

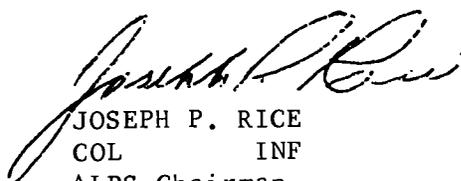
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ARMY LINGUIST PERSONNEL STUDY (ALPS)

VOLUME IV

ENGLISH LANGUAGE TRAINING FOR US ARMY PERSONNEL

Summary of material furnished by DLI, August 1975,  
in support of ALPS.

  
JOSEPH P. RICE  
COL INF  
ALPS Chairman

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SUMMARY

(English Language Training  
For US Army Personnel)

TAB A is 2nd Inf Div Korea request for DLI assistance to establish training program for 375 identified personnel who do not speak adequate English.

TAB B is USAREUR 1st half FY 75 Command Language Training Report which shows 997 non-English speaking personnel in training.

TAB C is the National Puerto Rico Forum 11 Dec 74 letter to Office Assistant Secretary US Army providing background information on their language training program.

TAB D is Secretary of the Army's Memo to the Army Staff 7 Oct 74 concerning number and quality of enlistees from Puerto Rico and the Virgin Islands.

TAB E is DLI 9 Oct 74 letter to TRADOC on English Language Training for non-English speaking US Army personnel.

TAB F is TRADOC 29 Aug 74 letter to DLI requesting evaluation/comments on English Training which DLI answered at TAB E.

TAB G is TRADOC 26 Aug 74 letter to DA in which recommendations were made and approval was requested for a quality functional English Language Training Program.

TAB H is DLI 31 Jul 74 letter to TRADOC in answer to telephonic request concerning information on English Language Training.

TAB I is DLI 28 Feb 73 Trip Report to Fort Jackson, South Carolina.

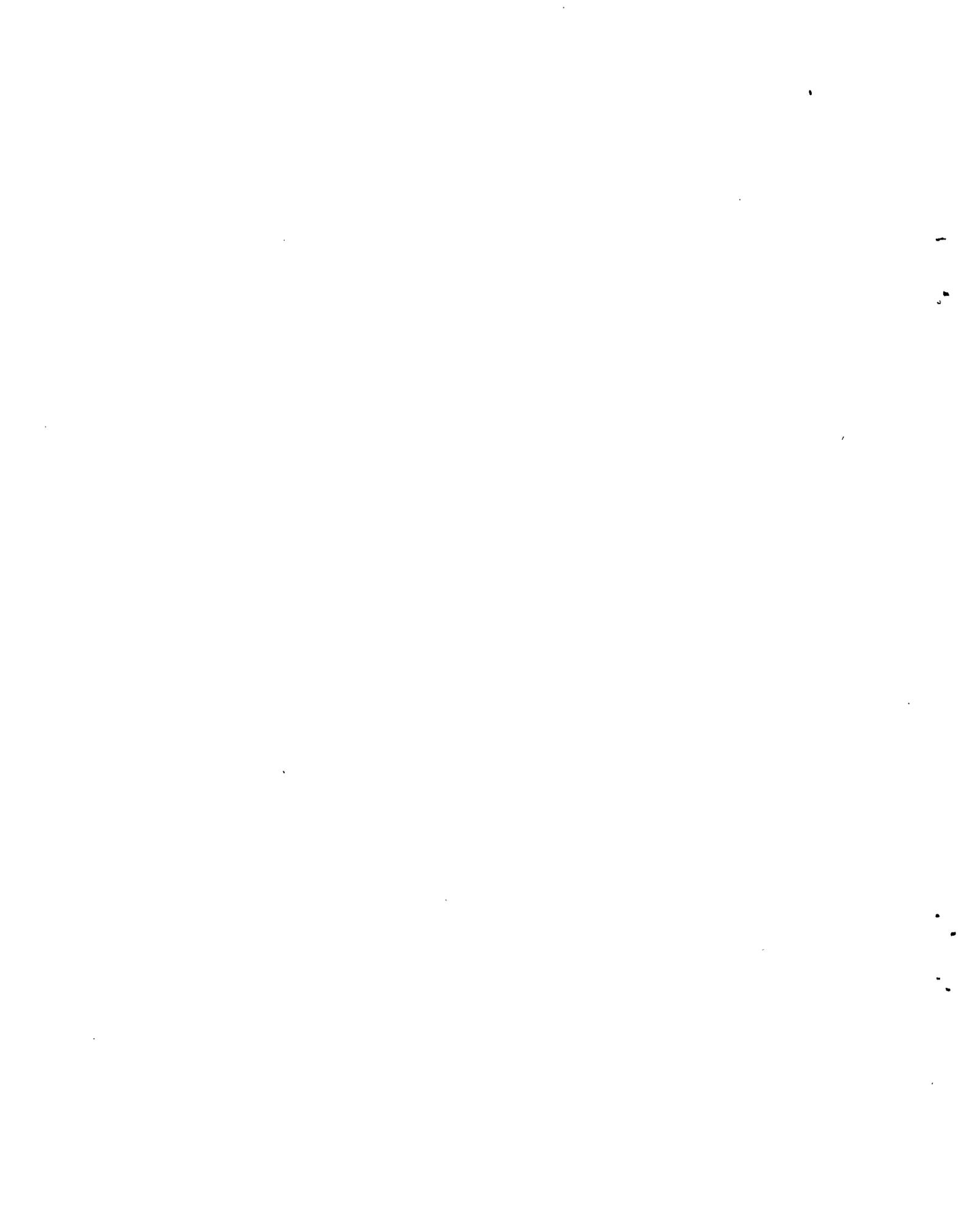
TAB J is Summary Sheet of Reorganization of English Language Training Program at Fort Jackson, which contains information on page four, stating that 5000 Spanish speaking soldiers were in training in USAREUR.

Documents pertaining to the actual number of Spanish speaking soldiers in training in USAREUR are in the retired files and not readily available at this time.

As of 31 Dec 74 various Army units reported 2103 soldiers in English language training.

PENTAGON LIBRARY  
WASHINGTON, DC

(1)



DEPARTMENT OF THE ARMY  
HEADQUARTERS, 2D INFANTRY DIVISION  
G-1, Education Office  
APO San Francisco 96224

EAIDGP-ED

1 July 1975

Director  
Defense Language Institute  
ATTN: DLIW-N  
Presidio of Monterey, California 93940

1. References: a. AR 621-5.  
b. AR 350-20.

2. A survey was recently conducted to determine the need to establish an English as a Second Language (ESL) program. Commanders at the company/battery and separate company levels were requested to identify their soldiers who could benefit from ESL training. More than 375 personnel were identified. Commanders felt that the personnel could benefit by training in the following skills:

- a. Listening comprehension skills.
- b. Oral production skills.
- c. Reading skills.
- d. Writing skills.

3. Up paragraph 3-4 and chapter 4, AR 350-20, request you advise if DLI is able to send a mobile training team (MTT) of one person to perform the following tasks:

- a. Test identified personnel.
- b. Determine kind and levels of English skills needed by these personnel for greater MOS job effectiveness.
- c. Assist in the selection of English proficiency tests, texts, manuals, training aids, and equipment required.

(2)

TAB A

1 July 1975

- d. Design training schedules to meet local mission needs of the commanders.
- e. Propose training of potential instructors.
- f. Determine length and intensity of training in terms of weeks and class hours.
- g. Assist in determining costs of program.

4. In your reply please advise of TDY costs for one MTT to include grade, or rank, approximate number of work days to accomplish mentioned tasks, and origin of MTT travel. Also, please advise what resources, preparations, and arrangements should be made by this office prior to MTT call-up. Unit costs are also needed for ECL Tests, ACL materials and training equipment#. Your appropriate DLI pamphlets will be appreciated.

5. This preliminary correspondence should be understood to be exploratory for establishing an ESL program. Based on your reply and the availability of limited funds, we would initiate official command correspondence.



JOHN V. HAGGERTY  
Director of Education

COMMAND LANGUAGE PROGRAM TRAINING REPORT (1st half FY 75)

REPORTS CONTINUE  
SYMBOL 021-14

For use of this form, see AR 113-33; the reporting agency is DCSPER. 31 Dec 1974

THRU: Service Program Manager  
HQ DA (DAPE-LEPT)  
Washington, D.C. 20310  
TO: Director, Defense Lang Institute  
Presidio of Monterey, CA 93940

FROM: Commander in Chief  
USAREUR and 7th Army  
ATTN: AEAGC-GED  
APO N.Y. 09403

1. MISSION/OBJECTIVE(S)  
Primarily Defense Language Program (DLP) elementary and limited working levels of proficiency. Minimum professional proficiency level only for special training requirements (MI, Special Forces, etc.).

LANGUAGE	LENGTH (Hours)	PERSONNEL TRAINED *	LANGUAGE	LENGTH (Hours)	PERSONNEL TRAINED
1. German	30 - 400	29,507	8. Turkish	30 - 120	65
2. French	30 - 120	186	9. Total Military Completions	31,083	
3. Italian	40 - 120	280	10.		
4. Dutch	40 - 80	27	11.		
5. Russian	40 - 120	2	12.		
6. English **	120 - 240	997	13.		
7. Spanish	30 - 120	19	14.		

3. TESTING ***	NO. ADMINISTERED
a. Defense Language Aptitude Test (DLAT)	217
b. English Language Aptitude Test (ELAT)	
c. Defense Language Proficiency Test (DLPT)	236
d. English Language Comprehension Test (ECL)	
e. American Lang Course Placement Test (ALCPT)	1274

4. ANNUAL DIRECT OPERATION COSTS (Instructor Salaries, Materials) \$ 846,500

5. REMARKS/PROBLEM AREAS \* Interpreted as course completions. Military personnel only. DACs and dependents participate on space-available basis; their completions not accounted for by current reporting system.  
\*\* For non-English speaking soldiers. Completions in classes for indigenous personnel and non-English dependents are not included.  
\*\*\* Only those tests administered in Army Education Centers. Bulk of testing performed by local ARPAC testing sections; data not available for this report.

6. DATE 18 Feb 75	7. NAME RICHARD S. KNEISEL	8. GRADE GS-15
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9. TITLE OF REPORTING OFFICIAL: USAREUR Director of GED	10. SIGNATURE <i>Richard S. Kneisel</i>
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(4)

TAB B.

December 11, 1974

*P.R. Forum*

Mr. Manuel Nieves  
Office of the Assistant Secretary  
United States Army  
The Pentagon, Room 2E601  
Washington, D.C. 20310

Dear Mr. Nieves:

ters  
er Street  
k, N.Y. 10012  
0100

I want to thank you for contacting the Forum recently regarding possibilities of our providing English language instruction to U.S. Army enlistees at Fort Buchanan, Puerto Rico. The material which follows is based upon the Forum's own experience in English language training and other similar situations:

149th Street  
N.Y. 10451

BACKGROUND:

7th Ave.  
N.Y. 11372

As you may know, the National Puerto Rican Forum has worked in the area of English Language training with a variety of agencies, institutions and private businesses since 1968. Our language teaching methodology - Basic Occupational Language Training (BOLT) was developed under contract with the U.S. Department of Labor, and has been used widely in manpower training programs throughout the United States and Puerto Rico. We have also provided technical assistance to other Hispanic organizations in the use of this methodology in training staff both in industrial organizations and the public sector. A partial listing of clients

n  
am Ave.  
n, N.Y. 11206

Rico  
once De Leon  
e, P.R. 00909  
3-9385

*Quote to file*

served as well as a more detailed explanation of the BOLT method may be found in the enclosed final report of our DOL-sponsored program.

Through our diverse experiences we have become more than ever convinced that the BOLT method is the best approach for English language instruction especially in job situations requiring standardized English use for work performance, and skills upgrading.

Accordingly, we believe that the endeavor at Fort Buchanan can be a significant experience for the trainees which should foster in them a sense of responsibility for continued English learning, mutual support, and responsibility for their own growth.

PHASE ONE:

As I explained, the most important phase of the total endeavor is the analysis and planning process. This process will involve identifying particular key words and phrases necessary for the trainee to function in everyday life as a member of the U.S. Army.

*rel. cont*  
↓

This language nucleus will serve as a basis for the development of a curriculum designed to equip the trainee with a basic fluency in English which will enable him to perform his duties and responsibilities in an effective manner following a 5 week training course. Included in this phase will also be interviews with U.S. Army officials, NCO's, and

trainees themselves as well as planning sessions and organization analyses prior to the formal training endeavor. As part of our relationship to the U.S. Department of the Army, we would design the necessary instruments to facilitate systematic gathering of data regarding both needs and goals.

Clarification of these needs and the goals sought by the trainees's superiors, should, in our opinion, merge with other training activities that the trainee may be expected to perform following his initial basic training period, such as specialized skills, and we would plan to include the basic vocabulary relevant to these special areas in the Phase One analysis.

PHASE TWO

Actual classroom training will cover a five week period of 6 hours per day, and will include 25 students.  $6 \times 5 = 30$  / *students*

The first two weeks will include essential reading and speaking skills including: recognition of English words and phrases; association of sound with letter; writing the word; association of the written word with its meaning; answering questions about reading passages; writing and speaking phrases and short sentences from memory.

The third week will be devoted to basic sentence patterns of English, the use of articles, prepositions mass and count nouns, possessives, reduced forms and contractions; the present continuous, past continuous, imperfect and future tenses; the

affirmative and the negative imperative, interrogative and declarative forms of the sentence, ordinal and cardinal numbers.

Throughout the first three weeks of instruction grammatical structures will be taught in a context relating directly to the life of the Army enlistee. Each structure will be introduced within the framework or context of a behavioral objective. Some of these will be: introducing oneself and explaining basic Army regulations; asking and giving directions to various points located at the Fort, such as the PX, infirmary, etc.; filling out applications and forms; understanding signs and maps; using the telephone; identifying parts of the body; and, following simple instructions.

The fourth and fifth weeks of instruction will be devoted to job-related English, and will include English vocabulary for those enlistees who will receive additional job training. Included will be the joining of sentences using coordinating and subordinating conjunctions; compound phrases and clause modifiers, syntax of adverbs; and, reading and writing skills. For those trainees designated for additional job training, the contextual focus of the lessons will be geared toward teaching the vocabulary, expressions and concepts used by workers in that field. For instance, trainees will receive basic vocabulary for the duties of medical corpsman, military police, etc.

F. Manuel Rivera

## EVALUATION

The evaluation of the program and of the students' achievement will be conducted on several levels:

1. Student achievement, formal testing tools.

At the time of entry in the program, trainees will be given an oral test to measure verbal skills in both Spanish and English and the elementary level version of a standardized reading test in Spanish, such as the Cooperative InterAmerican Test. In testing English language and literacy skills we will use standardized tests that, if not already validated on adults, can be adapted to our purposes. Among these we will consider the Metropolitan, Stanford or Iowa Achievement tests.

2. Log record.

Each trainees' progress, participating and attendance will be recorded in a log. We will be especially interested in observing which skills are learned daily in the class, how much reinforcement is needed, rate of progress, depth of learning, level of motivation (as evidenced by attendance, participation, lateness, etc.).

3. Program Evaluation.

On the basis of the test results classroom observations, and study of trainee logs, the Forum will administer (if necessary) and interpret test results. On the basis of these data we will develop a set of correlations including: results of the interim (end of 3rd week) and final tests;

the particular strengths and weaknesses of the prepared curriculum in terms of its relationship to military life; observations and interviews with administrative staff and trainees to ascertain: personal and programmatic factors influencing student achievement; problems which arose during the various weeks of instruction and the effectiveness of solutions; fulfillment of student and staff expectations; and, effectiveness of teacher-training.

Although the main goal of the proposed program is to equip the Army trainee to speak, read and write basic English in order that he may perform his military duties effectively, the Forum will also, where possible, introduce materials pertaining to the History and culture of the mainland United States.

#### COSTS

Our estimate is that the cost for the Phase I portion of the program will include the development of new interview formats, the conduct of necessary interviews and planning sessions, and cover a four week period. As the rate of \$100 per day, then, this expenditure for program design tailored to the needs of staff and enlistees at Fort Buchanan, would be \$2,000. Travel and per diem would be additional to the above costs.

Actual training costs based on 25 trainees per 5 week class would be \$3 per hour per trainee. It is our understanding that the training facility and necessary equipment will be provided by the U.S. Department of the Army. Any

additional materials and supplies, such as texts, testing instruments, audio/video tapes prepared for this program by the Forum, would be additional.

I trust that this information will be adequate for your purposes at this time, and the course, as outlined above, may be implemented at the Fort Buchanan site.

We are very much interested in working with the United States Department of the Army in this and other projects, and hope that we will be selected to provide this training on a continuous basis.

Should you have any question or require additional information, please contact me, or Mr. Thomas Murray, at (212) 533-0100.

Very truly yours,

  
Hiram C. Cintron  
Executive Director

HCC/bl

(11)

7 OCT 1974

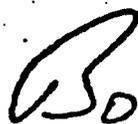
## MEMORANDUM FOR THE DIRECTOR OF THE ARMY STAFF

SUBJECT: Number and Quality of Enlistees from Puerto Rico  
and the Virgin Islands

During my recent visit to Puerto Rico and the Virgin Islands, I was impressed with the relatively large number of recruits from this area and the apparent ease with which recruiters meet their assigned objectives. However, I also noted that a high percentage of the recruits (up to 40% in the Virgin Islands) are in mental category IV and that the HSG content is low. Reportedly, this is, in Puerto Rico, in part due to problems with English. What efforts are underway to improve the quality of recruits obtained from this area? Would the establishment of an English language course for prospective, or new, enlistees help? Is this feasible?

I found the educators with whom I spoke extremely high on the Army as an opportunity for young men and women from that area. The University of Puerto Rico officials were especially high on the possibilities under the "Stripes for Skills" program. Is this being emphasized, particularly in the two year institutions?

There are, I believe, good opportunities to improve the quality of Puerto Rican and Virgin Island enlistees. I would appreciate a report as to how we are going to approach this task in the peculiar environment of Puerto Rico and the Virgin Islands.



Howard H. Callaway

cc:  
ASA (M&RA)

Appeared in Cooper  
Reading File - 2 OCT 1974

(12)

TAB D



DEPARTMENT OF THE ARMY  
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL  
WASHINGTON, D.C. 20310

DAPE-MPR-P ←

12 NOV 1974

MEMORANDUM THRU: CHIEF OF STAFF, UNITED STATES ARMY *DLA* 12 NOV 1974 *Adge*  
ASSISTANT SECRETARY OF THE ARMY (MANPOWER AND RESERVE  
AFFAIRS)

*M. Don Lewis* 15 NOV 1974  
Assistant Secretary of the Army  
(Manpower and Reserve Affairs)

FOR: SECRETARY OF THE ARMY

SUBJECT: Number and Quality of Enlistees from Puerto Rico and the Virgin Islands

B

1. The purpose of this memorandum is to respond to the Secretary of the Army's memorandum at TAB A regarding actions on-going to improve the quality of recruits obtained from Puerto Rico and the Virgin Islands; and provide comments regarding the feasibility of providing English language training for enlistees from these areas.

2. Actions being taken to improve the quality of enlistees from these two territories are enumerated below:

a. Station commanders are shifting recruiter territories to concentrate on the quality market areas within the recruiting zones. This action began in July 1974.

b. In August 1974, emphasis was initiated by the San Juan DRC on recruiting in regional colleges and major universities within Puerto Rico.

c. Through the Regional College Administration of the University of Puerto Rico, 8,000 names of student applicants who were not admitted due to lack of classroom space, were obtained to be used as prospects.

d. The Stripes for Skills program is being emphasized during FY 75 and is showing a steady increase in quality production from this area--all enlistees being CAT III or higher.

<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>
2	3	7	12

3357

DAPE-MPR-P

SUBJECT: Number and Quality of Enlistees from Puerto Rico and the Virgin Islands

e. The San Juan DRC is also placing command emphasis on Project Ahead and the use of the ASVAB to attract higher quality applicants.

3. Regarding the feasibility of reestablishing English language training for applicants from Puerto Rico and the Virgin Islands: in order to achieve required FY 75/76 savings, Commander, TRADOC recently proposed a number of courses for elimination. Among items included in this list was the Ft Jackson English language training program. Approval of the TRADOC proposal was included in a HQDA letter to TRADOC on 25 October. While reestablishment of an English language training program could be accomplished, such action is not recommended at this time for the following reasons:

a. Actions being taken by USAREC discussed in paragraph 2 above point towards a higher quality accession, one qualified to speak, read, and write the English language.

b. Procurement production from Puerto Rico for FY 74 only contributed to approximately 1.5% of the total accessions for the fiscal year. Actions being taken as a result of the FY 75 - 76 quality plan may reduce FY 75 procurement from this area.

c. Enlisted accessions desiring to improve their English speaking ability may avail themselves to programs funded under GED, as opposed to the return of a formal course of instruction dedicated to a very small percentage of the total accessions.

d. There is no evidence that would suggest that a lack of an English language facility within itself would result in a high Mental Category IV input. Additionally, as USAREC continues to emphasize accessing higher quality applicants from that area who will have undergone longer periods of formal education including the English language as a second language (e.g. junior/regional or four year colleges), the need for additional language training should diminish.

e. Such a course would be expensive, both in terms of training dollars and soldier productivity while undergoing language training.

4. The total effects of actions taken to improve quality are not yet known, specifically, the Mental Category IV controls implemented for NPS male applicants for November and December. In this regard, accessions from Puerto Rico and the Virgin Islands will continue to be tracked. Accession data

12 NOV 1974

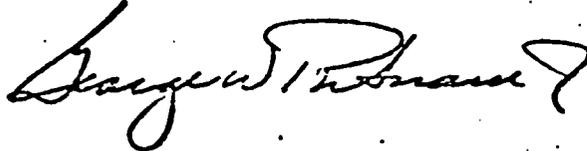
DAPE-MPR-P

SUBJECT:-- Number and Quality of Enlistees from Puerto Rico and the Virgin Islands

portraying the effects of the quality program on accessions from this geographical area will be provided for your information in late January 1975.

5. This memorandum has been coordinated with ASA(M&RA).

FOR THE DEPUTY CHIEF OF STAFF FOR PERSONNEL:



GEORGE W. PUTNAM, JR.  
Major General, GS  
Director of Military  
Personnel Management

1 Incl  
as

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22 November 74

Noted by the Secretary of the Army with comment. This does not address the problem at all. The lack of English training poses a real problem for Puerto Ricans desiring to enlist. Explore the possibility of setting up a short, inexpensive language training program in Puerto Rico. This training might even be made available on a volunteer basis prior to enlistment or perhaps prior to departure for basic training. The training might be provided through some sort of contractual arrangement with local teachers or schools or maybe even taught by the recruiters themselves. There are many possibilities which need to be examined. Request that you take another look at this issue with a view toward establishing such a program if at all possible.

Please provide your comments and recommendations by 13 December 1974.



John E. Rogers, COL., GS  
Military Assistant to the  
Secretary of the Army

MAJ Wheeler/51481

(15)

20 DEC 1974

## MEMORANDUM FOR THE SECRETARY OF THE ARMY

SUBJECT: English Language Training for Insular Puerto Ricans

Reference is made to ODCSPER memorandum, dated 12 November 1974, subject: Number and Quality of Enlistees from Puerto Rico and the Virgin Islands, with annotation by Military Assistant to the Secretary of the Army (Tab A).

The purpose of this memorandum is to provide information regarding English language training for Insular Puerto Ricans who desire to enlist in the Army. This information supplements that contained in referenced memorandum and discusses possible alternatives for making this particular training available in the future.

Our experience with the recently disestablished nine week English Language Training Program (ELTP) at Fort Jackson, South Carolina, has shown that post-enlistment English language training for new enlistees has two serious drawbacks: (1) it required from 8 to 23 weeks (depending on the initial English comprehension level (ECL) of the individual enlistee) to train the enlistee to anything higher than a "survival" level of language proficiency and (2) a significant number of any group of enlistees have a limited aptitude or potential for learning a new language. These circumstances resulted in an unacceptable level of attrition in the Fort Jackson program and contributed to a determination by the Army Audit Agency that the training was not cost effective. To establish an effective replica of the Fort Jackson program in the United States would be costly, in terms of both money and time. In view of the severely constrained manpower and dollar resources available, we recommend against establishment of such a program.

U6225



(16)

**SUBJECT: English Language Training for Insular Puerto Ricans**

We are currently focusing our efforts for suitable English language training for potential enlistees prior to their actual enlistment. The Department of Education, Puerto Rico, is giving adult English language training in every Puerto Rican school district under a federally-funded program sponsored by the Department of Health, Education and Welfare (HEW). This training program, however, is oriented to evening classes and is rather lengthy - 24 to 36 weeks. The appropriate action in this regard is to have our recruiters in Puerto Rico inform potential enlistees and enlistee groups of the necessity of being able to read and speak English and direct them to these English courses.

We recognize that our efforts to orient potential enlistees toward language programs prior to enlistment will not be 100% effective; there will always be some who have the capability to enlist without benefit of comprehensive English language training. There are several possible training alternatives for these individuals:

a. The least costly method would be our current modus operandi: enlist them, train them during BCT and AIT using the "buddy-system" and bilingual instructors, and then encourage them to make use of the General Educational Development (GED) language courses which are available at all posts. Considering the all-volunteer environment, this is a practicable method that will work for the soldier who is properly motivated.

b. Another possibility would be to arrange for delayed enlistment with the condition that language proficiency must be accomplished after a total immersion program that could be accomplished in six to eight weeks and funded by federally assisted funds. The Department of Education, Puerto Rico, will be contacted as to the feasibility of conducting such a program with the National P. R. Forum undertaking such a task under contract. Brochure is attached at Tab B.

c. Or, enlist and retain the individual after enlistment for approximately six weeks at Fort Buchanan for intensive language training conducted by local teachers contracted through the Department of Education, Puerto Rico, using DA funds. This alternative would require a feasibility study to determine the support capabilities of Fort Buchanan, for 35 to 50 enlistees on a continuing basis, and a cost analysis to determine cost effectiveness.

SUBJECT: English Language Training for Insular Puerto Ricans

Representatives from the Army Staff and the Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs) will continue actions to identify feasible and economically acceptable solutions to this problem. A representative of my office, accompanied by both DA Staff and TRADOC representatives, will visit Puerto Rico in January for the purpose of coordinating with Puerto Rican educational officials and field representatives of the Department of Health, Education and Welfare to explore the possibility of developing a short but productive English Training Course for Insular Puerto Ricans. Our program development techniques will include an exploration of the training sources and funding available for such a program through use of both Defense as well as other agency funds. We will keep your office informed of our progress.



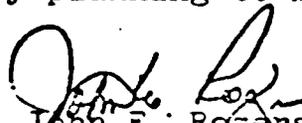
M. David Lowe

Assistant Secretary of the Army  
(Manpower and Reserve Affairs)

2 Incl  
as

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27 December 1974

Noted by Secretary Callaway with comment. In considering how best to provide this training don't reject some sort of volunteer, part-time program which could be offered prior to enlistment. Such a program would not tie up our manpower and should be less expensive and perhaps even easier to administer. Regarding the trip to Puerto Rico in January, consideration should be given to sending only one person to obtain the required information as opposed to the three representatives which are currently planning to make the trip.



John E. Rogers, Col., GS  
Military Assistant to the  
Secretary of the Army

(18)

OBJECTIVE

(Sup. to P.R.)

To establish a voluntary, pre-enlistment, Army-oriented English language training course of 3-6 weeks duration in Puerto Rico. Ideally, the course would be operated and funded by local/Federal agencies.

D

GENERALIZED OPTIONS

1. Voluntary pre-enlistment language training; conducted and funded by local/Federal agencies. Use of existing language training programs in Puerto Rico. Essentially, an identification of training opportunities and counseling of prospective enlistees regarding these opportunities.
2. Voluntary, pre-enlistment, Army-oriented language training (3-6 weeks) conducted and funded by local/Federal agencies. Requires development of a special course that could be made reasonably available to potential enlistees.
3. Pre-enlistment language training in a DEP status; actual enlistment would be conditional to attaining a specific level of English comprehension. Existing language training programs would be used by the individual.
4. Voluntary, post-enlistment, Army-oriented language training conducted and funded by local/Federal agencies at Ft. Buchanan (3-6 weeks).
5. Same as 4 except funded by the Army.

NOTE: 1, 2, 4 & 5 are strictly voluntary. Potential enlistee has the option of going directly to BCT after enlistment.

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DLIT-N

9 OCT 1974

SUBJECT: English Language Training

Commander  
TRADOC  
ATTN: ATTS-AT-B  
Fort Monroe, Virginia 23631

1. Reference letter, HQ, TRADOC (ATTS-AT-B), 29 August 1974, subject as above.
2. In response to your request, the following comments are keyed to subparagraphs of paragraph 5, referenced letter.

a. Evaluation of proposed course of instruction for feasibility:

The proposed course of instruction does not appear to be feasible since (1) the HumRRO course is too limited and (2) present procedures for enlistment, classification, and training of non-English speakers are not compatible with the objectives. Further discussion is included at Inclosure 1. The use of functional or MOS-related materials is, however, considered feasible and, in fact, is already a part of the program used at the Defense Language Institute English Language School, (DLIEL) Lackland AFB, Texas, for teaching English to Foreign Military Trainees in preparation for follow-on training (AIT) at various U.S. Service Schools (see Incl 2).

b. Estimated costs for development of the proposed course of instruction:

Existing American Language Course (ALC) materials can be used for most of the language training required. Suitable MOS-related (Specialized English) materials are already available in several technical areas as indicated at Inclosure 2. Additional technical area materials can be developed as required at a cost of approximately \$35,000 for each course of approximately 8 weeks. Further discussion of cost factors is

(21)

TAB E

DLIT-N

DLIT-N

SUBJECT: English Language Training

included at Inclosure 2. Separate from development costs but related to implementation, it should be noted that at the present time, an "in-house" student population not to exceed 100 can be accommodated at DLIEL, at a tuition cost of \$75 per student week. This tuition cost includes billeting, but not messing. Transportation costs from the BCT site to Lackland and to the AIT site constitute an additional factor to be included in the total training cost.

c. Estimated course duration to provide level of desired comprehension:

The length of training required to reach the desired English Comprehension Level (ECL) of 60 plus MOS-related functional English training will vary depending on the trainee's entrance ECL, his personal and educational background as well as his motivation and learning ability. Discussion and examples are attached at Inclosure 3.

d. Alternative solution:

The alternative solution recommended would be to provide the enlistee with a general English foundation (60 ECL) prior to the administration of both the Armed Forces Qualification Test (AFQT) and the Army Classification Battery (ACB). Then, depending on the MOS for which he is selected, provide him with functional MOS-related English training prior to attending Advanced Individual Training (AIT). For example, the recruit could be sent to Basic Combat Training (BCT); if he successfully completes this training, he could then be given the general English training required to adequately compete on the AFQT and ACB; he would subsequently receive the functional English required for his particular MOS; thus prepared, he would successfully complete AIT; and, finally, he would report to his unit ready to participate fully as an effective member. An expanded discussion of this course of instruction is at Inclosure 4.

3. Although not specifically requested to comment on the location of the English training facility, it is felt that this is relevant and should be addressed. The proposed course of instruction could be conducted at any U.S. Army post, but from a cost effective standpoint would probably be most suitably located at a post where BCT is being conducted to reduce the number of transfers required while the enlistee is within the training base. The actual cost of providing English training at a BCT post cannot be determined without conducting a survey of each training site to determine the availability of facilities, personnel, and equipment. As mentioned above, the course could also

DLIT-N

SUBJECT: English Language Training

be provided at DLIEL where a similar program is already in existence. At the present time only 100 students can be accommodated at DLIEL without an additional support agreement with the Department of the Air Force.

4. The proposals contained herein are tentative because of the complexity of the problems associated with recruiting, classifying and training non-English speaking personnel.

5. Recommendation: That further discussions be held with participation by TRADOC, DA (DCSPER and MILPERCEN), U.S. Army Recruiting Command, AFEES, and DLI as well as HumRRO and ARI to explore the following factors:

a. Determination of appropriate screening procedures for non-English speaking enlistees.

b. Analysis of projected student load based on numerical data obtained from Army posts where BCT is conducted, since the indicated student population of 100 may be affected by our proposed course of instruction and the proposed testing procedures.

c. Comparison of costs of English language training at military facilities which conduct BCT versus DLIEL as well as determination of other criteria such as availability of facilities, equipment and personnel.

d. Identification of MOS groupings that would require development of specialized English materials.

e. Other items as required.

4 Incl

JAMES R. KOENIG  
Colonel, USA  
Director

Copy Furnished:  
HQDA (DAPE-MPT) w/incl  
CMDT, DLIEL w/incl

(23)

## EVALUATION OF PROPOSED COURSE OF INSTRUCTION FOR FEASIBILITY

1. The method developed by HumRRO is by definition limited to the teaching of reading and does not extend to the other essential language skills of listening comprehension, speaking and writing. It is believed that the exclusive use of this method will meet neither the short nor long term needs of the Army or of the individuals involved because the ability to read, even with a high degree of comprehension, does not mean that the individual will be able to understand spoken language or be able to express himself in speech or writing. The development of these basic skills is critical in view of the vast amount of spoken material that students will be exposed to in their AIT; speaking ability is not only a motivational factor in enabling the student to communicate, but has been shown to enhance ability to comprehend both spoken and written material, because speaking ability derives from a functional knowledge of language patterns (the way words are put together to express meaning). This ability to understand and use patterns provides the basic building block of language learning for communication, and any course of instruction which does not address the acquisition of structure cannot be expected to produce anything more than human dictionaries. Thus, any successful language course must provide the four interrelated basic language skills of speaking, listening comprehension, reading, and writing.

2. The present procedures for enlistment, classification and training are not geared to meeting the objectives of the proposed program without considerable modification (see Incl 4).

a. In considering your proposed course of instruction, the following information on the present enlistment, classification and training cycle was obtained from Army recruiters:

After the recruiting station has determined an applicant is physically and morally qualified to enter the Army, he is administered the Enlistment Screening Test (EST) to determine his mental ability to take further tests given by AFEES. The first test administered by AFEES is the Armed Forces Qualification Test (AFQT) which indicates the mental category of the applicant. Those falling into categories 1, 2, 3 and the upper 19th percentile of category 4 are eligible to take the Army Classification Battery (ACB) which determines the potential trainability for various MOS's. If an applicant does not qualify for his choice of MOS he is then counseled to accept another MOS for which he has demonstrated trainability based on the ACB test results.

b. The above tests have been examined and it appears that, from a language standpoint, potentially valuable, non-English speaking applicants

Incl 1

(24)

are prevented from entering the Army because the three tests have been developed for native English speakers who are also familiar with American culture and civilization. None of the three tests can accurately determine the true mental category or the potential trainability of a non-English speaker. However, if the non-English speaker has an ECL approaching that of a native speaker who scores high enough on these tests to receive his choice of MOS training, then the non-English speaker can become competitive.

c. A non-English speaker with a high school or college education in his native language often cannot score high on the three tests simply because he does not understand instructions for taking the tests, as well as a significant amount of the test content. Given the opportunity of prior English language training and the chance to adapt to American culture he should then be able to better demonstrate his true aptitude and trainability or show more evidence of his previously acquired technical skills useful to the Army.

d. In conclusion, the present testing procedures for non-English speakers require reappraisal and other enlistment screening devices should be explored for use with non-English speaking applicants.

Incl 1 cont'd

(25)

**ESTIMATED COSTS FOR  
DEVELOPMENT OF PROPOSED COURSE OF INSTRUCTION**

The course of instruction outlined in paragraph 3 of the above referenced letter can be accomplished by either of the following:

a. A "core" of general English language material for structural practice, with several "add-on" modules of specialized (MOS-related) terminology courses.

b. Several separate integrated courses each one including a mix of structural material and specialized materials. In this case the actual number of courses needed would depend on the number of MOS's.

c. The approach of multiple integrated courses is in DLI's view cost prohibitive and should not be considered. More streamlined and cost effective both in terms of development and of operational management is the core plus "add-on" approach. The cost of this approach would be minimal in that the "core" of general English course is already available within DLI and can be utilized by TRADOC as is or with minor modifications. The cost of development for the existing materials was about \$245,000.00.

d. Several "add-on" courses for enlisted personnel already exist in the DLIEL curriculum and they too can be utilized as such or with minor modifications. They are: Basic Electronics; Maintenance; Supply; Medical; Explosive Ordnance. In addition, a course for clerical MOS is in the development stage.

e. Any additional courses required by the Army can be developed at an estimated cost of \$35,000.00 each. Not included in this estimate are costs for follow-on course maintenance, evaluation, and testing instruments.

**ESTIMATED COURSE DURATION TO PROVIDE LEVEL OF  
DESIRED COMPREHENSION (ECL, 60)**

The length of training required to reach the desired English Comprehension Level (ECL) of 60 to include specialized MOS-related English training will vary depending on the trainee's entrance ECL and his personal and educational background, as well as his motivation and learning ability. For example, a trainee with an entry ECL of 50 would require an average of 10 weeks of English training which includes both the general and specialized phases. A trainee with an ECL of 24 or less would require a total of 23 weeks of training. Trainees can graduate as soon as they reach the desired proficiency thereby allowing for flexible student input and output. Displayed below is Table 1 from DLI Pamphlet 350-3 (Nov 73) showing average training time required for various ECL levels.

**TO GRADUATE WITH 60 ECL**

<b>If ECL is:</b>	<b>Plan for (weeks):</b>
24 or less	23
25 to 33	15
34 to 42	14
43 to 49	12
50 to 54	10
55 to 59	8

## DLI PROPOSED COURSE OF INSTRUCTION

DLI's proposed course of instruction includes a recommended change to the present enlistment, testing and classification procedures, as follows:

a. When a non-English speaker applies for enlistment at the recruiting station and has been determined to be physically and morally acceptable, he should be administered the English Comprehension Level (ECL) test to determine his English proficiency.

b. All non-native English speaking applicants scoring 60 ECL or above should follow existing Army procedures for enlistment. All other applicants scoring 59 ECL and below should take the English Language Aptitude Test (ELAT) to determine their trainability in English, be accepted into the Army on an open enlistment basis, and be sent to Basic Combat Training (BCT). The instructions for taking the ELAT are already available in 14 major languages. Both DLI tests appear to have a high correlation with the AFQT and ACB as aids in MOS classification and as predictors of success in AIT. In this connection, ARI should be tasked with determining the feasibility of establishing cut-off scores for the ELAT. Attrition of non-suitable personnel could be accomplished during BCT prior to the 180 day limit of the Qualitative Management Program.

c. Those completing BCT successfully, would then be provided quality "core" English training. The result of the ELAT can be used as a predictor to determine slow, average, and fast learners. Based on this determination, a multi-track course of instruction can be implemented and trainees can be placed in various blocks of instruction to permit graduation as early as possible. At the end of this phase of English training the AFQT and ACB would be administered. At this point the open enlistment would be terminated and his contract modified. Specialized, MOS-related English training of approximately 8 weeks duration would follow to prepare the trainee for Advanced Individual Training (AIT).

Incl 4

(28)

CLASSIFICATION		SUSPENSE DATE			
SEQUENCE	ROUTING	ACTION	CONCUR	NONCONCUR	DATE
7	DIRECTOR	APP/S	<i>[Signature]</i>		805 74
6	DEPUTY DIRECTOR	R	<i>[Signature]</i>		805 74
5	SECRETARY	R	<i>[Signature]</i>		805 74
	SERGEANT MAJOR				
4	ADJUTANT	R	<i>[Signature]</i>		805 74
3	DLIT	R	<i>[Signature]</i>		805 74
2	AA	R	<i>[Signature]</i>		805 74
1	DLIT-ELA	R	<i>[Signature]</i>		8 Oct
R-REVIEW I-INFORMATION S-SIGNATURE APP-APPROVAL C-COORDINATION F-FILE					
<b>SUBJECT</b> English Language Training					
<small>IMPLICATIONS (IMPLICATIONS CHECKED ARE INVOLVED IN THIS ACTION, DISCUSSED BELOW IN A SEPARATE INCLOSURE, AND HAVE BEEN CONSIDERED IN FINAL RECOMMENDATION)</small>					
<input type="checkbox"/> RESEARCH PRG <input type="checkbox"/> MANPOWER <input type="checkbox"/> INFORMATION <input type="checkbox"/> SECURITY <input type="checkbox"/> CONGRESSIONAL <input type="checkbox"/> BUDGET <input checked="" type="checkbox"/> TNG PRG <input type="checkbox"/> MORALE <input type="checkbox"/> LEGAL <input type="checkbox"/> NONE					
<b>ACTION ASSIGNMENT</b>					
<b>ACTION</b>	<b>COORDINATION</b>	<b>COPY FURNISHED</b>			
<small>MEMORANDUM FOR RECORD (DESCRIBE BRIEFLY THE REQUIREMENT BACKGROUND AND ACTION TAKEN OR RECOMMENDED. MUST BE SUFFICIENTLY DETAILED TO IDENTIFY THE ACTION WITHOUT RECOURSE TO OTHER SOURCES).</small>					
1. LTR, TRADOC (ATTS-AT-B) 29 Aug 74, subj as above requests DLI comment on 4 points of the letter which deals with providing quality ELT for non-English speaking U.S. Army personnel (TAB A) 2. DLT LTR provides comments as requested and additional info (TAB B) 3. Recommend approval, signature, dispatch of TAB B					
<small>(NONCONCURRENCES MUST BE OUTLINED IN A SEPARATE MEMORANDUM AND ATTACHED)</small>					
<b>SUSPENSE DATA</b>					
<b>ACTION OFFICER</b> DLIT-N <i>HBT</i>		<b>ACTION OFFICE</b> <i>8 Oct</i> Marschik <i>74</i>		<b>SUSPENSE EXTENDED TO:</b>	
<b>DATE OF DOCUMENT</b>		<b>DATE RECEIVED</b>		<b>OFFICE OF ORIGIN - SUSPENSE</b>	

*(29)*

29 AUG 1974

ATTS-AT-B

SUBJECT: English Language Training

Director  
Defense Language Institute  
ATTN: DLI-OP-CLP  
Washington Navy Yard (Anacostia Annex)  
Washington, DC 20374

1. This headquarters has recently completed a study of the Army literacy programs to include the English Language Training Program (ELTP) conducted at USATC, Fort Jackson, SC. The results of the study were briefed to the Commander, TRADOC on 23 July 1974 and resulted in the approval of the following recommendations concerning English Language Training.

a. The responsibility for the conduct of English Language Training remains in the Army's training base.

b. The English Language Training School at Fort Jackson, SC, discontinue operations. It is a TRADOC desire to provide quality Functional English Language Training to selected non-English speaking accessions. (1)

2. HQDA has been requested to approve selection for English training and enlistment of non-English speaking accessions as follows:

a. Mental Category I and II personnel be enlisted and provided quality functional English language instruction regardless of English speaking capabilities.

b. Mental Category III and IV personnel with a skill usable to the Army be enlisted regardless of English speaking capabilities.

c. Mental Category III and IV personnel with an English Language ability (English Comprehension Level Test (ECL) score of 40 or higher) be enlisted.

(30)

TAB F

ATTS-AT-B

SUBJECT: English Language Training

d. Mental Category III and IV personnel with an English language ability (ECL score less than 40) and without a usable skill be denied enlistment.

3. The functional English language instruction program as envisioned by this headquarters would teach English using methods similar to those developed by HumRRO Division 3, Presidio of Monterey, California, to teach reading. These methods involve the use of functional or MOS related materials to teach reading (or English in this case) between BCT and AIT. The goal of the proposed English language instruction program would be to raise student English comprehension to a level that would allow a soldier to be trained and to perform effectively on the job in US Army units. Based on information previously supplied by DLI, an ECL score of 60 appears to be an adequate level of English comprehension. Those failing to reach the prescribed level of comprehension after a requisite period of time would be discharged. The period of time involved in reaching the level of English comprehension desired is unspecified; however, such a course of English language instruction should not materially add to the time a trainee remains in the training base. An accurate estimate of the average student population for the proposed course of instruction is unknown. For planning purposes the "in-house" student population should not exceed 100.

4. Previous English language instruction has been directed toward only the regular Army Insular Puerto Ricans (IPR) and was not provided other non-English speaking personnel. It is desired that all non-English speaking personnel qualifying under paragraph 2a above be provided English Language Training of a high-quality using DLI developed materials, taught by DLI qualified instructors and at a facility (location yet to be determined) that contributes to the overall mission of the course of instruction.

5. It is requested that DLI:

- a. Evaluate the proposed course of instruction for feasibility.
- b. Estimate costs associated with the development of the proposed course of instruction.
- c. Estimate the course duration to provide the level of comprehension desired (ECL 60).

(31)

ATTS-AT-B

SUBJECT: English Language Training

d. Provide alternative solutions if the proposed course of instruction is determined to be impractical, to include estimated costs and duration.

FOR THE COMMANDER:



S. D. HORN  
2LT, AGC  
Asst AG



DEPARTMENT OF THE ARMY  
HEADQUARTERS UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND  
FORT MONROE, VIRGINIA 23651

20 AUG 1974

ATTS-AT-B

SUBJECT: English Language Training

HQDA (DAPE-MPT)  
WASH DC 20310

1. Reference is made to--
  - a. Letter, DAPE-MPT, HQDA, 31 Jan 74, Report of Audit.
  - b. Message, DAPE-MPT, 071343Z Feb 74, Recommendation to Disestablish the English Language Training Program (ELTP), USATC Fort Jackson.
  - c. Letter, DAAG-PAP-A(M) (30 Oct 73), DAPE-HRL, HQDA, 5 Nov 73, The Army Education Services Plan.
  - d. FONECON between MAJ Warner, DAPE-MPT, and MAJ Moore, this headquarters, 11 Feb 74.
2. Reference 1a forwarded the US Army Audit Agency (USAAA) Report S074-13, US Army Training Center (USATC), Fort Jackson, SC, to this headquarters for review and comments pertaining to Finding A1, English Language Training Program. Subsequent guidance was received by reference 1b message, in which the Department of the Army recommended consideration for plan to disestablish ELTP, thereby permitting allocation of committed resources to support the Education Services Plan, reference 1c, or other mission requirements as deemed appropriate. By reference 1d, telephone conversation, requirement for reply to reference 1a and 1b has been suspended.
3. Inquiry into the English Language Training problem has revealed that there is no Department of Defense standard pertaining to the recruitment or training of non-English speaking accessions. Accordingly, each service had adapted internally developed separate programs and individual standards.
  - a. Currently all regular Army Insular Puerto Ricans (IPR) are sent to Fort Jackson for English language screening and training prior to BCT. All other non-English speaking personnel (Harlem-based Puerto Ricans, IPR REP 63 personnel, Mexican Americans, Pacific Island

(33)

TAB 6

ATTS-AT-B

SUBJECT: English Language Training

Territories and recently arrived aliens) are not screened for English comprehension and may be sent to installations other than Fort Jackson for training without formal English language training. Training without English language proficiency is accomplished by use of stop-gap methods that have become standard local procedures and include the use of the buddy system (pairing non-English speaking trainees with bilingual trainees) and bilingual instructors and drill sergeants. These training methods do permit non-English speaking personnel to complete basic combat training and advanced individual training, but do not solve the problem for the non-English speaking soldier. The MOS available to the non-English speaking soldier is restricted to those that require only a limited comprehension of the English language (11B, 13A, etc.) and thus the non-English speaking soldier may be denied access to a more technical MOS even though he may have a civilian acquired skill that is needed in the Army.

b. Beyond the training base the non-English speaking soldier is again limited in career progression and promotions. The MOS/ET becomes a major barrier for the non-English speaking soldier. A recent field survey of user units conducted by this HQ revealed that units have difficulty absorbing and utilizing non-English speaking soldiers. Most units actively support local education centers by requiring non-English speaking soldier participation in English training programs, but this participation detracts from the man's involvement in unit training and mission activities. The need for English language training exists in both the training base and in user units.

c. The English language program in USAREUR has 13,000 officers and enlisted men enrolled, 62% of which are commander-directed on duty, mission-oriented and job-connected in scope. A program of this size obviously adversely affects training and readiness. An improved program of English language training would assist USAREUR and other commands in reducing the on-duty training time devoted to this purpose.

d. The Defense Language Institute concurs with the USAAA finding that the ELTP at Fort Jackson is unsatisfactory. The ELTP graduation requirement of a score of 31 on the English Comprehension Level (ECL) Test equates with a DLI comprehension score of 0, whereas DLI recommends a score of 60 for graduation from ELTP. The net result is the expenditure of money for a training program that is ineffective.

4. In view of the problem that exists in training and user units with non-English speaking personnel, the need to provide quality English language instruction in the training base is apparent. The continuation

ATTS-AT-3

SUBJECT: English Language Training

of the ELTP as currently conducted at Fort Jackson would be unsatisfactory. This headquarters proposes a DLI technically supervised, quality, functional English language program designed to meet the training and job performance needs of the soldier. It is anticipated that this functional English program would be developed by DLI along the lines of the AITPT reading program formulated by HumPRO Division 3, Presidio of Monterey. Informal telephonic coordination with DLI has revealed that such courses of instruction do exist and they may be adaptable to Army needs. Pending the full development of a functional English course of instruction with DLI, the English Language Training School at Fort Jackson will be closed. In the interim insular Puerto Ricans will be trained using the stop-gap methods mentioned above.

5. It is recommended that the Department of the Army approve:

a. The development of a functional English language training program by DLI wherein English be taught through the use of materials related to the MOS of the individual receiving instruction and the reestablishment of the English Language Training School at a time and location yet to be determined (under DLI technical supervision) to teach the newly developed course of instruction.

b. The establishment of English Language enlistment standards as follows:

(1) Personnel in Mental Categories I and II be enlisted without regard to English comprehension.

(2) Personnel in Mental Categories III and IV with an English Comprehension Score of 40 or more on the ECL be enlisted.

(3) Personnel in Mental Categories III and IV with an ECL score of less than 40, but having a civilian acquired skill usable to the Army, be enlisted.

(4) Personnel in Mental Categories III and IV with an ECL score of less than 40 and not having a civilian acquired skill be denied enlistment.

c. Quality functional English Language Training be provided all personnel to include REP 63 personnel described in paragraph 5b(1) above and that personnel who fail to meet the minimum level of English Comprehension (ECL score of 60) in the required length of time be discharged.

ATTS-AT-B

SUBJECT: English Language Training

d. Entrance examinations given at AFES and in Reserve and National Guard units be in the native language of the enlistee to more accurately determine the mental category and trainability of the enlistee.

FOR THE COMMANDER:



B. E. HUFFMAN, JR.  
Major General, GS  
Chief of Staff

DLI-OP-CLP

31 JUL 1974

SUBJECT: Request for Information on English Language Training

Commander

TRADOC

ATTN: ATTS-AT-B/LTC Minton  
Fort Monroe, Virginia 23651

1. Reference PONECON, LTC Minton, your headquarters, ATTS-AT-B, and Mr. Marschik, this headquarters, 25 July 1974, subject as above.
2. A copy of DLI Pamphlet 350-1 is forwarded at Inclosure 1. Although this pamphlet is designed primarily for use in the Military Assistance Program, the general description of English Language Training Programs and DLI services is also applicable to English programs provided by the Services to non-English speaking U.S. Service personnel. Supplement 1 to DLI Pamphlet 350-1 (Incl 2) is the Catalog of American Language Course Materials. DLI Pamphlet 350-3 (Incl 3) contains information on programing of training. Your attention is invited to pages 7 and 8 which address the recommended duration of language training to achieve certain English language proficiencies.
3. DLI has the capability to develop MOS-related specialized English language course materials, when officially tasked and necessary resources provided. DLI also provides other professional services, e.g., on-site evaluation surveys, instructor training, etc., on a reimbursable basis. DLI's responsibilities and functions in support of command language programs are described in Chapter 4 of AR 350-20.
4. DLI can assist in establishing an effective English training program for non-English speaking U.S. Service personnel as outlined in AR 350-20.

FOR THE DIRECTOR:

KIM SMALLHEER  
Capt, USAF  
Asst Adjutant

3 Incl  
as

Copy furnished:  
HQDA (DAPE-MPT-SPM) w/o incl

(31)

TAB H

6	DIRECTOR	APP/S		
5	DEPUTY DIRECTOR	R		
4	EXECUTIVE OFFICER	R		22 Jul 74
	SERGEANT MAJOR			
2	ADJUTANT	R		29 Jul 74
3	AA	R		29 Jul 74
1	CHOPS <i>Concur. Lt. C/CLP</i>	R		26 July 74
	<i>26 July 74</i>			
1A	PPB	R		26 July 74

R-REVIEW I-INFORMATION S-SIGNATURE APP-APPROVAL C-COORDINATION F-FILE

SUBJECT ELT for Non-English Speaking US Army Personnel

IMPLICATIONS (IMPLICATIONS CHECKED ARE INVOLVED IN THIS ACTION, DISCUSSED BELOW IN A SEPARATE INCLOSURE, AND HAVE BEEN CONSIDERED IN FINAL RECOMMENDATION)

- RESEARCH PROG     MANPOWER     INFORMATION  
 SECURITY     CONGRESSIONAL     BUDGET  
 TRNG PROG     MORALE     LEGAL     NONE

ACTION ASSIGNMENT

ACTION	COORDINATION	COPY FURNISHED
OPS		

MEMORANDUM FOR RECORD (DESCRIBE BRIEFLY THE REQUIREMENT, BACKGROUND, AND ACTION TAKEN OR RECOMMENDED, MUST BE SUFFICIENTLY DETAILED TO IDENTIFY THE ACTION WITHOUT RECOURSE TO OTHER SOURCES.)

- LTC Minton, HQ TRADOC (Autovon 680-4271) called Mr. Marschik, 25 Jul 74, and requested info concerning ELT for non-English speaking US Army personnel. He specifically asked for DLI publications concerning ELT. He also indicated that TRADOC intends to upgrade ELT programs for non-English speaking personnel and that development of MOS related English course materials is planned.
- DLI letter forwards materials requested and furnishes info requested. (TAB A)
- Recommend approval, signature, and dispatch of TAB A.
- As a separate action it is recommended that LTC Minton and others as appropriate be invited to HQ DLI for briefings on the DLP.

XO per NOTE *et.*

(NONCONCURRENCES MUST BE OUTLINED IN A SEPARATE MEMORANDUM AND ATTACHED)

SUSPENSE DATA

ACTION OFFICER Mr. Marschik	25 July	ACTION OFFICE OP-CLP	SUSPENSE EXTENDED TO:
DATE OF DOCUMENT	DATE RECEIVED	OFFICE OF ORIGIN - SUSPENSE	

DLI FORM 40  
5 SEPT 69

ROUTING CONTROL SHEET

0904

(38)



DEPARTMENT OF THE ARMY  
HEADQUARTERS, DEFENSE LANGUAGE INSTITUTE  
WASHINGTON NAVY YARD (ANACOSTIA ANNEX)  
WASHINGTON, D. C. 20390

REPLY TO  
ATTENTION OF

DLI-OP-ELA

21 Feb 73

SUBJECT: Trip Report: Insular Puerto Rican (IPR) English Language  
Program, Fort Jackson, South Carolina

Director  
HQ, Defense Language Institute  
Washington Navy Yard (Anacostia Annex)  
Washington, D. C. 20390

1. Purpose: To conduct a review of the English Language Training Program for Insular Puerto Rican accession at Fort Jackson. The review took place on 8-9 February 1973.

2. Personnel participating:

Major Stephen D. Warner, DAPE MPT.  
Mr. Pierre J. de Lespinois, HQ DLI-OP

3. Personnel contacted:

- a. BG J. MacFarlane, Deputy Commander, Fort Jackson ATC
- b. COL J. P. Kearn, *Dir, Plans & Trng, ATC, Ft. Jackson*
- c. COL P. P. Walpole, Commander, Ft Jackson Academy.
- d. COL C. Buchanan, Commander, 3d AIT Brigade (Inf).
- e. COL J. T. Griffin, Jr., Commander, 4th AIT Brigade (
- f. LTC C. B. Johnson, Commander, Reception Station.
- g. LTC J. D. Bean, XO, 2d BCT Brigade.
- h. CPT J. J. Holland, Commander, ELT Company.
- i. Mr. L. Lacey, Chief, ELT School.
- j. Basic Combat Training (BCT), Advanced Individual Training (AIT), English Language Training (ELT) instructors; as well as their first line supervisors.

(39)

TAB I

DLI-OP-ELA

SUBJECT: Trip Report: Insular Puerto Rican (IPR) English Language Program,  
Fort Jackson, South Carolina

k. Commanders of some units that have assigned IPRs.

l. Forty to fifty IPRs in various stages of training, i.e., BCT, AIT and ELT; or assigned to duty units.

4. a. The DLI recommended ELT Program for Fort Jackson was designed to accomplish the stated DA and CONARC course objective: that the IPR would be taught the minimum knowledge of English necessary for him to effectively perform his duties in U.S. units. Based on DLI's previous experience in training foreign nationals, the minimum level necessary to accomplish this objective was recommended by DLI to be an English Comprehension Level (ECL) of 60.

b. Considering the constraints imposed by CONARC (the course length could not exceed nine weeks and the course load could not exceed 150) DLI proposed two courses of action:

(1) Course of Action 1: Screen IPRs in-country by using the ECL Test and send those with a 60 ECL directly to BCT; provide language training on a proficiency basis for those with an ECL between 42 and 60; and delay entry into the U.S. Army of those IPRs with an ECL of less than 42 until that level could be reached by using in-country facilities.

(2) Course of Action 2: Those IPRs with an ECL of 60 be sent directly to BCT and that all others be provided language training on a proficiency basis. Course duration would vary from 3 to 24 weeks depending on the students ECL entry score. It was pointed out that this method would generate requirements exceeding available resources, and that additional instructors, laboratories, and related training aids would be necessary.

c. Course of Action 1 was approved by DA. However, the screening of IPRs in Puerto Rico was apparently not approved and was never implemented. It became evident that, because of this, the ELTP at Fort Jackson was headed for difficulties. In effect, by not screening the IPRs in-country, Course of Action 2 was adopted, but without the corresponding increases in course length or resources. DA was so advised of this by the Director, DLI, and several members of the DLI staff.

(40)

DLI-OP-EIA

SUBJECT: Trip Report: Insular Puerto Rican (IPR) English Language Program,  
Fort Jackson, South Carolina

5. General Observations.

a. During the period 3 April 1972 to 31 July 1972, Fort Jackson attempted to implement the ELTP recommended by DLI (Course of Action 1). Incoming IPRs were tested upon their arrival (not prior to their entry into the Army as recommended), and those with an ECL of 60 or better were entered directly into BCT. Those with an ECL below 60 were entered into ELT for a fixed nine week course. As expected, only those entering the course with an ECL of 40 or better were able to attain the course goal of a 60 ECL. Those with an ECL below 40 failed to achieve the course goal. Since, by default, Course of Action 2 had been adopted (without increasing course length and resources), there soon accumulated a backlog of 150 IPRs. These personnel were placed in holding companies awaiting entry into the ELTP.

b. In an effort to eliminate the backlog, DA dispatched a team to Fort Jackson headed by COL William C. Louisell. This team recommended lowering the course goal from an ECL of 60 to an ECL of 40. Apparently no consideration was given to increasing resources for the present course or the screening of IPRs prior to their entry into the U.S. Army (TAB A), (as originally recommended). DA, without consulting DLI, approved the lowering of the ECL, thereby compounding the errors already committed and precluding accomplishment of their stated objective (TAB B).

c. During the period 7 August 1972 to 20 November 1972, all IPRs with an ECL of 40 or better (below the recommended minimum of 60) were sent directly to BCT, thus precluding their chance of reaching a 60 ECL through formal instruction. Those below a 40 ECL entered the ELTP, but they never had a chance to reach the minimum ECL of 60 because they were disenrolled from the ELTP and entered into BCT when they reached an ECL of 40. Even if they had remained in the ELTP they would not have reached a 60 ECL because of the lower entry standard and short course length.

d. A further degradation of the ELTP took place when the ECL cut-off score was lowered by DA from 40 to 31, and the basic training objective was changed from "performing effectively in U.S. units" to "provide minimum level required to perform BCT and AIT, or to more accurately reflect individual capabilities in the Army Classification Battery Tests (ACB)." This action was accomplished by DA, without consulting DLI (TAB C).

DLI-OP-ELA

SUBJECT: Trip Report: Insular Puerto Rican (IPR) English Language Program,  
Fort Jackson, South Carolina

6. Specific observations.

a. The present ELPT at Fort Jackson follows the 23 November guidelines from DA. Students with an ECL of 0 to 30 enter the ELTP, and when they reach an ECL of 31 are graduated and administered the ACB for MOS classification. Those with an ECL of 31 or better are administered the ACB for MOS classification and sent directly to BCT. There is no way that this program will enable IPRs to obtain scores on the ACB that accurately reflect the individual's capabilities.

Five local civilian instructors, an ex-DLI employee with extensive overseas ELTP experience, have developed supplemental materials (military terminology) for use by the IPRs. This will assist them in BCT or AIT but will not sufficiently improve their ability to perform commensurate with their capabilities.

School capacity has been increased from 150 to 200.

b. All commanders interviewed complained about the low standards required in the ELT. Without exception, all interviewed BCT and AIT instructors stated the lack of English forced the IPRs to expend much more effort in their training. The fact that most BCT and AIT training is "hands on" or performance indicated was given as the major reason that IPR attrition in BCT and AIT was not higher. All stated that they experienced fewer training, disciplinary and other problems with IPRs who had higher ECLs.

c. Personnel interviewed at the processing center were certain that ACB scores obtained by IPRs not fluent in English were not accurate indicators of the IPRs capabilities. They also indicated that personal interviews of IPRs with low ECL were not beneficial, thereby precluding valid recommendations for MOS classifications. The commander of the Processing Center stated that there was as much as a 50% difference in the Army Qualification Battery (AQB) administered in Puerto Rico and the ACB administered at Fort Jackson. Some IPRs sign enlistment contracts based on the AQB and this results in difficulties. One IPR was to be a typist, based on the AQB, but had an ECL of only 16. The present Fort Jackson ELTP cannot provide this individual the necessary skills that he needs to acquire typist training as specified in his enlistment contract.

d. HQ, USAREUR and 7th Army indicated in a letter dated 8 December 1972 that in spite of the ELTP at Fort Jackson it was necessary to establish a local ELTP (TAB D). USAREUR Company Commanders Conferences on 12 May 1972 and 15 June 1972, raised the dissatisfaction with the low ECL of IPRs and other minority groups.

DLI-OP-ELA

SUBJECT: Trip Report: Insular Puerto Rican (IPR) English Language Program,  
Fort Jackson, South Carolina

e. During the visit, data was collected indicating that among mature U.S. soldiers, the higher the ECL the higher (and possibly more accurate) the ACB score. Data was also collected that reflects the ECL scores obtained by 2589 IPRs upon reporting at Fort Jackson during the period 7 Feb 72 to 11 January 1973. This data will be utilized to assist in developing alternate courses of action for Fort Jackson.

f. During the exit interview with BG MacFarlane, Deputy Commander, Fort Jackson, he indicated he was unhappy with the time it took for DLI to respond to his August 1972 request for a visit. It was explained to BG MacFarlane that DLI was not informed of his request and was not tasked until January 1973. He also expressed his displeasure with current DA policy and felt that DA should return to the policy originally recommended by DLI.

## 7. Conclusions.

a. Fort Jackson is conducting the ELTP according to the latest guidance (23 November 1972) from DA.

b. The present ELTP at Fort Jackson is of little or no value to the IPRs or the U.S. Army for the following reasons:

(1) The present ELTP raises the ECL to 31 at which time training is ceased. Some students never achieve that level and are graduated anyway. A 31 ECL is far short of the comprehension level needed for the IPR to effectively perform.

(2) The present procedure of administering the ACB to individuals with an ECL of 31 to 59 does not accurately reflect true aptitudes, and results in haphazard MOS assignments.

(3) Those individuals currently completing the ELTP have an ECL sufficiently low enough (31) to, in all probability, prevent most of them from being effectively utilized without additional EL training. This will probably lead to an increased disciplinary problem and denied reenlistments among the IPRs. This is precisely what the ELTP is supposed to aid in avoiding.

(4) The current policy will result in a proliferation of local ELTPs, set up to accomplish what the Fort Jackson ELTP was originally supposed to accomplish, resulting in a duplication of effort and unnecessary expenditure of funds and resources.

DLI-OP-EIA

SUBJECT: Trip Report: Insular Puerto Rican (IPR) English Language Program,  
Fort Jackson, South Carolina

8. Recommendations: It is recommended that

a. The current Fort Jackson ELTP be temporarily continued until such time as DLI can thoroughly investigate the situation and propose alternatives to the current program.

b. Courses of Action 1 and 2 (paragraphs 4b(1) and (2) above) not be further considered at the present time until the impact of these programs on Fort Jackson can be ascertained through additional study.

c. The U.S. Army Recruiting Command's goals in Puerto Rico be ascertained prior to proposing a new ELTP.

d. That the Department of the Air Force and Navy be contacted to determine if these Services have similar experiences (Note DLIEL advises that U.S. Air Force personnel attend classes at Lackland on a space available basis).

e. That the Army Research Institute be tasked to determine the degree of impact the assignment of U.S. personnel with low level of English Comprehension may have on race relations, morale, drug abuse, discipline and effective utilization in their MOS in U.S. Army units.

f. That copy of this trip report be sent to DA, CONARC and Fort Jackson.

1 Incl  
Summary Sheet w/10 incl

*Pierre J de Lespinois*  
PIERRE J. de LESPINOIS  
English Language Advisor

## SUMMARY SHEET

### Reorganization of English Language Training Program Fort Jackson

#### 1. 8 August 1972

Trip report of DA team visit to Ft Jackson and Puerto Rico  
(31 Jul - 3 Aug 72).

Report reflects big backlog (171) of IPRs awaiting ELT. Some malingering in ELT suspected. All IPRs had been properly tested in Puerto Rico. Outside of classroom (ELT) IPRs speak Spanish. English spoken in BCT. The team observed no major deficiencies in English in 9th week of BCT. DA exit interview with CG and DCG of Ft Jackson discussed (1) giving English test in P.R. (2) train IPRs in P.R. (3) reduce ECL score from 60 to 40 for graduation (4) administer ECL at Ft Jackson, then send IPR direct to BCT, those needing English after BCT can go to ELT for 9 weeks maximum. All IPR would be administered the ACB upon completing ELT. ELTP capacity of 150 should be filled with IPRs having lowest ECL scores, others go to BCT (Incl 1).

#### 2. 8 August 1972

DA message to CONARC, INFO 3rd Army and Ft Jackson, subject: English Language Training (ELT) - IPR Backlog. Message cites DA team visit exit interview with CG, Ft Jackson and approves placing IPR with lowest ECL scores from both ELTP and backlog into ELT. Those entering BCT without ELT who experience difficulty will be identified and sent to ELT as soon as practicable (Incl 2).

REACTION: This action is made as an administrative measure to relieve backlog of IPR. DLI is not included in message.

#### 3. 9 August 1972

Ft Jackson message to 3rd Army, INFO CONARC and DA (DAPE-DMPP), subject: English Language Training.

Message cites DA team visit (31 Jul - 3 Aug) and requests clarification of the stated mission/objectives of the current ELTP, or assignment of new mission/objective and measurable criteria by which accomplishment may be determined. On 10 Nov 71, CONARC advised Ft Jackson that "The objectives of the revised English language program conducted by Ft Jackson will be to teach the minimum level required to enable insular Puerto Ricans to perform effectively in U.S. units" (Incl 3).

(45)

TAB J.

REACTION: Ft Jackson realizes that BCT alone will not equip the IPR for AIT and effective performance in U.S. units. Ft Jackson is constrained by CONARC with only 9 weeks allowed for ELT. Ft Jackson's request is understandable in light of mission/objectives and training constraints. DLI is not included in message.

4. 15 August 1972

CONARC message to DA (DAPE-ITA, DAPE-ITS), INFO 3rd Army and Ft Jackson.

Message cites DA team visit (31 Jul - 3 Aug 72) and proposed reorganization of ELT at Ft Jackson.

(1) Eliminates ECL test as screening test for ELT and as instrument for proficiency in English language. ECL test should be used as progress test.

Entrance into ELTP would be:

(2) Interview IPRs. IPRs whose English capability is deemed so bad that they would fail BCT, would be placed in ELTP. All others go to BCT.

(3) Those unable to pass BCT owing to language difficulties will be sent to ELT. Upon completion of ELT they will be returned to BCT under CONARC recycling policies.

(4) Those getting through BCT but handicapped in English will be sent to ELT to bone up for AIT and ACB testing. IPR can volunteer also for Post-BCT ELT.

(5) Objectives of Ft Jackson ELTP are to provide minimum level required to perform in BCT, AIT and/or to more accurately reflect individual capabilities on the ACB. Message states DLI assistance will be required to revise the Ft Jackson ELTP and DA will be required to develop performance-oriented measurable criteria to determine entry into ELTP. CONARC intends to send IPRs to other training centers. Specifically, CONARC recommends that DLI provide assistance in developing a revised POI and performance-oriented entry criteria to support revised ELTP.

(Incl 4)

REACTION: CONARC gives 3 objectives to the Ft Jackson ELTP - to provide minimum level of English for getting through BCT, AIT and ACB with no established criteria for any of the objectives. CONARC recommends an

English training program without regard to any standardized entry criteria, or EL predictive criteria for BCT, AIT or ACB. DLI is not the operating agency for developing CLP POIs. CONARC wants DLI to develop new English tests. No rationale for doing so is provided. DLI is not included on message.

5. 15 August 1972

DAPE-ITS internal memo to DAPE-IT provides background on Ft Jackson ELTP for DAPE-IT proposed 22 Aug 72 visit to Ft Jackson. Memo incloses DA team visit trip report, message from Ft Jackson requesting clarification of ELTP mission/objective and CONARC proposed changes to Ft Jackson mission/objectives. Memo states that DA will staff a message to CONARC's proposed revised ELTP (Incl 5).

6. 6 September 1972

DA (DAPE-PDT) message to CONARC. NONE INFO. DA message concurs with CONARC's proposed mission/objective of ELTP at Ft Jackson and with training IPRs at other training centers. Recommends keeping ECL test. Those scoring 0-30 ECL should be enrolled in ELT, provided space is available or unless interview reveals ECL score is invalid. All others go to BCT. Those entering BCT but have difficulty with English should go into ELT as soon as practicable. Recommended procedures:

(1) IPRs who enter ELTP because of difficulties in BCT will be removed from training rolls. Upon completion of ELT they will take ACB, then reenter 1st week of BCT.

(2) IPRs who go direct to ELT will take ACB upon ELT completion and enter BCT.

(3) ECL score of 31 recommended for completion of ELT and entry into BCT any time prior to completion of full nine weeks course.

(4) ECL tests to be administered at end of 3rd, 6th, and 9th week. Those not achieving ECL of 31 after 9 weeks will be sent to BCT. DLI will continue to exercise technical guidance and assistance as required. (Incl 6)

REACTION: DLI is not on message. DLI was not consulted on the proposed changes to the Ft Jackson ELTP. DAPE-PDT must have new data on hand to make such sweeping proposals (ECL of 31 as cutoff). It is naive to believe that an IPR having an ECL score of 31 will be given a better opportunity to compete for a broader range of MOS. There is data available that indicates that a U.S. English speaking recruit having an ECL of less than 60 will score low on the ACB, let alone the IPR whose vernacular is Spanish.

7. 13 October 1972

Ft Jackson message to 3rd Army. INFO: CONARC, DA (DAPE-MPC). Message lists ECL retests scores of IPRs who failed ELT and entered BCT. Test scores indicated that exposure to BCT did not improve English language ability as measured by ECL test. Only 1/3 improved ECL scores. ELTP emphasizes civilian-oriented language. BCT environment stresses military-oriented language. Message requests DLI develop new ECL test that measures military vocabulary, phrases and expressions, and that DLI rewrite an EL course that teaches the same (for BCT and AIT/CST) (Incl 7).

REACTION: It follows that the IPR will not increase his EL proficiency as measured by the ECL if he is learning new things that are not measured by the ECL. Ft Jackson is realizing that a "monkey" can get through BCT. DLI not on message.

8. 2 November 1972

CONARC message to DA (DAPE-PDT), INFO: 3rd Army and Ft Jackson. Message concurs with Ft Jackson 13 Oct 72 message, and requests that DLI develop new tests and revise POI (Incl 8).

REACTION: DLI not on message nor has DLI been even aware of such recommendations or requirements.

9. 10 January 1973

Ft Jackson message to DA (DAPE-PDT), INFO: 3rd Army and CONARC. Message requests expected date DLI will revise POI and supporting ECL tests (Incl 9).

REACTION: DLI has never been advised, consulted on these matters since Aug 1972. No coordination between DA and DLI.

10. 8 December 1972

USAREUR and 7th Army letter to HQDA (DAPE-PDT). Letter states that ELT at Ft Jackson does not provide IPR to reflect his potential on the ACB. Recommends that AFQT be given in Spanish, ACB be given in Spanish, and ELT to be given prior to BCT and AIT (Incl 10).

REACTION: ~~The position of USAREUR is substantially correct. The letter validates DLI position that a limited English language program does not provide the individual an opportunity to demonstrate his true aptitude for further training. A crash program to teach approximately 5,000 Spanish speaking soldiers the English language is underway in Europe which is clear evidence that the present training program will increase CSP programs throughout the world.~~

## 1. DLI Responsibility

a. Insure that English Language Training Programs provided by local Commanders are conducted to meet the minimum English Comprehension Level required for entry into a specific course of training or occupational specialty whether it be CONARC or overseas (AR 350-20, para 1-3 b 2).

b. Exercise technical control over Command Sponsored Programs. This authority includes the authority of development and/or approval of standards. This authority includes but is not limited to:

(1) Methodology

(2) Instructor qualifications

(3) Course content and objectives\*

(4) Text and related training aids

(5) Tests and measurements of language aptitudes and skills (AR 350-20, 1-4).

\*Note: Course objectives for ELTP in terms of ECL are defined in DLI Pamphlet 350-1 (AR 350-20, para 1-4 (2) and (2)f).

c. Upon approval of CSP, DLI is responsible to provide guidance concerning narrative course objectives, minimum instructor qualifications, instructor training course, and language training material. (AR 350-20, para 1-6c(2)).

d. DLI is further responsible for:

(1) Supervision and technical control of all CLPs conducted by U.S. military organizations and for authorizing the establishment and conduct of ELTP conducted by U.S. military commands world-wide.

(2) Determining language training materials to be used.

(3) Providing guidance on duties and qualifications of supervisors and instructor personnel.

(4) Surveying of existing programs or assistance in the development of plans to establish new programs. (AR 350-20, para 1-7a and 1-7d).

## 2. Discussion

The DLI recommended ELT program was based on the stated objectives of CONARC that the revised English Language Training Program conducted at Ft Jackson will be to teach the minimum level required to enable insular Puerto Ricans to perform effectively in U.S. units. Based on this objective and on previous DLI experience with foreign nationals, DLI made two proposals: One proposal (Course of Action #1) considered the training time made available by CONARC (6-9 weeks). In view of training time constraints, the DLI recommended screening the IPRs in Puerto Rico by use of an ECL test, and recommended a cut-off score range of 48-52 be established prior to enlistment. IPR accessions with these scores could be reasonably expected to attain an ECL of 60 within 9 weeks training time and permit the IPRs to demonstrate their aptitudes on the Army Classification Battery (ACB). The other proposal (Course of Action #2) anticipated that ECL screening of IPRs in Puerto Rico would not be accomplished or considered desirable for political reasons. It considered that the IPR accessions would continue to have, on the average, ECL scores of 29, and CONARC training objectives would remain the same (to perform effectively in U.S. units). Course duration was estimated at a maximum of 20-24 weeks depending upon individual progress and initial English proficiency upon entry into EL training. DA approved course of action #1 but took no action to screen the IPR accessions with the ECL test. Consequently, IPRs continued to report to Ft Jackson with an average ECL score of 29 and thus they could not be expected to be trained within 9 weeks to the required 60 ECL which was considered the minimum score for successful MOS classification and utilization in U.S. units. Owing to limited school capacity (150) and limited training time, a backlog of IPRs resulted. To alleviate this backlog, Ft Jackson was directed by DA and CONARC to:

- a. Change the ELT course objectives
- b. Lower ECL completion (graduation) score from 60 to 31
- c. Admit IPRs with lowest ECL (0-30) to ELTP and send rest on to BCT directly.

These changes were prompted not for the purpose of improving the ELTP for the IPR or for making available greater opportunity for MOS placement or AIT performance, but for the administrative convenience of reducing the backlog of recruits requiring BCT, and insuring the training load does not exceed limited training capacities. This Headquarters is aware that data is available at Ft Jackson which supports the DLI position that an ECL of 60 is the minimum score acceptable to insure the predictive validity of the ACB. There is high correlation between the ECL (60-100) and the achievement on the ACB. This data was obtained by using U.S. English speaking military personnel.

If the sole objective of the Ft Jackson ELTP is the successful completion of BCT, then the modified training program (military language usage) is justified and the training time allotted (1-9 weeks) can be considered adequate. The only DLI responsibility to that limited program would be that of reviewing, assisting and approving a POI and tests prepared locally at Ft Jackson to meet the limited objective. However, it is DLI's responsibility to assess the objectives of training. This assessment must be considered in light of other EL training programs. To be sure, one POI cannot be expected to meet ELT objectives for BCT, AIT and ACB, all at the same time. It does not appear possible that the present Ft Jackson course of instruction can meet the ELT objectives for BCT, AIT and ACB.

DLI anticipates that the limited EL training of IPRs at Ft Jackson will result in a proliferation of EL training efforts at command levels on a world-wide basis. USAREUR and Ft Carson are indications of such proliferation. Mr. Lacy (Ft Jackson) noted to DLI that the majority of IPR accessions to Ft Jackson have less than high school completion. Under the Army's new Quality Management Program (QMP) most IPRs will have to complete high school, pass their MOS tests, and raise GT score to 90 (if below 90) for reenlistment and retention. For sure, a knowledge of English beyond that of military terminology required for BCT completion will be needed to meet these QMP criteria. The ramifications of this problem are manifold.

5. Recommendation:

a. That Mr. de Lespinois visit Ft Jackson 8-9 February 1973 with the designated Service Program Manager (LTC Jaco) for DA.

b. That Mr. de Lespinois obtain all ELTP data available to support rationale for current ELT program and for assessing overall ELTP programs for DA.

c. Based on Ft Jackson ELTP data and current CLP data, DLI recommends courses of action to DA concerning EL training for IPR at Ft Jackson and other installations.



DEFENSE LANGUAGE INSTITUTE  
OFFICE OF THE COMMANDANT  
PRESIDIO OF MONTEREY, CALIFORNIA 93940

REPLY TO  
ATTENTION OF: DLIC

26 November 1975

General W. E. DePuy  
Commanding General  
TRADOC  
Fort Monroe, VA 23651

Dear General DePuy,

Mr. Pierre de Lespinois (Chief, Worldwide Operations, DLI) has returned from his trip to the 2d Infantry Division, where he has been assisting the Division overcome its non-English speaking soldier problem (copy of his Trip Report attached). His report indicates that the situation is at least as bad as that found in the 7th Army units in Europe, and prompts me to make the following observations and recommendations.

The English Comprehension Level (ECL) test was administered to various groups of the Division. As you know, a score of 100 represents total understanding of English, while a score of 20 means that a soldier understands only 20% of what he is told, etc (it is generally accepted that anyone with an ECL score of less than 70 encounters difficulty in becoming an effective soldier, and often is not permitted to reenlist). Scores ran as follows: The Civilian Education Personnel, 99.7; native US military personnel, 95; non-native US soldiers other than Korean born, 67; Puerto Ricans, 49; Korean-American 44. The Puerto Ricans and Koreans represented over 80% of the soldiers tested (160 of 193 made available for the tests--this was a test sample and was only a portion of Division personnel experiencing difficulty with English comprehension). As both the Puerto Rican and Korean-American groups scored less than 50, it is a fair statement that most of our "language problem" soldiers understand less than half of what is told them. Pierre estimated that there were a total of 800/1000 soldiers in this category in 2d Infantry Division units, and that most of these troops were in front line units.



26 November 1975

While DLI has no solid figures to support this next statement, I must assume that the situation that exists in the 2d Infantry Division exists in other units throughout our Army. Furthermore, and here I do speak from personal experience, a unit's fighting capability is sorely tried when even a portion of its people cannot understand orders. I submit to you that a priority TRADOC program should be the English language training of the Army's non-English speaking personnel. Mr. de Lespinois has complimented the 2d Infantry Division for identifying and attempting to solve its language problem, but thinks the training program required may be more than the Division should be expected to handle--both in the time and effort required.

Obviously, the best solution would be the refusal to enlist anyone with less than a 70 ECL score. Since we do not appear to have this option, the next best solution is the early language training of our non-English speaking soldiers. This would permit them to get a lot more out of BCT, AIT and unit training, would produce a soldier that really is "FIT TO FIGHT", and would also permit his reenlistment. To quote Mr. de Lespinois' report, "there is no doubt that the present DA system of enlisting, classifying, training, and assigning non-native speakers with low English language proficiency to US field units needs a complete restudy. The present system will result in a proliferation of language training programs throughout the world, most of them inefficient, too late, and costly. The cost of screening and initial language training in CONUS would be offset by the cost of replacing a soldier who cannot reenlist because he is not able to pass his MOS test. (I estimate the replacement cost of such a soldier to be at least \$50,000 per person. Salary alone is \$15,000 for the 3-year period if not promoted). Quality language training in CONUS for an individual below 24 ECL to be brought to a minimum of 70 ECL would take up to 23 weeks and cost approximately \$2,300. The cost for an individual with 43 ECL would be \$1,400. The Army could save in excess of 47 million dollars by offering language training to 1000 personnel who would reenlist rather than being separated from the Army."

The recommendations listed by Mr. de Lespinois at the conclusion of his Trip Report address both the 2d Infantry Division and the Army-wide language problem. The Division's solution to the problem is the best possible given the existing conditions. The Army-wide recommendations merit more discussion, and are repeated in their entirety:

26 November 1975

"i. Language training be considered by DA to be of as much importance and as critical for non-native speakers as BCT and AIT.

"j. A central facility be established in CONUS to offer quality language training to a minimum of 70 ECL, for all non-native speakers. (ECL tests can be made available by DLI to processing centers to identify those soldiers needing training.)

"k. The Army Classification Test Battery not be administered until the soldiers have reached 70 ECL. (Results obtained now are meaningless and should not be used for classification purposes.)"

I concur 100% with his recommendation "i", as the problem created by non-English speaking US soldiers is a thorn in peacetime and could well prove to be disastrous in combat units in any new confrontation. And, while it is essential that a better English Training program be developed for our non-English speaking soldiers, it does not necessarily have to be conducted at a central location (the program could be conducted here at the Defense Language Institute, or it could be taken by MTT's to Basic Training Centers and major troop units). Mr. de Lespinois' last recommendation also makes good sense, as it is useless to administer the Army Classification Test Battery to people who cannot read and write English (as Pierre pointed out in his report, he found well educated people performing menial tasks because their inability to speak English made it impossible for them to pass our tests or function adequately in an English-speaking environment).

In summary, may I suggest that a good standard English training program be a priority TRADOC item. The program does not now exist, either at Monterey or at the English Language Center at San Antonio. I honestly believe that there is a better capability to develop the program here at Monterey, and ask that an Army problem be given to me to solve, rather than to the training facility at Lackland AFB (especially since the English Language Center apparently is returning to USAF control).

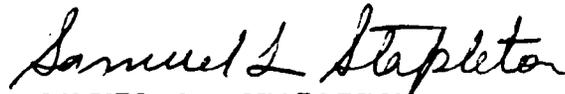
We have studied the problem here at Monterey, and are convinced that with a 10-man team we can develop the language training course and, with the same people, provide MTT's to the field (we can provide in-house training as well, but would need more instructors--the quantity depending on

DLIC  
General W. E. DePuy

26 November 1975

how many non-English speaking soldiers are here in training at one time). We welcome the opportunity to help you solve this serious training problem which could affect the combat readiness of our Army.

Sincerely,



SAMUEL L. STAPLETON  
Colonel, USA  
Commandant

1 Incl  
as

CF:  
CG, UNC/USFK/EA, w/incl  
DCSPER, w/incl  
C/S, TRADOC, w/incl  
DCST, TRADOC, w/incl  
CG, 2d Inf Div, w/incl



REPLY TO  
ATTENTION OF: DLIW

21 November 1975

MEMORANDUM FOR: DLIC

SUBJECT: Trip Report - English as a Second Language Training Program for  
US Soldiers, 2nd Infantry Division, Korea

1. At the request of Major General James R. Thurman, Commanding General of the 2nd Infantry Division, I was ordered by Colonel Samuel S. Stapleton, Commandant of the Defense Language Institute (DLI), to proceed on 23 October 1975 from DLI to the 2nd Infantry Division. The purpose of my 3-week TDY was to assist the Education Centers of the 2nd Infantry Division in establishing a Training Program of English as a Second Language for US soldiers who are non-native speakers of English.
2. I arrived in Seoul, Korea, on 24 October 1975, and was met by Mr. John J. Haggerty, GS-13, Director of Education, 2nd Infantry Division who immediately started to brief me on the mission and organization of the 2nd Infantry Division, and on some of the problems that were facing Unit Commanders to whom non-native speakers of English were assigned.
3. During the period, 25 October 1975 - 17 November 1975, I performed the following activities:
  - a. Administered English Comprehension Level Tests to more than 250 personnel at 6 Education Centers at different camps throughout the 2nd Infantry Division.
  - b. Interviewed Education Center Education Services Officers, counselors and Unit Commanders who have to interface with non-native speaking US soldiers.
  - c. Trained administrative personnel and instructors of the University of Hawaii and St. Louis High School in the conduct and administration of the DLI English Language Training System. See Annex A for outline.
  - d. Conducted a workshop for all GED personnel assigned to all the camps of the 2nd Infantry Division on testing and placement of students as well as organizing and scheduling programs of English as a Second Language.



DLIW-E

21 November 1975

SUBJECT: Trip Report - English as a Second Language Training Program for US Soldiers, 2nd Infantry Division, Korea

e. Interviewed individual non-native U. S. soldiers whose performance in the units is handicapped by their lack of desired fluency in English.

f. Discussed training problems encountered by non-native U. S. soldiers in the Training Extension Course (TEC).

g. Monitored and critiqued two ESL classes that were started on schedule, 3 November 1975, at Camp Hovey by the University of Hawaii.

4. During my entire stay I had the full cooperation and support of all personnel within the 2nd Infantry Division. I would like to note however that the best support came from the 2nd Infantry Division Hq Education Office, in spite of the fact that the Director of Education at Camp Howze had previously indicated that he would have approximately 90 personnel to test and only 1 student showed on my first trip there and only 13 were tested on my second attempt to obtain more data on the actual need at Camp Howze. The Director of Education at Camp Howze blamed the lack of local Command support for this poor showing. I wonder, however, (in view of the performance of Education Directors at other camps) if the Camp Howze Education Director knows how to get local Command support. The program without a doubt has full support from the top, and command emphasis is obvious.

#### 5. FINDINGS

a. Prior to my arrival, the Education Office of the 2nd Infantry Division had accomplished a substantial amount of work, specifically all units in each of the 7 camps had identified soldiers in need of ESL training. Preparations had been made for their testing, and Command emphasis had been placed to insure that those soldiers (who because of their place of birth, had never had an opportunity to learn English) would be offered the opportunity to develop their potential by receiving on-duty instruction in ESL.

b. In order to determine the magnitude of the problem (if any), I decided to use English Comprehension Level (ECL) examination 74G which is one of the DLI Test Batteries used to determine the fluency in English of Foreign Military Nationals selected by MAAGS/Missions to attend professional technical courses in US military schools. The maximum score possible on this test is 100. Generally, it can be stated that a man with a score of 100 understands as much English as a US native speaker. Conversely, a test score of 20 indicates that the testee understands only 20% of what a native English speaker understands. During the testing sessions I requested that a certain number of non-native speakers whose performance in the unit was acceptable to his supervisor, or who had been enrolled in college/high school PREP courses with performance at an acceptable level be made available for comparison purposes.

21 November 1975

SUBJECT: Trip Report - English as a Second Language Training Program for US Soldiers, 2nd Infantry Division, Korea

c. The units identified and made available for testing 193 non-native speakers of English who had difficulties in US Army units. Of these, 102 were Koreans, 58 Puerto Ricans and 33 came from 14 other countries such as Peru, Thailand, Mexico, etc. (I estimate that similar numbers were not tested because they were on field exercises, leave, etc.) The distribution of test scores was as follows:

<u>ECL Score</u>	<u>Koreans</u>	<u>Puerto Ricans</u>	<u>Others</u>	<u>Total</u>
24 or less	6	8	0	14
25 to 33	31	10	1	42
34 to 42	16	2	1	19
43 to 49	14	7	3	24
50 to 54	7	4	1	12
55 to 59	4	5	2	11
60 to 64	4	6	3	13
65 to 69	9	2	3	14
70 to 74	7	2	7	16
75 to 79	4	7	8	19
80 to 84	0	3	3	6
85 to 89	0	1	1	2
90 to 94	0	0	0	0
95 to 100	0	1	1	0
Totals	102	58	33	193

The average ECL for US soldiers, native of Korea was 44. The average ECL for US soldiers from Puerto Rico was 49. The average ECL for US soldiers from 14 other countries was 67. Note: The countries were India, Philippines, Japan, Ecuador, Dominican Republic, Sierra Leone, Columbia, Peru, Mexico, El Salvador, Germany, Thailand, Samoa, and Haiti.

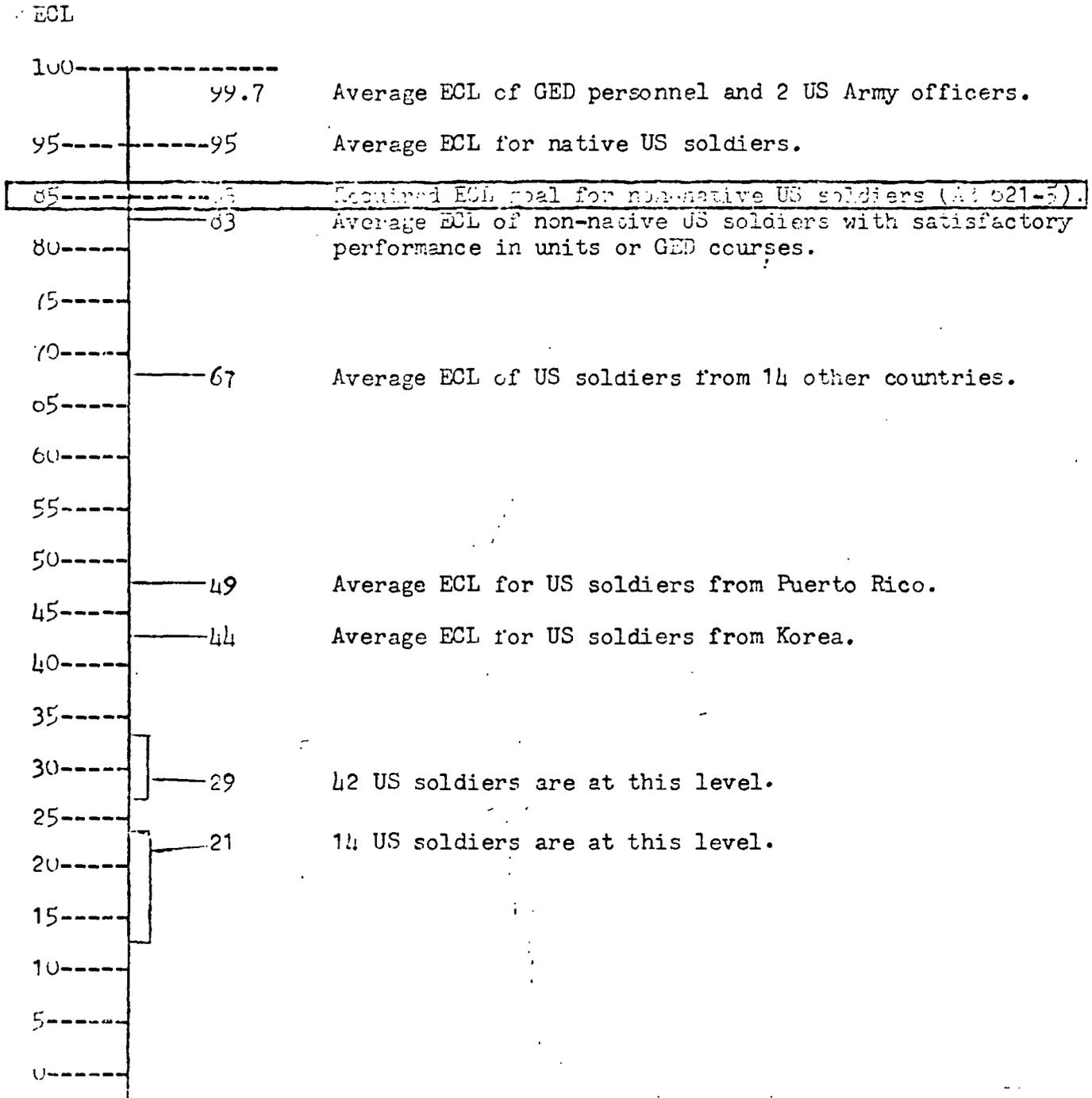
d. In comparison, the test scores of 17 non-native US personnel with acceptable performance in either their Units or in GED courses were as follows:

<u>ECL Score</u>	<u>Koreans</u>	<u>Puerto Ricans</u>	<u>Others</u>	<u>Total</u>
0 to 74	0	0	0	0
75 to 79	1	1	1	3
80 to 84	0	1	6	7
85 to 89	1	1	2	4
90 to 94	0	0	0	0
95 to 100	0	0	3	3
TOTALS	2	3	12	17

The average ECL score was 83. In addition, I also tested 19 native US military personnel to ascertain their proficiency and compare it to that of the non-natives. The ECL range was from 79 to 100 with an average ECL of 95. During the workshop that I conducted for the Education Office, I also administered the ECL test to 33 Civilian Education Personnel, as well as two US Army officers who volunteered to take the test. The average ECL score was 99.7.

SUBJECT: Trip Report - English as a Second Language Training Program for US Soldiers, 2nd Infantry Division, Korea

e. Chart illustrating English Proficiency of various groups tested in the 2nd Infantry Division.



DLIW-E

21 November 1975

SUBJECT: Trip Report - English as a Second Language Training Program for US Soldiers, 2nd Infantry Division, Korea

r. Based on the test scores, the following classes can be started at each Camp as soon as the contractors have procured qualified instructor personnel and DLI course materials:

Camp Hovey

1 class starting with text volume 1200.

1 class starting with text volume 1300.

1 class starting with text volume 2100.

(University of Hawaii started these classes on 3 and 10 November 1975)

West Camp Casey

1 class starting with text volume 1200.

1 class starting with text volume 2100.

Camp Howze

The number of students tested is not sufficient to start any classes. The GED office at this camp should continue testing and start classes as needed. A chart explaining the placement of students by text volume is at Annex B.

Camp Greaves

Identification by local Education Director of additional students who were in the field at the time of my visit should permit the start of 2 classes upon return to garrison.

East Camp Casey

2 classes starting with text volume 1200

1 class starting with text volume 1300

1 class starting with text volume 2100

2 classes starting with text volume 2400

Camp Rice

Additional testing is required for placement purposes, but one class could be started in volume 1200 if combined with Camp Howze.

21 November 1975

SUBJECT: Trip Report - English as a Second Language Training Program for US Soldiers, 2nd Infantry Division, Korea

Camp Stanley

1 class starting with text volume 1200

1 class starting with text volume 2100

1 class starting with text volume 2400

Classes should be conducted daily and be of 4 hours duration in the morning or afternoon. The maximum number of students should be 10 to 12 per class.

6. DISCUSSION

a. Army Regulation 621-5 states that GED centers should conduct ECL programs for non-native speaking US soldiers, who have completed ECT and AIT until they reach an 85 ECL. Attainment of this goal will not be possible in each camp of the 2nd Division. The training time required for students with ECL of 24 or less would be 38 weeks or 760 contact hours in the class room supplemented by 360 hours of home work. Most of the students identified during this survey will have a DEROS before achieving an 85 ECL. An exception can be made at Camp Stanley and at East Camp Casey where a sufficient number of students with 60 and 70 ECLs are present to justify starting classes for them. They could possibly reach that ECL in 2 cycles of 6 weeks of training. A more realistic goal would be to train all the low ECL students to as high an ECL as possible. 70 ECL appears to be a realistic goal at this time.

b. Discussion with unit commanders and GED personnel reveals that soldiers with low ECLs (69 and below) have tremendous difficulties in their units and with academic courses when they attempt to complete them. Most of their efforts end in failure. In classes which I observed, low morale was obvious for students with 24 to 32 ECL. Although they were delighted by this program, most felt that it was too late. Several expressed the fear that they would fail their MOS test at the end of their enlistment and not be allowed to re-enlist. (I believe that their fear is more than justified.)

c. Training Extension Courses (TEC) utilizing the new TRADOC individualized instructional system, are in operation here at the Second Infantry Division. Personnel operating TEC state that it is the best that has come along in a long time as it really helps US soldiers to pass their MOS test. Non-native US soldiers such as the Korean-born, who on the average understand only 45% of what they hear from the cassette on the projector, are not being helped by this ingenious training system.

21 November 1975

SUBJECT: Trip Report - English as a Second Language Training Program for US Soldiers, 2nd Infantry Division, Korea

d. As a result of this language barrier I noticed that the Korean soldiers stuck together. Puerto Ricans were in a group of their own and each group used its own native language. The real leaders of these groups appeared not to be the sergeants in the units, but the bilingual (almost) who seemed to take care of their own. I am convinced that potential disciplinary problems are created by their lack of fluency in English. What is also dangerous is the fact that a soldier with 40 to 60 ECL is convinced that he understands what is told to him, and proceeds to carry out what he thinks were his orders, and does exactly the opposite of what was said. As a result he is classified as a "DUMB BELL", or worse, and disciplinary action might be taken, when actually the only problem was that he just did not understand everything that he was told.

e. Another point of contention with these soldiers is their impression that the recruiting sergeant "pulled a fast one" when they enlisted. Many of those interviewed told me that they were "sweet talked" into signing for the Infantry with the promise that they could change their MOS after completing ECT. They stated that it "never happened, GI", and that they could not compete with native soldiers for either a better MOS, or one that they wanted. The reason was that when they took the Army Classification Battery during ECT their knowledge of English was such that they just filled out the answer sheets at random or guessed the best they could. Thus, they obtained very low scores and were assigned to AIT as either cooks, supply, clerk, or duty soldiers. It should be noted that most of the soldiers I interviewed were all high school graduates. Several were college graduates, and one had a Master's degree in political science earned in his home country.

f. On two occasions in 1972 and 1973 I tested two groups of 200 Puerto Rican US soldiers selected at random at Fort Jackson, N. C. On both occasions each group averaged 32 ECL. The Puerto Ricans that I tested here (they had been in the Army about a year) scored an average of 49 ECL. This represented a gain of 17 points but still was very far from any reasonable degree of fluency in the English language which would allow them to be "FIT TO FIGHT". This lack of fluency could prove to be disastrous in combat or in an exercise with live ammunitions.

## 7. CONCLUSIONS

a. The Commanding General and Officers of the 2nd Infantry Division have identified this problem and have taken positive, aggressive action to assist these soldiers with a meaningful training program.

b. The ESL program initiated by the 2nd Infantry Division is badly needed, and may turn out to be larger than anticipated requiring more training time than had been imagined.

SUBJECT: Trip Report - English as a Second Language Training Program for US Soldiers, 2nd Infantry Division, Korea

c. Common sense indicates that the problem which has been passed to the field (2nd Infantry Division) should have been solved prior to the soldier's assignment to a combat unit where he is at best a marginal performer because he is incoherent in English, understands 44% to 49% of what he hears and reads, and as a result, diminishes the overall effectiveness of the Division. This raises a serious question as to the true meanings of "efficient individual training" and "Combat Readiness". Additionally, this situation is no doubt duplicated in other divisions in the PACOM and EUCOM areas.

d. There is no doubt that the present DA system of enlisting, classifying, training, and assigning non-native speakers with low English language proficiency to US field units needs a complete restudy. The present system will result in a proliferation of language training programs throughout the world, most of them inefficient, too late, and costly.

e. The cost of screening and initial language training in CONUS would be offset by the cost of replacing a soldier who cannot reenlist because he is not able to pass his MOS test. (I estimate the replacement cost of such a soldier to be at least \$50,000.00 per person. Salary alone is \$15,000.00 for the 3-year period if not promoted).

f. Quality language training in CONUS for an individual below 24 ECL to be brought to a minimum of 70 ECL would take up to 23 weeks and cost approximately \$2,300.00. The cost for an individual with 43 ECL would be \$1,400.00. The Army could save in excess of 47 million dollars by offering language training to 1000 personnel who would reenlist rather than being separated from the Army.

## 8. RECOMMENDATIONS

It is recommended that:

a. The 2nd Infantry Division continue to place emphasis on the conduct of its ESL program.

b. Testing of personnel that I could not reach during my short visit be continued to identify and place the soldiers in appropriate class levels. (Annex B provides necessary guidance for that purpose.)

c. New non-native speaking soldiers reporting to the 2nd Division be identified, tested, and trained, as needed.

d. ECL scores (upon entry into coursework and upon graduation) and the inclusive training time be entered in the individual's DA Form 669.

21 November 1975

SUBJECT: Trip Report - English as a Second Language Training Program for US Soldiers, 2nd Infantry Division

e. When possible, training be consolidated between camps to provide for better utilization of resources and increased program efficiency.

f. 4 hours per day, 5 days a week be the minimum training time established for this program.

g. DLI approve, through channels, the ESL program conducted by the 2nd Infantry Division as a Command Language Program operated under the provisions of AR 350-20.

h. The 8th Army Education Office insure that ESL programs conducted by other units in Korea be standardized by using the 2nd Division program as a model. A step in the right direction would be a directive to all GED activities to initiate a testing program to assess the dimension of the overall problem in Korea.

i. Language training be considered by DA to be of as much importance and as critical for non-native speakers as BCT and AIT.

j. A central facility be established in CONUS to offer quality language training to a minimum of 70 ECL, for all non-native speakers. (ECL tests can be made available by DLI to processing centers to identify those soldiers needing training.)

k. The Army Classification Test Battery not be administered until the soldiers have reached 70 ECL. (Results obtained now are meaningless and should not be used for classification purposes.)

l. A copy of this report be forwarded by Commandant, Defense Language Institute to:

- (1) Commanding General, Training and Doctrine Command.
- (2) Commanding General, UNC/USFK/EA.
- (3) Commanding General, 2nd Infantry Division.
- (4) Deputy Chief of Staff, Personnel, Department of Army.
- (5) Assistant Secretary of Defense, Manpower and Reserve Affairs.

*Pierre J. de Lespinois*  
PIERRE J. de LESPINOIS, GS-14  
Chief, Worldwide Operations  
Defense Language Institute

DLIW-E

21 November 1975

SUBJECT: 12 Nov 75 meeting conducted by Mr. Pierre de Lespinois, DLI Representative. The purpose was training 2nd Infantry Division Education DACs in the procedures for implementing 2nd Division English language training programs for personnel for whom English is a second language.

## 1. ECL - English Comprehensive Level Exam

a. The ECL is a 65 minute, 2 part fluency, proficiency exam testing listening and reading skills. The first part involves listening to a tape and answering questions. The 2nd part requires reading questions and selecting correct answers. Both parts are concerned with such things as general vocabulary, grammatical understanding and usage, and recognizing idioms.

b. All DAC's present were administered the ECL in order to become familiar with the test itself as well as its administration. The ECL enjoys increased status in the language program because it serves as both the main placement instrument for initial class assignment and as the final exam determining graduation.

c. The ECL is normed on U. S. Military Service School students and is the screening test for foreign nationals seeking entrance to U. S. Service Schools. The maximum derived score is 100. The score represents percentage of understanding. For example, a score of 60 indicates an understanding of 60% of conversations, instructions, material presented, etc. The average score for 2nd Infantry Division personnel taking the ECL was 38.

d. The ECL is a controlled test item and will be administered by Army Education Centers both at the time of initial placement and at graduation. All testing materials will be available on a receipted basis from G-1 Education Division on an interim basis only, until Education Centers receive testing kits.

## 2. CURRICULUM

The ECL derived score determines placement in one of these levels and several series:

ECL Derived Score	Level Placement	Series Placement	
0-24	BASIC	1100	Students find the basic course difficult & progress can be slow painful.
25-33		1200	
34-42		1300	
43-49		1400	
50-54	INTERMEDIATE	2100	Fast rate of progress. No insurmountable difficulties.
55-59		2200	
60-64		2300	
65-69		2400	
70-75	ADVANCED	2500	At upper levels, pro- gress predictably slow.
76-85		2600	

DLIW-E

21 November 1975

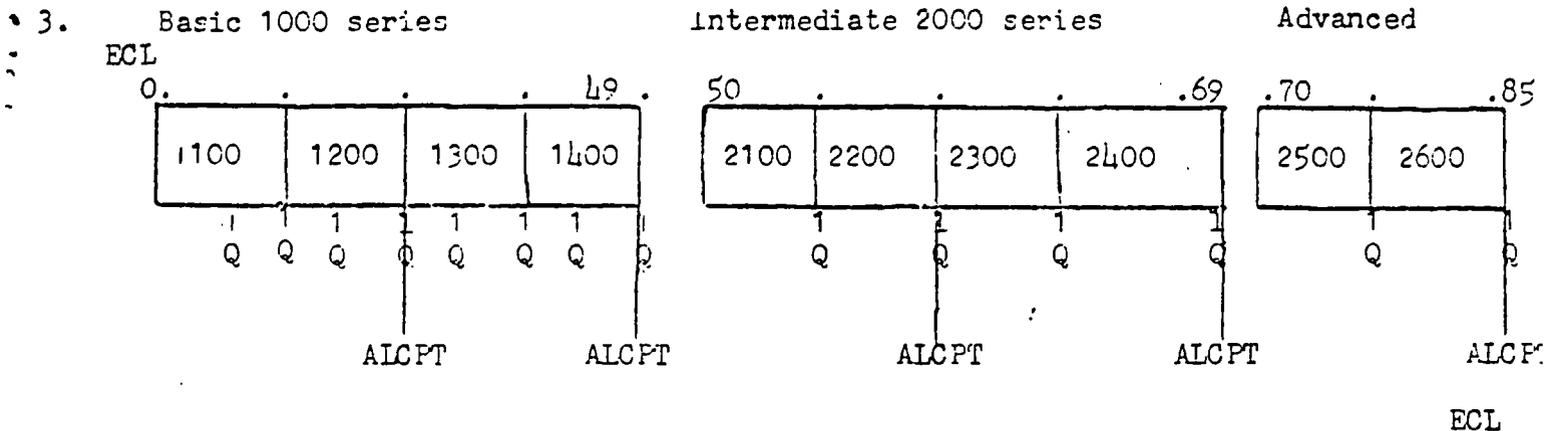
SUBJECT: 12 Nov 75 meeting conducted by Mr. Pierre de Lespinois, DLI Representative.

ECL  
Derived Score

Level  
Placement

Series  
Placement

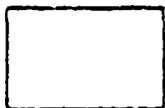
86-100 Need for English language training not indicated.



Q - every 5 units

Q - every 10 units

ECL



= 1 volume or student text  
ea. vol = 10 units of work  
in US 1 unit per day  
foreign - 1/3 = 1 unit per day

Q=Quiz

INSTR TEXT

INSTR TEXT

INSTR TEXT

WORK BOOKS (2)

WORKBOOKS (2)

WORKBOOK (1)

Quizzes  
ALCPT

Quizzes  
ALCPT

Quizzes  
ALCPT

ECL → Graduation

4. Work in each series consists of daily classroom work in student text volumes, homework in workbooks at each level, periodic quizzes, and periodic testing on the American Language Course Placement Test (ALCPT).

Quizzes - (administered by the contractor) measure what a man has learned in volumes he has recently completed.

ALCPT - (administered by the contractor) measures rate of progression toward final goal.

DLIW-E

21 November 1975

SUBJECT: 12 Nov 75 meeting conducted by Mr. Pierre de Lespinois, DLI Representative.

If a man fails to score high enough on a quiz or ALCPT, he repeats the volume or portion of work since his last successful quiz or ALCPT. A man is constantly working toward a final goal that has been translated into a desired ECL final score.

5. English Language Training in 2nd Infantry Division

a. Mr. de Lespinois has been conducting ECL testing in 2nd Infantry Division. More testing is being scheduled but as of this time:

191	ECL tests administered
14-100	Range of scores
38	Average score for 2nd Division i.e. the average non-native speaking individual tested understands just over 1/3 of spoken and/or written intercourse with which he is involved.

b. Language training classes in 2nd Division are tentatively scheduled for 4 hours a day, 5 days a week, for 6 weeks.

c. Personnel whose language training is interrupted by unit field commitments will be able to resume studies upon return without irreparable harm done to the learning process. (This would have to be done within the limits of VA law, however.)

d. A test is available from DLI, upon request, to identify malingerers for removal from the program.

e. While initial emphasis is being placed on the basic language program, future programs could include specialized English training courses in MOS fields.

f. Classes are in progress at Camp Hovey and are being set up at other Education Centers. Mr. de Lespinois is returning to DLI and will be forwarding additional program materials.

DLIW-E  
SUBJECT: Trip Report - ANNEX "B"

21 November 1975

ANNEX "B"

This chart provides guidance as to students placement in the DLI English Program and provides average training time required based on desired terminal behavior.

TO GRADUATE WITH:

	<u>ASSIGN STUDENTS TO TEXT VOLUME</u>	<u>60 ECL</u>	<u>65 ECL</u>	<u>70 ECL</u>	<u>75 ECL</u>
ECL 24 or less	1100	16	19	23	28
ECL 5 to 33	1200	11	14	19	22
ECL 34 to 42	1300	7	10	14	19
ECL 43 to 49	1400	5	7	11	17
ECL 50 to 54	2100	4	5	8	14
ECL 55 to 59	2200	2	4	6	12
ECL 60 to 64	2300	0	2	4	10
ECL 65 to 69	2400	0	0	2	8
ECL 70 to 75	2500	0	0	0	4

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