

PLANNING FACTORS

1. Manning

- a. **DLIELC Resident Training for Managers, Supervisors and Instructors:** The success of an in-country ELTP depends upon the knowledge and competence of supervisory and instructor personnel. DLIELC conducts English language instructor courses and a management 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 one instructor for every ten students, there should be sufficient instructors to allow for annual and sick leave (preferably a ratio of 1-8).
- c. **First-line Supervisors:** First-line supervisors should be assigned no more than 10 instructors to supervise.
- 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 ALCPT 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 chalkboard, whiteboard, or SMART Board; 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 or DVD player 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.

For assistance with in-country ELTPs, contact:

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