

COVER FEATURE

Defense Language Institute English Language Center (DLIELC)

HISTORY

Since 1954, the Defense Language Institute English Language Center (DLIELC), located at Lackland Air Force Base in San Antonio, Texas, has conducted an English Language Training Program (ELTP) in direct support of the political-military policies and objectives of the U.S. Government, the State Department, and the Department of Defense (DOD) as implemented on a worldwide basis through the Security Assistance Training Program (SATP). In 1954, the school was known as the USAF Language School and its primary mission was to teach English to allied pilot candidates. In 1966 the school was assigned directly under the Department of Defense with the U.S. Army as the executive agent. The U.S. Air Force assumed the responsibility of executive agent in 1976.

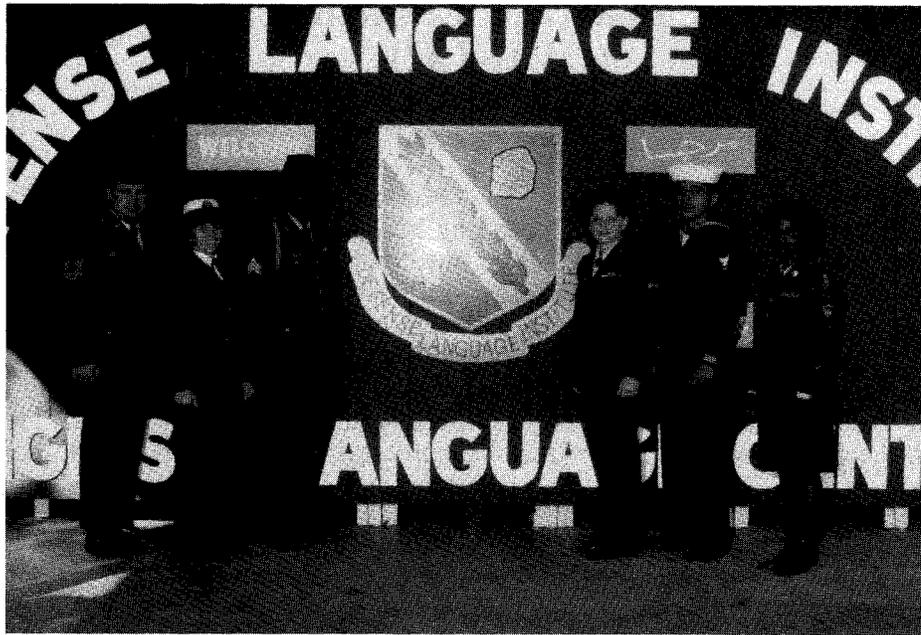


Headquarters, DLIELC

MISSION

As a DOD agency, DLIELC is responsible for the management and operation of the Defense English Language Program (DELP). The DELP was established by Department of Defense Directive 5160.41, *Defense Language Program*, and implemented by the Joint Service Regulation AR 350-20/OPNAVINST 1550.7A/AFR 50-40/MCO 1550.4C, *Management of the Defense Language Program*. As defined in the DOD Directive, the DELP includes "all DOD English language programs or courses conducted for U.S. or international military personnel. The DELP

also includes those aspects of the English language programs of other nations in which DOD personnel participate under the provisions of the International Military Education and Training and Foreign Military Sales programs."



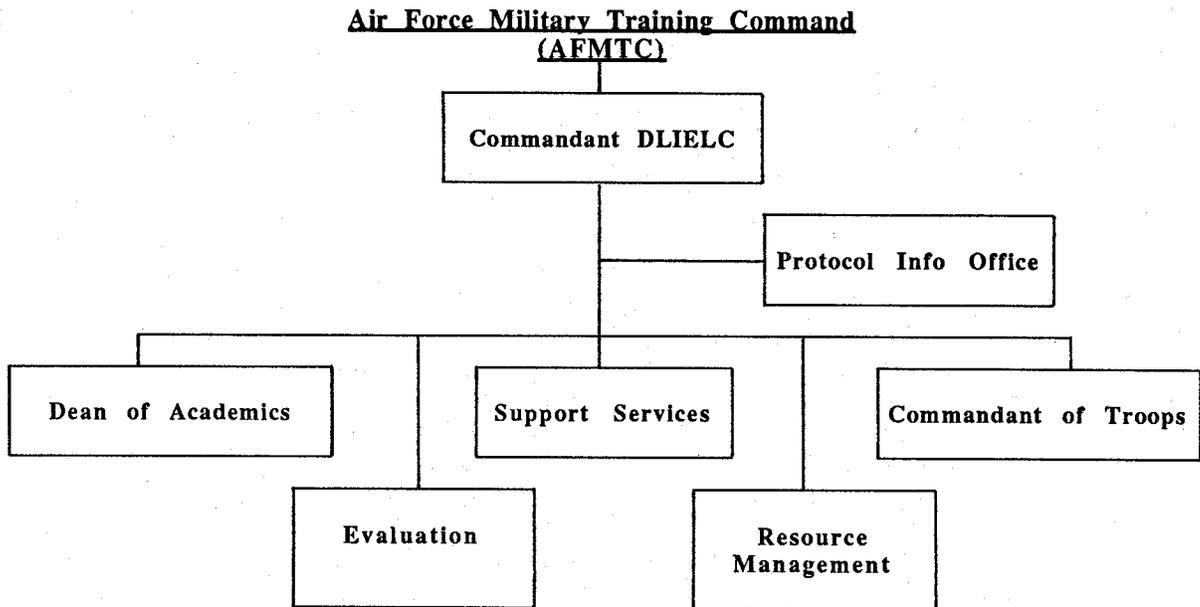
DLIELC is a DOD organization, manned by personnel from the U.S. Army, Navy, and Air Force.

ORGANIZATION

The internal organization of DLIELC is shown in Figure 1. The Commandant's position is designated for an Air Force Colonel, and the Deputy Commandant is designated for an Army Lieutenant Colonel. Other key positions are filled by officer representatives of the three military departments. Non-commissioned officers and enlisted personnel are assigned on a quota basis reflecting the make-up of the foreign military departments represented in the student body. The Commandant reports directly to the Commander of the Air Force Military Training Center (AFMTC) which is under the USAF Air Training Command, located at Randolph Air Force Base in San Antonio, Texas. Policy guidelines for the control and conduct of the DELP are provided by the Defense Security Assistance Agency (DSAA) which is the DOD primary functional sponsor.

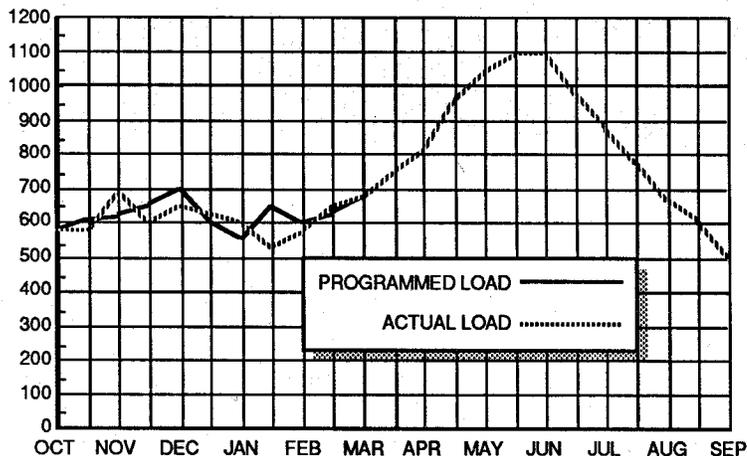
In addition to conducting the resident language training activities at DLIELC, the Commandant is also responsible for exercising technical control over the DELP, for assisting user agencies in determining and validating their English language training requirements, and for providing English language training specialists to assist in the establishment and operation of English language training programs overseas as well as in the CONUS. Technical control, as defined in the DOD Directive, "is the authority to approve language training methodologies, instructor qualifications, texts, materials and media, course content based on approved objectives, tests and test procedures for resident, non-resident, and contracted language training." The purpose of this authority, which includes the authority to formulate appropriate standards and criteria for English language training, is to establish and maintain quality control of the DELP.

FIGURE 1
DLIELC Organizational Chart



The primary academic mission of DLIELC is to conduct and support English language training programs to meet the needs of DOD and, in particular, those of the Security Assistance Training Program (SATP). This mission is accomplished by the Academic Division which consists of the Office of the Dean, the Resident Training Branch, the Nonresident Training Branch, the Curriculum Development Branch, and the Training Operations Branch. All of the staff and faculty assigned to the division are civil service employees with the sole exception of the Dean of Academics. This position is staffed by a USAF Training Officer. There are 274 authorized staff/faculty positions in the division. The total number of instructor personnel assigned fluctuates with the student load. Historically, this load normally peaks in the third quarter of each fiscal year. Annually, at the Unified Command Security Assistance Training Workshops, our representatives attempt to get a more even flow of students programmed into DLIELC in order to better stabilize the instructional staff. Figure 2 which shows the programmed student load for FY 87 illustrates the need to address this problem.

FIGURE 2
Student Load 1987



The **Resident Training Branch** conducts the American Language Course (ALC) (MASL IIN 177009). This course includes both general and specialized language training phases. Students who do not have the prerequisite English comprehension level (ECL) for follow-on training (FOT) are programmed for entry into the General English Section. The amount of time programmed is based on the ECL score achieved in-country when the ECL is administered by the Security Assistance Officer (SAO). Programming guidance is provided annually to all SAOs by DLIELC. Student progress is carefully monitored and evaluated by means of periodic book quizzes, ECL testing, and instructor evaluations. After achieving the prerequisite ECL, these students are then provided with nine weeks of Specialized English Training (SET) instruction prior to graduating from DLIELC. If students arrive at DLIELC with the prerequisite ECL score for entry into technical training, they are programmed only for the nine-week SET phase (MASL IIN 177008). This course is designed to provide students with the technical terminology appropriate for their FOT and to enable them to improve their proficiency in the language skills needed in the FOT environment.

The Specialized English Section conducts language training in 30 separate curriculum codes. These codes are designed according to the military specialties of the trainees and the types of follow-on training they will take. The instructional materials for each curriculum code are selected from among 90 available instructional modules according to the needs and requirements of each code. These modules are supplemented by appropriate glossaries, tape materials, visuals, and special-purpose handouts. Each module represents one week of instruction. A student's mastery of the objectives of the module is measured by means of an achievement test or a performance evaluation.



**With an average of eight students per teacher,
DLIELC students receive a lot of individual attention.**

In addition, the Resident Training Branch conducts both a 27-week basic (MASL IIN 177007) and a 13-week Advanced English Language Instructor Course (MASL IIN 177006) for selected international military and civilian personnel to qualify them as instructors of English-as-a-Foreign Language (EFL). These individuals staff the in-country English language training programs which prepare students to meet the English language prerequisites for entry into CONUS

technical training programs. The Management of English Language Training Programs (ELTP) Course (MASL IIN 177013) is an eight-week period of special training for individuals who are, or will be assigned, to key managerial and administrative positions in the in-country ELTP. A complete listing and a more detailed description of all of the resident language courses and orientation training programs conducted by DLIELC are described in DLIELC Manual 1025.1.



DLIELC American Language Course materials are used in more than 50 countries, resulting in a proficiency level high enough to enable direct entry into technical training schools in the U.S.

The American Language Course is conducted on an intensive basis with six instructional periods daily, five days a week. Usually, four of these periods are in the classroom. The other two periods are spent in the language laboratory which provides the students with a good opportunity for intensive individual practice. The instructor monitors the laboratory activity and can work with the students on a one-to-one basis. Students are given one or two additional hours of remedial instruction, if required. They are assigned two or three hours of homework daily.

The normal class size is eight students. This allows the instructors to intensify the instruction and to give an adequate amount of individual attention. Class size may increase to 10 students depending on the student load. Instructors are generally assigned a new class every two weeks. This familiarizes the students with a wide range of native English speakers. Regularly scheduled academic tours are incorporated into the instructional activities at DLIELC. These tours provide the students with excellent opportunities to practice their language skills as well as to familiarize them with the American scene and customs.

The **Nonresident Training Branch** provides technical assistance for English Language Training Programs (ELTP) conducted by host country military departments in support of SATP requirements. DLIELC Language Training Specialists and Instructors assist in establishing, conducting, and upgrading in-country ELTP. These services can be provided on either a permanent or temporary basis. Language Training Detachment (LTD) personnel are deployed PCS for regular overseas tours of duty and provide operational stability and continuity in a given country or military department over an extended period of time. Mobile Training Team (MTT) personnel are

furnished on a TDY basis to provide short-range assistance covering any operational requirement related to the in-country ELTP. It is highly recommended that an MTT be used to periodically assist those in-country ELTP which do not have an LTD assigned. Detailed information concerning the utilization and programming of LTD and MTT personnel can be found in DLIELC Manual 1025.1. In FY 87, DLIELC will have a total of 23 LTD personnel in six countries including a nine-member LTD assigned to the U.S. Army ROTC in Puerto Rico, and a five-member LTD assigned to the U.S. Naval Ship Repair Facility in Japan. It will also deploy 33 MTT personnel to 15 countries.

These same types of assistance are provided through the Nonresident Training Branch to support ELTP activities conducted by U.S. military departments for U.S. military personnel and indigenous civilian personnel who work at U.S. military installations overseas. The Nonresident Training Branch staff monitors and responds to language training to support requirements to ELTP conducted in more than 50 countries. All of these ELTP use the DLIELC American Language Course materials and language training methodology. Over the years, many of these programs have become self-sufficient and can produce individuals who can attain the language proficiency prerequisites for direct entry into CONUS technical training schools. On any given day, it is estimated that approximately 35,000 individuals worldwide are studying English from the American Language Course.

The Curriculum Development Branch is responsible for the writing and publication of the English language training materials used in the worldwide Defense English Language Program (DELP). This effort addresses the needs of the general English and the specialized English phases of the American Language Course (ALC). It also encompasses the curriculum development requirements to support all of the English language instructor training programs conducted at DLIELC. This Branch is responsible for the production and control of the English Comprehension Level (ECL) Test which is used worldwide as the DOD standard for measuring the English language proficiency of non-native English-speaking personnel involved in Security Assistance Training Programs.



A typical training day will have the students in the language labs for four hours.

The General English materials of the ALC provide basic English language training for students from the elementary to the advanced proficiency levels. These materials provide for the proficiency development of the four language skills. These materials will be replaced in FY 89/90 by the New American Language Course currently being written at DLIELC. The new series will reflect the state of the art in the approach, methodology, and techniques of teaching English as a foreign language. The series will consist of 36 weekly units of classroom and language laboratory instruction. Each unit will consist of a student text, tape lessons, and homework materials. In addition to achievement quizzes, every unit will feature a performance evaluation of each student's language proficiency production. This feature is designed to compensate for this missing element in the current ALC system. It is also planned to produce 144 video tapes designed to supplement the text materials. These materials should be available in FY 90/91.

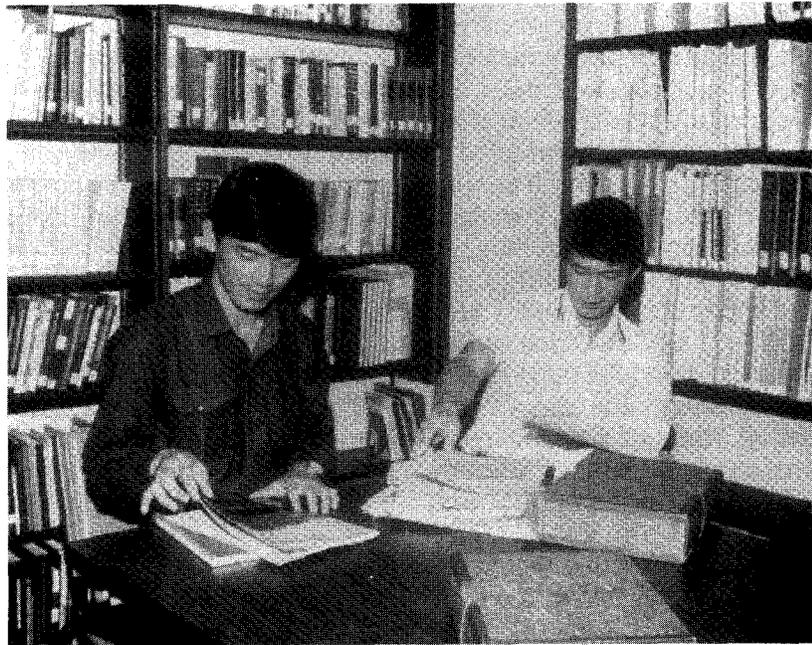
The Specialized English Training (SET) phase of the ALC increases the students' proficiency in the language by providing practice in and reinforcement of the language skills acquired during the General English phase of training. Also, technical terminology related to follow-on training is introduced, using authentic context whenever linguistically practical. The curriculum for this instruction is based on a modular approach, covering such areas as weather, electronics, air navigation, maintenance, etc. This approach allows for more flexibility in training and faster turn-around time in updating the technically-oriented materials. Reading comprehension is emphasized in all the materials, and carefully guided listening comprehension and speaking practice exercises are incorporated into the materials used by students going to follow-on training courses which have critical requirements for listening and speaking, such as pilot training.

The Specialized English Training (SET) materials are prepared for use only in the resident training program at DLIELC. DLIELC does not have the resources to devote to the maintenance of these materials if they are released for outside use. A number of years ago when the SET curriculum consisted of only five major areas of instruction, the materials were made available for purchase. Unfortunately, some of these materials, developed 20 years ago, are still being used overseas in spite of being obsolete and, in many cases, irrelevant to today's technology. With more than 90 weekly modules in the current SET curriculum, many of them including material from FOT programs, it would be impossible for DLIELC to insure the accuracy and relevance of these materials, even after the first year in existence. As it is, the SET modules are under constant evaluation and maintenance, thus allowing DLIELC to insure the control and standardization of SET. The resident SET curriculum provides practice in language skills and terminology to the students not only through the materials themselves, but also by way of field trips to local facilities, visual aids unavailable overseas, etc. Since DLIELC has instituted the use of the Oral Proficiency Interview for certain hazardous specialties, the materials and instruction are focusing more on preparing the students in skills directly related to the interview.

The **Training Operations Branch** serves as the Office of the Registrar for all academic affairs. This branch is responsible for programming, scheduling, and billing for English language training for all foreign and U.S. military personnel enrolled in DLIELC. This branch also provides ADP support for DLIELC. These functions and responsibilities are accomplished by the staff assigned to the Training Operations Section and to the ADP Support Section. Country desk officers monitor all student actions and changes to scheduled training with the appropriate U.S. Military Department. They also interact with the foreign country liaison office staff as required. This branch is responsible for monitoring the results of the English Comprehension Level (ECL) Test which is administered throughout the world by Security Assistance Officers. The branch chief serves as the International Training Management Officer (ITMO) for Lackland Air Force Base.

SUPPORT SERVICES

In addition to maintaining 16 resident language laboratories with a total of 526 individual student positions, two television studios, one recording studio, and a high-speed tape duplicating facility, the Support Services staff is also responsible for processing and shipping the DLIELC American Language Course (ALC) materials purchased through IMET and FMS channels. In FY 86, a total of 113,000 texts and 33,400 recorded lesson tapes were shipped to 31 foreign countries. An additional 40,000 texts and 10,500 tapes were shipped to other government agencies. Approximately 20,000 ALC texts and 1,600 tapes were purchased by non-government agencies. These ALC materials are currently used in approximately 60 different countries. DLIELC Catalogs 1025.2-C (IMET) and 1025.3-C (FMS) list all of the ALC materials currently available for purchase from DLIELC.



The DLIELC Library has over 6,000 volumes of books and tapes, including a collection of music from our students' countries. Attendance averages 200 daily.

EVALUATION

The Evaluation staff conducts both systematic internal and external evaluations to assess and ensure the efficiency and effectiveness of the English Language Training Program (ELTP), and monitors the ELTP curriculum and instructional methodology at DLIELC. Internal evaluation efforts include a vigorous student critique program designed to provide management and staff with information and trend data on which to base course and unit support improvements. External evaluation of DLIELC graduate performance at follow-on training sites within the CONUS is accomplished through direct mail questionnaires and on-site visits by Evaluation Division personnel. The data gathered provides DLIELC with a means to scrutinize the abilities of its graduates to meet the language requirements necessary to succeed in technical training. The results of internal and external evaluation studies are analyzed and consolidated to enable the broad identification of strengths and weaknesses in the ELTP and to make possible the implementation of improvements when necessary.

COMMANDANT OF TROOPS

The Commandant of Troops Division is organized into three squadrons: Bravo, Charlie, and Echo. These squadrons maintain control and respond to the health, morale, and welfare needs of our international students. Upon arrival of international students at San Antonio International Airport, the Commandant of Troops Division personnel are there to meet the students, transport them to DLIELC, get them processed in, assign them to rooms, and help them get settled into their dormitories. Within a week of arrival, the students receive initial orientation briefings on our social customs, the students' responsibilities, discipline, health, academics, off-duty programs, and any items which may influence their stay at DLIELC. This division also sponsors a popular sports program, with both U.S. and international sports activities, that provides a welcome diversion from academic pursuits while forging cultural links between the many different international students. The personnel in the Commandant of Troops division form the students' first real contact in this country. These personnel, called country representatives, realize they must make the new students comfortable by helping them to understand our military and civilian environments. They are highly motivated to assist and befriend our international students.



The U.S. Army ESL Program trains Puerto Rican officers who enter the U.S. Army with English reading and writing abilities, but who are lacking in conversational ability.

In addition to our international programs, we have two American programs: the U.S. Army Officer English-as-a-Second-Language (ESL) Program and the U.S. Army Pre-Basic ESL Program. The U.S. Army Officer ESL Program began as a resident program at DLIELC in January 1982. It was designed for officers receiving their commissions from the Army Reserve Officer Training Corps (ROTC) Program at the University of Puerto Rico. Generally, these officers receive this sixteen-week ESL training based on the recommendation of their Professor of Military Science (PMS) before they attend their Branch Officer Basic Course (BOBC) at selected Army installations. For an ROTC cadet who uses English as a second language to be commissioned in the U.S. Army, he or she must attain a score of 80 or higher on the English Comprehension Level Test (ECLT). After commissioning, selected officers come to DLIELC to enhance their English language proficiency, especially in the areas of active listening (comprehension), pronunciation, grammar, and writing skills. The officer program has been expanded to include any officer who

uses English as a second language. USA or USAF graduates of universities in the continental United States and officers with three to four years of active federal commissioned service are being sent to DLIELC if they have demonstrated a language deficiency at BOBC or at their first unit assignment. Approximately 300 officers have completed this program since its inception.

The U.S. Army Pre-Basic English-as-a-Second-Language (ESL) Program was activated in September 1985 in order to provide English language training to pre-basic soldiers. These pre-basic soldiers come predominately from Puerto Rico but as many as 16 other countries have provided participants. From the Middle and Far East, North and South America, and the Caribbean, students inducted into the Army through Military Entry Points (MEPs) must process in at Fort Bliss, Texas. Once at DLIELC, students must achieve an English Comprehension Level (ECL) of 70 prior to attending Basic Combat Training (BCT) at any of the eleven BCT units throughout the United States. Their stay at DLIELC is anywhere from 6 to 24 weeks, depending upon the entry ECL. In addition to the pre-basic academic training, there is also a requirement to conduct specific military training. The guidance for this comes from the Army Training and Doctrine Command (TRADOC). TRADOC's guidance calls for 114 hours of specific military training over a fourteen-week training cycle. We have one company of recruits, Echo Company, which conducts 158 hours of military training over the fourteen-week training cycle. Command control is provided by one officer (Company Commander) and 17 enlisted persons: eleven are school-trained Army Drill Sergeants, six are for administrative support. The program has peaked at a 286 student load; however, the current student average is 200 students. Plans are to increase the program in 1987 to 500 students per year, increasing the average student load to 330.

RESOURCE MANAGEMENT

The Resource Management staff provides the commandant with the management information assistance needed concerning manpower, funding, material resources, and facilities required to ensure the effective and efficient operation of DLIELC. This office prepares all budgets, financial reports, management reports, and Equal Employment Opportunity (EEO) management reports. This office also serves as the office of prime responsibility for all financial matters involving the Security Assistance Training Program.

PROTOCOL INFORMATION OFFICE

The Orientation Branch under the Protocol Information Office implements and manages the DOD Informational Program (IP) at DLIELC. The objective of the IP is to assist the international students to acquire a balanced understanding of U.S. society, institutions, and goals in addition to their training and military experience while in the United States. To accomplish these goals, the Orientation Branch utilizes four basic methods or "tools" to introduce our visitors to the American way of life--our culture, customs, and economic, governmental, and business aspects of this country. These "tools" are the academic tours, special event tours, a Washington DC tour, and an opportunity to participate in the American Members of International Goodwill to Others (AMIGO) Program.

Academic tours are extensions of the classroom. Students attend these tours during the class day and visit various military installations, industries and businesses, educational institutions, state and local governmental agencies, hospitals, historical points of interest, law enforcement agencies, and local civic groups. These tours encourage the students to use their developing English language skills in a real-world setting while being exposed to various aspects of the American way of life.

Special event tours provide the students with an opportunity to experience the diversity of American life outside the formal classroom setting. These tours are conducted after the class day, on weekends and holidays. Students volunteer to participate in specific tours or events that appeal

to their individual interests. These tours are varied and take in cultural and sporting events, civic activities, theater performances, tourist attractions, and shopping tours. The special events activities bring students from all nations together in a relaxed atmosphere while providing an opportunity for the student to learn about America firsthand through personal contact and observation with its people, government, and cultural institutions.

The Washington DC tour is for students in select senior, career, post-graduate, and other significant courses. It provides the opportunity for a broader understanding of the United States while acquainting them with some functions of our national government. Students are briefed, prior to the tour on the governmental systems at the local, state, and federal levels and the aspects of government activities which exist in Washington DC. The DC tour meets the maximum DODIP objectives.

The American Members of International Goodwill to Others (AMIGO) Program is a family sponsorship program where international students are sponsored by American families from the military and civilian communities. Visits to private homes, sightseeing trips, and participation in local activities with sponsors create a "people-to-people" atmosphere allowing the students to gain confidence and greater proficiency in the English language through practice in the nonacademic arena. Monthly AMIGO mixers [gatherings] provide the students and Americans an opportunity to meet in a relaxed friendly environment. And they give the Americans an opportunity to become informal ambassadors of goodwill welcoming new students and helping them gain insight into the American way of life. These informational programs complete the training of our international students by giving them an atmosphere where they can practice their English and learn about America "up close and personal."

CONCLUSION

Since its beginning, DLIELC has provided English language training for over 74,000 selected foreign military trainees representing all of the military services from more than 80 different nations to qualify them for entry into the professional education and technical training programs conducted by U.S. military departments within the United States. Many of these graduates have returned to their homelands to fill key military and governmental positions of leadership and influence. In recognition of its outstanding contributions to the support of the objectives and goals of the Security Assistance Training Program, DLIELC was awarded the Joint Meritorious Unit Award in April 1984. At the time, DLIELC was one of only three DOD agencies to which this award had been presented.

DLI INSIGNIA

DLI's official insignia is designed to represent its mission of managing and operating the Defense English Language Program. The upper left-hand corner of the shield bears a symbolic representation of the Rosetta Stone, which first gave scholars a clue to the meaning of Egyptian hieroglyphics, and conveys the significance of language as the chief instrument needed to achieve a reciprocal understanding with other nations of the world. In the lower right-hand corner is the hat of the San Carlos Catalan Volunteers, who were Spanish troops attached to the expedition headed by Father Junipero Serra, founder of the Presidio in 1770. The hat symbolizes the military and rich historical character of the DLI and the Presidio of Monterey, California. In the diagonal division of the shield is an olive wreath which signifies the aim of peace through understanding. The crest is a torch, which is the traditional symbol of learning and knowledge.

