D177027**

This course is variable in length (minimum 10 weeks), includes GET only, and may be scheduled to start any week.

### **American Language Course (SET only), MASL IIN D177008**

This nine-week course focuses on language/study skills and terminology associated with technical training and professional military education. It may be scheduled to start any week. Students must achieve the ECL and OPI (if applicable) requirements for entry into the FOT course before entry into this course.

### **American Language Course for Aviation Leadership Program Scholarship (ALP Scholarship), MASL IIN D177024**

This MASL is established for AF ALP Scholarship students and is used for funding purposes only. Basically, training is the same as MASL IIN 177008 or 177009. All students will complete aviation SET. Students who do not have their required ECL must attend GET; students who do not have their required OPI must attend the OPSAV course.

### **Oral Proficiency Skills for Aviation (OPSAV) Course, MASL IIN D177026 (MASL IIN D177028 for Oral Proficiency ALP Scholarship)**

This course concentrates on language skills needed by students going to aviation-related training. The course enables students to improve pronunciation for successful radio communication, to improve comprehension skills under adverse conditions, to practice immediate oral responses, and to practice speaking while performing a complex motor task. This is a 25-week course, the last nine weeks being in SET. *Students must meet the ECL requirement for FOT prior to entrance into the OPSAV course. It is strongly recommended that potential students of OPSAV be given a telephonic OPI in their homeland prior to scheduling them for the course. If they achieve the OPI score required by their FOT, they need not be programmed for the OPSAV course.*

### **Advanced English Language Program (AELP), MASL IIN D177031**

This 16-week advanced English language course is designed for students who need to improve their language skills, with an emphasis on speaking and writing. This course prepares students who have not yet met their ECL and OPI requirements for professional military education training courses, officer basic and advanced courses, etc. The development of speaking skills is emphasized through formal speeches, military briefings, oral reports, and small group discussion. Aural comprehension is enhanced through the use of video and audiotapes, classroom lectures, and televised newscasts. As part of the writing skill development phase, students are required to prepare formal compositions, military memos and letters, library reports, and a long book review or research paper. The writing is done using word processing on available computers and many of the speech presentations are accomplished through the use of computer software. Because of this, an introduction to basic computer skills (as appropriate) is also a part of the course. *Prerequisites for the course are an 80 ECL and OPI rating of 2 (comprehension)/2 (speaking).* **There is a minimum enrollment requirement of four students.**

FY05 Class Schedule	
Entry Date	Grad Date
07 Feb 05	27 May 05
18 Jul 05	04 Nov 05
26 Sep 05	13 Jan 06

FY06 Class Schedule	
Entry Date	Grad Date
06 Feb 06	26 May 06
17 Jul 06	03 Nov 06
25 Sep 06	12 Jan 07

### **Test of English as a Foreign Language (TOEFL) Preparation and Academic Writing Course, MASL IIN D177022**

This 16-week course develops the advanced English language skills necessary to compete successfully at university level and to improve a minimum entry TOEFL score of 173. The course emphasizes the development of academic writing skills for university-level students and includes completion of one major research paper and numerous other writing assignments. The program consists of seven hours of classroom/ computer lab instruction and two to three hours of homework and preparation per day. Students will be given the opportunity to take the official TOEFL twice during the course. In addition, students will be given the OPI at appropriate stages in their training. *Prerequisite for the course is an 85 ECL or a 173 TOEFL score.* **There is a minimum enrollment requirement of six students.**

FY05 Class Schedule	
Entry Date	Grad Date
15 Nov 04	04 Mar 05
21 Feb 05	10 Jun 05
29 Aug 05	16 Dec 05

FY06 Class Schedule	
Entry Date	Grad Date
14 Nov 05	03 Mar 06
20 Feb 06	09 Jun 06
28 Aug 06	15 Dec 06

### **Materials Development Summer Seminar, MASL IIN D177030**

This eight-week course provides the international English Language Specialist (ELS) with the basics of materials development. Curriculum development has four phases: needs analysis, design, development and implementation, with evaluation occurring throughout the process. Each phase is explored and relevant writing assignments give the ELS students some hands-on practice. Students use computers to complete all writing assignments. Other important topics that are covered are language learning and methodology, the writing of learning objectives, the development of audiotapes, and validation procedures. In order to make the course more useful, ELS students should come prepared with specific ideas for curriculum projects. *Prerequisites for the course are an 85 ECL, an EFL teaching degree, at least two years' classroom teaching experience, and writing and word processing skills.* Only one seminar is offered each summer. Contact DLIELC/LEXP for exact course dates. **There is a minimum enrollment requirement of six students and a maximum enrollment of eight students.**

### **Language Laboratory Maintenance Training, MASL IIN D177011**

This eight-week course provides classroom instruction and practical application in the maintenance, repair, and operation of cassette language laboratories. It is conducted in a classroom laboratory, which is equipped with the General Electric Laboratories (GEL) IC 6 and IC-4M systems. *Prerequisites for the course are a 70 ECL and previous electronics experience or successful completion of a basic electronics course.* Individuals who do not have the prerequisite electronics background must be programmed for the eight-week electronics course, MASL D132104, at Keesler AFB, MS. **There is a maximum enrollment of six students.**

FY05 Class Schedule	
Entry Date	Grad Date
11 Oct 04	03 Dec 04
07 Feb 05	01 Apr 05
04 Apr 05	27 May 05
30 May 05	22 Jul 05
15 Aug 05	07 Oct 05

FY06 Class Schedule	
Entry Date	Grad Date
10 Oct 05	02 Dec 05
03 Apr 06	26 May 06
29 May 06	21 Jul 06
14 Aug 06	06 Oct 06

## Instructor Courses

### **Basic American Language Instructor Course (BALIC). MASL IIN D177007**

This 27-week course prepares international military and civilian personnel who are nonnative speakers of English to teach the ALC in their countries. Primary course objectives include the improvement of the instructor trainees' English language skills. The trainees receive practice in advanced listening, speaking, and reading skills with special emphasis on writing skills. The course includes a practical review of grammar, basic phonology concepts, speaking and writing activities, and readings on American culture. Another critical objective of the course is to teach instructor trainees how to teach American English using the General English materials of the ALC. This portion of the course introduces instructor trainees to the ALC materials, providing them with instructional techniques to effectively teach the materials as well as familiarization with the use of videotapes and IMI in the classroom. The course provides instructor trainees with opportunities for peer-teaching the ALC and observing classes in the General English Branch of DLIELC. *Prerequisite for the course is an ECL score of 80.* Some teaching experience is desirable; however, instructors with university degrees in teaching EFL or with extensive experience teaching EFL should be programmed for advanced courses.

FY05 Class Schedule	
Entry Date	Grad Date
11 Oct 04	15 Apr 05
03 Jan 05	08 Jul 05
30 May 05	02 Dec 05
25 Jul 05	27 Jan 06
22 Aug 05	24 Feb 06

FY06 Class Schedule	
Entry Date	Grad Date
10 Oct 05	14 Apr 06
02 Jan 06	07 Jul 06
29 May 06	01 Dec 06
24 Jul 06	26 Jan 07
21 Aug 06	23 Feb 07

### **Advanced English Language Instructor Course (AELIC). MASL IIN D177006**

This 16-week course is designed for graduates of the BALIC, or equivalent, who have at least two years' experience teaching EFL in their countries. A major objective of the course is to improve English proficiency with an emphasis on oral and written communication. The methodology objectives include advanced teaching techniques focused on teaching the ALC Books 25 to 30. Also included in the course is familiarization with student evaluation and assessment (including an overview of the OPI) as well as the use of videotapes and IMI in the classroom. *Prerequisites for the course are an 85 ECL, a minimum of two years' experience as an EFL instructor, and completion of the BALIC or equivalent.*

FY05 Class Schedule	
Entry Date	Grad Date
11 Oct 04	28 Jan 05
06 Dec 04	25 Mar 05
03 Jan 05	22 Apr 05
15 Aug 05	02 Dec 05

FY06 Class Schedule	
Entry Date	Grad Date
10 Oct 05	27 Jan 06
05 Dec 05	24 Mar 06
02 Jan 06	21 Apr 06
14 Aug 06	01 Dec 06

**Advanced Language Proficiency Skills (ALPS) Course, MASL IIN D177018**

This 12-week course is designed for experienced teachers of EFL who have attended BALIC or AELIC, for English Language Training Program (ELTP) management or staff personnel, and for academic subject matter teachers who use English as a medium of instruction. The course enables students to upgrade their own English language proficiency in the skill areas of listening, speaking, reading, and writing. Students are provided the opportunity to develop and demonstrate their proficiency and fluency in all language skills, thereby increasing their communicative competence. ALPS emphasizes development of English language skills rather than teaching methodology. This course can be programmed as a lead-in to MASL IINs D177006, 177013, or 177019. *Prerequisite for the course is an 80 ECL. There is a minimum enrollment requirement of six students.*

FY05 Class Schedule	
Entry Date	Grad Date
11 Oct 04	31 Dec 04
23 May 05	12 Aug 05
18 Jul 05	07 Oct 05
12 Sep 05	02 Dec 05

FY06 Class Schedule	
Entry Date	Grad Date
10 Oct 05	30 Dec 05
22 May 06	11 Aug 06
17 Jul 06	06 Oct 06
11 Sep 06	01 Dec 06

**Introduction to the American Language Course and Culture Seminar (INTRO), MASL IIN D177019**

This eight-week course is designed for experienced instructors who have not recently attended the BALIC. The course provides an in-depth review and explanation of the ALC general English materials—both intensive and nonintensive as well as an overview of how to teach English for Specific Purposes (ESP) using ALC ESP materials. Innovative teaching strategies in the ALC are closely examined and practiced through peer teaching. The course also introduces the students to a broad spectrum of American culture, including history, government, social institutions, the arts, and manners and mores, through a series of student-led seminars. These seminars afford them extensive opportunities to improve their English. Cultural tours, which support the themes and functions in the ALC, are included in the design of the course. In addition, a number of videotaped teaching demonstrations of DLIELC instructors using the ALC materials, as well as scheduled visits to DLIELC classrooms, the IMI labs, and the Learning Center, provide students with the opportunity to see the materials in action and provide familiarization with the videotapes and IMI lessons which support the ALC texts. *Prerequisites for the course are an 80 ECL, two years' experience as an EFL teacher, and completion of a basic English language instructor course. There is a minimum enrollment requirement of six students.*

FY05 Class Schedule	
Entry Date	Grad Date
11 Oct 04	03 Dec 04
07 Feb 05	01 Apr 05
15 Aug 05	07 Oct 05

FY06 Class Schedule	
Entry Date	Grad Date
10 Oct 05	02 Dec 05
06 Feb 06	31 Mar 06
14 Aug 06	06 Oct 06

## Management Courses

### Managing English Language Training (MELT) Course, MASL IIN D177013

This eight-week course provides international personnel in managerial positions in their country with a basic knowledge of all areas involved in administering, managing, and supervising an ELTP. Emphasis is placed primarily on the practical aspects of ELTP management, with a portion of the course dedicated to familiarizing students with the ALC materials and American culture. *Recommended ECL is 80. There is a minimum enrollment requirement of six students.*

FY05 Class Schedule	
Entry Date	Grad Date
06 Dec 04	28 Jan 05
15 Aug 05	07 Oct 05

FY06 Class Schedule	
Entry Date	Grad Date
05 Dec 05	27 Jan 06
14 Aug 06	06 Oct 06

### Observer Professional Training, MASL IIN D177002

This one-week training provides orientation for international ELTP managers, language school directors, or key language training staff personnel. The content of the training is arranged to cover those areas of ELTP operations and administration most appropriate to the observer. *Recommended ECL is 80. Students who have attended MELT (MASL INN D177013) should not be programmed for this training.*

**For information on availability of resident courses, contact:**

**Resident Programs Branch (LEXP)**

**COMM: (210) 671-3342      COMM FAX: (210) 671-3700**

**DSN: 473-3342      DSN FAX: 473-3700**

**E-mail: [LEXP@lackland.af.mil](mailto:LEXP@lackland.af.mil)**

## Nonresident Courses

### In-Country Workshop: Familiarization with the American Language Course, MASL IIN D307011

A DLIELC Mobile Training Team (MTT) teaches this two-week workshop for experienced instructors. The minimum class size is six, and the maximum is 10. The course is designed to familiarize participants with the ALC and provide them with experience teaching it. The required workshop materials are listed below and must be at the training site before the DLIELC MTT arrives. *Participants should have an 80 ECL.*

#### Price List for ALC Familiarization Workshop Starter Package

Item	Price	Quantity	Subtotal
Familiarization with the ALC (workshop booklet)	\$10.00	11	\$110.00
780, Familiarization with the ALC	\$5.00	11	\$55.00
782, Grammar for the ALC	\$10.00	11	\$110.00
789, Indexes for Levels I-V	\$5.00	11	\$55.00
Books 9, 18, 27 ITs	\$32.00	11	\$352.00
Books 9, 18, 27 STs	\$22.00	11	\$242.00
Books 18 LLAIT	\$8.00	11	\$88.00
Books 18 LLAST	\$3.00	11	\$33.00
Audiotapes (Set of 16) or Audio CDs (Set of 8) for Book 18	\$80.00	1	\$80.00
Video Activities, Instructor Guide	\$5.00	11	\$55.00
Videotapes (Set of 4) for Book 18 (NTSC)	\$120.00	1	\$120.00
Teaching Demonstration Videos (NTSC)	\$210.00	1	\$210.00
			\$1,510.00
		<i>+ shipping</i>	\$375.00
		<b><i>Total for 10 participants + one instructor w/NTSC Video</i></b>	<b>\$ 1,885.00</b>
Videotape (Set of 4) for Book 18 (PAL or SECAM)	\$160.00	1	\$160.00
Teaching Demonstration Videos (PAL or SECAM)	\$280.00	1	\$280.00
			\$1,620.00
		<i>+ shipping</i>	\$400.00
		<b><i>Total for 10 participants + one instructor w/PAL/SECAM Video</i></b>	<b>\$2,020.00</b>

**In-Country Workshop: Familiarization with the Nonintensive American Language Course, MASL IIN D307011**

A DLIELC Mobile Training Team (MTT) teaches this two-week workshop for experienced instructors. The minimum class size is six, and the maximum is 10. The course gives participants a thorough review of the components of the Nonintensive ALC and provides them with experience teaching it. The course also emphasizes teaching techniques that maximize student participation. The required course materials are listed below and must be at the training site before the DLIELC MTT arrives. *Participants should have an 80 ECL.*

**Price List for Nonintensive ALC Familiarization Workshop Starter Package**

<b>Item</b>	<b>Price</b>	<b>Quantity</b>	<b>Subtotal</b>
Familiarization with the Nonintensive ALC (workshop booklet)	\$5.00	11	\$55.00
Nonintensive ALC Volume 1 Student Text, Instructor Guide, Homework Text, and Listening Skills Text	\$48.00	11	\$528.00
Nonintensive ALC Volume 1 Flashcards	\$25.00	1	\$25.00
Nonintensive ALC Volume 1 Audio CDs or Audiotapes	\$150.00	1	\$150.00
Nonintensive ALC Volume 4 Student Text, Instructor Guide, Homework Text, and Listening Skills Text	\$48.00	11	\$528.00
Nonintensive ALC Volume 4 Audio CDs or Audiotapes	\$150.00	1	\$150.00
			\$1,436.00
<b>+ shipping</b>			\$359.00
<b>Total for 10 participants + one instructor</b>			<b>\$1,795.00</b>
<p><b>Note:</b> Nonintensive Volumes 2 and 3 may be substituted for Volumes 1 and 4 in the Starter Package, depending on the needs of the country.</p>			

**In-Country Workshop: Teaching English for Specific Purposes (ESP)—Using the AMEC, MASL IIN D307011**

A DLIELC Mobile Training Team (MTT) teaches this two- or three-week workshop for experienced instructors. The minimum class size is six, and the maximum is 10. This workshop is designed to familiarize the participants with the issues that instructors face teaching military language. The American Military English Courses (AMEC) materials are used during the workshop to introduce participants to relevant teaching techniques, give them practice in presenting ESP materials, and acquaint them with basic military terminology. The required course materials are listed below and must be at the training site before the DLIELC MTT arrives. *Participants should have an 80 ECL.*

**Price List for Teaching ESP Workshop Starter Package**

Item	Price	Quantity	Subtotal
Teaching ESP – Using the AMEC (workshop booklet)	\$5.00	11	\$55.00
General Military Topics Starter Package	\$365.00	1	\$365.00
General Military Topics Instructor Texts	\$25.00	10	\$250.00
Army Topics Starter Package	\$365.00	1	\$365.00
Army Topics Instructor Texts	\$25.00	10	\$250.00
			\$1,285.00
<i>+ shipping</i>			\$320.00
<b><i>Total for 10 participants + one instructor</i></b>			<b>\$1,605.00</b>
<p><b>Note:</b> Air Force Topics or Navy Topics may be substituted for Army Topics Book in the Starter Package, depending on the needs of the country.</p>			

Three-week workshop: Countries should consider ordering four AMEC textbooks instead of two: General Military Topics, Army Topics, Air Force Topics and Navy Topics.

This seminar may also be conducted on the DLIELC resident campus, using MASL INN D177002.

**In-Country Seminar: English Skills for Staff Officers in Multinational Operations (ESSO), MASL IIN D307011**

A DLIELC Mobile Training Team (MTT) teaches this seminar for staff officers who are preparing for positions requiring an advanced level of speaking and writing in English. The minimum class size is six, and the maximum is 10. The course is designed to teach communicative skills and the fundamentals of military writing. The required course materials are listed in the DLIELC Catalog and must be at the training site before the DLIELC MTT arrives. *Participants should have an 80 ECL.*

Course length is either two or four weeks, depending upon the country's requirements.

Two-week seminar: English language training programs purchase self-study packages from DLIELC and distribute them to course participants at least two months in advance of scheduled course start date. The eight, ten-hour self-instruction lessons must be completed by students prior to the two-week intensive seminar conducted by a DLIELC MTT.

Four-week seminar: Students receive and complete all course materials during the four-week intensive seminar conducted by a DLIELC MTT at a training site in country.

**In-Country Workshop: English Language Proficiency Testing, MASL IIN D307011**

A DLIELC Mobile Training Team (MTT) teaches this two-week workshop for English language testing specialists. The minimum class size is six, and the maximum is 12. The course is designed to familiarize participants with the underlying principles and the practical techniques involved in creating, administering and evaluating criterion-referenced English language proficiency tests based on the Interagency Language Roundtable (ILR) and/or North Atlantic Treaty Organization (NATO) Standardization Agreement (STANAG) 6001 Language Proficiency Levels. The testing of any, or all, of the four language skills—listening, speaking, reading and writing—may be included in the workshop objectives, depending upon the specific requirements. The instructor will provide materials for the course. *Participants should have an 85 ECL and 2+/2+ on the Oral Proficiency Interview (OPI).*

This workshop may also be conducted on the DLIELC resident campus, using MASL INN D177002.

**For information on availability of nonresident courses and to arrange for an MTT, contact:**

**Nonresident Programs Branch (LEXN)**

**COMM: (210) 671-3783**

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**PART III**

**IN-COUNTRY  
ENGLISH LANGUAGE  
TRAINING PROGRAMS**



## GENERAL INFORMATION

### 1. Mission

From the point of view of US national interests, the mission of an in-country ELTP is to produce a sufficient number of English language-qualified personnel to support US Security Assistance objectives. Effective in-country ELTPs are a vital link in the Security Assistance chain. The English language-qualified personnel produced by in-country ELTPs are essential to the success of US arms sales and transfers because their graduates are the individuals who are trained, frequently in CONUS, to maintain and operate the weapon systems received from the US. The in-country ELTPs also feed students into US military schools of Professional Military Education (PME). Therefore, the goal of an in-country ELTP is to train the student to the level of English language proficiency required for technical training or PME as measured by the ECL test.

### 2. ELTP Checklist for Security Assistance Offices

Below are questions which should be asked by SAOs when planning or supporting an in-country ELTP. These questions are also the questions which will be asked by DLIELC should the SAO request DLIELC assistance in establishing or maintaining an in-country ELTP.

#### a. Purpose of ELTP

(1) What is the purpose of the ELTP?

(a) Do graduates attend CONUS training?

(b) Does the ELTP support the operation and maintenance of US-origin equipment?

(c) Are students trained to meet other than US Security Assistance requirements? If so, what?

(2) In what ways does the ELTP further the objectives of the US Security Assistance Program?

#### b. Curriculum

(1) If the American Language Course (ALC) is the primary ELTP curriculum, is there an adequate supply of materials on hand to meet the objectives?

(2) If the ALC is not used, then what is?

(3) Are ALCPTs on hand to evaluate training progress and readiness to take the ECL?

#### c. Training Management

(1) How many students will be trained each year?

(2) Are students sent to CONUS training funded under IMET or FMS?

(3) If IMET students are sent to CONUS training, is a waiver of the 55 ECL requirement necessary?

(4) What level of proficiency will students have upon entry into the ELTP?

(5) What ECL scores will graduates require?

(6) What is the general educational level of the students?

(7) Is the training

(a) Intensive (20 or more class-hours per week)?

(b) Nonintensive (fewer than 20 class hours per week)?

(8) How many ELTP training sites are there?

(9) Would the ELTP benefit from a survey conducted by a DLIELC team?

d. Instructors

(1) Are a sufficient number of qualified indigenous English language instructors available for the ELTP?

(2) Are qualified native speakers available to serve as instructors in the ELTP?

(3) Have ELTP instructors received training on the ALC materials?

(4) Should local instructors be sent to DLIELC for training?

(5) Should a DLIELC team be requested to provide training to the local instructors on the ALC materials?

e. Facilities

(1) Are classrooms, administrative and storage facilities adequate?

(2) Are laboratory facilities adequate?

(a) Are there a sufficient number of laboratory positions available for the ELTP?

(b) What level of audio laboratory (Level I, Level II, Level IV) is required?

(c) How many hours per week are the laboratories used?

(d) Is there an in-country capability to install and maintain audio laboratories, video equipment, and multimedia laboratories?

(e) Should in-country personnel be sent to DLIELC for laboratory maintenance training?

(f) Is there a sufficient quantity of spare parts?

(g) Is a Technical Assistance Team (TAT) required to install or repair the laboratory equipment?

## PLANNING FACTORS

### 1. Manning

a. **DLIELC Resident Training for Supervisors, Instructors, and Technicians:** The success of an in-country ELTP depends upon the knowledge and competence of supervisory and instructor personnel. DLIELC conducts four English language instructor courses, one management course and one language laboratory technician course to train in-country ELTP personnel. DLIELC also provides a form of on-the-job training called Observer Professional training. See Part II, Resident English Language Training Program, for training options.

b. **Student-Instructor Ratio:** In order to maintain an average class size of about eight students, there should be one instructor for every six to seven students. This ratio permits some instructors to take annual or sick leave while ensuring that there are a sufficient number of instructors to maintain an average of eight students per class.

c. **First-line Supervisors:** There should be a sufficient number of first-line supervisors so that a supervisor does not have to supervise more than 10 instructors.

d. **Clerical Personnel:** The number of clerical personnel required varies widely depending on the types of duties assigned to them and the number of students enrolled in the ELTP.

2. **Curriculum:** ALC materials, produced by DLIELC and described in DLIELC Catalog of Materials, Courses, and Support, are recommended as the curriculum for in-country ELTPs which provide training to adult military personnel or Ministry of Defense civilians. The ALC has proven highly successful in the training of such students.

### 3. Training Management

a. **Homogenous Grouping of Students:** Students should be grouped into classes as homogeneously as possible based on their level of proficiency and rate of academic progress. The ALC Placement Test described in the DLIELC Catalog should be used to determine student English language proficiency, and the ALC book quizzes also described in the DLIELC Catalog should be used to determine student academic progress in the course.

b. **Size of the ELTP:** The greater the number of students in the ELTP, the greater the degree of homogeneity possible in the grouping of students. In a small ELTP, students must frequently be placed into classes composed of students with widely disparate levels of proficiency. Ideally, an ELTP would have a minimum of 150 students. This number of students generally renders it possible to create a sufficient number of classes to accommodate students on different levels.

c. **Academic Standards:** In general, students should be required to achieve an ALC book quiz score of 70 in order to qualify for advancement to the next book.

d. **Remedial Help:** Remedial help should be available for students who fail to meet academic standards.

### 4. Facilities

a. **General:** A language training facility is similar to other schools, but it does have some special requirements. To increase the effectiveness of the ELTP, the facility should include adequate space for

administrative and faculty offices, classrooms, training aids, secure storage for tests, library, one or more language laboratories, a laboratory maintenance shop, and storage areas for instructional materials and equipment. Large ELTPs may require projection rooms, conference rooms, study halls, learning centers, and an auditorium.

b. Location: Academic buildings should be located in noise-free areas. The classrooms and laboratories should be either in the same building or in immediately adjacent buildings. It is recommended that facilities be as self-contained as possible.

#### (1) Classrooms

(a) Classroom Acoustics: In many countries buildings are constructed of stone with the result that classroom acoustics are poor. Poor acoustics in a language learning classroom has a disastrous impact on the quality of instruction. Acoustic tiles and carpeting can improve the acoustic qualities of classrooms. Of equal importance, classrooms should be constructed in such a way that noise from adjacent classrooms is not heard.

(b) Classroom Size: The ideal classroom for language learning is relatively small, accommodating no more than 12 students. However, because of local economic and cultural considerations, in-country classrooms frequently must be designed for 20 or more students.

(c) Heating and Air Conditioning: It is imperative that buildings be adequately heated so students can focus their attention on language learning rather than on keeping warm. Whenever possible, especially in tropical or sub-tropical climates, air conditioning should be installed in classrooms and language laboratories. Air conditioning not only prevents instructor and student fatigue from excessive heat, but it also blocks outside noises, which interfere with learning, and extends the life of language laboratory equipment.

(d) Furnishings and Equipment: Classrooms should be equipped with a chalk- or marker board, or whiteboard; table armchairs for the students; a desk, chair and lectern for the instructor; and a storage closet or cabinet. Adequate lighting is a must. A projection screen, overhead projector, maps and, if possible, a TV and VCR should be available for use in the classroom. Each classroom should contain sufficient electrical outlets to operate electrical equipment.

(2) Administrative Space: Sufficient administrative space is required to accommodate the program director, supervisors, instructors, clerical personnel, visitors, meetings, computer equipment, a copying machine, supplies and equipment. In general, the larger the student load, the more office space is needed because of increased faculty and staff requirements.

## ELT ASSISTANCE

### 1. Overview

DLIELC provides a broad range of technical assistance for in-country ELTPs. These services include English language survey mobile training teams (MTTs), pre-deployment surveys, operational mobile training teams, and language training detachments. Below is a description of these various forms of assistance.

#### a. English Language Survey MTT (MASL IIN D307009)

(1) Purpose: The purpose of an English language survey MTT is to evaluate the in-country ELTP and make recommendations for its improvement or expansion. Before the DLIELC MTT survey members depart the overseas location, they provide an outbriefing to the SAO and designated host-country officials on their observations, findings and recommendations. Upon approval of the Commandant, DLIELC, the final MTT Survey report is forwarded to the SAO within 30 days of the survey team's return to DLIELC.

(2) Team Composition: This type of MTT is composed of one or two professionals with broad experience in nonresident ELTPs.

(3) Duration of Survey: The duration of a survey MTT depends upon the scope and complexity of the in-country ELTP, but generally ranges from three days to three weeks.

(4) Grades of Team Members: The grades of survey MTT members range from GS-11 to GS-13, depending on the scope and complexity of the in-country ELTP.

(5) Controls Over Work: The Commandant, DLIELC, through the Programs Division (DLIELC/LEX), maintains professional and technical control over the work of survey MTT members.

#### b. Pre-deployment Survey MTT

(1) Purpose: The purpose of a pre-deployment survey mobile training team (PDSMTT) is to ensure that the deployment of DLIELC personnel to an overseas location is effected with maximum efficiency. By means of the PDSMTT survey the DLIELC professional ensures that:

(a) The mission of the DLIELC MTT or LTD personnel who are to be deployed is clearly defined.

(b) The resources to accomplish the mission will be available.

(c) The DLIELC personnel who are to be deployed will receive, to the extent possible, support equivalent to that afforded to other official Americans in the following areas: lodging, transportation, office and classroom facilities, administrative support, communication support, medical care, postal privileges, etc.

(2) Composition of Team: The pre-deployment survey is generally conducted by one or, in some cases, two DLIELC professionals who have extensive overseas ELTP experience.

(3) Duration of Survey: The duration of a pre-deployment survey is generally three days to two weeks, depending upon the scope of the in-country ELTP.

(4) Grades of Pre-deployment Survey MTT Members: The grades of pre-deployment survey MTT members range from GS-11 to GS-13 and are determined by such factors as the scope and complexity of the ELTP, the significance of the ELTP to US national interests, and the level of the host-country and US officials with whom the MTT members must deal.

(5) Controls Over Work: The Commandant, DLIELC, through the Programs Division (DLIELC/LEX), maintains operational, administrative, technical, professional, career and policy control over the work of PDSMTT members. The SAO designates an official who serves as the POC for the PDSMTT members.

c. Operational MTT (OMTT) (MASL IIN D307009)

(1) Purpose: The general purpose of an OMTT is to assist in the operation or establishment of an in-country ELTP. The specific purposes of the types of OMTTs are addressed below.

(2) Composition of Team: The OMTT is composed of one or more DLIELC professionals who have expertise in the particular skills required. It is possible to provide new OMTTs indefinitely.

(3) Controls Over Work: A designated SAO official exercises operational and administrative supervision of the senior operational member. The senior MTT member exercises operational and administrative control over the other MTT members. The Commandant, DLIELC, through the Programs Division (DLIELC/LEX), maintains professional, policy, and technical control over the work of all MTT members.

d. Types of OMTTs: There are three types of OMTTs: instructional, advisory, and managerial. Below are descriptions of the services provided by these three types of OMTTs:

(1) Instructional MTT

(a) Purpose: The purpose of instructional MTTs is twofold: First, to provide instructors to in-country ELTPs that do not have a sufficient number of qualified instructors to produce language-qualified graduates. Second, to provide training to in-country English language instructors on the use of the ALC materials through the Familiarization with the ALC In-Country Workshop. This is a three-week nonresident course which is a condensed version of the methodology component in the eight-week Introduction to the ALC and Culture Seminar offered in residence. DLIELC requires up to 60 days from the date of an MTT call-up to deployment to deliver this course. The maximum class size should be 10. Prerequisites for the course are the completion of the BALIC or its equivalent and experience in teaching EFL.

(b) Grades: When DLIELC deploys an instructional MTT consisting of a single instructor, the grade of the instructor is GS-11. When the instructional MTT consists of more than one instructor, the grade of the instructor who serves as team chief is GS-11 or GS-12, depending on the scope and complexity of the ELTP. The grade of the other instructors is GS-09. When the grade of the team chief is GS-12, the primary duties of the team chief do not include classroom instruction.

(2) Advisory MTT

(a) Purpose: The purpose of an advisory MTT is to provide advice to in-country ELTP managers on some aspects of operating an ELTP. SAOs most frequently request advisory MTTs to provide advice in the areas of ELTP administration and management, curriculum and test development, or instruction.

(b) Grades: The grades of advisory MTT members range from GS-11 to GS-13, depending on the following factors: The scope of the ELTP, the significance of the ELTP to US national interests, the level of the host-country and US officials to whom the member is giving advice and the complexity of the advisory services required.

(3) Managerial MTT

(a) Purpose: The purpose of a managerial MTT is to assist in the management of an in-country ELTP until local managers can be trained to assume ELTP management responsibilities.

(b) Grades: The grades of managerial MTT members range from GS-11 to GS-13, depending on the following factors: The scope of the ELTP, the significance of the ELTP to US national interests, the level of the host-country and US officials with whom the member is giving advice and the complexity of the managerial services required.

e. Language Training Detachment (LTD)

(1) Purpose: The purpose of the LTD is to assist in the operation or establishment of in-country ELTPs. LTDs are categorized into three types just as OMTTs: instructional, advisory, and managerial.

(2) Composition of an LTD: The LTD is composed of one or more DLIELC professionals who have expertise in the particular skills required to accomplish the designated mission.

(3) Duration of an LTD: The principal difference between an operational MTT and an LTD is duration. While operational MTT members are assigned on temporary duty (TDY) status, LTD members are assigned on a permanent change of station (PCS) without permanent change of assignment (PCA) basis to the overseas location. PCS assignments are generally for a period of one to three years, depending on the mission requirements and the length-of-tour standards applicable to a given country. One-year tours are unaccompanied, and tours of more than one year are generally accompanied.

(4) Grades of LTD Members: The grades of LTD members range from GS-09 to GS-13 and are determined by such factors as the scope and complexity of the ELTP, the level of the host-country and US officials with whom the LTD members must deal, and the level of the personnel supervised.

(5) Controls Over Work: A designated SAO official exercises operational and administrative supervision over the senior LTD member. The senior LTD member exercises operational and administrative control over the other LTD members. The Commandant, DLIELC, through the Programs Division (DLIELC/LEX), maintains professional and technical control over the work of the senior LTD member.

2. Requesting DLIELC Services

a. Lead Time: DLIELC generally requires up to 60 days to deploy an MTT and up to 120 days to deploy an LTD.

b. DLIELC MTTs and LTDs Funded under IMET: Anticipated MTTs or LTDs should be programmed into the Air Force IMET Standardized Training Listing (STL). Data sheets should be submitted to AFSAT, with information copies to DLIELC/LEX, in accordance with the JSAT. AFSAT prepares cost data for the deployment of MTTs and LTDs. Before DLIELC can deploy an LTD or an MTT, the requester must obtain the approval of the Unified Command, DSCA, and AFSAT.

c. DLIELC MTTs and LTDs Funded under FMS

(1) New FMS Case: In order to establish an FMS case for the deployment of a DLIELC MTT or LTD, the requester must follow the procedures for accomplishing a Letter of Offer and Acceptance (LOA). These procedures are detailed in DoD 5108.8, the Security Assistance Management Manual (SAMM).

(2) Existing FMS Case: With host-country approval, the USG FMS case manager can fund DLIELC MTTs or LTDs from existing cases. The SAO or case manager should request Price and Availability estimates from DLIELC/LEX. The most convenient financial instrument to fund the LTD or MTT is a DD448, Military Interdepartmental Purchase Request (MIPR).

**For assistance with in-country ELPTs, contact:**

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# LANGUAGE LABORATORY SYSTEMS

## 1. Differences among Level II, III, IV Laboratory Systems

Level II (audio-active) allows a student to hear a program via a headphone and to respond using the microphone. The student can hear his/her response. With Level III (audio-active-compare), the student hears and records the program and his/her voice. The student may play back the material and re-record as many times as necessary to perfect the lesson. Recently, Level IV terminology and systems have been introduced within the language training community. Level IV is a computer-based, interactive language laboratory system which delivers a full range of software (formats) such as audio cassettes, audio CDs, audio/video cassettes (VHS), off-air-broadcasts, video graphics, and CD-ROM multimedia program formats, as well as full-motion, full-screen VGA/SVGA and NTSC, PAL, and SECAM type video signals.

## 2. Guidance for Selection of Language Laboratory Systems

This selection should be made in conjunction with an English language training survey performed by DLIELC. DLIELC personnel frequently note that language laboratories are poorly utilized, underutilized, or not utilized at all in English language training (ELT) sites abroad. In fact, proper utilization of language laboratories is the exception rather than the rule. Millions of dollars spent on language labs could have been better spent on hiring and obtaining consulting services. There are many excellent ELT programs that do not have language laboratories; conversely, there are many poor ELT programs that have language laboratories. That is, a language laboratory is not synonymous with a language program. A language laboratory is a useful adjunct to a fully operational ELT program; it is not the foundation of an ELT program. In the absence of a fully operational program, it serves no useful purpose.

a. Operational Program: Before taking steps to purchase a language laboratory, the SAO should ensure that the laboratory will be used as an adjunct to a fully operational program. The characteristics of a fully operational ELT program are:

- (1) Regularly scheduled ELT classes.
- (2) Compulsory ELT class attendance.
- (3) ELT program accountability (i.e., the ELT program manager reports to a senior official on ELT matters).
- (4) A paid (i.e., not volunteer) ELT faculty.
- (5) An ELT syllabus which designates specific ELT materials for use in class.
- (6) ELT classrooms that have adequate lighting, heating, and ventilation.
- (7) A designated site in which the lab will be installed.
- (8) Technicians who can maintain and repair the lab.

b. \*Laboratory Levels: In general, Level III laboratories are to be avoided. Few, if any, ELT programs require such labs. The DLIELC American Language Course (ALC) materials do not require a Level III lab. While Level IV language labs are the most desirable because of their interactive features, Level II language labs are adequate for the ALC and most other materials. The acquisition of a Level IV lab should be considered only when

(1) The expenditure of money of the Level IV lab will not detract from other aspects of the ELT program (e.g., instructional materials, adequate staffing, and instructor training).

(2) There are adequate financial resources and technical expertise to maintain the hardware and software.

### 3. Additional Information

a. Classroom chairs and instructor's console platform (*elevates the instructor above the class*) are not included and should be obtained from a local (*in country*) source of supply.

b. Training tapes of any type or format, textbooks, and software training materials are purchased from the Defense Language Institute English Language Center (DLIELC), Lackland AFB, TX or from a local (*in country*) source of supply. *They are not automatically included with language laboratory equipment.*

c. Level II and Level III language laboratory systems cannot be upgraded to Level IV at a later date.

d. Level II and Level III student stations can be intermixed when your budget does not allow for the purchase of all Level III stations at the outset. Later, Level II stations can be upgraded to Level III as funds allow.

e. Each Level IV laboratory system is basically a Level II laboratory system consisting of specially designed student consoles with added multimedia PCs and related hardware. You can purchase a Level IV laboratory system with mixed capability; i.e., some stations initially limited to Level II operations and, as funds allow, some or all Level II stations upgraded later to full Level IV operation.

f. An optional and highly recommended feature available only for the Level IV is "video pass back." It lets the instructor monitor the audio and video activities of a selected student.

g. Language laboratory systems come with a one-year initial supply of spare parts, an installation kit, accessory kit, and limited tools and test equipment to perform maintenance on the lab.

h. Language laboratory booths are usually purchased in groups of 10. The most common configurations are 10, 20, 30, or 40 positions.

\*NOTE: American Language Course (ALC) instructional materials, including audiotapes and interactive multimedia software, must be ordered from DLIELC. *They are not automatically included in language laboratory purchases.*

#### 4. Purchases and Installation of Laboratory Systems

a. Language laboratories may be purchased through the FMS process or by using IMET program funds. Letters of request for laboratories using the FMS method should be processed through the Army. IMET-funded laboratories must be programmed and funded through the US Army Security Assistance Training Field Activity (SATFA). The use of IMET funds to procure Level III and IV laboratories must be approved by the respective CINC and DSCA.

b. US Army Communications Electronics Command (CECOM) can provide technical assistance teams trained in the installation and maintenance of language laboratory systems. The requirement for these services may be programmed the same way a laboratory is programmed and funded. When the SAO has a funded requirement for an installation team, a call-up message should be sent to CECOM 180 days in advance of the requested date of installation. For any questions concerning the system configuration and pricing of complete laboratory systems, components, spare parts, upgrades of current labs, and installation services connected with language laboratories, contact:

##### **US Army CECOM POCs for IMET Language Laboratories:**

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## **PART IV**

# **STUDENT INFORMATION**



## IN-COUNTRY STUDENT PRE-DEPARTURE BRIEFING

### - Travel

-- Students should arrive prior to 2200, Wednesday. In processing begins at 0715 on the first Thursday after arrival

-- Students must travel with an A-2 approved visa

-- Students must have adequate funds upon arrival

--- IMET living allowances must be supplemented by country

-- Students should not carry large amounts of cash; recommend conversion to traveler's checks

--- Students should not put money in briefcase/suitcases

--- Students should pack personal essentials in carry-on baggage in the event of delayed/lost baggage

-- DLIELC requires 5 copies of ITOs on arrival

-- Officer students must complete a DD Form 2339, International Military Student Information Sheet, prior to departure; completed forms will be needed during in processing

-- Students should obtain a copy of DLIELC's Student Handbook and read prior to arrival; an electronic version of the handbook is available on the DLIELC Internet Web page ([www.dlielc.org](http://www.dlielc.org))

--- Students must carry at least one ITO on person and one copy in each piece of luggage

-- Students must adhere to flight schedules with no unplanned stopovers

-- IMET students leaving DLIELC for FOT are not allowed to make their own travel arrangements; the DLIELC Travel Office makes travel arrangements

--- Once arrangements are made, students must not change schedules

--- Students must retain all copies of travel receipts in order to process transportation claims through Finance

### - Reporting

-- Upon arrival, students should call the DLIELC Student Service Desk by using the DLIELC DIRECT DIAL phone (HOTLINE) located in both Terminals 1 and 2. Phone is located at bottom of stairway to baggage claim area in Terminal 1, or military reception desk in Terminal 2. (Students do not need US coins or phone number.)

--- If not calling from the DLIELC DIRECT DIAL Phone, the DLIELC Student Service Desk telephone number is 210-671-2927 or 210-671-/2929

--- Students be on the look out for someone holding a sign that reads, “Welcome to the Defense Language Institute”

--- If arriving late at night, students should expect a short delay in transportation arrangements

- In-processing

-- All DLIELC in-processing activities are mandatory

--- Students must attend all briefings; failure to do so may prevent scheduled class entry

-- Students must attend all classes during training

--- Failure to attend classes is considered a discipline issue

--- Continued tardiness/absence from class will result in notification to country and a disciplinary evaluation board which can recommend return to homeland

-- Employment by the student or dependent is not authorized

- Driving

-- Students should obtain an international driver’s license prior to departure from country

-- Students should not buy a car until a driver's license is obtained

-- Students who buy a car are required to register the vehicle in the State of Texas

-- Automobile liability insurance is required in Texas and will be at the student's expense

-- Students must have valid driver's license to obtain insurance

-- Driver licenses require a Social Security number, or letter of denial from Social Security Administration

-- A-2 Visas are required for issuance of a Social Security number

-- Automobiles must have Lackland AFB registration; registration is done at the Lackland AFB PASS and ID office (building 5616)

- Firearms/Weapons

-- No firearms or large knives over 3 inches are authorized

- Housing

-- Student dormitories are available

--- Rates for these quarters are \$24.50 for Officers and \$21.00 for Enlisted per day. O7 and above are offered suites with kitchens at \$37.50 per day if available. Senior NCOs (E-9) are offered suites with kitchen at \$31.50 per day if available. All rates include maid service.

- Cooking is not allowed in quarters; microwaves and refrigerators are provided, but no other appliances such as hot plates, etc.
- Students authorized to travel with families (listed on ITO) should arrive a minimum of one week earlier than normal to establish housing and transportation.
- On-base quarters for students with families are not available
- **Officers in dormitories can house a spouse (no children) at no additional charge.**
- Off-base housing is limited and expensive
  - Apartments are usually unfurnished
  - Short-term lease apartments are very limited. Most leases require a 6-month contract
  - Rental furniture costs from \$150-\$400 or more per month, in addition to basic apartment rental
    - Utilities; water, electricity and cable TV, are normally NOT included in apartment rent rates and cost about \$200 per month
- Medical
  - Students' medical problems are handled through the Reid Health Services Center (building 6612)
  - Students must pay for their dependents' medical care unless authorized on ITO
  - Students requiring Class 1, 2, or 3 medical examinations/physicals due to flight/special forces follow-on training should have physicals completed before arriving. Students should have medical documents translated to English prior to arriving to ensure student does not have to retake physicals.
  - Dental care is available for emergencies only
    - Follow-up dental care of all (except NATO) countries is by a civilian dentist at the student's expense
- Uniforms
  - Students must have adequate number of uniforms; recommend 3-4 sets
    - Authorized shoes must be included with uniform
    - Cold weather gear (warm coat) should be included for the October through March time frame
    - Weather in San Antonio—extremes, 15° F (-10 C) to 110° F (44 C)
  - Students are expected to conform to military standards, which includes proper wearing of the uniform, as well as proper appearance (i.e., beard, haircut, saluting, personal hygiene, etc.). Hats will be worn outside of buildings.

- Physical Training (PT)

- PT is required for students reporting to certain follow-on training assignments, as indicated in block 12d of the ITO and the list on the following pages.
- PT standards are based on the US Army physical fitness test, and include push-ups, sit-ups, and a two-mile run.
- PT for students not required to attend is available upon request.
- All graduating students must attend a mandatory Out-Processing Briefing on Tuesday, one week prior to graduation.

## **FOLLOW-ON TRAINING COURSES REQUIRING PHYSICAL TRAINING AT DLIELC**

### DEPARTMENT OF THE AIR FORCE

D121001	COMBAT SURVIVAL TNG
D121052	SURVIVAL TNG INSTRUCTOR
D171003	INTL OFF SCH & SOS

### DEPARTMENT OF THE ARMY

B116002	AIR ASSAULT
B121065	ENGINEER OFFICER CRS
B121136	AVIATION OFF BASIC
B121162	SF QUAL (INDIVIDUAL TNG)
B121170	TOW MASTER GUNNER
B121175	INFANTRY OFFICER BASIC
B121179	ARNG PRE-RANGER
B121180	PATHFINDER
B121181	RANGER
B121182	AIRBORNE
B121183	INFANTRY MORTAR LEADER
B121185	RECON & SURVEILLANCE LDR
B121186	JUMPMASER
B121195	MECHANIZED LEADER (BFV)
B121200	CHEMICAL OFFICER BASIC
B121230/1	ARMOR BASIC OFFICER LEADER
B121541	ARMOR OFFICER BASIC (M1A1)
B121542	ARMOR OFFICER BASIC (M1A1)
B121570	MILITARY POLICE OFF BASIC
B122170	TOW MASTER GUNNER
B122600	SNIPER
B126623	SF COMBAT DIVER QUAL
B126624	SF QUAL (INDIVIDUAL TNG)
B126626	SF DETACH OFF QUAL
B126627	SPEC FORCES ENGR SERGEANT
B126629	SPEC FORCES WEAPONS SGT
B126636	SF QUAL (SF DET OFF)
B129907	INFANTRYMAN BNCOC
B129908	PRIM LEADERSHIP DEV
B129915	INFANTRYMAN ANCOG
B170011	SPECIAL FORMAL TRAINING
B171620	ARMOR CAPTAINS CAREER
B171630	AV CAPTAINS CAREER - ALL
B171660	CHEMICAL CAPTAINS CAREER
B171670	ENGINEER OFF CPT CAREER
B171680	FIELD ARTY CAPTAINS CAREER
B171699	INT'L OFF PREP - INF CCC
B171700	INFANTRY CAPTS CAREER CRS
B171740	MILITARY POLICE CPT CAREER
B171771	SIGNAL CAPTAINS CAREER COURSE
B17944S	SPECIAL FORMAL TRAINING

B179405 AIR ASSULT  
B17950S SPECIAL FORMAL TRAINING

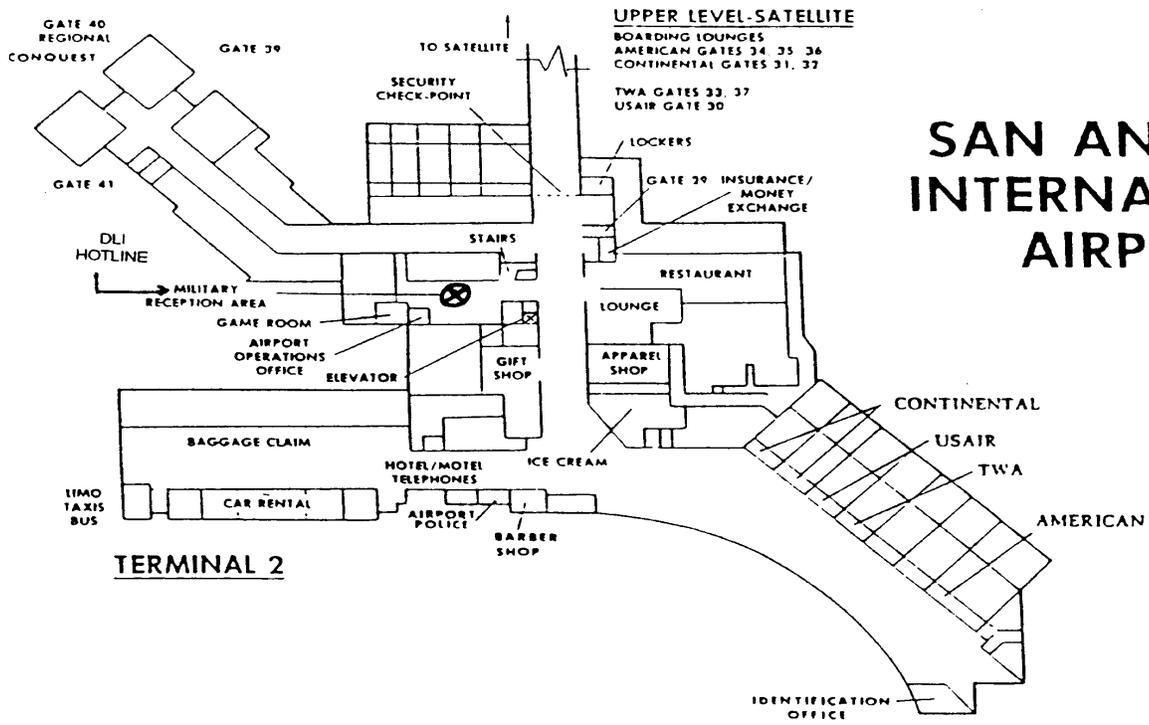
DEPARTMENT OF THE NAVY

P116011 MOUNTAIN SURVIVAL  
P117024 AVTRA AIRCREW CAND SCH  
P119301 AVTRA PRE-FLIGHT INDOC  
P119311 INTL BASIC AVIATION PREP  
P121008 INFANTRY OFFICER CRS USMC  
P121017 COMBAT ENGR NCO CRS  
P121018 BASIC COMBAT ENGINEER  
P121019 INFANTRY TRAINING SCHOOL USMC  
P121029 SUMMER MOUNTAIN LEADERS CRS  
P121030 WINTER MOUNTAIN LEADERS CRS  
P121031 FLD GRD OFF WINTER WRFR PL  
P121032/3 RIFLEMAN BASIC  
P121034/5 INFANTRY SQUAD LEADER  
P121036/7 INFANTRY PLATOON SERGEANT  
P121801 BASIC COURSE USMC  
P121802 COMBAT ENGR OFFICER USMC  
P121834 COLD WEATHER SURVIVAL CRS  
P121835 MOUNTAIN SURVIVAL COURSE  
P121855 LIGHT ARMORED VEH LDR  
P122060 INTL EOD PHASE I  
P122238 BASIC MACHINE GUNNER  
P122240/1 BASIC MORTARMAN  
P122243 BASIC ASSAULTMAN  
P122244/5 BASIC ANTITANK ASSAULT  
P122291 ADV MACHINE GUN LEADERS  
P122292 ADV MORTAR LEADER CRS  
P123712 INTL EOD PHASE II NAVY  
P123911 EOD SURFACE  
P124108 MEU (SOC) SCOUT SWIMMER  
P124111 BASIC SCOUT SWIMMER COURSE  
P124265 NAVAL GUNFIRE LIAISON OFF  
P124300 BASIC RECON CRS  
P124301 UNWTR DEMOL/SEAL TRNG BASIC  
P124302 UNWTR DEMOL/SEAL INDOC  
P124303 PHYSICAL TRAINING INTL/SEAL  
P124326 RECON MARINES AWAITING TRAINING  
P124401 BOARDING TEAM MEMBER  
P124502 BASIC RECON COURSE – N03AHK1  
P124801 ASSAULT AMPHIBIAN UNIT LEADER  
P124851 COMBATANT DIVERS COURSE  
P129154 RESCUE SWIMMER SCHOOL - TACT  
P141350 PERS/SURVIVAL OJT  
P144002 ASSAULT AMPHIBIAN VEHICLE CREWMAN  
P144802 ASSAULT AMPHIBIAN VEHICLE OFF  
P144803 ASSAULT AMPHIBIAN REPAIRMAN BASIC  
P144804 LIGHT ARMORED VEHICLE REPAIRER

P144805 LIGHT ARMORED VEHICLE TECHNICIAN  
P164007 OFFICER CANDIDATE SCHOOL  
P166009 MARTIAL ARTS INSTRUCTOR TRAINING COURSE  
P166801/2 DRILL INSTRUCTOR USMC  
P166810 NON-LETHAL INDIVIDUAL WEAPONS INSTRUCTOR  
P171207 SNCO CAREER COURSE USMC  
P171809 SERGEANTS COURSE (MLT III)  
P171812 SNCO ADVANCED COURSE  
P173101 BOARDING OFFICER  
P175150 BASIC COURSE USMC  
P175228 COLD WEATHER MEDICINE  
P175235 WILDERNESS MEDICINE COURSE  
P175503 DIVING OFF MEDICAL DEPT  
P175577 DIVING TECH DEEP SEA MED  
P179009 DIVING OFF DEEP SEA X-TRG  
P179011 DIVER FIRST CLASS  
P179016 DIVER SCUBA  
P179101 DIVER SECOND CLASS  
P179148 BASIC DIVING OFFICER  
P179149 DIVING SALVAGE OFF  
P179190 DIVER EXPLOSIVE ORD DISP  
P179250 BASIC OFFICER CRS USMC  
P179278 EXPED TRNG FOR CHAPLAINS  
P179279 EXPED TRNG RELIGIOUS PGM SP  
P1790BS USMC OBSERVER



# SAN ANTONIO INTERNATIONAL AIRPORT



**TERMINAL 2**

**TERMINAL 1**

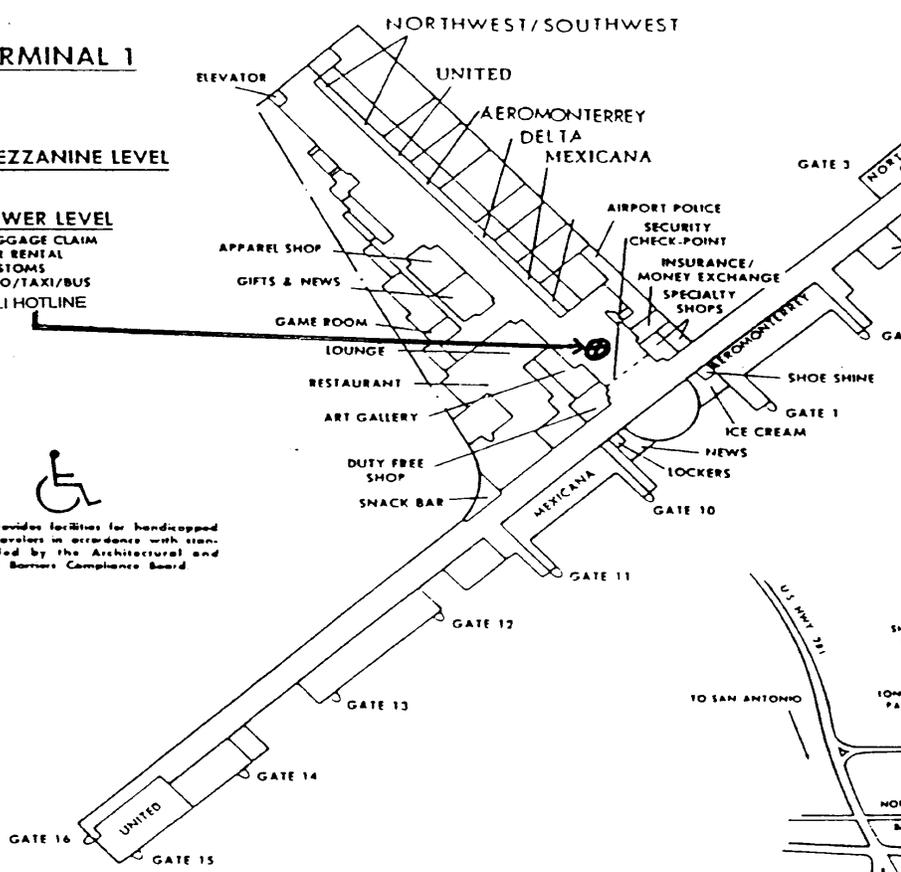
**MEZZANINE LEVEL**

**LOWER LEVEL**

- BAGGAGE CLAIM
- CAR RENTAL
- CUSTOMS
- LIMO/TAXI/BUS
- DLI HOTLINE



The airport provides facilities for handicapped and elderly travelers in accordance with standards provided by the Architectural and Transportation Barriers Compliance Board.



PARKING RATES	
<b>PARKING GARAGE:</b>	\$1.00 per 1/2 hour 50 per 1/2 hour thereafter 6.00 per day maximum
<b>SHORT TERM:</b>	\$1.00 per 1/2 hour 50 per 1/2 hour thereafter 6.00 per day maximum
<b>LONG TERM:</b>	\$1.00 per 1/2 hour or part thereof 50 per 1/2 hour thereafter 5.00 per day maximum
<b>SHUTTLE:</b>	\$1.00 per 1/2 hour 50 per 1/2 hour thereafter 3.50 per day maximum

Free shuttle service available between long term shuttle parking and the terminal.

