

General Information

Mission

From the point of view of US national interests, the mission of an in-country English Language Training Program (ELTP) is to produce a sufficient number of English language-qualified personnel to support US Security Cooperation objectives. Effective in-country ELTPs are a vital link in the Security Cooperation 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 serve as a pipeline for students in transition to US military technical schools or 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.

ELTP Checklist for Security Cooperation Organizations (SCOs)

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

1. Purpose of ELTP

- a. What is the purpose of the ELTP?
 - (1) Do graduates attend CONUS training?
 - (2) Does the ELTP support the operation and maintenance of US-origin equipment?
 - (3) Are students trained to meet requirements other than those of the US Security Cooperation Program? If so, what are those requirements?
- b. In what ways does the ELTP further the objectives of the US Security Cooperation Program?

2. Curriculum

- a. If the American Language Course (ALC) is the primary ELTP curriculum, is there an adequate supply of materials on hand to meet the objectives?
- b. If the ALC is not used, what is?
- c. Are American Language Course Placement Tests (ALCPT) on hand to evaluate training progress and readiness to take the ECL?

3. Training Management

- a. How many students will be trained each year?
- b. Are students sent to CONUS training funded under IMET or FMS?
- c. Do IMET-sponsored students need an ECL waiver?
- d. What level of proficiency will students have upon entry into the ELTP?

- e. What ECL scores will graduates require?
- f. What is the general educational level of the students?
- g. Is the training
 - (1) Intensive (20 or more class-hours per week)?
 - (2) Nonintensive (fewer than 20 class hours per week)?
- h. How many ELTP training sites are there?
- i. Would the ELTP benefit from a survey conducted by a DLIELC team?

4. Instructors

- a. Are there a sufficient number of qualified indigenous English language instructors available to serve as instructors in the ELTP?
- b. Have ELTP instructors received training on the ALC materials?
- c. Should local instructors be sent to DLIELC for training?
- d. Should a DLIELC team be requested to provide training to the local instructors on the ALC materials?

5. Facilities

- a. Are classroom, administrative and storage facilities adequate?
- b. Are laboratory facilities adequate?
 - (1) Are there a sufficient number of laboratory positions available for the ELTP?
 - (2) What kind and level of laboratory is required?
 - (3) How many hours per week are the laboratories used?
 - (4) Is there an in-country capability to install and maintain audio laboratories, video equipment, and/or multimedia laboratories?
 - (5) Is a Technical Assistance Team (TAT) required to install or repair the laboratory equipment?